Course Description
Examination of the principles of storytelling across a range of digital media formats, with attention to techniques for creating story-rich projects. Explores the role of agency, interactivity, story structure, and narrative, as well as the opportunities and challenges raised by emerging interactive and transmedia approaches to story-rich projects.

Resource for Success
University Writing Center - This wonderful, free, one-on-one service is available to all IUPUI students and provides help with writing assignments and projects. Locations: Cavanaugh 427 and University Library 2125. As your grade will be negatively affected by spelling and grammatical errors, I suggest that you utilize this FREE resource to have your work proofed before turning it in.

Required Text: None. Supplemental readings will be provided via Canvas.

Required Equipment
- Your school-required laptop computer.
- Paper or laptop for taking notes. Notes will be your responsibility. I do not post notes.
- Software: MS Office and Adobe CS are provided free of charge to all students and faculty through iuware. You will not be required to purchase any software for this class. You’ll need Quicktime/VLC, also free, for video playback.
- Internet connection for accessing Canvas, e-mail, and tutorials.
- Headphones or ear buds for use ONLY when editing projects.

Student Learning Outcomes

<table>
<thead>
<tr>
<th>Revised Bloom’s Taxonomy</th>
<th>IUPUI+</th>
<th>PLOs</th>
<th>Assessment</th>
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<tbody>
<tr>
<td>1. Students will gain a deeper</td>
<td>2</td>
<td>1, 5, 8, 9, 10</td>
<td>Assignment 1-4, Final Project</td>
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understanding of the history, culture, traditions and craft of digital storytelling.

| 2. Students will learn through concept and practice how to construct a digital story. | 1, 3, 4, 6 | P2.3, P2.4, P3.1, P3.2, P3.4, P4.2, P4.4 | 1, 2, 3, 4, 5, 6, 7 | Final Project |
| 3. Students will learn how to develop linear and nonlinear stories. | 6 | P1.1-P1.4, P2.1-P2.4, P3.1-P3.4, P4.1-P4.4 | 1, 2, 3, 6, 7, 10 | Assignment 1-4, Final Project |
| 4. Students will learn about adaptation, repurposing and original stories | 6, 3, 2 | P1.1-P1.4, P2.1-P2.4, P3.1-P3.4, P4.1-P4.4 | 1, 2, 3, 4, 5, 6, 7, 8, 9, 10 | Assignment 1-4, Final Project |
| 5. Students will learn about interactivity, games and transmedia | 1, 2, 3 | P1.1-P1.4, P2.1-P2.4, P3.1-P3.4, P4.1-P4.4 | 1, 2, 3, 4, 5, 6, 7, 8, 9, 10 | Assignment 4, Final Project |
| 6. Students will understand the importance of writing digital stories and what is expected of them if they were to enter Industry. | 1, 2 | P1.1-P1.4, P2.1-P2.4, P3.1-P3.4, P4.1-P4.4 | 1, 2, 3, 4, 5, 6, 7, 8, 9, 10 | Assignment 1-4, Final Project |

<table>
<thead>
<tr>
<th>Media Arts and Science B.S. Program-level Learning Outcomes (PLOs)</th>
<th>Profiles of Learning for Undergraduate Success (PLUS, IUPUI+)</th>
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<tbody>
<tr>
<td>1. Understand digital media and its effective use as a form of communication.</td>
<td><strong>P1.1 Communicator</strong> – Evaluates Information</td>
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</table>
| 2. Communicate ideas effectively in written, oral, and visual form to a range of audiences. | **P1.4 Communicator** – Conveys Ideas Effectively  
**P1.2 Communicator** – Listen Actively*  
**P3.2 Innovator** – Creates/Designs** |
3. Work effectively as a member of a team to achieve a common goal.

<table>
<thead>
<tr>
<th>P2.2 Problem Solver – Collaborates</th>
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<tr>
<td>P1.3 Communicator – Builds Relationships*</td>
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4. Analyze a problem, identify and evaluate alternatives, and plan an appropriate solution.

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<thead>
<tr>
<th>P2.1 Problem Solver – Thinks Critically</th>
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<tbody>
<tr>
<td>P3.1 Innovator – Investigates*</td>
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5. Evaluate media from multiple perspectives using the theories, concepts, and language of digital media with an appreciation for the history, theory, and traditions of digital media.

<table>
<thead>
<tr>
<th>P2.3 Problem Solver – Analyzes, Synthesizes, and Evaluates</th>
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6. Demonstrate mastery of the concepts, techniques, and tools in one or more digital media specialties.

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<thead>
<tr>
<th>P2.4 Problem Solver – Perseveres</th>
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<tr>
<td>P3.2 Innovator – Creates/Designs*</td>
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7. Develop professional quality digital media productions by promptly applying knowledge and skills including best practices and standards.

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<tr>
<th>P3.2 Innovator – Creates/Designs</th>
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<tr>
<td>P3.3 Innovator – Confronts Challenges*</td>
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8. Explain the impact of digital media on individuals, organizations, and society.

<table>
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<tr>
<th>P4.4 Community Contributor – Anticipates Consequences</th>
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<tbody>
<tr>
<td>P4.1 Community Contributor – Builds Community*</td>
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9. Acknowledge diverse opinions regarding professional, ethical, legal, and social issues with a global perspective.

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<thead>
<tr>
<th>P4.3 Community Contributor – Behaves Ethically</th>
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<tbody>
<tr>
<td>P4.2 Community Contributor – Respectfully Engages Own and Other Cultures*</td>
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<table>
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<tr>
<th>P3.4 Innovator – Makes Decisions</th>
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**Homework:**

For a class that meets for 160 minutes total each week for 3 credit hours, you should expect to spend at least that much time outside of class completing assigned readings, assignments, and/or projects. More time probably will be necessary, depending on the week. Some projects, especially the later ones, may require a great deal of time, so some in-class “lab time” has been provided as well as some distance between due dates. The final project is staggered, too, so you don’t have to turn in all the stuff at once – it’s stuff that you turn in from week to week as you build toward the finish line.

Here’s what we’re doing:

**Assignments:**

- Writing Assignment #1 – Flash fiction based on a poem (provided)  
  - 10 points
- Writing Assignment #2 – Character Development/Reconciling Conflict  
  - 20 points
- Writing Assignment #3 – Short Story + Considering Delivery Medium  
  - 20 points
- Writing Assignment #4 – Transmedia: Short script based on one of #1-3  
  - 25 points
- Script Peer Review  
  - 25 points
- Quizzes 1-5 (10 points each)  
  - 50 points
Midterm Examination 50 points
Final Project Written Pitch 10 points
Final Project Script 10 points
Final Project Storyboard 15 points
Final Project Interactive Story with Flowchart 15 points
Final Project Raw Footage (checkpoint) 0 points
Final Project First Cut 25 points
Final Project Final Cut 125 points
Participation 50 points
Final Examination 50 points

500 total points

Other specific instructions and expectations will be distributed as each task is assigned.

Quiz and Exam Preparation: All quizzes and exams are closed note, closed book. Prepare accordingly by doing the assigned readings and reviewing lecture materials closely.

Grading Scale:

<table>
<thead>
<tr>
<th>Percentage</th>
<th>Grade</th>
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<tbody>
<tr>
<td>93-100%</td>
<td>A</td>
<td>77-79%</td>
</tr>
<tr>
<td>90-92%</td>
<td>A-</td>
<td>73-76%</td>
</tr>
<tr>
<td>87-89%</td>
<td>B+</td>
<td>70-72%</td>
</tr>
<tr>
<td>83-86%</td>
<td>B</td>
<td>67-69%</td>
</tr>
<tr>
<td>80-82%</td>
<td>B-</td>
<td>63-66%</td>
</tr>
<tr>
<td>&lt; 60%</td>
<td>F</td>
<td>&lt; 60%</td>
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No credits toward major, minor, or certificate requirements are granted for a grade below C. No credits toward general education or elective requirements are granted for a grade below C–.

General Rubric:

- “A” represents superior work that goes above and beyond the requirements of the course. “A” work shows substantial creativity and insight, often superlative and professional quality.
- “B” represents good, solid work with clear improvement over the duration of the course. “B” work meets all course requirements and shows some creativity and insight, but is not superlative and represents work that is still a bit rough.
- “C” represents work that meets course requirements, but fails to demonstrate significant improvement or command. “C” work is considered average and often is rough or very rough.
- “D” represents work that in one or more ways fails to meet the requirements of the course, but just barely meets basic competencies required and is enough to pass, but is very, very rough.
- “F” represents general failure to meet the requirements and competencies of the course or assignment.

Each assignment is graded based on a specific rubric for that particular task. The above is simply a general explanation of what letter grades mean in the larger scope.
EXPECTATIONS, GUIDELINES, AND POLICIES

Student Conduct: Students are expected to conduct themselves professionally and respectfully toward classmates, the instructor, other university employees, and invited guests. You can expect to be treated with the same courtesy. The class should be a friendly and fun experience, as long as everyone does his/her part.

Grade Appeals: The grading process is not a negotiation. You should not approach your instructor(s) after receiving a grade and attempt to negotiate or argue for more points unless you can show a miscalculation in your point total or show there is something your instructor might have overlooked. The grading process is not something to take lightly, and great care will be taken to ensure accurate assessment of your work. If you have a legitimate concern about your grade such as a miscalculation or something the instructor might have overlooked, then please see your instructor in person either after class or during regular office hours. If office hours are not convenient, you may schedule an appointment. To discuss graded work, you must bring the original, graded assignment (with instructor comments and any peer feedback) to your appointment. Your instructor will not discuss grades via electronic means such as e-mail, where privacy of student records is suspect, though you may set up an appointment via e-mail if you prefer.

Extra Credit Policy: Your best bet at earning more points in class is to take each and every assignment and quiz very seriously and revise any work that the instructor indicates is eligible to revise. Having said that, if your instructor chooses to offer an extra credit opportunity, then you should pursue that. You may suggest specific opportunities that are relevant to class, but they must be something that can be offered to the entire class (a film or presentation, guest speaker, or some other activity all students can attend).

Revision Policy: Only certain assignments can be revised, and only at certain times designated by the instructor. Assignments that are eligible for revision will be clearly indicated as such, with dates indicating when revisions will be accepted and the deadline after which no further revisions will be accepted. Assignments that do not clearly indicate eligibility for revision are therefore not eligible for revision or re-assessment unless the student can indicate a miscalculation or something the instructor might have overlooked. Usually revising eligible assignments is the only way to earn more points through re-assessed work. When revising, students must factor in the instructor’s comments as well as any peer feedback received on the work. Revision does not apply to the final project or quizzes/exams.

Participation: The course participation grade is a combination of factors such as attendance, punctuality, work ethic, responsibility, decorum, attitude toward the course and others, and attention to due dates and policies on the syllabus, etc. Students who show up on time, work hard, and respect others usually do fine.

Attendance is taken every day so that I can track your participation, but again, attendance is only part of your participation grade. Perfect attendance doesn’t necessarily mean a perfect participation score. You get two (2) absences to use however you like and for whatever reason. Excessive unapproved absences will affect your grade.

If you take a “freebie” but miss an important due date, exam, or other graded activity in class, then you will not be allowed to make up the work unless you can provide official documentation in case of an emergency, illness, official obligation, or approved university activity (all of which should be able to supply documentation for you to give to an instructor upon your return to class).
Some examples of approved absences with documentation include, but are not limited to:

- Medical issue(s)/illness requiring doctor/hospital/health center visit
- Field trips or immersive projects for another class
- Athletics or other official university business
- Military deployment or assigned duty/training
- Jury duty/Legal obligations

I address most instances on a case-by-case basis, because everyone’s situation is a bit different.

Some examples of unapproved absences:

- Skipping class
- Advising meetings
- Employer scheduling conflicts
- Routine doctor’s appointments
- Student activities
- Travel arrangements near breaks/weekends
- Project work for other classes
- Helping your landlord move a dryer

Here’s what happens to your final grade in the class with each unapproved absence:

1st unapproved absence: No penalty unless a major due date, exam, or other activity is missed.
2nd unapproved absence: No penalty unless a major due date, exam, or other activity is missed.
3rd unapproved absence: -50 points (one letter grade deducted from final class grade) + missed work
4th unapproved absence: -50 points (one letter grade deducted from final class grade) + missed work
5th unapproved absence: -50 points (one letter grade deducted from final class grade) + missed work
6th unapproved absence: Automatic F for the semester.

You must take responsibility to ensure your presence is documented appropriately. If you are present but do not respond during roll call, then you could be counted absent. “I forgot,” “I came in late,” and “I never heard my name,” etc., are not acceptable excuses.

Although I track class attendance, you are responsible for counting your own absences. If you have to ask how many absences you have, then you’ve probably missed too many.

Planning: If you know you will be absent for a legitimate reason on a certain day, your responsibility is to look ahead on the schedule and see what we’re doing, then communicate with your instructor. I do not provide class notes via e-mail. You’ll be expected to turn in work early.

Punctuality: Everyone runs late now and then, but frequent tardiness or early departure is disruptive, and if it’s the result of a scheduling conflict, see above. If you are the type of person who is often late, I do notice, and this factors into your final grade. On the other hand, perfect attendance is impressive and can help your grade. Sometimes, I even award bonus points for perfect attendance. Sometimes.

Late Work Policy: Normally, I won’t accept late work without penalty unless there’s official documentation of some sort from a physician’s office, legal representation, or an office of the university, though some exceptions may be made in rare circumstances.
Generally, late work submitted without a legitimate reason (again, case-by-case basis here) receives an automatic 59% if not turned in by the required due date and time. The most you can earn on a late assignment is 59% no matter how much you revise the work. Once 7 days have passed since the designated due date and time, and you still have not communicated your situation or delivered an assignment, that 59% turns into a zero on the assignment.

In order for your work to be considered for late acceptance without penalty, you or someone acting on behalf of you must contact the instructor by e-mail to explain your situation, preferably in advance of the due date and time, or at the very most, within 48 hours after the due date and time. Your situation must be some kind of emergency or other unforeseen circumstance that can be somehow documented in writing and verified, and the date on the documentation must match or span the due date you missed. You must provide documentation when you and your instructor arrange for you to turn in the late work. Document, document, document.

I ask for documentation a lot because I want to be fair to everyone.

Any in-class work or quiz you miss because of unapproved absence(s) cannot be made up.

On the Final Project Final Cut and Final Transcription, late work is not accepted for any credit unless extreme and verifiable circumstances arise that affect your entire group and prevent everyone in the group from attending on the due date.

Break Policy: In 3-hour classes, breaks happen at or around the halfway point. If you must leave the room (restroom break, emergency call, etc.), that’s fine — just go. Please do so quietly and with minimal disruption. You don’t have to ask me if you can use the bathroom or if you need to step out for some other reasonable circumstance.

Computer Use: There are times when using a computer during class is appropriate, such as taking notes, using Canvas, or looking at class materials. If what’s on your screen has nothing to do with class, then you should shut it down. If you’re playing games or using social media or streaming sites, especially during lecture or critique, then that’s a disruption, and my grad assistants and I reserve the right to ask you to shut it down. If you do not adjust the situation, then I reserve the right to dismiss you for the day and/or deduct from your participation. I don’t care if you have something open. I care if it’s distracting you from learning.

Gaming, Headphones, and Cell Phones: Gaming in class (computer-based, portable device-based or otherwise) is absolutely not appropriate at any time. Headphones are appropriate if we’re editing in class, but if you’re wearing them during other times (like lectures/discussions), then that’s not appropriate. As for phones, either turn yours off or set it to vibrate. If personal circumstances require you to keep your phone on or take an emergency call, let me know ASAP, set to vibrate, and take the call in the hallway. Please do not abuse this policy with frequent calls.

Use of personal recording or streaming devices is not permitted unless necessitated by a disability. Otherwise, you do not have permission to record or stream the instructor, grad assistant(s), any guests, the class, etc.

Contacting the Instructor: Contact me through Canvas e-mail. Good e-mail etiquette is greatly appreciated! This helps me help you. Please check your e-mail regularly (once per day, minimum) and keep your mailbox size down. E-mails that bounce back will not be re-sent, and students who do not check e-mail regularly might miss information sent to the class. Generally speaking, I do not accept assignments via e-mail.
**Working Hours:** I’m not available or on-call 24/7, but I am available often. I typically don’t check or answer e-mail or take/return phone calls after 5 p.m., on weekends, or during breaks. I also tend not to respond to class-related questions that you might send over social media. If you e-mail or call, I will respond as fast as I can. However, if you e-mail me after 5 p.m., on a Friday, or before a break, then you likely will not receive a response right away.

**Group Work:** For this class, you must work in group(s). There is not enough video equipment for everyone to do a project alone, nor is it possible or reasonable to expect everyone to provide or purchase their own equipment. Additionally, professionals work together. Ever watch the credits of a movie or TV show? That’s a long list of people doing group work. Therefore, group work is required.

**Group Accountability:** Occasionally, a group contains one or more members that “freeload” and don’t contribute in any meaningful way to a project. Your group is responsible for delivering work to expectations regardless of freeloaders, just as you would be in the professional world. Speaking of freeloaders…

**Anti-Freeloading Policy:** How groups divide the work is up to you and your group. Each member of every group must document his/her activities and contributions on each project. While it is rarely possible to divide all the work perfectly evenly among all members, carrying wildly disproportionate workloads leads to unfair situations and undeserved grades. These situations will be addressed on a case-by-case basis, but the instructor reserves the right to remove difficult or non-contributing members from groups.

When you begin a project, you’ll write a project proposal as a group. In your project proposal, groups should indicate who is doing what. This can change, but initial responsibilities need to be established. Then group members must document their time as the project progresses. This will be submitted to the instructor in the form of a simple 1-page paper on how the project went.

If your group complains about you or your lack of contribution, then I reserve the right to investigate and, if needed, pull you out of a group. You will get a chance to respond to their charge and work things out with your group. Sometimes the problem is simple (scheduling, miscommunication, etc.).

If you are removed from a group for non-contribution (very rare), you must find another group within the class and ask them if you can join them. Your instructor or grad assistant will not assist you in this process. If no group will add you, then you must complete the project alone for 1/3 of the points, or you can take a zero on the project. (This has never happened, but the policy is in place just in case.)

If it looks like your group is trying to remove you for personal reasons or is not being reasonable about the situation, then I’ll help you find another group and deal with your original group separately. If this is the case, your original group can complete the project without you for a 25% deduction.

Everyone must contribute to a reasonable, if not equitable level. No member should insist on doing all the shooting, editing, etc. If one or more members of your group “take over” and prevent part of the group from helping, or otherwise enable a situation where you are not working as a group, then that person or persons may be pulled from the group and asked to complete the project alone for no better than 1/3 of the points on the project.
MISSION STATEMENT

The Mission of IUPUI is to provide for its constituents excellence in
• Teaching and Learning;
• Research, Scholarship, and Creative Activity; and
• Civic Engagement.

With each of these core activities characterized by
• Collaboration within and across disciplines and with the community;
• A commitment to ensuring diversity; and
• Pursuit of best practices.

IUPUI’s mission is derived from and aligned with the principal components—Communities of Learning, Responsibilities of Excellence, Accountability and Best Practices—of Indiana University’s Strategic Directions Charter.

STATEMENT OF VALUES

IUPUI values the commitment of students to learning; of faculty to the highest standards of teaching, scholarship, and service; and of staff to the highest standards of service. IUPUI recognizes students as partners in learning. IUPUI values the opportunities afforded by its location in Indiana’s capital city and is committed to serving the needs of its community. Thus, IUPUI students, faculty, and staff are involved in the community, both to provide educational programs and patient care and to apply learning to community needs through service. As a leader in fostering collaborative relationships, IUPUI values collegiality, cooperation, creativity, innovation, and entrepreneurship as well as honesty, integrity, and support for open inquiry and dissemination of findings. IUPUI is committed to the personal and professional development of its students, faculty, and staff and to continuous improvement of its programs and services.

CODE OF CONDUCT

All students should aspire to the highest standards of academic integrity. Using another student’s work on an assignment, cheating on a test, not quoting or citing references correctly, or any other form of dishonesty or plagiarism shall result in a grade of zero on the item and possibly an F in the course. Incidences of academic misconduct shall be referred to the Department Chair and repeated violations shall result in dismissal from the program.

All students are responsible for reading, understanding, and applying the Code of Student Rights, Responsibilities and Conduct and in particular the section on academic misconduct. Refer to The Code > Responsibilities > Academic Misconduct at http://www.indiana.edu/~code/ (Links to an external site.). All students must also successfully complete the Indiana University Department of Education “How to Recognize Plagiarism” Tutorial and Test. https://www.indiana.edu/~istd (Links to an external site.) You must document the difference between your writing and that of others. Use quotation marks in addition to a citation, page number, and reference whenever writing someone else’s words (e.g., following the Publication Manual of the American Psychological Association). To detect plagiarism instructors apply a range of methods, including Turnitin.com. http://www.ulib.iupui.edu/libinfo/turnitin (Links to an external site.)

OTHER POLICIES

1. **Right to revise**: The instructor reserves the right to make changes to this syllabus as necessary.
and, in such an event, will notify students of the changes immediately.

2. **IUPUI course policies:** A number of campus policies governing IUPUI courses may be found at the following link: http://registrar.iupui.edu/course_policies.html (Links to an external site.)

3. **Classroom civility:** To maintain an effective and inclusive learning environment, it is important to be an attentive and respectful participant in lectures, discussions, group work, and other classroom exercises. Thus, unnecessary disruptions should be avoided, such as ringing cell phones engagement in private conversations and other unrelated activities. Texting, surfing the Internet, and posting to Facebook or Twitter during class are generally not permitted. IUPUI nurtures and promotes “a campus climate that seeks, values, and cultivates diversity in all of its forms and that provides conditions necessary for all campus community members to feel welcomed, supported, included, and valued” (IUPUI Strategic Initiative 9). IUPUI prohibits “discrimination against anyone for reasons of race, color, religion, national origin, sex, sexual orientation, marital status, age, disability, or [veteran] status” (Office of Equal Opportunity). Profanity or derogatory comments about the instructor, fellow students, invited speakers or other classroom visitors, or any members of the campus community shall not be tolerated. A violation of this rule shall result in a warning and, if the offense continues, possible disciplinary action.

4. **Bringing children to class:** To ensure an effective learning environment, children are not permitted to attend class with their parents, guardians, or childcare providers.

5. **Disabilities Policy:** In compliance with the Americans with Disabilities Act (ADA), all qualified students enrolled in this course are entitled to reasonable accommodations. Please notify the instructor during the first week of class of accommodations needed for the course. Students requiring accommodations because of a disability must register with Adaptive Educational Services (AES) and complete the appropriate AES-issued before receiving accommodations. The AES office is located at UC 100, Taylor Hall (Email: aes@iupui.edu, Tel. 317 274-3241). Visit http://aes.iupui.edu (Links to an external site.) for more information.

6. **Administrative Withdrawal:** A basic requirement of this course is that students participate in all class discussions and conscientiously complete all required course activities and/or assignments. If a student is unable to attend, participate in, or complete an assignment on time, it is the student’s responsibility to inform the instructor. If a student misses more than half of the required activities within the first 25% of the course without contacting the instructor, the student may be administratively withdrawn from this course. Administrative withdrawal may have academic, financial, and financial aid implications. Administrative withdrawal will take place after the full refund period, and a student who has been administratively withdrawn from a course is ineligible for a tuition refund. Contact the instructor with questions concerning administrative withdrawal.

7. **Class Courtesy:** Come to class on time and be prepared. Turn off your cell phone and other noisy devices. Don’t do homework, answer email, or engage in conversation during class. Listen to your classmates when they are asking questions or presenting their work. Do not bring children with you to class.

All students should read the IUPUI Code of Student Rights, Responsibilities, available at http://www.iupui.edu/code. This document describes your rights and responsibilities as an IUPUI student.

**Incomplete:**
The instructor may assign an Incomplete (I) grade only if at least 75% of the required coursework has been completed at passing quality and holding you to previously established time limits would result in unjust hardship to you. All unfinished work must be completed by the date set by the instructor. Left unchanged, an Incomplete automatically becomes an F after one year. http://registrar.iupui.edu/incomp.html (Links to an external site.)
Academic Responsibilities & Misconduct (as stated in the Indiana University Student Code of Conduct at [http://www.iupui.edu/code/#page](http://www.iupui.edu/code/#page (Links to an external site.)))

Academic misconduct is defined as any activity that tends to undermine the academic integrity of the institution. The university may discipline a student for academic misconduct. Academic misconduct may involve human, hard-copy, or electronic resources.

Policies of academic misconduct apply to all course-, department-, school-, and university-related activities, including field trips, conferences, performances, and sports activities off-campus, exams outside of a specific course structure (such as take-home exams, entrance exams, or auditions, theses and master’s exams, and doctoral qualifying exams and dissertations), and research work outside of a specific course structure (such as lab experiments, data collection, service learning, and collaborative research projects). The faculty member may take into account the seriousness of the violation in assessing a penalty for acts of academic misconduct. The faculty member must report all cases of academic misconduct to the dean of students, or appropriate official. Academic misconduct includes, but is not limited to, the following:

1. **Cheating**
Cheating is considered to be an attempt to use or provide unauthorized assistance, materials, information, or study aids in any form and in any academic exercise or environment.

- A student must not use external assistance on any “in-class” or “take-home” examination, unless the instructor specifically has authorized external assistance. This prohibition includes, but is not limited to, the use of tutors, books, notes, calculators, computers, and wireless communication devices.
- A student must not use another person as a substitute in the taking of an examination or quiz, nor allow other persons to conduct research or to prepare work, without advance authorization from the instructor to whom the work is being submitted.
- A student must not use materials from a commercial term paper company; files of papers prepared by other persons, or submit documents found on the Internet. A student must not collaborate with other persons on a particular project and submit a copy of a written report that is represented explicitly or implicitly as the student’s individual work.
- A student must not use any unauthorized assistance in a laboratory, at a computer terminal, or on fieldwork.
- A student must not steal examinations or other course materials, including but not limited to, physical copies and photographic or electronic images.
- A student must not submit substantial portions of the same academic work for credit or honors more than once without permission of the instructor or program to whom he work is being submitted.
- A student must not, without authorization, alter a grade or score in any way, nor alter answers on a returned exam or assignment for credit.

2. **Fabrication**
A student must not falsify or invent any information or data in an academic exercise including, but not limited to, records or reports, laboratory results, and citation to the sources of information.

3. **Plagiarism**
Plagiarism is defined as presenting someone else’s work, including the work of other students, as one’s own. Any ideas or materials taken from another source for either written or oral use must be
fully acknowledged, unless the information is common knowledge. What is considered “common knowledge” may differ from course to course.

- A student must not adopt or reproduce ideas, opinions, theories, formulas, graphics, or pictures of another person without acknowledgment.
- A student must give credit to the originality of others and acknowledge indebtedness whenever:
  - Directly quoting another person’s actual words, whether oral or written;
  - Using another person’s ideas, opinions, or theories;
  - Paraphrasing the words, ideas, opinions, or theories of others, whether oral or written;
  - Borrowing facts, statistics, or illustrative material; or
  - Offering materials assembled or collected by others in the form of projects or collections without acknowledgment.

4. Interference
A student must not steal, change, destroy, or impede another student’s work, nor should the student unjustly attempt, through a bribe, a promise of favors or threats, to affect any student’s grade or the evaluation of academic performance. Impeding another student’s work includes, but is not limited to, the theft, defacement, or mutilation of resources so as to deprive others of the information they contain.

5. Violation of Course Rules
A student must not violate course rules established by a department, the course syllabus, verbal or written instructions, or the course materials that are rationally related to the content of the course or to the enhancement of the learning process in the course.

6. Facilitating Academic Dishonesty
A student must not intentionally or knowingly help or attempt to help another student to commit an act of academic misconduct, nor allow another student to use his or her work or resources to commit an act of misconduct.
Weekly Schedule

Week 1: 8/26/19 + 8/28/19
Lecture: Class Overview & Evolution of Digital Storytelling
  • Syllabus: Grades, text(s), schedule, expectations, Canvas use
  • Cave paintings, oral history, scrolls, books, performance, radio, TV, film, beyond.
How are digital stories used? Characteristics of traditional, digital and interactive stories:
  • Immersion
  • Community engagement
  • Cultural and traditions
  • Education
  • Medical
  • Promotion and marketing
  • Self-reflection
In-class:
  1. View Andrew Stanton’s TED Talk
  2. History of Pretty Much Everything

Week 2: 9/2/19 (LABOR DAY – NO CLASS) + 9/4/19
Lecture: Discussion of the power of the story
  • What makes a good story?
  • Where do ideas come from?
  • Aristotle and Freytag’s story structure.
  • Star Wars and beyond.
Reading assignment(s) – Read before next class for Quiz #1:
  • Ray Bradbury “The Veldt” and “There Will Come Soft Rains” (provided under Canvas > Files)

Week 3: 9/9/19 + 9/11/19
Lecture:
  • Adaptation, re-purposing and original stories - linear and non-linear
  • Technology and digital storytelling
In-class:
  1. 9/9: Quiz #1 over “The Veldt” and “There Will Come Soft Rains” (read before class – no notes or text permitted)
  2. Discuss Assignment #1: Flash fiction based on a poem instructions and expectations.
  3. Connected activities:
     a. Read “Examples of Flash Fiction” (provided) during class.
     b. Watch George Lucas in Love.
Reading assignment(s) – Read before 9/16 class for Quiz #2:
  • Ray Bradbury “Last Night of the World” http://www.esquire.com/fiction/fiction/ray-bradbury-last-night-of-the-world-0251 (also under Canvas > Files)
  • Ray Bradbury “A Sound of Thunder” (PDF provided under Canvas > Files)

Week 4: 9/16/19 + 9/18/19
DUE 9/16: Assignment 1: Flash Fiction Based on a Poem (10 points) uploaded to Canvas before the start of class.
Character development for digital storytelling
  • Motivation
• Backstory
• Personality
• Physical appearance

In-class:
1. **9/16:** Quiz #2 over “Last Night of the World” and “A Sound of Thunder” (read before class – no notes or text permitted)
2. View “A Sound of Thunder” from Ray Bradbury Theater.
3. Discuss Assignment #2: Short Story + Considering Delivery Medium.

**Week 5: 9/23/19 + 9/25/19**
Reading assignment(s) – ALL previously assigned Bradbury stories if you haven’t read them yet!
In class:
1. **9/23:** Quiz #3 over lectures from Weeks 1-2.
2. TBA - Presentation from Center for Ray Bradbury Studies, IUPUI.

**Week 6: 9/30/19 + 10/2/19**
DUE 9/30: Assignment 2: Short story + Considering Delivery Medium (20 points) uploaded to Canvas before the start of class.
Lecture: Development process + Planning Your Story (Research)
- What is a theme? Choosing a theme
- What is genre? Choosing the type of story
- Things to consider when writing your story
  - Planning and organization
    - Writing the treatment
    - Writing the outline

In class:
1. **9/30:** Quiz #4 over lectures from Weeks 3-4.
2. Discuss Assignment #3: Character Development and Reconciling Conflict instructions and expectations.

**Week 7: 10/7/19 + 10/9/19**
DUE 10/7: Assignment 3: Character Development and Reconciling Conflict (20 points) uploaded to Canvas before the start of class.
Lecture: The Digital Story Structure.
- Development of concept, treatment and outline
  - Fiction and nonfiction
  - Story arc
  - Conflict and Tension
  - Flashbacks and foreshadowing
  - Continuity, timing and pacing
- Character development
  - Character archetypes
  - Building a character biography
  - Character beats of a story
  - Hero’s journey

In class:
1. **10/7:** Quiz #5 over lectures from Weeks 5-6.
2. Discuss Assignment #4 Transmedia: Short film script instructions and expectations.
3. Lab time to work on Assignment #4.
Week 8: 10/14/19 (Fall Break – No Class) + 10/16/19
Lecture: From print to time-based media
- How to write scripts for production
  - Writing Dialogue
  - Master scene scripts
  - Dual column scripts
- Producing a digital story
  - Animatic
  - Digital effects
  - Montage
  - Digital composition

In class:
1. 10/16: MIDTERM EXAM (50 POINTS) over all lectures thus far.
2. Lab time to work on Assignment #4.

Week 9: 10/21/19 + 10/23/19
DUE 10/21: Assignment #4: Transmedia: Short film script based on one of #1-3 (25 points) uploaded to Canvas before the start of class for peer review.

In class:
1. Peer review of Assignment 4. (25 points)
2. Discuss Final Project Overview and Final Project Written Pitch instructions and expectations.
3. Lab time to work on Final Project Written Pitch.
4. Connected activities:
   - Grilled cheese: https://youtu.be/-g2-XKJRBXI
   - Haircut: https://www.youtube.com/watch?v=tUl6_eTkjY

Week 10: 10/28/19 + 10/30/19
DUE 10/28: Final Project Written Pitch (10 points) uploaded to Canvas at the start of class.

In-class:
1. Discuss written pitches in small groups. Meet with instructor briefly.
2. Discuss Final Project Script instructions and expectations.
3. Lab time to work on Final Project Script.

Lecture: Developing a story with multiple outcomes.
- How to storyboard/make flowcharts/interactivity
  - Finding story beats
  - Shot selection
  - Movement and screen direction
- Interactive stories/Gamification/Navigation
- Flowcharts example

In class:
1. Connected activities:
   - Making flow charts on how to make toast OR a toast.
   - Storyboarding: https://www.youtube.com/watch?v=ux_Em1IVsjI
   - Storyboarding 2: https://www.youtube.com/watch?v=BSOjiSu10z8
2. Discuss Final Project Storyboards and Flowcharts instructions and expectations.
3. Lab time to work on Final Project Script.
Week 11: 11/4/19 + 11/6/19
DUE 11/4: Final Project Script (10 points) uploaded to Canvas at the start of class.

Lecture: Review of production of a digital story
  • Creating visuals and audio (sound effects, specifically)
  • Understanding time based media and software
  • Creating a production schedule and shot list
  • Dissemination of your digital story

In class:
  1. Connected activities:
     o Examine shot list document.
     o Very basic effects in post.
     o Basic titles.

Reading Assignment:
  • http://ed.ted.com/lessons/three-anti-social-skills-to-improve-your-writing-nadia-kalman
  • http://ed.ted.com/lessons/how-to-build-a-fictional-world-kate-messner

Week 12: 11/11/19 + 11/13/19
DUE 11/11: Final Project Storyboard (15 points) at the start of class. (Bring board to class.)
DUE 11/13: Final Project Interactive Story with Flowchart (15 points) uploaded to Canvas at the start of class.

In class:
  1. Look at Final Project Storyboards and Flowcharts.
  2. Discuss Final Project Raw Footage instructions and expectations.
  3. Lab time to shoot Final Project Raw Footage.

Week 13: 11/18/19 + 11/20/19
DUE 11/20: Final Project Raw Footage. Upload to Box before class. Post link to files under Canvas > Assignments. Worth 0 points, but up to a 20-point deduction will be made from your course grade if you do not present any footage to class or otherwise do not follow directions.

In class:
  1. Check out samples of Final Project Raw Footage. Critique and discuss.
  2. Discuss Final Project First Cut instructions and expectations.
  3. Lab time to work on Final Project First Cut.
  4. Connected activities:
     o Demo: Editing basics (if needed).
     o Demo: Creating titles (if needed).
     o Demo: Exporting, naming, etc. (if needed).

Week 14: 11/25/19 (LAB DAY) + 11/27/19 (Thanksgiving Break – No class)

Week 15: 12/2/19 (LAB DAY) + 12/4/19
DUE 12/4: Final Project First Cut (25 points), uploaded to Canvas AND Box before class.

In class:
  1. See/Hear Final Project First Cuts. Critique and discuss in class.
  2. Discuss Final Project Final Cut instructions and expectations.
  3. Lab time to work on Final Project Final Cut.

Week 16: 12/9/19 (LAB DAY) + 12/11/19
DUE 12/11: Final Project Final Cut (125 points), uploaded to Canvas AND Box before class. 
In class:
   1. 12/11: FINAL EXAM (50 POINTS) over all lectures.
   2. See/Hear Final Project Final Cuts.
   3. Course evaluation spiel.
   4. Q&A and final notes.

Week 17: 12/16/19
TBA: Additional project viewing day.