

# **CSC 186P Digital Media**

## **Spring 2010 Syllabus**

Instructor: Dr. Jan Pearce

Office: 304-B Draper Hall

Office Hours:

MWF 11:00-12:20 and TR 9:00-9:50

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Feel free to send e-mail for appointments at other and/or additional times

### **Course Description**

This course will cover digital media topics including webpages development, blogs, mapping tools, mashups, photo and video editing tools, photo sharing tools, podcasts, screencasts, social bookmarking tools, and wikis. It is designed as a service-learning course which applies the knowledge developed in the course to the creation of a digital interface to access the leadership development resources, materials, and knowledgebase provided by our community partner, Brushy Fork Institute, and as such it is designed to satisfy the both Practical Reasoning Requirement and the Active Learning (ALE) Requirement.

### **Course Goals**

- Develop understanding of both technical and aesthetic aspects of digital media.
- Expand working knowledge of a variety of application programs including: web-editing, digital image editing, audio and video recording, editing, and presentation.
- Increase experience in effectively communicating technical ideas.
- Produce a final web-based digital media project for Brushy Fork Institute, our partner in service-learning.
- Gain understanding of the work of our community partner, Brushy Fork Institute, particularly understanding of leadership training and community development.

### **Required Text:**

- *The Digital Media Primer*, by Yue-Ling Wong, ISBN:9780132239448, Published by Prentice Hall, 2009.

### **Class Atmosphere**

The members of this class constitute a learning community. Learning in such a community best takes place in an atmosphere in which instructor and the students treat everyone with mutual respect. Students need not always raise their hands in order to ask questions or to make comments, but they should not interrupt the instructor or fellow students in doing so. If at any time you have thoughts, comments, or suggestions about how the class atmosphere could be improved or made into one which is more supportive of your learning, please come by or drop me a note about it. I welcome such suggestions.

## Course Home Page

Our course home page is located at <http://faculty.berea.edu/pearcej/CSC186-DM>. Use this page as a resource to find this syllabus, course readings, homework, and other course-related information.

## Service Learning Component

In this course we will be working with Brushy Fork Institute as our community partner. The service project will begin on the first day and will continue throughout the course. Each component of the course will build digital media skills through practice for the quality level appropriate for the final community project. Thus, students will be recording, editing, and producing digital materials for the community partner. The culmination of the project will be both an extensive web portal for Brushy Fork and demonstrations at a campus-wide fair.

## Technology Policies

Much of the work in this course will require use of the computer, so these policies are designed to help students better understand how to be effective in a technology-rich environment.

- **Laptop and Software:** Each student is required to bring his or her appropriately equipped laptop to class everyday except when otherwise announced.
- **Unapproved Technology:** The in-class use of unapproved technology will not be tolerated and in certain cases will constitute a violation of academic honesty. For example, no games are ever acceptable and communication programs, such as e-mail or instant messaging programs, are only acceptable for classwork during class, so must otherwise be disabled before class. Likewise, cellular phones and pagers must be disabled before class and may not be used for any purpose. To help students to appreciate the gravity of this policy, each in-class use of unapproved technology will result in a 1% reduction of the student's practice assignment grade.
- **Citing:** Team participation is a proven and useful means by which students can learn material. In addition, much information is easily accessible by searching the web. Students are encouraged to appropriately use information from other students, the web, and other resources. However, all information used from other students or any other resource **MUST BE CITED**. (See the section on plagiarism and academic honesty for more information on this serious topic.)
- **Email and Web:** Electronic communication programs are useful when used appropriately, so each student is required to use the course web page to access assignments, Moodle for submissions, and a Berea College e-mail account for electronic communication outside of class.
- **Backups:** All students are expected to back-up their work, which includes assignments, quizzes and exams daily. The best way to do this is to store a copy of all work on a DVD, CD, flash drive, or some other media, and not in another location on their laptop. The normally understanding instructor will not be at all sympathetic to loss of electronic work, so it is the student's responsibility to protect his/her work from such heartbreaking loss.
- **Exceptions:** Exceptions to any of these technology policies will be considered on an individual case-by-case basis but will only be granted under extremely unusual circumstances.

## Attendance Policy

Class lectures, discussions, and in-class work are considered to be a vital key to success in this course. It is the hope of the instructor that class sessions are both informative and useful, therefore attendance is expected at each class session unless a specific exception is made. If you are sick with flu-like symptoms, the Center for Disease Control (CDC) recommends that you stay home for at least 24 hours after your fever is gone except to get medical care or for other necessities. Therefore, please do not come to class if you show flu-like symptoms. Instead, e-mail me from your room and go to health services immediately. When you return to class, bring paperwork showing that you sought medical attention that day and your absence will be excused.

Students who come late, leave early, or fail to fully participate during the class will be considered absent for that portion of the period, and such partial absences will accumulate. The final grade may be lowered by one third of a letter grade for each unexcused absence beyond the third. Thus, it is the responsibility of the student to contact the instructor about each absence from class. This should be done via email, as soon as possible, and if at all possible before the absence occurs. Students who miss class are held responsible for all of the material covered, assigned, and collected during their absence. Quizzes will be announced and/or occasionally "popped," and because lowest quiz grade will be dropped before computing your overall quiz score, under nearly all circumstances, make-up quizzes will not be given.

## System of Evaluation

### Evaluated Items:

Practice Assignments	15%
Project Work	20%
Participation	5%
Quiz Total	15%
Exam I	15%
Exam 2	15%
Final Exam*	15%

### Scale:

A's: $90\% \leq A- < 93 \leq A \leq 100\%$
B's: $80\% \leq B- < 83 \leq B < 87 \leq B+ < 90\%$
C's: $70\% \leq C- < 73 \leq C < 77 \leq C+ < 80\%$
D's: $60\% \leq D- < 63\% \leq D < 77 \leq D+ < 70\%$
F: $00\% \leq F < 60\%$

Please refer to the GRADING section of the current Berea College Catalog for the College-wide interpretations of these letter grades.

\* The lowest item of the exam and quiz grade items may be dropped as explained below.

For the benefit of the students in the class, all course grade computations are continually updated by the instructor, so students may check frequently on their in-progress course grade during the term. Any questions/concerns regarding grading of any component of the course are to be addressed to the instructor only.

## **Grading Policies**

\* After having completed all work prior to the comprehensive final exam and before dropping any points or receiving any bonuses, students who satisfy all of the following conditions have the option to not take the final and instead have the grade they have at that point be the final course grade:

- a. They have completed all coursework and quizzes and exams.
- b. They have not been excessively tardy to or absent from class.
- c. They have not had any noted incidents of disruptive behavior.
- d. They have a B- or better on their work based on the grading scale above.
- e. They are satisfied with their grade
- f. So that all are in agreement, this decision must be discussed in advance with the instructor.

For all students taking the comprehensive final exam, the lowest score earned on one exam score, quiz total will be dropped before computing the final grade.

The instructor may raise the grade of students who have demonstrated significant improvement in their performance. This is the sole discretion of the instructor, but a student is welcome to bring this possibility to his/her attention.

## **The Comprehensive Final Exam**

The comprehensive final exam will be held 10:00-11:50am on Monday, May 2, 2011 when scheduled by the College. By Berea College policy, instructors may not reschedule final exams, so please do plan to take it then.

## **Tests and Quizzes**

In addition to the comprehensive final exam, two exams and frequent short quizzes will be given in this course. Quiz questions will typically include questions relating to the reading assignment for the most recent lesson. Students will take these quizzes individually at the start of the class period. After everyone has completed taking the quiz individually, students will take the quiz again in groups, coming to consensus on the answers to each of the questions. Thus, evidence that you have engaged and retained the information you have read will be reflected in your quiz scores. By keeping track of group and individual scores separately, you will have measures of your ability to listen and to learn from others as well.

Problems that appear on the tests will be more varied in nature, ranging from homework-like problems to problems that require a deeper synthesis of ideas and from true or false questions to short-answer questions.

### **On Practice Assignment Collection**

All written work should be neat, organized, and should demonstrate a clear understanding of the techniques used. Practice Assignments are due at the beginning of class on the announced date due. If a student must miss class due to either a sickness or a planned absence, these assignments are still expected to be submitted on time since they can be uploaded to Moodle from anywhere.

Late homework will be accepted for reduced credit up until the homework assignment is graded, and late work must be labeled as late. Written or printed homework assignments may be turned in before class or at the instructor's office, but should typically NOT be sent through the CPO, attached in e-mail, or given to a student assistant. Submissions not meeting the above standards may receive reduced credit.

### **Practice Assignment Bonus**

Practice assignments will be assigned on a near-daily basis, since doing relevant work thoughtfully and conscientiously is one of the keys to success in this course. Through these assignments students get the needed practice of application of the concepts. Because the instructor desires to strongly encourage a diligent effort on assignments, students who turn in each of their practice assignments with no more than two assignments submitted late, will be awarded an additional 5% on the assignment grade!

### **On Teamwork**

There will be three types of work in this course: individual work, individual work with acknowledgements, and teamwork. Learning to work in teams effectively is strongly encouraged. The work on our service project will be specifically designed for teamwork, and on some practice assignments you can choose to work alone or in a team. All assignments must clearly include all of the authors' names and should clearly give appropriate acknowledgements. On any homework assignment in which the work was completed in a team, a single copy of the homework submission should be handed in with all of the team's participants listed as authors. Teams can generally consist of one, two, or three members due to the nature of the work in this course. Unless otherwise stated, teams shall not consist of more than three members for most work. On any homework assignment where less than half of the work was completed in a team, individual homework assignments should be handed in with the author acknowledging all of the help received for each problem. This includes significant help received from the instructor or from the consultants. Note that the instructor or a consultant may help with homework, and while this help should not be acknowledged as co-authorship, it should still be mentioned. This is meant to be a learning process; do not "give credit" to other students who have not attempted to contribute to the work or to the team's work, because it is ultimately not a help for the student who did not contribute to the work. Thoughtful practice, not (even mindful) copying, is ultimately the best way to learn. Note that on all team-completed homework assignments, students must describe the roles played by each author on the homework submission. Warning: Please be careful to conform to these standards for teamwork, since they are designed to encourage good learning practices. (Furthermore, copying another person's work or otherwise failing to adhere to these standards may even result in a charge of academic dishonesty.)

## **Plagiarism and Academic Honesty**

Plagiarism is the use of anyone else's work or ideas without adequate citation. Work or ideas taken from others include those from other students, published or unpublished books, articles, websites, consultants or the instructor. You are required to cite all such work and such ideas whether they are paraphrased, quoted, copied, or even just linked. The best way to avoid plagiarism is to cite ALL your sources! If you are not sure whether or not to cite a source, you should cite it! Simply put, plagiarism is not only cheating, it is stealing because it constitutes theft of someone else's ideas. It is a serious offense, and Berea College takes it seriously. Plagiarism will not be tolerated! At the first offense, the student will receive an F for that assignment. At the second offense, the student will fail the course. In addition, ALL offenses of plagiarism will be reported to the Associate Provost for Academic Services as detailed in the Berea College Student Handbook.

## **Additional Support and Disability Accommodation**

Amber Pointer, the teaching assistant, will be able to answer questions about content in the course during consultations in the Math/CS Lab. Located in Hutchins Library room 230, the Math/CS Lab is open Sunday through Thursday from 7:00 to 9:15 PM (except on evenings of convocations when it closes early). Students are strongly encouraged to make use of the help available in the Math/CS Lab, as well as in the instructor's office hours. Best results are obtained trying to solve problems alone or in a group before asking for help, so in either place, students should be prepared to show what they have already tried.

Topics in this course build throughout the course, so students should be sure to do their best to keep up with the class, so as to not get behind and possibly forever lost. No question to which one does not know the answer is "dumb" unless it goes unanswered because it remained unasked.

Students who have a disability that may prevent them from fully demonstrating their abilities should contact Cindy Reed, LCSW, the Disability Services Coordinator at (859) 985-3212, or by email at [cynthia\\_reed@berea.edu](mailto:cynthia_reed@berea.edu), to discuss accommodations necessary to ensure full participation in this course. Upon request, this syllabus can be made available in alternative forms.