Communication is the meaningful exchange of information.

Literacy has historically meant the ability to communicate through reading and writing. However, a great deal of communication happens without words, using images, gestures, eye contact, posture -- even our choice of clothing or hairstyle.

We often communicate in several ways at once!

Media Literacy

In order to be fully literate you must know the language of digital media. You must be able to access, understand, analyze, and produce sound, images, and video.

In this course you will learn to use media language to describe and critique several kinds of messages, as well as develop projects using Audacity, Photoshop, and Premiere.

If students aren’t taught the language of sound and images, shouldn’t they be considered as illiterate as if they left college without being able to read and write?

George Lucas

Learning Goals

By the end of this course, you will be able to demonstrate your media literacy:

- Language - use media language to explain your needs to an expert
- Critique - describe what’s done well in a sample and how it might be improved
- Skill - operate media recorders, edit, and share work
- Technique - follow design conventions, frame a shot...

Course Components

Engagement – complete assignments outside of class and participate actively during class time

Projects – produce media in the form of audio, images and video

Exams – show you can use media language and critique media

ePortfolio – create and present an online showcase that documents your media skills.
Things You Must Have

1. **Textbooks** – paper or ebook
   - *Multimedia Foundations* (online access through library)
   - *How to Shoot Video That Doesn’t Suck*

2. **Earphones** – bring them to every class!
3. **Flash drive** – for project work & backups
4. **SD Card** – for video camera

5. **Software access** – in the classroom, clusters, Riley.
   - Audacity and the LAME MP3 encoder
   - Photoshop CC 2015
   - Premiere Pro CC 2015

6. **Tech access** — outside of class
   - Recorders & cameras – 115 DeBartolo
   - Computer and Internet

Optional – use Quizlet (free website or app) to drill yourself on media language.

Facilities You Will Use

1. **Classroom** (331 DeBartolo) - 30 computers - not normally available beyond class time.
2. **Center for Digital Scholarship** (129 Hesburgh Library) - sound booth and “One Button Studio”
3. **Multimedia Studio** (211 Riley) - computers, software, storage, 24x7 access
Audio Project: A memorable experience

Learning goal........After successfully completing the project you will be able to capture, edit, and publish a voice recording with multiple tracks.

Client................................Office of Admissions
Audience..........................Potential applicants and their parents

You will interview a student about a meaningful positive experience that was part of a Notre Dame class, study abroad program, research project, residence hall activity, club, campus job, or service experience. Make sure you capture several anecdotes; you’re more interested in stories than descriptions.

After recording, you’ll use Audacity to produce a 5-minute recording that starts with an intro and ends with credits. You’ll add Creative-Commons-licensed music behind parts of the recording. When you’re finished, you will publish it on SoundCloud with a description and credits.

Image Project: A poster campaign

Learning goals........After successfully completing this project you will be able to edit and publish a layered image from original photos and copyright-free images.

Client..................................The officers or board of a campus group
Audience............................People the client wants to influence

A campus group has asked you to help promote an event or cause. You will create a set of six “proof-of-concept” posters for a real-life activity (one that happens after spring break) or public relations campaign. You will take original photos and assemble raw images that have a creative commons license.

Using Photoshop, you will employ a variety of editing techniques to mix the images into a multilayered 11” x 17” image. You will then publish the images on Flickr with appropriate descriptions and credits.
Video Project: What would you fight for?

Learning goal ....... After successfully completing this project you’ll be able to produce a video combining a spoken narrative and a soundtrack.

Client ................. A specific group TBD

Audience ............. People the client wants to influence

You’ll capture original video, including B-roll. That footage will include establishing, close-up, medium, and long shots. You will also find a music soundtrack with a Creative Commons license. You’ll use Adobe Premiere to produce a 2-3 minute persuasive video along the lines of Notre Dame’s “What would you fight for?”

Your production will include an opening title, still images, closing credits, and three kinds of transitions. You will export the final product as an MP4 and publish it on YouTube with a description and credits.

ePortfolio Project: Putting it all together

Learning goals ..... After successfully completing this project you will be able to organize and present an online portfolio with evidence of your media skills.

Clients .................. Yourself and the instructors

Audience ................ Prospective employers or graduate schools

The ePortfolio is an opportunity to reflect on what you have learned about media, connect the various aspects of the course, and relate its content to your life plans. There will be pages for projects, a media critique and a written reflection on the course. You’ll have the option to customize the look and contents, as well as incorporate digital badges.

Instead of a test during the final exam period each student makes a short presentation, highlighting sections of their ePortfolio.
Course Policies

Classroom Climate
Courtesy and mutual respect help create a productive learning atmosphere, but not everyone has the same understanding of what’s appropriate in a given situation.
The following are fine:
- Talking with others during hands-on activities
- Using a computer for course-related work
- Drinking water from a bottle
- Visiting the rest room – no need to ask permission

Unacceptable during class:
- Working at a computer during a discussion or presentation
- Eating
- Receiving or sending texts or phone calls
- Using email, FaceBook, or websites not clearly connected to the class

Attendance and Tardiness
Up to 2 unexcused absences (1 week) will not result in a penalty. For each additional unexcused absence, ten points are subtracted from the final grade. A warning will be sent before issuing a failing grade for excessive absences. See DuLac for details on excused absences and verification. Lateness counts as half an absence. Ten minutes into class lateness becomes an absence.

Late Homework and Makeups
Homework is due by the start of class on the assigned date. If you miss a class, consult the calendar to see what was covered. You are responsible for obtaining class notes when you miss a class.

Communication
You are encouraged to email questions to the instructors. At times they may be able to respond quickly, but you should allow one business day for a reply. If you do not receive an answer in that time frame, send another message to verify that your email was received.

Honor Code
The Academic Code of Honor will be strictly applied as described in the Handbook. You may discuss course assignments with other students but are expected to complete your own work.

Students with Disabilities
If you have a documented disability and are registered with the Office of Disability Services, then speak with the instructor as soon as possible regarding accommodations.
Privacy
Because of the nature of this course, you are required to publish work. However, you are not required to publish personal information (name, email, gender, age, etc.). The professor will not give out this information and you must not disclose personal data about other students. You will have to create accounts where you must supply some personal information. Provide only the information that is required and use profile settings to hide what you do not want to be public.

Copyright and Intellectual Property
You have the right to control how your intellectual property is used. As you produce media, protect your rights and respect those of others. Post a Creative Commons (CC) statement when publishing your own work and when you incorporate someone else’s work:

- Be sure you know the original source (not always where you found it).
- FYI, “Google Images” is not a source, it’s a search engine.
- You need permission unless the work is in the public domain or has a CC license
- Cite the source as required by the license and standards
- Do may not restrict access to your work if you are incorporating materials that were provided under a share-alike license

Technology excuses
Last-minute technology problems are NOT an excuse for losing a major project! At some point your computer will freeze, a file will become corrupted, Sakai will go down, you’ll lose Internet access, or another tech issue will arise.

Protect yourself!

- Plan ahead - start early, particularly if scarce resources are required
- Save work often - at least every ten minutes
- Back up files regularly in a different location (network, flash drive, laptop)
- Save copies of all component files (raw images, sound, video, etc.)
- Save drafts of work at multiple stages
- When modifying a file, set aside the original and work with a copy
About your instructors

**G. Christopher Clark**
Assistant Director, Kaneb Center for Teaching and Learning
353 DeBartolo — clark.96@nd.edu — (574) 631-7434
Office hours: TBA
M.A., University of Rochester

**Paul W. Turner**
Manager, Academic Digital Media Services, OIT
B001 DeBartolo — pturner1@nd.edu — (574) 631-3881
Office hours: TBA
M.A., George Washington U.

About the CDT minor

**Computing & Digital Technologies** (CDT) is an interdisciplinary minor in the College of Arts and Letters at Notre Dame. It allows students to blend programming and technology skills with the liberal arts. CDT is open to students in other colleges on a limited basis.

**Applied Multimedia** is an elective course in the **Digital Arts** track of the CDT minor.

Learn more at [http://cdt.nd.edu](http://cdt.nd.edu)

Credits

**Student project examples:** Sound by Carina Suarez, Poster by Lilian Ho, Video by Matt Conaghan, ePortfolio by Amber Barnes

**Flickr images:** @titaniamex by Victor Pineda, Classroom Reflections by Brenda Gottsabend, Classroom Clock by Chris Campbell, Fixing the laptop by aa o’carroll, KEEP OUT by Kate Mereand-Sinha, Remaining images provided by the instructors.