

REQUIRED TEXTBOOKS AND READINGS

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Learning How Digital Media Can Engage Youth

MIT Press

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Reading material provided by instructor

“Digital Civic Engagement” and “Cultural Heritage Documentation”

Review videos from National Geographic (Chichén Itzá and the Mayan culture, Angkor Wat and the Khmer culture, and others on reserve in IUPUI Library) and critically analyze and discuss the concept and production value of each video.

REQUIRED ITEMS

1. Laptop computer, batteries, correct electrical conversion devices
2. Portable hard drive 500 GB minimum
3. Flash Drive 64 GB minimum
4. Current passport

RECOMMENDED ITEMS

1. Digital still camera and or video camera, tripods, cables, and electrical components

Students will be required to engage in physical activities such as hiking, walking and carrying photographic and video fieldwork equipment over distance and rough terrain.

STUDENT LEARNING OUTCOMES

Upon completion of this course, the student will	PUL	Assessment
1. Document cultural heritage	5, 4	Final Project, Media Log
2. Interview local experts and residents to conduct the process of “digital storytelling” of cultural heritage	5	Media Log
3. Review and analyze data collected after each field excursion	5, 2, 4	Daily Journal, Final Project
4. Speak some of the language to produce the media with translations or subtitles	5	Final Project
5. Create 3D models, textures, and animations that conform to project requirements	4	Final Project, Presentation
6. Create a storyboard/VO for production	4	Final Project, Presentation
7. Plan the service-learning final project and its scope	2	Final Project
8. Evaluate peer projects and related materials	2	Peer Critiques

Principles of Undergraduate Learning (PULs):

Learning outcomes are assessed in the following areas:

2. **Critical thinking**
4. **Intellectual depth, breadth, and adaptiveness**
5. **Understanding society and culture**

Some emphasis
Moderate emphasis
Major emphasis

DETAILED PUL ASSESSMENT

The learning outcomes of this course will include each student acquiring the knowledge and skills to

PUL 1A. Core communication: written, oral and visual skills

1. Explain basic approaches to digital production and documentation strategies
2. Explain the importance of cultural heritage and documentation process
3. Explain the principles of photographic and video documentation in field production
4. Explain the principles of data acquisition and organization and logging of media
5. Explain the concept of service learning
6. Explain the concept of collaboration and teamwork

PUL 2. Critical thinking

1. Plan the service-learning final project and its scope
2. Assess strategies for the deployment of various multimedia educational platforms
3. Evaluate their own work and the work of others

PUL 4. Intellectual depth, breadth, and adaptiveness (The ability of students to examine and organize disciplinary ways of knowing and to apply them to specific issues and problems.)

1. Create 3D models, textures, and animations that conform to project requirements
2. Construct a digital collection and media log system of video and still photography
3. Develop digital assets to production standards
4. Apply multiple formats of media
5. Create a storyboard/VO for production
6. Create content that communicates, educates, engages, and entertains using multiple forms of digital media
7. Work as a team and follow through with a finished product

PUL 5. Understand society and culture

1. Compare and contrast the range of diversity and universality in human history, societies, and ways of life
2. Analyze and understand the interconnectedness of global and local communities
3. Develop word lists and short phrases of Greek language that relate to the service learning objectives
4. Speak some of the language that apply to the service projects
5. Edit and transcribe footage and interviews and create subtitles
6. Engage a local cultural heritage expert in dialogue
7. Collaborate with local island inhabitants for translations and subtitles of media
8. Develop fieldwork plan for teamwork of acquisition of local cultural heritage
9. Review and analyze data collected after each field excursion
10. Document cultural heritage in service-learning final project

Assessment: Completion of all expected assignments. These include daily journal, media log, presentation, peer critiques, discussions and class participation, and service-learning final project(s).

Presentations

Each student will have an opportunity to discuss and demonstrate their work in class and be given feedback by the instructor and classmates. Feedback is part of the class assessment process, a constructive method to give students a chance to review each other's work. Students will also

engage with the local community in interviews and other documentation initiatives for this service-learning course.

COURSE STRUCTURE OVERVIEW

The course structure is composed of three parts:

Pre-departure

- In addition to a pre-departure orientation meeting to discuss logistics, there will be three four hour class sessions held at the School of Informatics and computing prior to departure to provide academic content and field experience.
 - Session 1: Read syllabus and explain course, expectations of students, logistics, and expectations of travel, concepts about travel and tourism,
 - Session 2: Overview of the island of Paros, Greece, and its cultural heritage and ways of documenting that heritage; introduction to Greece by an IUPUI Classical Studies faculty member
 - Session 3: Introduce principles basic in the field of digital documentation of culture heritage. Students will bring gear to class and engage in a simulation of the field documentation process.

On site

- Students will engage in discussions with local municipality concerning media arts and science technology.
- Students will record the digital footage and have it translated for sub-titling in the final version.
- On-site field production process of digital documentation of cultural heritage.
- Acquisition of multimedia for local tourism and promotional campaign.
- Design, production, and implementation of 3D models of sites.
- Discussion of the importance of cultural heritage preservation.
- Discussion of the documentation process to “tell the story of place, time, and cultural heritage” for Paros, Greece.
- Discussion with Municipality of Paros for preparation of digital documentation and development of service learning component
- Digital documentation of cultural heritage, logging and indexing of data
- Production of various assets for promotion of island tourism and understanding of island cultural artifacts
- Development of project scopes for media arts and science technology applications to enhance future documentation and promotion of cultural heritage.
 - mobile application to describe the island’s downtown, outlying sites, and cultural and historical sites.
- There will be a final reception for participants and students to show the finished digital documentation and project scoped of Paros cultural heritage present and future at the Aegean Center for the Fine Arts.

Return

- All students will participate in three four hour class meetings to debrief, share memories, reflect on the study-abroad experience, assemble all digital assets, and consider how they might build on their international experiences in their future studies.

- Each student will submit his or her digital journal documenting the service learning experience.
- All digital assets must be archived to instructors standards before a final grade will be released
- Students wishing to extend international travel may be excused from these meetings with prior written consent of instructors and with plans to complete all expected data archiving.

Schedule of Activities and Deliverables

Date	Activity	What is expected
May 13	ITCT Meet, overview of trip	Read syllabus and explain course, expectations of students, logistics and expectations of travel
14	ITCT Cultural heritage orientation	Overview of cultural heritage of Paros discuss cultural heritage documentation; introduction to Greece by an IUPUI Classical studies faculty member
15	ITCT Field production exercise	Students will bring gear to class and engage in a simulation of field documentation process
21	Paros, Greece	Students expected to be in Paros, Greece for start of class, orientation meeting, explore Parikia on Paros
22	Paros	Meet with Local Municipality of Paros, define first interviews and research objectives, video production, 3D models, Service Learning and Digital Documentation of cultural heritage plan
23	Field work	Pre-production
24	Sunday Day off	
25-29	Field work	Pre-production and production
30	Field Trip	TBD
31	Sunday Day off	assess first weeks work, continue with second round of video interviews, research, 3D models and textures
June 1-4	Field work	Rough cuts of animations and video for review, revisions, voice over and translations. Continue with production on all assets
5-7	Free Time	Student free time
8- 11	Field work	Post- production on all assets
12	Presentation	Final reception for local participants and students, class ends on Paros
13	Students may leave for Indy	
June 18	Meet at ITCT	Archive digital assets, review of trip
June 19	Meet at ITCT	Archive digital assets, review of trip
June 22	Meet at ITCT	Archive digital assets, review of trip
June 23	Meet at ITCT	All final files due, video reflection and blog finished

GRADING

15%	Daily journal
10%	Media log
10%	Presentation
5%	Peer critiques
10%	Discussions and class participation
50%	Service-learning final project

Grading Scale:

A+	100%	Professional level work, showing highest level of achievement
A	93–99%	Extraordinarily high achievement, quality of work; shows command of the subject matter
A–	90–92%	Excellent and thorough knowledge of the subject matter
B+	87–89%	Above average understanding of material and quality of work
B	83–86%	Mastery and fulfillment of all course requirements; good, acceptable work
B–	80–82%	Satisfactory quality of work
C+	77–79%	Modestly acceptable performance and quality of work
C	73–76%	Minimally acceptable performance and quality of work
C–	70–72%	Unacceptable work (Core course must be repeated for credit)
D+	67–69%	Unacceptable work (Course must be repeated for credit)
D	63–66%	Unacceptable work
D–	60–62%	Unacceptable work
F	Below 60	Unacceptable work

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–.

- NO LATE PROJECTS WILL BE ACCEPTED.
- **Any project will be assigned a score of 0 (zero) points if not turned in by the deadline.**
- It is your responsibility to understand all due dates.
- A data CD (or data DVD) with name and assignment number will be accepted for assignments. Flash drives are also accepted, but may not be returned. Points will be off taken for improperly labeled media and assignments
 - Example for file: lastName_projectName.fileExtension
 - Example for media: Joan Smith, Class ###, Project ###
- Work may be turned in any time prior to the due date. Work will be considered late if not turned in at the date expected.
- Project grades may be challenged for one week after being posted. Project grades not challenged with-in seven calendar days will be final.

OTHER CONSIDERATIONS

- Please come to class on time and be prepared.
- Participation in class discussions, including class critiques and all written papers are required and will be considered in final grading.
- Students will develop and present individual components of a group project.
- Cell phones, blackberries, iPods, and other devices should be turned off and not used during class time.

- Social sites such as Facebook, Twitter, or any others, may not be accessed during class time.
- Work for other courses may not be done during this class time.
- No student is allowed to leave early without permission of the instructor.
- Food and drink are not allowed in the computer labs.

POLICIES for ATTENDANCE & ASSIGNMENT/PROJECT DEADLINES

1. **Missing class WILL impact your grade.** Students are allowed two absences before their grade will be effected. Missing class means you do not show for the whole or majority of the session. The grade reduction policy works in this way.
 - On the third missed class time your final grade will drop 5 points (regardless of the reason).
 - On the fourth missed class your final grade will drop 10 points (regardless of the reason), and 5 additional points thereafter for each additional class missed.
 - **Responsible for due dates and related materials:** All due assignments are each student's responsibility. If class is missed, the student is still responsible for the assignment, as well as to find out what was covered in class, e.g., any new assignments or variations to an existing assignment. ALL assignment deadlines are outlined in the syllabus or syllabus supplemental documents provided on OnCourse. Ultimately, each student is responsible for the deadline. Also, weekly assignment deadlines should be adhered to, to insure fairness to all students. For the purpose of maintaining an equal and fair evaluation of each student's work, no student will receive special treatment.
 - Incompletes will NOT be issued except under very extreme personal conditions that have been reviewed by the instructor and in consultation with the Dean's Office.

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/>. All students must also successfully complete the Indiana University Department of Education "How to Recognize Plagiarism" Tutorial and Test. <https://www.indiana.edu/~istd> 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>

Academic Misconduct:

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. 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.

- b. 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 advanced authorization from the instructor to whom the work is being submitted.
 - c. 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.
 - d. 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.
 - e. A student must not use any unauthorized assistance in a laboratory, at a computer terminal, or on fieldwork.
 - f. A student must not steal examinations or other course materials, including but not limited to, physical copies and photographic or electronic images.
 - g. 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 the work is being submitted.
 - h. 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. A student must not adopt or reproduce ideas, opinions, theories, formulas, graphics, or pictures of another person without acknowledgment.
 - b. A student must give credit to the originality of others and acknowledge indebtedness whenever:
 1. directly quoting another person's actual words, whether oral or written;
 2. using another person's ideas, opinions, or theories;
 3. paraphrasing the words, ideas, opinions, or theories of others, whether oral or written;
 4. borrowing facts, statistics, or illustrative material; or
 5. 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.

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
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. Cell phones, media players, or any noisy devices should be turned off during a class. Texting, surfing the Internet, and posting to Facebook or Twitter during class are generally not permitted. Laptop use may be permitted if it is used for taking notes or conducting class activities. Students should check with the instructor about permissible devices in class. 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. **Course Evaluation Policy:** Course evaluations provide vital information for improving the quality of courses and programs. Students are required to complete one course and instructor evaluation for each section in which they are enrolled at the School of Informatics and Computing. This requirement has three exceptions: (a) The student has withdrawn from the course; (b) fewer than five students are enrolled in the section (in which case anonymity is impossible); and (c) the section is a laboratory that must be taken with a course having a different section number. Course evaluations are completed at <https://soic.iupui.edu/app/course-eval/>. Course evaluations are open from the eleventh week. Course evaluations are anonymous, which means that no one can view the name of the student completing the evaluation. In addition, no one can view the evaluation itself until after the instructor has submitted the final grades for the course. In small sections, demographic information should be left blank, if it could be used to identify the student.
6. **Communication:** The instructor should respond to emails within 48 hours, excluding weekends and holidays, and announce periods of extended absence in advance. The instructor should provide weekly office hours or accept appointments for face-to-face, telephone, or teleconferenced meetings.
7. **Email:** Indiana University uses your IU email account as an official means of communication, and students should check it daily for pertinent information. Although you may have your IU email forwarded to an outside email account, please email faculty and staff from your IU email account.
8. **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> for more information.

9. **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.
10. **Emergency Preparedness:** Safety on campus is everyone's responsibility. Know what to do in an emergency so that you can protect yourself and others. For specific information, visit the emergency management website. <http://protect.iu.edu/emergency>
11. **Student Advocate:** The Student Advocate provides assistance to students with personal, financial, and academic issues. The Student Advocate Office is located in the Campus Center, Suite 350. The Student Advocate may also be contacted by phone at 317 274-4431 or by email at studvoc@iupui.edu. For more information visit <http://studentaffairs.iupui.edu/advocate>.
12. **Counseling and Psychological Services (CAPS):** Students seeking counseling or other psychological services should contact the CAPS office by phone at 274-2548 or email at capsindy@iupui.edu. For more information visit <http://life.iupui.edu/caps/>.

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.