NEWM N202  
Digital Storytelling  
Department of Human Centered Computing  
Indiana University School of Informatics and Computing, Indianapolis  
Summer 2 - 2017

Section No.: 12470  
Credit Hours: 3

Time: MTW 10:30-12:45 p.m.

Location: IT355, Informatics & Communications Technology Complex  
535 West Michigan Street, Indianapolis, IN 46202 [map]

First Class: June 26, 2017

Web site: Canvas SP17-IN-NEWM-N202-12470

Instructor: John King, M.S., Lecturer

Office Hours: By appointment.

Office: IT469  
Phone: (317) 278-4145 (Canvas e-mail strongly preferred – I'm rarely at my desk, but often at a computer)

E-mail: Canvas inbox only

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.

Resources for Success
• In-class peer reviews
• 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:
Title: Once Upon a Digital Story: A Modern Approach to an Ancient Art
Authors: Susan Tennant
Publisher: Cognella
Book site: https://students.universityreaders.com/store/


Note: This book is available as an e-text, but you must visit the above Cognella site, purchase there, and download their reader to view the book. This e-text purchase is a 180-day license. Paper copies of the older edition may be available through Amazon.com. Unfortunately, this book is not yet available through the IUPUI bookstore.

References

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>Upon completion of this course:</th>
<th>Revised Bloom's Taxonomy</th>
<th>Principle(s) of Undergraduate Learning</th>
<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Students will gain a deeper understanding of the history, culture, traditions and craft of digital storytelling.</td>
<td>2</td>
<td>1-1, 1-2, 4-1, 6-2</td>
<td>Assignment 1-4, Final Project Midterm Exam Final Exam</td>
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<tr>
<td>2. Students will learn through concept and practice how to construct a digital story.</td>
<td>1, 3, 4, 6</td>
<td>1-1, 1-2, 1-3 3-2, 4-2, 6-2</td>
<td>Final Project</td>
</tr>
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<td>3. Students will learn how to develop linear and nonlinear stories.</td>
<td>6</td>
<td>1-1, 1-2, 1-3, 2-2 3-2, 4-2, 6-2</td>
<td>Assignment 1-4, Final Project</td>
</tr>
<tr>
<td>4. Students will learn about adaptation, repurposing and original stories</td>
<td>6, 3, 2</td>
<td>1-1, 1-2, 1-3, 2-2 3-2, 4-2, 4-3, 6-2</td>
<td>Assignment 1-4, Final Project</td>
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<tr>
<td>5. Students will learn about interactivity, games and transmedia</td>
<td>1, 2, 3</td>
<td>1-1, 1-2, 1-3 3-2, 4-2, 6-2</td>
<td>Assignment 4 Final Project Midterm Exam Final Exam</td>
</tr>
<tr>
<td>6. Students will understand the importance of writing digital stories and what is expected of them if they were to enter Industry.</td>
<td>1, 2</td>
<td>1-2, 1-5 5-3 6-1, 6-2</td>
<td>Assignment 1-4, Final Project</td>
</tr>
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**Principles of Undergraduate Learning**

This course design reflects IUPUI’s Principles of Undergraduate Learning (PULs). Undergraduate students will experience a **major emphasis** on PUL 1 (Core Communication – oral presentation and writing), and a **moderate emphasis** on PUL 2 (Critical Thinking) and PUL 3 (Integration and Application of Knowledge). Areas with **some emphasis** include:
- Intellectual depth, breadth, and adaptive thinking
- Understanding of society, tradition and culture
- Values and ethics

**Homework:**
For a class that meets for 405 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 Exam 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
- Final Exam 50 points
- Participation 50 points

500 total points

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

Quiz and Exam Preparation:
- Quizzes over Bradbury stories are closed note, closed book. You can’t use anything but memory.
- Quizzes over the Tennant textbook are open book. You can use the book.
- Midterm and final examinations are open note, NOT open book. You can use ONLY notes.

Grading Scale:
- 93-100% A 77-79% C+
- 90-92% A- 73-76% C
- 87-89% B+ 70-72% C-
- 83-86% B 67-69% D+
- 80-82% B- 63-66% D
- 60-62% D-
- < 60% F

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**

**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 inconvenient, you may schedule an appointment. To discuss graded work, you must bring the original, graded assignment (with instructor comments and any peer feedback).

**Participation, Or: “College is Like a Gym Membership”**

Politicians and other talking heads in the news like to compare students to customers in restaurants or stores. A more appropriate and accurate comparison is that of an adult signing up for a gym membership.

- If you sign up for a gym membership and never go work out, then you won’t benefit from the money you’ve invested.

- If you go work out sometimes, then you might get some benefit, but probably not as much as those who show up and work out every day.

- If you go work out all the time, you’ll probably see great results, but keep in mind, it’s not just about going — it’s also about putting in the work.

Some people aren’t interested in working out, but they sign up for a gym membership anyway. This is not the fault of the gym management. You can’t blame the gym when you sign up for something you don’t want and never do anything with it. You don’t get the benefits of working out just by paying your fee.

Some people sign up for a gym membership and go every day. They work harder than anyone in the gym. They see dramatic results and improvements. They really get their money’s worth. They got maximum benefit (top health) for their investment (membership fee, time, and effort). They get to be proud of their accomplishments. The benefits go on and on.

With all of that in mind, if you want the most out of any college class, then you need to do a lot more than just pay your fees. You must put in the work.

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

**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. However, if you 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

Excessive unapproved absences will affect your grade. Skipping class is an unapproved absence. Advising meetings, employer scheduling conflicts, routine doctor’s appointments, student activities, helping your landlord move a dryer (actual excuse I once got), fighting with your ex, personal travel arrangements at breaks or weekends, and ESPECIALLY project work for another class or a student organization are all conflicts you have at least some control over scheduling, so they generally are not acceptable reasons for missing class. They usually will not be approved. If you schedule appointments or other responsibilities that conflict with this class, then those unapproved absences add up and will affect your grade. 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: (one letter grade deducted from final class grade) + missed work
4th unapproved absence: (two letter grades deducted from final class grade) + missed work
5th unapproved absence: (three letter grades deducted — automatic F for the semester)

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.

Also, you are responsible for making sure you sign the attendance sheet or respond to roll call, whatever the case may be. If you are present but do not sign in or respond, then you are counted absent. "I forgot," "I came in late," and "It never got to me," and "I didn’t hear you," etc., are not acceptable excuses. You must take responsibility to ensure your attendance is documented appropriately.

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 assigned 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 at the instructor’s discretion.

Generally, late work submitted without legitimate reason 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, if 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.

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

On the Final Project and Final Exam, late work is not accepted for credit unless extreme, verifiable circumstances arise that affect all members of your group and prevent everyone in the group from
attending on the due date.

**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 assistant(s) 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.

**Gaming Policy:** Gaming in class (computer-based, portable device-based or otherwise) is absolutely not appropriate at any time. I will issue one warning if I see someone gaming. This is the only warning I will give anyone all semester. Students who continue gaming in class may be asked to leave.

**Headphone Use:** During in-class editing time (i.e. not lecture), headphones are appropriate. At no other time are headphones appropriate. If you’re wearing them during other times, then most likely, my grad assistant or I will simply ask you to remove them. If that doesn’t work, then I reserve the right to dismiss you from class for the day and/or deduct from your participation.

**Break Policy:** In classes longer than 75 minutes, breaks happen around the halfway point. If you must leave the room (restroom break, emergency call, etc.) at another time, 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.

Please do not get up during class to go visit the vending machine and come back with food. Virtually every classroom in this building is a “no food or drink” area, and coming and going from class as you please, (especially during lecture or software demo) whenever you get the urge is not acceptable behavior.

*Note:* If health issues dictate your having food or drink handy, or taking occasional breaks from the room, then you need to notify the instructor in writing using a form provided by AES so an exception can be made for you.

**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.

**Phones/Electronics:** 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 devices** is not permitted unless necessitated by a disability. Otherwise, you do not have permission to record the instructor, grad assistant(s), any guests, etc. Use of Periscope or other similar live streaming apps is prohibited.

**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 should not expect a response right away.

**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).

**Profanity and Other R-Rated Business:** Generally, I want your imagination to take your creativity wherever, but this is a large and mixed crowd, so please avoid R-rated or patently offensive subject matter such as graphic illegal drug use, overt sex of any kind, frequent F-bombs, the C-word, racial/ethnic/other slurs (even if it’s just the character talking), and excessive gore and violence. You can be suggestive, but not explicit. This class challenges you to write for a wider, general audience. This will help broaden your creativity and make you more employable!

**Avoiding Clichéd Ideas:** When appropriate, I will provide a list of tired story ideas and worn-out tropes and clichés to avoid. This is simply to make you aware of what is exhausted (or getting there), and challenge you to write original material suited to this class and aim for a broader audience.

Fan fiction and other writing based on someone else’s video games, graphic novels, webisodes, or other previously existing material you do not own the rights to will not be accepted. Sometimes I’ll allow an adaptation of a published, literary work, or a clever parody, but that’s rare, and you’ll need to ask permission and give clear credit. **Note:** Fallout 4 is not a literary work.

If you really enjoy creating material that isn’t really suited for this particular class, then continue writing what you like on your own. Don’t let one class discourage you. Keep creating on your own. Stuff you learn in this class will apply to other types of writing. The challenge of avoiding the well-worn stuff will help you develop your writing and create more original, interesting work.

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**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 (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:**
Monday, 6/26/2017
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.
- Project Gutenberg
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
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.
In-class:
1. View Andrew Stanton's TED Talk
2. History of Pretty Much Everything
3. View RSA Animate - Motivation - [https://www.youtube.com/watch?v=u6XAPnuFjlc](https://www.youtube.com/watch?v=u6XAPnuFjlc)
Reading assignment(s) – Read before next class for Quiz #1:
- Ray Bradbury “The Veldt” and “There Will Come Soft Rains” (provided under Canvas > Files)
- Tennant, Chapter 1-2
- “How to become a writer” by Lorie Moore and come prepared to discuss. (PDF provided on Canvas under Files.)

Tuesday, 6/27/17
Lecture:
- Adaptation, re-purposing and original stories - linear and non-linear
- Technology and digital storytelling
In-class:
1. 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 Flash fiction: Sherman Alexie “Olfactory” and “Skin” (provided) during class.
   b. Watch George Lucas in Love.
4. Discussion of How to become a writer.
Reading assignment(s) – Read before next class for Quiz #2:
- Tennant, Chapter 3-4-5.
- Ray Bradbury “A Sound of Thunder” (PDF provided under Canvas > Files)

Wednesday, 6/28/17
**DUE: Assignment 1: Flash Fiction Based on a Poem (10 points) uploaded to Canvas before the start of class.**
Character development for digital storytelling
- Motivation
• Digital character appearance
• POV: first person, third person

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

Week 2:
Tuesday, 7/3/17
In-Class Viewing/Discussion: A Sound of Thunder
Read the story if you have not done so!

Tuesday, 7/4/17 — NO CLASS — INDEPENDENCE DAY

Wednesday, 7/5/17
DUE: Assignment 2: Short story + Considering Delivery Medium (20 points) uploaded to Canvas before the start of class.
Lecture: Development process + Planning Your Story (Research)
• Choosing a theme
• Choosing the type of story
• Things to consider when writing your story
  o Planning and organization
  o Writing the concept document
  o Writing the treatment
  o Writing the outline

In class:
1. Quiz #3 over Tennant, Ch. 1-5 (use of textbook is permitted)
2. Short peer review of Assignment 2.
3. Discuss Assignment #3: Character Development and Reconciling Conflict instructions and expectations.

Week 3:
Monday, 7/10/17
DUE: Assignment 3: Character Development and Reconciling Conflict (20 points) uploaded to Canvas before the start of class.
Lecture: The Digital Story Structure.
• Conflict and Tension
• Hero’s journey
• Character beats of a story
• Story arc
• Building a character biography
• Character archetypes
• Development of concept, treatment and outline
• Continuity, timing and pacing
• Flashbacks and foreshadowing
• Fiction and non fiction
• Game and virtual world character development

In class:
1. Peer review of Assignment 3.
2. Discuss Assignment #4 Transmedia: Short film script instructions and expectations.
3. Lab time to work on Assignment #4.
4. Connected activities:
   o Watch this video on writer/director Joss Whedon:
     http://thecolbertreport.cc.com/videos/0mw5zk/joss-whedon
Dr. Horrible's Sing-along Blog

Reading Assignment(s): Part Two, Chapters 6 and 7, pp. 50-64, plus this article on transmedia:

Tuesday, 7/11/17
Reading Assignment: Continue Chapter 7, pp. 64-77
Lecture: From print to time based media
  - How to write scripts for production
    - Writing Dialogue
    - Master scene scripts
    - Dual column scripts
  - Producing the digital story
  - Animatic
  - Digital effects
  - Montage
  - Digital composition

In class:
1. Quiz #4 over Tennant, Ch. 6-7 (through p. 77 — use of textbook is permitted)
3. Lab time to work on Assignment #4.

Wednesday, 7/12/17
Due: Assignment #4: Transmedia: Short film script based on one of #1-3 (25 points) uploaded to Canvas before the start of class AND uploaded to the designated folder on Box at the start of class for peer review.

In class:
1. Midterm Exam (50 points) (use of notes permitted — NOT textbook)
2. Peer review of Assignment 4. (25 points)
3. Discuss Final Project Overview and Final Project Written Pitch instructions and expectations.
4. Lab time to work on Final Project Written Pitch.
5. Connected activities:
   - Brainstorming
   - Clustering
   - Freewriting
   - Outlining

Reading Assignment: Continue Chapter 7, pp. 77-84.

Week 4:
Monday, 7/17/17
DUE: 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.

Reading Assignment(s): Continue Chapter 7, pp. 85-112

Tuesday, 7/18/17
Lecture: Developing a story with multiple outcomes
  - How to storyboard/make flowcharts/interactivity
    - Finding story beats
    - Shot selection
    - Movement and screen direction
  - Interactive stories
  - Game
• Definition and terms
• Flowcharts example
• Agency and pacing
• Navigation

In class:
1. Connected activities:
   o Grilled cheese: https://youtu.be/-g2-XKJRbXi
   o Haircut: https://www.youtube.com/watch?v=tUlU6_eTkjY
   o Storyboarding: https://www.youtube.com/watch?v=ux_Em1lVsjI
   o Storyboarding 2: https://www.youtube.com/watch?v=BSOjSUIo28
   o Making flow charts on how to make toast OR a toast.
2. Discuss Final Project Storyboards and Flowcharts instructions and expectations.
3. Lab time to work on Final Project Script.
4. Q&A if needed.

Reading Assignment: Read Chapter 8, pp. 113-141 (read before class)

Wednesday, 7/19/17

DUE: 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. Peer review Final Project Script.
2. Connected activities:
   o Examine shot list document.
   o Very basic effects in post.
   o Basic titles.

Reading Assignment: Read pp. 141-155 in textbook (read before class), plus:
• 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 5:
 Monday, 7/24/17

DUE: Final Project Storyboard (10 points) at the start of class. (Bring board to class.)
DUE: Final Project Interactive Story with Flowchart (15 points) uploaded to Canvas at the start of class.

In class:
1. Quiz #5 over Tennant, Ch. 7-8-9 (from p. 77 on — use of textbook is permitted)
2. Look at Final Project Storyboards and Flowcharts.
3. Discuss Final Project Raw Footage instructions and expectations.
4. Lab time to shoot Final Project Raw Footage.

Tuesday, 7/25/17

In class:
1. Lab time to shoot Final Project Raw Footage.
2. Q&A if needed.

Wednesday, 7/26/17

DUE: Final Project Raw Footage. 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:
   - Demo: Editing basics (if needed).
   - Demo: Creating titles (if needed).
   - Demo: Exporting, naming, etc. (if needed).

**Week 6:**
**Monday, 7/31/17**
1. Lab time to work on Final Project First Cut.
2. Q&A if needed.

**Tuesday, 8/1/17**
1. Lab time to work on Final Project First Cut.
2. Q&A if needed.

**Wednesday, 8/2/17**
**DUE: Final Project First Cut (25 points), uploaded to Canvas AND the designated folder on Box at the start of 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.
4. Q&A if needed.
5. Discuss final exam.

**Week 7:**
**Monday, 8/7/17**
**DUE: Final Project Final Cut (125 points), uploaded to Canvas AND the designated folder on Box at the start of class.**

In class:
1. **Final Exam (50 points) (use of notes permitted — NOT textbook)**
2. See/Hear Final Project Final Cuts.
3. Course evaluation spiel.
4. Q&A and final notes.