Introduction to Multimedia Development

Instructor: Randal Sean Harrison
Office: Walker 148
Office Hrs: By appointment
Email: rsharris@mtu.edu
Website: http://www.hu.mtu.edu/~rsharris

Required Texts
- Misc. Readings from website
- Lynda.com Online Subscription ($33.00)

Lynda Movies:
- Learning Photoshop CS
- Learning Macromedia Flash 2004
- Photoshop CS and Flash MX 2004 Integration
- Flash User Best Practices
- Intermediate Macromedia Flash MX 2004

Course Description and Objective
The purpose of this course is to use rhetorical principles to theorize and perform multimedia design. Though design is a broad field with many applications—from furniture design to marketing and advertising—in this course, we will be looking specifically at multimedia hypertexts found typically on CD-ROM or the Internet. To work in digital multimedia, you will need to develop both your design and technological literacies. That is to say, you will be developing an understanding of general design principles (we will approach design rhetorically), as well as developing a competence, and hopefully fluency, with computer applications used in multimedia development (we will focus here on Adobe Photoshop CS and Macromedia Flash MX 2004). We will examine digital media in essentially two ways: a) as texts which act rhetorically, making powerful visual arguments, b) as information constructs relying on particular principles of information organization and interface design. Our analysis of multimedia texts will help us develop our own interactive hypertexts, which in turn will improve our ability to analyze multimedia texts, which in turn...you get the picture.

Learning Outcomes for this Course
You will learn about multimedia design through:
- Rhetorically analyzing a variety of multimedia texts
- Creating texts/effects in Adobe Photoshop CS for use in Macromedia Flash MX 2004
- Incorporating interactivity into your Flash texts through the use of the Flash scripting language Actionscript 2.0
- Working as a member of a design team which plans, designs and creates a major project
- Presenting your work to your colleagues for assessment
ADMINISTRATIVE FRAMEWORK

Absences/ Attendance
I assume that as an adult you know how best to manage your time and that if you need to be absent, you’ll handle your business and return to class as soon as possible. You don’t need to call or email me or explain your absences. HOWEVER, the work we do relies heavily on your attendance and participation. You are allowed three absences. Each additional absence not accompanied by a physician’s note means the loss of 1/3 a grade point. Please note, though, that emergencies buy you no extra time on assignments. I’ll be happy to accept any assignment in advance, except participation in presentations, which cannot be made up.

Academic Integrity
Plagiarism and cheating are perhaps the most serious academic offenses possible. MTU’s Academic Integrity Policy defines plagiarism as “knowingly copying another’s work or ideas and calling them one’s own or not giving proper credit or citation,” and the policy covers copying sections or entire papers from printed or electronic sources as well as handing in papers written by students for other classes or purchasing academic papers. If you ever have questions about this issue, or about how to cite someone else’s work properly, please talk with me or consult a coach in the Writing Center here in Walker before you risk turning in the paper in which you think you may have inadvertently plagiarized.

Books/ Syllabus
Please remember to bring your books to every class and to any appointment with me. You cannot meaningfully engage a text without recourse to it. Failure to bring your book suggests that you’re not willing to participate and engage in the larger conversation by which the class, as a community, primarily learns. Accordingly, this may lower your overall course grade if it happens repeatedly (see PARTICIPATION just below).

Conferences
Conferences are amazingly productive—likely the largest source of growth beginning writers make is from conferencing. I encourage you to meet with me as much as you need during the semester. Make sure to bring your books and your writing with you to our conferences, of course. In addition, the MTU Writing Center (see the “Links” page on my website) is one of the best in the country. It’s a wonderful (and free!) place for you to work on your writing with accessible, friendly and smart writing tutors. You can “drop in” or set up a weekly appointment.

Discrimination & Harassment
MTU complies with all federal and state laws and regulations regarding discrimination, including the Americans with Disabilities Act (ADA) of 1990. If you have a disability and need reasonable accommodation for equal access to education and services at MTU, please contact Dr. Gloria Melton in the Dean’s Office (phone 7-2212). For other concerns about discrimination, you may talk with me, your advisor, a department chair, or the Affirmative Action Officer (phone 7-3310).
Emailing the Professor
You are responsible for checking your email weekly throughout the semester for email updates from me on course happenings/syllabus corrections, etc. You may and should email me with class-related questions at any time and I’ll try to get back to you within a day or two. However, it is never appropriate to email any instructor with questions such as “What did we do in class today?” Questions like these are best directed to your fellow students, the numbers and email addresses of whom you should get at the beginning of the semester.

In-class Writing/Projects
We will be doing quite a bit of drafting. This type of writing is writing-as-heuristic (writing to discover, or to learn). All serious writers/composers use this type of writing to engender ideas and to think through arguments and counterarguments on paper. In the larger process of writing, it’s not a place where you should be overly concerned with arrangement, style, and grammar as much as generating ideas and questions. When you receive them back, therefore, you will note that I have typically not commented on “surface” issues but instead have focused primarily on your ideas. (In the case of egregious errors I may suggest we conference…) You will typically receive either a CREDIT, a NO CREDIT (or possibly a REDO).

Keep Copies of Your Work
You are responsible for keeping a copy of every single piece of writing/composing you do in this class—especially work on which I’ve commented. Should a grade or other discrepancy arise, YOU are responsible for producing your papers.

Late Assignments
I accept late ONLY the major assignments. Presentations, and any in-class writing/projects, or pop quizzes cannot be made up. Late papers hemorrhage 1/3 a grade point per calendar day late (Saturday and Sunday are calendar days). There are no exceptions to this rule. Work will be considered on time when it is turned in to me in class, on the day it is due. This includes being stapled or paper-clipped if applicable. You may email a paper to me only with my prior consent.

Caveat: Because I understand that everyone has a bad day now and again, I do allow students to turn in one late assignment (again, major assignments only) without penalty up to two days late. You can either send the assignment to me on email or bring it to our next class, should that be within the two day period. After this period, the option expires and you receive no credit for the project.

Office Hours
I will generally be available from 11-12 Tues and Thurs after our class. I should be working in my office. I’m also happy to chat by phone or to answer questions by email. Beyond this, office hours are by appointment. See me after class or email me to arrange an appointment.
Participation
I do not assign a percentage of your grade for participation or attendance. However, grading as I do on the University grading scale...

THE UNIVERSITY GRADING SCALE

<table>
<thead>
<tr>
<th>Grade</th>
<th>Range</th>
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<tbody>
<tr>
<td>A</td>
<td>4.00 - 3.51</td>
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<tr>
<td>A/B</td>
<td>3.50 - 3.01</td>
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<tr>
<td>B</td>
<td>3.00 - 2.51</td>
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<tr>
<td>B/C</td>
<td>2.50 - 2.01</td>
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<tr>
<td>C</td>
<td>2.00 - 1.51</td>
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<td>C/D</td>
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<td>D</td>
<td>1.00 - 0.51</td>
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<tr>
<td>F</td>
<td>0.50 - 0.00</td>
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...should your grade should fall on a grade pole (e.g., within roughly .10 points of say 3.00), I reserve the right to move you up (or down) into the adjacent category based on my evaluation of your overall performance in the class. In such a case, for example, I must think to myself, are you really more of an A/B student or a B student. Then I remember how you dominated class and shut people down, OR how you never had your book, slept in class, etc. and I think, "Well, an "Outstanding" student would have had better social practices wouldn’t s/he?" I decide this component, then, by thinking about whether you've helped or hindered the class' progress—not how often you "speak up" in class. I recognize that there are many ways to "participate" usefully—it's about being a member of this community. If you have questions about how to participate interestingly and usefully in class, I encourage you to conference with me on this.

Traveling Athletes
For athletes who must travel this semester, I respect your dedication and agree that sports can be an important part of a liberal education. However, I can't make exceptions when it comes to work due. You'll need to either hand in the papers early, have another student deliver them in class, or email them to me early.