WKU Faculty Senate: January 21, 2021

Senate Recommendation 2021-01-01 Colonnade General Education Committee Report

Julia Shadoan, Senate Chair

This is approved for PJ 261 as opposed to PJ 201 listed on the attached agenda.

This item is approved retroactively effective February 1, 2021. Item was reviewed following the January Faculty Senate meeting, but formal approval was missed in error.

Colonnade General Education Committee Report

University Senate

January 11, 2021

Action Items

Course Proposals and Syllabi Attached

Approval of:

1. New Course Proposal: School of Media, Introduction to Multimedia (PJ 201) Explorations

Colonnade Explorations Course Proposal

Proposal Contact Name: Professor James Kenney   **E-mail**: james.kenney@wku.edu

Phone: 270.745.6307

College and Department: School of Media   **Proposal Date**: 10/12/20

1. **Course Details:**
   1.1   Course prefix (subject area), number and title: **PJ 261 Introduction to Multimedia**
   1.2   Explorations sub-category (Arts & Humanities, Social & Behavioral Sciences; Natural & Physical Sciences): **Arts and Humanities**
   1.3   Credit hours: **3**
   1.4   Prerequisites[1]: **None**
   1.5   Equivalent courses (prefix and number): **None**
   1.6   Expected number of sections offered each semester/year: **1-2 per year, depending on student demand.**
   1.7   Is this an existing course or a new course? **This is an existing course.**
   1.8   Proposed implementation term? **202130**
   1.9   Where will this course be offered? (Bowling Green main campus, regional campuses, online? List all.) **Bowling Green main campus and online.**

2. Provide a brief course description (100-200 words).

In the past decade, mobile media storytelling has become an established and respected form of communication in journalism, education, advertising, public relations, and many other fields. Images enhance a publication and will keep an audience on a page (printed or online) longer. When edited effectively, video can create an emotional experience for an audience, which makes the content more memorable. This course explores contemporary journalistic storytelling, employing mobile media tools and Web presentation platforms to produce projects containing photographs, words, audio, video, screen design, and navigation. Multimedia content analysis will expose students to current professional work in the constantly evolving mobile media environment. This course will also require students to create quality content that meets ethical standards while showing them how to archive and distribute their content. Weekly assignments require transportation, a smartphone, and an external hard drive.

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[1] Courses may require prerequisites only when those prerequisites are within the Colonnade Foundations and/or Explorations listing of courses.

3. How will this course meet the specific learning objectives of the appropriate subcategory? Please address all of the learning outcomes listed for the appropriate subcategory.

The objectives of this course are focused on meeting the five learning objectives in the Arts and Humanities subcategory of Explorations. The course uses a combination of mobile media demonstrations, hands-on projects, and research to insure student learning and practice of basic storytelling skills.

Colonnade Learning Objective 1:

Utilize basic formal elements, techniques, concepts and vocabulary of specific disciplines within the Arts and Humanities.

Students will be able to utilize:
- Contemporary mobile media techniques as applied to photography, audio, video, and graphics that contribute to storytelling content.
- Technical skills to master the equipment and software associated with mobile media storytelling platforms through fieldwork and hands-on projects.
- Technical terminology that facilitates a more effective understanding of complex editing and publishing processes.

Colonnade Learning Objective 2:

Distinguish between various kinds of evidence by identifying reliable sources and valid arguments.

Students will be able to identify and employ:
- Problem-solving skills to gather content in the field, edit content, and present it for class discussion.
- Ethical decision-making practices while gathering stories in the field, as well as editing with accuracy and authenticity.

Colonnade Learning Objective 3:

Demonstrate how social, cultural, and historical contexts influence creative expression in the arts and humanities.

Students will demonstrate an ability to:
- Identify examples of multimedia stories from a global, social, and historical perspective, and determine their influence on communities. Students will research and present reports identifying compelling stories that have had a profound effect on cultures worldwide.
- Research stories and gather multimedia content with the goal of producing compelling projects about important social issues.

Colonnade Learning Objective 4:

Evaluate the significance of human expression and experience in shaping larger social, cultural, and historical contexts.

Students will evaluate the significance of:
- Their role as both a content gatherer and a consumer of the content. Class discussion and exercises will reinforce the significance of storytelling and how technology, especially in social

media, determines how this content is collected, edited, disseminated, and ultimately interpreted by the public.
- Professional and citizen documentarians using the multimedia storytelling platform as a form of communication and activism, with an intent to affect change.
- The historical context of multimedia storytelling; students will trace and report on significant events that have shaped the relatively short lifespan of this art form.

Colonnade Learning Objective 5:
Evaluate enduring and contemporary issues of human experience.

Students will evaluate contemporary issues by:
- Identifying the major innovators of mobile media technology, as well as the practitioners who use the technology to create compelling content. Students will then explore the significance of these leaders and their contributions to multimedia storytelling.
- Researching and reporting on a significant multimedia project, analyzing both the technical and aesthetic qualities of the narrative and how it has influenced society.
- Examining the future of multimedia storytelling and how innovations will drive new forms of communication. Readings related to future technologies will facilitate classroom discussion.

4. Syllabus statement of learning outcomes for course. NOTE: In multi-section courses, the same statement of learning outcomes must appear on every section's syllabus.

Colonnade learning outcomes:

Students will demonstrate the ability to:

1. Utilize basic formal elements, techniques, concepts, and vocabulary of specific disciplines within the Arts and Humanities.
2. Distinguish between various kinds of evidence by identifying reliable sources and valid arguments.
3. Demonstrate how social, cultural, and historical contexts influence creative expression in the arts and humanities.
4. Evaluate the significance of human expression and experience in shaping larger social, cultural, and historical contexts.
5. Evaluate enduring and contemporary issues of human experience.

PJ 261 learning outcomes:

Upon completion of this course, students will be able to:

- Assess the value of a project through critiques of class multimedia projects and explain (and defend) their reasoning behind what is effective and what needs to be improved.

- Identify significant professional multimedia projects and report on what makes them notable. Students should demonstrate an awareness of the societal impact of these projects through written reports and oral presentations given to the class.
- Compare and contrast projects on social media and what makes a project successful on this platform.
- Examine and acknowledge ethical standards used in professional multimedia work.
- Learn how to produce better visuals for their stories.
- Develop a strong narrative in personal digital storytelling projects.
- Become better skilled at creating quality audio for videos that engage the audience.
- Measure the importance of audience engagement and how to apply this to their own content.

5. Brief description of how the department will assess the course for these learning objectives.

Learning objectives for the course will be assessed based on a written report analyzing a professional multimedia project that has been vetted by the professor. The report will assess the impact of the multimedia project on modern society. Along with other required information, students will provide written evidence in the report that demonstrates a mastery of the five learning objectives:

Assessment tool for Objective 1: **Utilize basic formal elements, techniques, concepts and vocabulary of specific disciplines within the Arts and Humanities.**
Students will analyze the technical quality of the publication's work, describing lighting, composition, effective editing, use of combined media elements, etc., that the students have applied to their own visuals.

Assessment tool for Objective 2: **Distinguish between various kinds of evidence by identifying reliable sources and valid arguments.**
Since the choices of productions will be peer-reviewed (award-winning projects), students will be required to explain what made the projects successful based on the use of multiple media and innovative concepts used to tell stories in unique and different ways. In addition, students will be required to provide a bibliography as evidence of their research.

Assessment tool for Objective 3: **Demonstrate how social, cultural, and historical contexts influence creative expression in the arts and humanities.**
Students will answer a question in the report that demonstrates their understanding of how cultural and social issues motivate the decision-making and artistic expression of the documentarians who use multimedia tools, storytelling, and presentation platforms to affect change.

Assessment tool for Objective 4: **Evaluate the significance of human expression and experience in shaping larger social, cultural, and historical contexts.**
Students will answer a question in the report that demonstrates their understanding of how in its relatively short history multimedia stories, particularly those using mobile media platforms in social media, have burst onto the public sphere and profoundly impacted society.

Assessment tool for Objective 5: **Evaluate enduring and contemporary issues of human experience.** Using professional projects implementing mobile media, as well as their own projects created in class, students will answer a question in the report that evaluates the quality of these projects and analyzes the effectiveness of the presentation in successfully delivering their messages.

- A random sample of 30% of the written reports will be assessed by the Photojournalism program's evaluation committee to determine the students' grasp of the learning objectives of the class. These students must answer at least four out of five of the assessment items correctly to achieve a Satisfactory level of student learning. The results will be used by the committee to determine future measures to improve learning outcomes.

6. Please attach sample syllabus for the course. PLEASE BE SURE THE PROPOSAL FORM AND THE SYLLABUS ARE IN THE SAME DOCUMENT.

MOBILE MEDIA STORYTELLING

PJ 261
M/W – 3:00-4:20

Professor: PJ Faculty
School of Media

Office: MMTH Room
Office phone:
pjfaculty@wku.edu

OFFICE HOURS
Tuesday – 12:30-1:30
Wednesday – 2:00-3:00
Thursday – 12:30-1:30

TEXTBOOKS
Students will be expected to read various handouts and online articles throughout the semester, but no textbook will be required.

Students will need a high quality smartphone: an iPhone, Android, etc., transportation, and an external hard drive to back up coursework. A laptop is not required but highly recommended.

ATTENDANCE
Since much of the material covered in this course will involve supervised work with the materials provided in class, attendance is required and will be checked at the start of each class. If a student is late to class, he/she will be marked as absent. The student is responsible for all material covered in missed classes. Unexcused absences will result in a reduction of the overall grade in the course.

CATALOG DESCRIPTION
Online journalistic storytelling using photographs, words, audio, video, screen design, and data visualization. Weekly assignments explore the context of visual outlets, including social media and community engagement. Smartphone required.

Course Mission
Multimedia content analysis will expose students to current professional work in the constantly evolving mobile media environment. This course will also require students to create quality content that meets ethical standards while showing them how to archive and distribute their content.

This course will consist of lecture, discussion, and in-class computer assignments. There will also be some content-gathering assignments. The lectures will cover online visual storytelling techniques and practical uses of mobile media devices to gather and create content suitable for public consumption.

Colonnade Learning Objectives
The objectives of this course are focused on meeting the five learning objectives in the Arts and Humanities subcategory of Explorations. The course uses a combination of mobile media demonstrations, hands-on projects, and research to insure student learning and practice of basic storytelling skills.

Colonnade Learning Objective 1:
Utilize basic formal elements, techniques, concepts and vocabulary of specific disciplines within the Arts and Humanities.

Students will be able to utilize:
• Contemporary mobile media techniques as applied to photography, audio, video, and graphics that contribute to storytelling content.
• Technical skills to master the equipment and software associated mobile media storytelling platforms through fieldwork and hands-on projects.
• Technical terminology that facilitates a more effective understanding of complex editing and publishing processes.

Colonnade Learning Objective 2:
Distinguish between various kinds of evidence by identifying reliable sources and valid arguments.

Students will be able to identify and employ:
• Problem-solving skills to gather content in the field, edit content, and present it for class discussion.
• Ethical decision-making practices while gathering stories in the field, as well as editing with accuracy and authenticity.

Colonnade Learning Objective 3:
Demonstrate how social, cultural, and historical contexts influence creative expression in the arts and humanities.

Students will demonstrate an ability to:
• Identify examples of multimedia stories from a global, social, and historical perspective, and determine their influence on communities. Students will research and present reports identifying compelling stories that have had a profound effect on cultures worldwide.
• Research stories and gather multimedia content with the goal of producing compelling projects about important social issues.

Course Evaluation
• Projects
• Two exams
• Participation in classroom
  discussions

Grade Breakdown
Projects - 65%
Midterm - 15%
Final Exam - 15%
Participation - 5%

IMPORTANT DATES
2/3 - Last day to drop a class without a grade.
4/9 - Last day to drop a class with a W or change from credit to audit.
3/9-3/13 - Spring Break
5/12 – Final 1-3 p.m.

Your course grade will be calculated and given on a 100-point scale:

• 90-100 - A
• 80-89 - B
• 70-79 - C
• 60-69 - D
• 59-Below - F

STUDENTS WITH DISABILITIES
In compliance with university policy, students with disabilities who require academic and/or auxiliary accommodations for this course must contact the Student Accessibility Resource Center located in Downing Student Union, 1074. The phone number is 270.745.5004 [270.745.3030 V/TTY] or email at sarc@wku.edu. Please do not request accommodations directly from the professor or instructor without a faculty notification letter (FNL) from The Student Accessibility Resource Center.

Colonnade Learning Objective 4:
Evaluate the significance of human expression and experience in shaping larger social, cultural, and historical contexts.

Students will evaluate the significance of:
• Their role as both a content gatherer and a consumer of the content. Class discussion and exercises will reinforce the significance of storytelling and how technology, especially in social media, determines how this content is collected, edited, disseminated, and ultimately interpreted by the public.
• Professional and citizen documentarians using the multimedia storytelling platform as a form of communication and activism, with an intent to affect change.
• The historical context of multimedia storytelling; students will trace and report on significant events that have shaped the relatively short lifespan of this art form.

Colonnade Learning Objective 5:
Evaluate enduring and contemporary issues of human experience.

Students will evaluate contemporary issues by:
• Identifying the major innovators of mobile media technology, as well as the practitioners who use the technology to create compelling content. Students will then explore the significance of these leaders and their contributions to multimedia storytelling.
• Researching and reporting on a significant multimedia project, analyzing both the technical and aesthetic qualities of the narrative and how it has influenced society.
• Examining the future of multimedia storytelling and how innovations will drive new forms of communication. Readings related to future technologies will facilitate classroom discussion.

ADDITIONAL LEARNING OBJECTIVES/OUTCOMES
By course end, the student will be able to:
• Through critiques of class multimedia projects, students assess the value of a project and explain (and defend) their reasoning behind what is effective and what needs to be improved.
• Appraise professional multimedia projects and what makes them notable. Students should demonstrate an awareness of the societal impact of these projects through written reports and oral presentations given to the class.
• Compare and contrast projects on social media and what makes a project successful on this platform.
• Examine and acknowledge ethical standards used in professional multimedia work.
• Learn how to produce better visuals for their stories.
• Develop a strong narrative in personal digital storytelling projects.
• Become better skilled at creating quality audio for videos that engage the audience.
• Measure the importance of audience engagement and how to apply this to their own content.

In addition to these subjects, guest speakers will visit to present various topics related to the class. Some flexibility in the schedule has been worked in to accommodate these speakers and other events that may arise.

Lab Component
This class will expose students to design on Macintosh computers and pagination skills essential to contemporary online editing. Most assignments will be due by the end of a lab; some will be due by the beginning of the next class period. Assignments not turned in by the due date/time will result in 10 points being deducted for every 24-hour period they are late. There will be a possibility to make up one major project.

Week by Week Schedule
Week 1
Define "multimedia" and assign report from Pew Research Center "State of the Media" report.
Lecture: Why multimedia platforms are important; show examples. Break multimedia down into areas of study: photo, writing, informational graphics, video and audio.

Week 2
Software lecture.
Backing up your content.
Workflow and archiving.

Week 3
Photo Module: What makes a good photo? Composition, light and relationships.
Assignment: Photo package of 10 photos on a specific topic.

Week 4
Look at the photo projects.
Sound Module: What makes strong audio in a multimedia project? Technical execution using mobile media. Proximity to subject.
Assignment: 10 sounds that tell a story about a place.

Week 5
Look at sound projects.
Writing module: How writing is used in multimedia platforms. Headlines and decks.
Assignment: Write a 300-word story on a location.

Week 6
Continue writing module – In-class caption writing exercise.
Lecture: Conducting a successful interview.
Assignment: Interview a subject – audio only.

Week 7
Critique interviews.
Assign podcasts.
Video Module: What makes strong video in multimedia?
Assignment: Video project.

Week 8
Editing for video. In-class work time.
View and discuss video projects.

Week 9
Informational Graphics Module: What makes an effective informational graphic?
What are data sets and how do we look at them?
Assignment: The informational graphic.

MOBILE MEDIA STORYTELLING[4]

Week 10
Look at informational graphics.
Lecture: Design – putting it all together.
Assign final project.

Week 11
The impact of mobile technology on social media platforms.
Ethical considerations in multimedia storytelling.

Week 12
Assign multimedia project assessment.
Podcasts Module: Using podcasts as a method of delivering unique stories.

Week 13
Turn in the multimedia project assessment.
Rough draft of final projects (critique).

Week 14
Guest speaker – Storytelling and the future of mobile media.
Class time for final project production.

Week 15
Present final class projects.

Week 16
Final exam.

ACEJMC Professional Values and Competencies
This course addresses the ACEJMC competency of understanding First Amendment principles and the law being able to apply them to professional practice. All graduates of accredited journalism/mass communication programs, irrespective of their particular specialization, should be aware of certain core values and competencies and be able to:

· Understand and apply First Amendment principles and the law appropriate to professional practice;
· Demonstrate an understanding of the diversity of groups in a global society in relationship to communications;
· Understand concepts and apply theories in the use and presentation of images and information;
· An understanding of professional ethical principles and work ethically in pursuit of truth, accuracy, fairness and diversity;
· Think critically, creatively and independently;
· Critically evaluate work and that of others for accuracy and fairness, clarity, appropriate style and grammatical correctness;
· Apply tools and technologies appropriate for the communications professions in which they work in the digital world.

Please contact me if there are questions about these values and competencies.