

ICOMM 375: Digital Storytelling

Classroom: TR-002 AJ 353 TR-001 BC 137	Instructor: Brad King	Phone: 765-285-8692
Time: TR-002 930-1045 TR-001 2-315	Office: AJ 389	Email: jbking@bsu.edu
	Office hours: TR 1230-145 by appointment (+ online, off-campus as well)	Website: http://www.thedudeman.net

ICOMM 375: Digital Storytelling

This course will enable students to synthesize skills and knowledge gained from preceding courses. This course will introduce students to the elements of digital storytelling, including creating, designing, writing and producing narrative stories using multimedia technology. Students also will learn the requirements for distributing their stories to target audiences via digital delivery systems.

Student Learning Outcomes:

- Students will create a digital story idea as demonstrated through in-class group work, presentations and a formal design document
- Students will understand the fundamentals of digital storytelling as demonstrated through script writing, storyboarding, source material development, in-class presentations and a formal paper
- Students will understand how multiple medias can be integrated together as demonstrated by a formal design document and a final presentation
- Students will understand the budgeting, production and marketing of digital stories as demonstrated through in-class presentations and a final paper
- Students will understand how to deliver their product through multiple mediums as demonstrated by a formal paper and a final presentation in multiple mediums.
- Students will understand the collaborative approach to digital storytelling as demonstrated through in-class presentations, small group work and a personal learning log

Required Texts:

- Undergraduates: links to online readings in syllabus

- Graduate Students: [Stories in Between](#), by Dr. Drew Davidson and [Cross-Media Communications: an Introduction to the Art of Creating Integrated Media Experiences](#), by Dr. Drew Davidson. These are available as free downloads, or as e-books or paperback books;

GRADING SCALE:

- The grade scale in my class is a 10 point scale, with the final grades tabulated based upon individual performance.

ASSIGNMENTS:

Pre-Report + Presentation (200 pts)	Teams will create a pre-production document with full script, assets, timeline approved + critiques
Status Updates (25)	Teams will present biweekly updates (on Thursday)
Critiques (50)	Teams will formally critique each group, which will include a written document, recommendations, issues and solutions and overall analysis
Final Project, Report + Presentation (300)	Teams will present their final products to the class

Professional-In-Residence:

The minor requires that students attend at least **THREE** professional-in-residence workshops dealing with digital media each semester. Failure to do so will result in the loss of one full letter grade. We will hold biweekly salon sessions in class to discuss events, readings and such. You will be expected to discuss the PIRs you have attended that this time AND deliver to me a one-page, bulleted sheet of the thoughts/ideas you gleaned from the event. Failure to do both: discuss and turn in the paper will be considered a failure to complete this assignment.

Graduate Students:

There will be 6 salons throughout the semester, which will last for one hour. Some of these will take place outside of the class. They will include:

- Reading 2 books: [Stories in Between](#), by Dr. Drew Davidson and [Cross-Media Communications: an Introduction to the Art of Creating Integrated Media Experiences](#), by Dr. Drew Davidson. These are available as free downloads, or as e-books or paperback books;
- Delivering 2 presentations to the undergraduate class on Transmedia and ARG storytelling
- Writing 1 essay (3,000-8,000 words) on your experience Making Digital, which may be included in the upcoming anthology of essays I'm editing for Carnegie Mellon's ETC Press.

Assignment Policies:

Assignments are due at the start of class unless otherwise stated. I will not accept late assignments unless you have made arrangements with me before the due date. Understand I am busy. If you wait until the last second to try to discuss this with me, I may not have time. *You* are not turning in *my* assignment. Please remember that.

Written Assignments

Formatting

- Times New Roman 12, Single Spaced, Single Column, Left Justified, Straight Quotes (and others)
- All digital assignments will be saved in this format: lastname.assignmentname.doc or lastname.assignmentname.rtf. Any assignment saved and sent without this file name will be deleted and considered missed.
- Your name, class and assignment name will be written in the left corner of the first page of you assignments. Failure to do this will result in a zero for the assignment.

Requirements

- Please use End Note citations for your research:
<http://owl.english.purdue.edu/owl/resource/560/01/>

Formal Presentations

- All formal presentations will be accompanied by a one-page overview of the salient points discussed in the article, with appropriate end notes;
- This overview will include an executive summary and a series of bullet points that express the relevant information;
- Any materials used in the presentation will be edited in a professional manner, which includes proper grammar and appropriate tone;
- Presentations will be done in a professional manner, which means dressing appropriately;

Digital Assignments

- Digital Assignments will be turned in on CD-Rs. Students should make sure these assignments work and function correctly. Any CD-R that doesn't work will be graded as a zero.
- Digital Assignments should have a .txt or .doc file with everyone's name along with other class information as described by the instructor.

Brad's Rules

How My Classroom Works

1. Professionalism breeds excellence. You are always under scrutiny. You are evaluated in more ways than simply turning in your assignments.
2. I am not your friend. I am not your parent. I am your professor. It's not personal, I promise you.
3. There is not, nor will there ever be, extra credit in life.
4. My classes begin at the assigned time. I will lock the door and then take attendance at the beginning of class. Anyone not present at the start of class will be considered absent. Please be warned: you will lose 5 **PERCENTAGE** points off your final letter grade for every unexcused absence in this class.
5. If you are going to be late or if you are going to miss class, I will expect to hear from you before the start of class. There are very few acceptable reasons for lateness or absence. You will only know what those are if you contact me ahead of time. If I do not accord me this respect, please do not expect me to waive my fourth rule.
6. However, there are two acceptable excuses for missing class: an illness and a catastrophic family event. Both require you to contact me ahead of time, but please do not worry that you will be penalized. That said: a wedding or a field trip is not a catastrophic event.
 - In the case of illness, I will expect doctor's documentation delivered at the start of the next class period. This will be some formal document. An email or hand-written note on a sheet of notebook paper will not suffice.
 - *You* are missing my class. Please do not believe the burden is on me to believe your story.
7. You will have small group discussion groups and critique groups. Please use them. Do not ask me questions about writing and editing until you have discussed those with your group. My first question to you will be: what did your group say? If you have no good answer, I will have no good answer.
8. For simple questions, Google before you ask me. Be curious.
9. If you do not complete the assignments, please do not participate in discussions. Your uninformed opinions only serve to remind us that you did not do the work assigned.
10. Do not ever tell me "you don't know" why you did something when I ask for an explanation about your writing or research. You had a reason. Enough of one that moved you into action. So let's talk about it.

Taking Criticism

No single aspect of my teaching receives more discussion amongst students than my critiquing. For many, this is the first time you will experience a line-by-line analysis of their work. It will likely be the first time you have your work displayed for a class as a teaching tool so that others can learn from your mistakes. It will likely be the first time

you experience the realities that they don't write well. This despite what you have been told for most of your academic life.

My efforts and my style may seem unpleasant to you. Trust me when I tell you that I take no great joy in editing poorly written assignments. That unpleasantness, however, will not stop me from doing my job.

Critiques, editing and rewriting are part of the writing process. I will use student work to illustrate points, which sometimes means your work will be on display for the entire class. This is not to embarrass or humiliate you. I promise. This is how the writing process works.

Despite my best intentions, I am blunt. I apologize for that. I've tried -- to no avail -- to soften my critiques over the years. It's a continuing part of my professional development. However, my job is to push you beyond the capabilities you believe you have, to develop within you a sense of work ethic in relationship to the writing process and to hone your attention to detail. My critiques are meant to help you in those three areas.

My style is meant to prepare you the real world, which is a place where performance, excellent and professionalism are how you are judged. You are not paying me to make you feel good. You are paying me to prepare you for that life. Even if you don't yet realize that.

If you believe you will turn in a first draft written the night before an assignment is due and pass my class, you are mistaken. You will fail. I am a professional writer. I have created professional digital works around the world. I can normally spot shoddy work. If you don't take the time to follow my instructions, listen in class, apply the concepts discussed in class and participate in the critique groups, please do not expect me to afford you some level of respect you believe you inherently deserve.

My Website

I will not use Blackboard throughout this semester. We will use my personal teaching site, <http://www.thedudemane.net>.

- Your class will have its own TAG (located on the left side of the site) where you can see the latest announcements.
- The class syllabus, assignment sheets and rubrics will be available in the BSU tab (located along the top).
- You can also follow me on Twitter: [bsu_brad](#) for teaching, [@brad_king](#) if you've a hankering for my rants on life, the universe and everything.
- Some of the most interesting student reactions take place on Facebook. Feel free to add me.

- You will not miss out on any classroom instruction if you do not use Twitter and Facebook; you will, however, miss out.

You should check the class website once a day, and certainly the day of class, for recaps of the class and upcoming announcements. On occasion, I am asked to speak or attend an event with little notice. If that happens, I will post this on the site. It is your responsibility to check.

Syllabus

My syllabus is merely a guidepost for the semester. No class ever runs exactly the same. Therefore, like presidential appointments, the syllabus serves at the pleasure of the professor. Subject to change. And to paraphrase the California appellate judge's ruling: all parties are advised to chill.

Department Rules

Equipment Check Out:

The Integrated Media Lab's checkout policy is that the student returns the equipment 24 hours after renting. The exception is if the student rents the equipment out on Friday, it is not due back until the following Monday. If the student fails to return the equipment on time, a warning will be issued for the first offense. After the first offense, the student will not be able to rent equipment from the lab for the remainder of the semester. Hours of lab operation are posted in classrooms and on the lab window. If there are any questions, the student can contact Natalie, the iLab graduate assistant, at 285-0060, or at njnauman@bsu.edu.

Saving Documents on Lab Computers:

If you do not have a Flash drive or some other external hard drive, please make sure that you don't save documents on your lab computer desktop. There is a drive -- THAWSPACE -- where you can create a folder and save your documents. Please do not sully our desktop workspace with your files.

Printing in Labs:

There are no longer printers in AJ 361, 246, 360 or 392. Please do not expect to print your assignments out in class. As I expect your work to be stapled or clipped together, this shouldn't be an issue for the class.

Department Writing Statement

The Department of Journalism regards writing proficiency as essential to the satisfactory completion of all journalism courses. Therefore, department instructors must monitor writing performance and language usage proficiency in all journalism courses. Student grades must reflect both criteria. This means you will be graded on your spelling, punctuation and sentence structure.

Journalism Writing Center

The Journalism Writing Center (JWC), AJ 382 (285-7412), provides free one-on-one coaching for undergraduate and graduate students, including assistance with grammar and language usage, style, structure, editing and revising, clarity and creativity. Coaching is also available for students attempting the Language Usage Proficiency Exam (LUPE). The JWC Web site has a variety of online resources, including interactive quizzes. Visit the site at: <http://jdwritingctr.iweb.bsu.edu>

Disabled Student Statement

If you need course adaptations or accommodations because of a disability, if you have emergency medical information to share with me, or if you need special arrangements in case the building must be evacuated, please make an appointment with me as soon as possible. My office location and hours are...

Diversity Statement

The Department of Journalism is committed to creating an awareness of diversity issues as they relate to the society, to the workplace and to the classroom.

Pre-Production

Week 1: August 23

	Lectures	Reading/Assignments
Tuesday		
	<ul style="list-style-type: none"> • Introduction to class • Website/Tech overview 	<ul style="list-style-type: none"> • Technology Survey
Thursday		
	<ul style="list-style-type: none"> • Note cards • Assignment Overview • What You Will Produce • Clay Street 	

Week 2: August 30

	Lectures	Reading/Assignments
Tuesday		
	<ul style="list-style-type: none"> • What is Digital Storytelling • Group Assignment: Story Teams, Technical Teams, Grad Teams • Tool: Google Doc for the group; Doodle scheduler 	<ul style="list-style-type: none"> • Transmedia, Wikipedia • WTF is an ARG, by Andrea Phillips • WTF is Transmedia, by Andrea Phillips • Digital Storytelling, Wikipedia
Thursday		
	<ul style="list-style-type: none"> • The Hero's Journey • Small Group: Writing Ideas (themes, 5 words, 10 words, final word) • Tool: CELT 	<ul style="list-style-type: none"> • The Hero's Journey in Film (video) • Alice Born Digital: How Transmedia Storytelling Becomes a Billion Dollar Business, by Ian Harper

Week 3: Sept 6

	Lectures	Reading/Assignments
Tuesday		
	<ul style="list-style-type: none"> • Building Worlds: The Essence of Transmedia Storytelling (online, 	<ul style="list-style-type: none"> • DUE: A one-page treatment of the story (turned in at start of class)

	offline, real life, cyberspace)	
Thursday		
	<ul style="list-style-type: none"> • Small Group Salon: • Characters, Touch point events, End game, World Outline 	<ul style="list-style-type: none"> • World Building, Wikipedia • DUE: Main character outlines, Script Outline (treatment broken into scenes), Ancillary story treatments

Week 4: Sept 13

	Lectures	Reading/Assignments
Tuesday		
	<ul style="list-style-type: none"> • What Is Your Story: breaking down your scripts, treatments + characters • Tech Group Salon: • Brainstorming ideas 	<ul style="list-style-type: none"> • Beyond the Brunette (video), by Andrea Phillips • DUE: Graduate Student Salon 1: Cross-Media Communications: an Introduction to the Art of Creating Integrated Media Experiences, by Dr. Drew Davidson
Thursday		
	<ul style="list-style-type: none"> • Small Group Salon: • Bring a copy of your entire Pre-Report for every member of assigned critique group. You will spend this hour doing Critique #1. 	<ul style="list-style-type: none"> • DUE: Draft of your Pre-Report

Week 5: Sept 20

	Lectures	Reading/Assignments
Tuesday		
	<ul style="list-style-type: none"> • Showcasing the Story: an analysis of the work so far 	<ul style="list-style-type: none"> • DUE: Critique #1

	<ul style="list-style-type: none"> • Tech Group Salon: • Brainstorming ideas 	
Thursday		
	<ul style="list-style-type: none"> • Small Group Salons: • Table Readings 	<ul style="list-style-type: none"> • DUE: Storyboards, Diagrams of Story • DUE: Graduate Students turn in 1-page treatment sheet of presentation

Week 6: Sept 27

	Lectures	Reading/Assignments
Tuesday		
	<ul style="list-style-type: none"> • Graduate Salon 	<ul style="list-style-type: none"> • DUE: Graduate Student Salon 2: Students will prepare an analytical presentation on one transmedia property (15 minutes) to present at the Salon
Thursday		
		<ul style="list-style-type: none"> • DUE: Pre-Report Presentations + All Scripts/Materials

Editing

Week 7: Oct 4

	Lectures	Reading/Assignments
Tuesday		
	<ul style="list-style-type: none"> • Re-Drafting: Fixing what's wrong before production begins 	
Thursday		
	NO CLASS: Professor speaking at TEDxCincy conference	<ul style="list-style-type: none"> • DUE: Graduate Students turn in 1-page treatment sheet of presentation (by email)

Week 8: Oct 11

	Lectures	Reading/Assignments
Tuesday		
	<ul style="list-style-type: none"> • Graduate Salon 	<ul style="list-style-type: none"> • DUE: Graduate Student Salon 3: Students will prepare

		an analytical presentation on ARG/Theater storytelling (15 minutes) to present at the Salon
Thursday		
	<ul style="list-style-type: none"> • Small Group Salon: • Bring a copy of your entire Pre-Report for every member of assigned critique group. You will spend this hour doing Critique #2. 	<ul style="list-style-type: none"> • DUE: Latest version of Pre-Report

Production

Week 9: Oct 18

	Lectures	Reading/Assignments
Tuesday		
	<ul style="list-style-type: none"> • Showcasing the Story: an analysis of the work so far 	<ul style="list-style-type: none"> • DUE: Critique #2
Thursday		
	<ul style="list-style-type: none"> • Tigger or Eeyore? 	<ul style="list-style-type: none"> • DUE: Status Updates

Week 10: Oct 24

	Lectures	Reading/Assignments
Tuesday		
	<ul style="list-style-type: none"> • Things Your Other Characters May Do: building out your ancillary stories into your world 	<ul style="list-style-type: none"> • LonelyGirl15, Wikipedia • LonelyGirl 15 YouTube Channel (video) • Kate Modern • DUE: Graduate Student Salon 4: Stories in Between, by Dr. Drew Davidson
Thursday		
	<ul style="list-style-type: none"> • What Does It Take To Build A Fake Character? 	<ul style="list-style-type: none"> • Twitter ARG Update • What Would Jesus Tweet • Social Media Theater

Week 11: Nov 1

	Lectures	Reading/Assignments
Tuesday		
	<ul style="list-style-type: none"> • The Best Stories 	
Thursday		
	<ul style="list-style-type: none"> • Tech Group Salon: • Bring a copy of your entire Pre-Report for every member of assigned critique group. You will start doing Critique #3 	<ul style="list-style-type: none"> • DUE: Status Updates • DUE: Latest version of Pre-Report

Week 12: Nov 8

	Lectures	Reading/Assignments
Tuesday		
	<ul style="list-style-type: none"> • Showcasing the Story: an analysis of the work so far 	<ul style="list-style-type: none"> • DUE: Graduate Student Salon 5: Discussion on upcoming paper • DUE: Critique #3
Thursday		
	<ul style="list-style-type: none"> • OPEN LAB 	<ul style="list-style-type: none"> •

Week 13: Nov 15

	Lectures	Reading/Assignments
Tuesday		
	<ul style="list-style-type: none"> • OPEN LAB 	
Thursday		
		<ul style="list-style-type: none"> • DUE: Status Updates • DUE: Graduate Student paper draft

Week 14: Nov 22

	Lectures	Reading/Assignments
Tuesday		
	NO CLASS: Fruesday	
Thursday		
	NO CLASS: Thanksgiving	

Week 15: Nov 29

	Lectures	Reading/Assignments
Tuesday		

	<ul style="list-style-type: none"> • Small Group Salon: • Bring a copy of your entire Pre-Report for every member of assigned critique group. You will start doing Critique #4 	<ul style="list-style-type: none"> • DUE: Latest version of Pre-Report
Thursday		
	<ul style="list-style-type: none"> • Showcasing the Story: an analysis of the work so far 	<ul style="list-style-type: none"> • DUE: Status Updates • Critique #4

Week 16: Dec 6

	Lectures	Reading/Assignments
Tuesday		
	<ul style="list-style-type: none"> • You See Timmy, This Is What It Meant 	
Thursday		
	<ul style="list-style-type: none"> • Evals 	<ul style="list-style-type: none"> • Graduate Student Salon 6: Students will write a draft paper (3,000-8,000 words) for <i>Making Digital</i>

Final Exams

Week 17: Dec 13

Class Time	Exam Time	Assignment
TR 930-1045	Thursday, Dec 15 @ 945-1145 am	Final Project Presentations
TR 2-315	Wednesday, Dec 14 @ 215-415 pm	Final Project Presentations