THE UNIVERSITY OF ARIZONA
College of Applied Science & Technology

APCV 301: Interpreting and Presenting Digitally

Dr. Ryan Straight

Syllabus for Fall 2020-21, 2nd 7.5 weeks

2020 October 15 - 2020 December 17

Meeting time	This class has no synchronous class meetings.
People	Instructor: Dr. Ryan Straight
Office Hours	Virtual open-door. Link available in LMS.
Teams	@ryanstraight
Twitter	@ryanstraight
PGP	https://keybase.io/ryanstraight

The most recent version of this syllabus is always available as HTML or PDF.

Course Description

Anyone with a digital device can instantly share world views on issues relevant to individuals and societies via video with a global audience within any context, humor, hate, compassion, utilitarian, and love. Applying social action, e-learning, media design, and communication theories and principles students will critically analyze the intended and unintended messages prevalent in public video clips, webcasts, and broadcasts. As an added means to interpret meaning and increase media literacy, students will explore digital presentation concepts by examining and participating in the essential elements of effective digital presentation development including audience, agenda, scriptwriting, storyboarding, viewpoint, presentation, interview, audio and video recording, compositing, special effects, motion, editing, publishing, and criticism.

Course Overview

The main focus of this course is to help you develop a greater foundation of media literacy so that you are better able to critically analyze digital media for its intended and unintended message, quality, and effect.

We will do this by analyzing media, applying theory, presenting digitally, and creating media. There are many "naturals" in regards to presenters, but maintaining the same effect in digital media requires a great deal of purposeful design and development in order to help you reduce random outcomes in the end product. Satisfaction and clear take-aways by the viewer are important for optimum media. The topics we will cover will help you develop your media literacy by examining and participating in the essential elements of effective digital presentation development. Regardless of your major, or your intended profession you will find plenty of opportunity to apply the content we will cover during this Interpreting and Presenting Digitally course.

This course utilizes a variety of educational activities to deliver and assess understanding of the course content. Students will work in collaborative groups to complete weekly questions from the reading assignments, participate in activities during the weekly course meetings, complete a series of five independent projects, and engage in other activities as assigned.

We will cover many topics in this class, we will find ourselves in many places and times, and we will be both historians and futurists. Any study of the intersection of technology and education requires a foray into myriad topics, including psychology, sociology, media studies, gender studies, geo-politics, security, futurism and more. Be prepared to become both consumers and creators. Bring your passion to this collaborative experience and we will all benefit greatly.

This is a Tier II, *Individuals and Societies* General Education Course

Given such, a certain level of writing and critical analysis is expected of students. Faculty believe that writing is an important element of learning, ordering and communicating information, engaging students, and developing a critical appreciation of the ways in which knowledge is acquired and applied. Although writing assignments may vary in number, length, and type, they must add up to at least 10 pages or 2500 words over the term. This really isn't much considering that your first Introduction activity will likely be a one-page script, which equates to about 2-3 minutes of speaking. Students will complete at least 40% of the grade-points by the end of the 8th week of classes - midterm (**or equivalent for longer or shorter terms**). Be sure to review the Gen Ed writing guidelines in the FAQ.

Course Objectives

Based upon Association for Educational Communications and Technology's AECT Standards for Professional Education Programs (2012 version), the student will:

1. Distinguish between and develop multiple literacies: media, digital, data, and information.
2. Demonstrate written and verbal communication skills.
3. Utilize critical thinking strategies to analyze, reason, and problem solve.
4. Demonstrate the knowledge necessary to create, use, assess, and manage theoretical and practical applications of educational technologies and processes (AECT Standard 1).
5. Summarize how various theories of individuals and/or societies are articulated in a particular disciplinary or interdisciplinary theoretical context, and then apply them in a new context.
6. Define and articulate the need for information, access, evaluate, and use information effectively and efficiently to accomplish a specific purpose using digital technology (ILCSHE Standards 1-4).
7. Identify many of the economic, legal, and social issues surrounding the use of information and access and use information ethically and legally (ILCSHE Standard 5).

Expected Learning Outcomes

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

- Relating to Learning Objective #1:

    1. Analyze and interpret information being presented digitally from a cultural, interest-group, and individual viewpoints
    2. Assess the value of various social media theories relevant to individuals and societies in relation to the wider academic literature
    3. Plan, research, design, and present digitally on any given topic, and using multiple digital output formats
    4. Explore the tenets of optimum video design and production in the development of digital stories
    5. Compare and contrast different worldviews on issues relevant to individuals and societies and express those comparisons in written and oral form

- Relating to Learning Objective #2:

    1. Research and write comprehensive video scripts
    2. Present orally via multiple multimedia outputs
    3. Dialog with peers and instructor via a discussion platform

- Relating to Learning Objective #3:

    1. Compare and contrast four literacy types: media, information, digital, and data
    2. Analyze multiple videos to isolate the common characteristics among those valued as "good"
    3. Explain which media principles are upheld versus those that are violated in any given digital presentation
    4. Identify key characteristics among presenters that adhere to recommended communication theory and practice
    5. Utilize the tenets of optimum digital story development and design to convey the intended messages as conceptualized in the script
    6. Analyze the prevalence and effect of humor, hate, compassion, utility, and love in social media

- Relating to Learning Objective #4:

    1. Develop multiple digital presentations that articulate a planned message effectively
    2. Utilize audio, video, and capture software in the development of presentations

- Relating to Learning Objective #5:

    1. Design, develop, implement, and evaluate technology-rich learning environments within a supportive community of practice (AECT Standard 4)
    2. Explore, evaluate, synthesize, and apply methods of inquiry to enhance learning and improve performance (AECT Standard 5)

- Relating to Learning Objective #7:

    1. Analyze published media for topic, ethical development and use, and copyright infringement
    2. Design and develop multimedia presentations comprised of self-created and 3rd party copyright free media
    3. Compare and contrast the legalities and issues surrounding the expression of humor, hate, compassion, utility, and love in social media

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Content and Assessment

Required Materials

All consumables are provided by the instructor.

Required Software

- Microsoft Office
- Adobe Creative Suite
- Open Broadcasting Studio (OBS)

Required Hardware

- Audio recording device
- Video recording device
- Camera

Schedule

The general course schedule is maintained in detail in the LMS. Recorded class sessions are available through Teams. Attending class sessions (or watching the recorded session if you missed class) is **absolutely necessary and vital** to your success in this class.

For the purposes of this class, weeks begin on MONDAY.

Below is the basic schedule with weekly topics and due dates. There is no final exam, instead there is a final project. **Q** refers to the quiz relevant to that week (i.e., **Q1** is **Quiz 1**), **P#** refers to the Project due that week (i.e., **P1** is **Project 1**), and so on.

Week	Meeting date	Topic	Assignments due	Due date
1	2020-10-19	Intro, Audio Production	P1	2020-10-25
2	2020-10-26	Digital communication	P2; Q1	2020-11-01
3	2020-11-02	Podcasting, the voice	MP1	2020-11-08
4	2020-11-09	Multimedia	P3; Q2	2020-11-15
5	2020-11-16	Emotional communication	MP2	2020-11-22
6	2020-11-23	Lighting and production	P4	2020-11-29
7	2020-11-30	Video and production design	Q4	2020-12-06
8	2020-12-07	Finals week	P5	2020-12-14

Assignments

Following is a basic list of assignments and their point values. Note that this may change throughout the semester depending on class needs. Items in *italics* are bonus and are not included in the total calculation.

Assignment	Point value
Quizzes	40 (10pts x 4 quizzes)
Project 1: Presenting Who You Were	10

Assignment	Point value
Project 2: Presenting Information	10
Project 3: Presenting a Podcast	15
Project 4: Presenting Who You Will Be	20
Project 5: Presenting the Whole Package	40
Mini-Project 1: Audio Compilation	5
Mini-Project 2: Digital Story	10
	Total: 150

Assessment

Methodology

Before we dig into how the grading works, a bit about my personal grading philosophy. I believe teaching a class should include elements of improv: there's a basic structure with which you start but you shouldn't be afraid to try variations on a theme. That is to say, the assignments' and projects' dates, point values, or even whether they are required may change throughout the term, as may the specifics of the topics we cover. Please be aware that with the exception of extremely extraneous circumstances (death in the immediate family, hospitalization, et cetera), **I *do not* give out Incomplete grades**. You should be keeping an eye on your grade throughout the semester and, if you have any questions, do not hesitate to contact me.

http://catalog.arizona.edu/policy/grades-and-grading-system

Example Score Breakdown

I use a simple point scale calculated to a percentage automatically by our LMS. I *do not* round, so an effort to attain all points possible is highly encouraged. Below is an initial grading breakdown for this class. *Note: this may change as the semester moves along and point values shift or assignments are added or removed.* Any point values labeled with *italics* are bonus and are not calculated into the final grade total.

Grade	Percentage	Points: Low	High
A	90%	135	150
B	80%	120	134.9
C	70%	105	119.9
D	60%	90	104.9

Gateway Requirements

Also be aware that there are **gateway requirements** prior to reaching the assessment rubric. For example, if a project requires you to submit an 8-10 page paper and your submission is only 6 pages (ie, does not meet the gateway requirements) **I will simply not grade it**. These gateway requirements are made clear in each assignment document.

"Quicksand" Policy

In this class we cover all the technical tools and skills that you will need to complete the projects. That said, if you want to explore beyond this and use skills or techniques that are not covered in class, the rule is: like quicksand, if you get yourself in, you must get yourself out. This does not mean that I do not encourage these explorations; quite the opposite! Just that I cannot be responsible for techniques that we haven't covered. (Adapted from Dr. Sarah Sweeney's policy.)

Communication

I am nearly always available through electronic means. My policy is that I will respond *usually* immediately, *mostly* within 24 hours, and *at the latest* to questions within 48 hours (or by Monday morning if sent during the weekend, during which I do not work). If I do not respond in this windows do not hesitate to bug me. All questions that are class-related and not personal in nature should be posted in Teams to the class channel so everyone can benefit from the response (or chime in). Personal issues may be sent via direct message (DM). **All** emails sent to me should have subjects beginning with **APCV ###**. All emails I send http(that are not automatically created by the LMS) will have the same. This makes finding things considerably easier. Still, I reiterate: Teams is *far and away* the better way to contact me.

Also note that I do not respond to communications about making up missed work or improving grades during the end of the semester. It is your responsibility to keep an eye on your grade throughout the semester and contact me with your concerns before the course is nearly ended. If you missed some points in week 2 you should not be petitioning me in week 7 to make them up.

Program Technology

Classes in this program are technology-driven, as you may expect. As such, you are required to have ready access to a relatively modern computer and an account that allows you to install software on that computer. You should also *be excited* to try and use new technologies. We do a lot of that.

The class LMS can be found on D2L at https://d2l.arizona.edu/. Log in with your NetID. Note that course content lives primarily within D2L but usually as Google Documents that require you to use your UA account to access. Keep this in mind if you use multiple Gmail accounts.

We will have a full-class chatroom/discussion board/forum on Microsoft Teams. You will find the link to join the team in the LMS.

Updating your profiles in both D2L and Teams is **required**. We're spending a lot of time together, so no excuse to just be a NetID for 8 weeks. A current image is the bare minimum for this.

You may be asked to use software that requires more processing power than your computer has. Contact the instructor if you feel this will prevent you from participating.

Class meetings are hosted via Zoom. **It is REQUIRED that you have a microphone and headphones for the class meetings**. (A cheap set of earbuds will work if your laptop has a mic and you will be from a relatively quiet place.) **You *will be expected* to use them**. Should we have a class activity that requires a microphone and you do not have one you *will not* receive credit for that assignment. Having working headphones and a microphone is **not negotiable**.

You will need to install the latest edition of the Chrome browser for this class. Tech support is vastly simpler if everyone uses the same browser.

Document submissions are required to be in PDF format unless otherwise noted. Assignments should also be in APA 6th ed. formatting, which is best achieved using Microsoft Word (free for students) or Google Documents (free for all).

Class Policies

These policies run across all of my classes. Take the time to read them if this is your first class with me (go ahead and read them again, even if it's not). The following are in addition to or in concert with all policies found in the University Catalog: http://catalog.arizona.edu/policies

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The 7.5 Week Semester

The material covered and assignments required in a shortened 7.5 week semester are equal to those in a full 16 week semester with half the time allotted. Time management and "working ahead" are practical necessities in an accelerated semester. **Do not fall behind**. "I didn't have time" is not an acceptable excuse for missing assignments or readings.

Use of Student Work

Assignments completed for this course may be used as examples of student work in an instructor portfolio. Names and other identifying elements will be removed before inclusion. Students who do not wish their work to be used must inform the instructor in writing before the start of the second week of classes.

Student Workload

According to UA policy, at least 15 contact hours of recitation, lecture, discussion, seminar, or colloquium, as well as a minimum of 30 hours of student homework are required for each unit of student credit. A contact hour is the equivalent of 50 minutes of class time or 60 minutes of independent-study work. For an online course this equates to 45 hours of work per credit; 135 hours total for the semester in a 3-credit class (9 hours per week). The hour requirements specified above represent minimums for average students, and considerable deviation (more or less) of these requirements may occur. **In shortened, accelerated 7.5 week classes this workload is doubled**. *You should expect to spend 18 hours per week on this class. Budget your time wisely and always look ahead.*

http://catalog.arizona.edu/policy/credit-definitions

Tutoring

UA South provides free tutoring for writing and math, and various other related subjects, at multiple locations and fully online. Students can access free tutoring in- person at our Cochise and Yuma County locations, at the UA Think Tank in Tucson, as well as fully online from the UA Think Tank.

To find tutoring hours and availability near you, please select your location below to find the tutoring available at your learning center.

- Sierra Vista & Douglas: http://www.cochise.edu/academic-support/tutoring/
- Tucson: http://thinktank.arizona.edu/
- Yuma: https://www.azwestern.edu/student-success-center/tutoring
- Arizona Western College: https://www.azwestern.edu/student-success-center/about-us
- All Locations (Online): http://thinktank.arizona.edu/online-tutoring

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Academic Dishonesty

Cheating and plagiarism are unethical. Students are expected to do their own work. Plagiarism includes copying or cutting and pasting from online sources, taking information from a book or article, copying someone else's paper, or having someone else do your work for you. Research sources must be properly documented. Students found cheating or intentionally plagiarizing will receive a zero for the assignment and may be dismissed from the class with a failing grade, required to attend workshops, have a permanent note included on his or her transcript, or any combination thereof to the instructor's discretion.

I take this **very seriously** and, as professional academics in this field, I expect you to, as well. **When in doubt, cite!** See our program website for a primer on APA style, citation, and avoiding plagiarism and cheating.

In a development course like this it is likely you will come across much in the way of inspiration, be it in class or through your own research. Keep a constant log of all assets you either use in your work (free vectors or audio clips, for example) or note down what the inspiration was for a particular development choice. Being *inspired* by something you love is perfectly fine; simply *using* it is not.

Plagiarism and Cheating

Integrity and ethical behavior are expected of every student in all academic work. This Academic Integrity principle stands for honesty in all class work, and ethical conduct in all labs and clinical assignments. This principle is furthered by the student Code of Conduct and disciplinary procedures established by ABOR Policies 5-308 through 5-404, all provisions of which apply to all University of Arizona students. This Code of Academic Integrity is intended to fulfill the requirement imposed by ABOR Policy 5-403.A.4 and otherwise to supplement the Student Code of Conduct as permitted by ABOR Policy 5-308.C.1.

- Code of Academic Integrity: https://deanofstudents.arizona.edu/policies-and-codes/code-academic-integrity
- How to avoid plagiarism: http://new.library.arizona.edu/research/citing/plagiarism

As a matter of policy, I submit all instances of academic dishonesty, plagiarism, and cheating to the Dean of Students for disciplinary action. *I trust you* but I do *not* take this lightly!

Threatening Behavior

The University seeks to promote a safe environment where students and employees may participate in the educational process without compromising their health, safety or welfare. The Arizona Board of Regents' Student Code of Conduct, ABOR Policy 5-308, prohibits threats of physical harm to any member of the University community, including to one's self. Threatening behavior can harm and disrupt the University, its community and its families.

- Disruptive Behavior in an Instructional Setting: http://policy.arizona.edu/education-and-student-affairs/disruptive-behavior-instructional-setting
- Disruptive Student Behavior policy: https://deanofstudents.arizona.edu/accountability/disruptive-student-behavior
- Threatening Behavior by Students: https://policy.arizona.edu/education-and-student-affairs/threatening-behavior-students

There will always be times when electronic communication will be necessary between students and between instructor and students. Please treat each other kindly and professionally!

Nondiscrimination and Anti-Harassment Policy

The University is committed to creating and maintaining an environment free of discrimination. Our classroom is a place where everyone is encouraged to express well-formed opinions and their reasons for those opinions. We also want to create a tolerant and open environment where such opinions can be expressed without resorting to bullying or discrimination of others.

- See: http://policy.arizona.edu/human-resources/nondiscrimination-and-anti-harassment-policy

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Attendance

You're an adult – be responsible for your attendance. If you miss a class you are to watch the recording and participate in any relevant discussion. There are also a number of things that you are expected to complete within the first week of class, namely reading this syllabus *in full*, reading the FAQ, understanding *grading declarations* and *gateway requirements*, and completing the Introduction Video assignment. Failure to do these can result in being administratively dropped from the class. Likewise, no/poor attendance throughout the beginning of the class can result in being administratively dropped from the class. *Note: instructors are **not** obligated to administratively drop students for failure to participate.* If a student is administratively dropped in the first half of the class a "W" will be administered if s/he has maintained a passing grade (60% or higher). An "E" will be administered for anything lower unless extenuating circumstances dictate otherwise as deemed appropriate by the instructor. See the class attendance policy in the General Catalog: http://catalog.arizona.edu/policy/class-attendance-participation-and-administrative-drop

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Paper/Assignment Submission

All assignments, papers, projects should be submitted in the specified method based on the *system time* in the class website. Due to the frantic nature of game development projects, **no late work will be accepted for partial points**. Keep in mind, however, that much work is iterative and **you are still expected to complete it as later assignments/work are predicated on earlier assignments/work**. Be aware that instructors **are not obligated** to accept late work at all. Students are responsible for ensuring proper delivery of their assignments/papers/projects. If an agreement has been made with the instructor to accept work after the due date or in a unique format it is **the student's responsibility** to let the instructor know when this is done. Submissions of this nature may not necessarily be graded and returned along the same schedule as others. This policy may change for individual assignments. **Do not wait until the last minute to submit**. Your router going down or your computer's clock being different from that of the LMS are **not** valid reasons for being late. It is also highly suggested you keep your 'working' folder in Google Drive or some other cloud-copy backup location like Box.net. Your University of Arizona Google Apps for Education account comes with free, unlimited storage. Use it.

All formal written assignments submitted should be properly formatted and stylized. I *require* that APA format be followed when appropriate (the **papaja** R package is *incredibly* handy for this). You may omit the cover page for small assignments. For the activities or when you are required to present content in a particular format, just follow best practices for including your name, the class, the date, and the assignment in the header.

Grading Turn-Around Time

Please note that I generally do not begin to grade an assignment until after the due date since it is my preference to grade all students' submissions at one time, as well as return grades and feedback simultaneously. I will do my best to provide grades and useful feedback expediently.

However, some submissions require me to spend a significant time working through the materials. This may cause me to be delayed in grading that project. Additionally, if I am traveling I may be delayed in grading your submission. If this happens I will let everyone know.

You are expected to retain an electronic copy of all work submitted. If transmission of the work fails, you are expected to "resend" the document or message (in the case of online discussions). This is entirely your responsibility.

Social Media Policy

Should this course require participation in social media you have the option of using "burner" accounts should you feel uncomfortable with using a personal account for academic work. You may even choose to use a unique, unrelated email account to sign up for various platforms. You are in no way required to follow, friend, etc., your instructor, only to provide information about the account you decided to use.

The reason for this policy is as follows: if you are active on social media already and want to combine your personal and professional/academic activities, you may; if you are active on social media and *do not* want to mingle your personal and professional/academic activities, you have that option (this method is preferred for students); if you are *not* active on social media and have no intention of maintaining a presence after this course, simply abandon or delete your burner account. It is your instructor's wish to reap the benefits of developing personal learning networks and getting global perspectives while maintaining a safe, secure environment for you.

Office Hours and Scheduling Meetings

I have a *virtual* open-door policy. That is to say, feel free to send me a DM and see if I'm available to chat any time. I like to think of it as dropping by the department's building and peeking your head in my door. Just as it is in person, I'm not always available right that second, so you're welcome to 'wait in the hall' (until I've finished doing whatever I was doing) or schedule an appointment with me. I'm happy to do a video conference via Teams or Zoom.

Accessibility and Accommodations

If you have special needs as addressed by the Americans with Disabilities Act and need course materials in alternative formats or need any special accommodations, please notify your course instructor(s) and contact the Disability Resource Center immediately at 520-621-3268 or get information from DRC web site http://drc.arizona.edu.

Life, Physical, and Mental-Health Challenges

If you are experiencing unexpected barriers to your success in your courses, please note the Dean of Students Office is a central support resource for all students and may be helpful. The Dean of Students Office can be reached at 520-621-2057 or DOS-deanofstudents@email.arizona.edu.

If you are facing physical or mental health challenges this semester, please note that Campus Health provides quality medical and mental health care. For medical appointments, call (520-621-9202. For After Hours care, call (520) 570-7898. For the Counseling & Psych Services (CAPS) 24/7 hotline, call (520) 621-3334

Basic Securities

Any student who has difficulty affording groceries or accessing sufficient food to eat every day, or who lacks a safe and stable place to live, and believes this may affect their performance in the course, is urged to contact the Dean of Students for support. Furthermore, please notify the professor if you are comfortable in doing so. This will enable them to provide any resources that they may possess. (Adapted from Sara Goldrick-Rab.)

What to Expect

Given the nature of our field, it is entirely possible that materials considered adult, controversial, or objectionable in nature will crop up from time to time. We will be spending the majority of our time on the Internet and we should not only understand but respect the fact that it is a free and open place. As responsible adults, I encourage and expect everyone to be safe, smart, and secure when engaged online. Should you have any questions or concerns about content, please email me to discuss an alternative assignment.

Non-Endorsement Policy

In the course of accessing the online resources available in this course you will encounter a number of advertisements. We can not remove them from the material so it is your choice if you explore any of the advertising you encounter. However, the University does not endorse any of these advertisements.

A Personal Note

We live in a digital age. We communicate through digital means. While I fully expect your submitted assignments to employ proper spelling, grammar, construction, and styling, I not only allow but expect and encourage you to express yourself using whatever communicative means you like, presuming it stays true to the conduct policies listed above. I will use emoticons; I will type in the text chat without using proper capitalization and punctuation; I will use reaction gifs and make references to memes in casual situations; I will share entertaining but relevant media. If I can do it, so can you. Just remember: a place and time for everything, just as the way you speak with friends on a Friday night out is not the same as when you're giving a conference presentation. Context is everything. Be yourself but be respectful and always work in good faith.

*The contents of this syllabus are subject to on-going change over the course of the semester as needed to accommodate students' progress. Always **link** to this document instead of downloading a local copy.*

Syllabus dated: 2020 October 06.