

The Social Media & Digital Production Dojo (Fall 2016)

Course: MMJC 9104
Title: The Social Media & Digital Production Dojo
Times: Wednesday, 9-noon
Location: MC 15a (9-10am), Lab A, NCB-275 (10-11:50am)
Lecturer: Mark Rayner
Contact: Email: marayner@uwo.ca Twitter: @markarayner
Office Hours: Wednesdays, 12-2:00 pm
NCB 223, or by appointment
Web: <http://thepixelguild.ca>
Twitter hashtag: #MMJC10DoT

Description

This course introduces students to the technologies they will need to excel in integrated media environments, including social media. In addition, students will learn concepts of visual communications, adapting to new technologies, and user-centered design which will enable them to be more effective communicators and journalists. They will also learn strategies for anticipating technological shifts and how to respond to them through their own work.

Course Objectives:

By the end of this course, students will:

1. have a familiarity with, and a capacity to use social media and digital tools for storytelling of all kinds
2. understand how to learn new software and digital technologies
3. evaluate the principles of ethical, user-centered design, and to analyze how technologies are constructed for optimal communication
4. have basic HTML/CSS coding skills
5. understand the basics of visual communication and be able to create images and infographics to tell stories.

Learning a New Skill & Memory Stick:

You'll note that there is no set text for this course. There are readings, podcasts and videos, but I'd like you to spend as much time as possible playing with technology. Learning technology is like learning a musical instrument, you can't just show up for the lesson and expect to get any good. Keep this in mind when planning your term. I recommend that you purchase a memory stick so that you can transfer your work easily and so that you can always have a backup of your work!

Evaluation

Participation & Exercises:	25%
Portfolio/SM Profile:	15%
Infographic:	15%
Story Proposal:	10%
Integrated Story:	30%

Professionalism & Participation (15%)

Students are expected to be at all classes and meetings and to be on time. Active participation in all classes, discussions and group work is also expected.

Students will be evaluated on the quantity and quality of their contributions to in-class discussions and to the intellectual life of the class. Students who are clearly and consistently engaged with the course will be rewarded.

As part of this professionalism component, I would like you all to listen to Canadaland Short Cuts, hosted by Jesse Brown. I would describe this as the "inside baseball" podcast about Canadian media. He has good guests on regularly, and a perspective on media that skews towards digital. You can find the podcasts here:
<http://www.canadalandshow.com/>

This mark will include one 5% *pop quiz*. The quiz will feature questions about **that week's** assigned reading, podcasts, videos etc., and it will be unscheduled.

Exercises (15%)

Exercises are worth a variety of points and will be marked on a pass/fail basis — in other words, if you tackle the exercise, you will get the points. NOTE: An important part of completing the exercise is getting it posted to your website, and linking from your home page to the exercise. You will not get the marks if this is not done. We'll have a full listing of all the exercises on the class website. If you do not complete the exercise in the allotted lab time, you can complete the exercise on your own. The Exercises mark includes your self-directed work with #MMJC10DoT, and the iNews workshop with Erin.

Portfolio/SM Profile (15%)

Due: September 28

Use Wordpress (or similar) blogging or portfolio software to create a portfolio/resume website for yourself. You can have as many sections as you like for the site, but there does need to be:

- Navigation (a menu that your audience can use to use the site). The navigation can lead to blank sections for now, but think through how you would like to present your work: do you want to break it down thematically, by category, by anchor media, etc.
- Content for the home page
- Links to your social media
- A resume or CV that is a web page (i.e., not a link to a PDF, but you can have a PDF in addition)
- Three work samples (from other classes acceptable)

Remember to email me the site address, or you can post it on the homepage of your exercises page, an address I'll know.

Story Proposal (10%)

Due: October 19

Write a short (500 word) description of the integrated media story that you would like to produce for your final project. In the description, please include the following information and analysis:

- Audience: who is the intended audience for the story?
- Content: what is the content you would like to produce? How are you going to gather the information? (Interviews, research, surveys, etc.) If you are planning to produce a communications piece, what is the communications issue you are trying to solve?
- Anchor media: what is the primary delivery media for the story, if any.
- Supporting media and integration: what other forms would you like to use. How are you planning to integrate them with the main form of the story. If you plan on creating a fully integrated story, how will that work?
- Social media: what role could social media play in this story? Explain how you would get the world to know about the story.

- Metadata: what are the keywords, phrases, and tags you will use?

Infographic (15%)

Due: November 16

Research, compile and visualize an infographic that you can share with the class via Twitter and other social media. Ideally your infographic should incorporate 5 pieces of data and do the following:

- Correctly identify the sources of the data
- Properly visualize the information so that it can be understood at a glance
- Stand on its own without an accompanying story
- Have a thoughtful use of colour, typography and layout
- Can be read easily (legibility)

You can use whatever technology you would like to create the infographic, including free services such as Pictochart.

Integrated Story (30%)

Due: November 30

Create your first integrated media story. You can choose to create a work of digital journalism or a communications piece. If the latter, your proposal must have included the communications issue you are trying to solve. Integrated storytelling is not simply just an anchor medium "plus" some other media. (For example, a text article with an accompanying graphic or video.) Ideally, these will be pieces of work wherein the whole is greater than the sum of its parts. So, think in terms of creating a story in which the variety of media will create a synthesis of ideas, where more is communicated because of the methods used. You may use any platform and technology you wish to create this project, but it must be an original work and any data used must be properly sourced.

Note: you may incorporate your infographic into your final integrated story, if you would like to get double-duty out of some of your research and reporting time.

Estimated Hours Outside Class:

Readings & Other Prep: 11 -16

Canadaland: 12

Online Participation: 2 (Twitter discussions & LiveTweeting)

Exercises & Workshops: 7

10DoT: 3

Infographic: 8

Proposal: 5

Portfolio/SM Profile: 5

Final Project: 15

Total: 67-72 hours

Tentative Schedule (check the thepixelguild.ca for updates)

Week	Topics	Labs/Exercises	Homework/Prep (for following week)
1	<ul style="list-style-type: none"> • Intros, Administivia • Technology Intro • Twitter 	Lab & Exercise: 10 Days of Twitter – Day 1, 2, 3 #MMJC10DoT	<ul style="list-style-type: none"> • Reading: The Discipline of Content Strategy • Listen to Canadaland & Canadaland Shortcuts (every week)
2	<ul style="list-style-type: none"> • Content Strategy • Content Management Systems • Content Analysis 	Wordpress lab Content Curation Tools	<ul style="list-style-type: none"> • iNews Workshop with Erin (1:30-3:30, Lab A) • Video: How the Web Works • Reading: What is an

			integrated story?
3	<ul style="list-style-type: none"> HTML, CSS and other Nerdy Things 	HTML5/CSS workshop & exercise	<ul style="list-style-type: none"> Finish building home page on Western server Infographic: The Hierarchy of Digital Distractions Video: Typography with Sprinkles
4	<ul style="list-style-type: none"> How People Read & Writing for Scannability Typography <p><i>Portfolio/SM Profile Due</i></p>	HTML5/CSS workshop & exercise	<ul style="list-style-type: none"> Finish Exercise Video/Reading: Accessibility Reading: User-Centered Design
5	<ul style="list-style-type: none"> User-Centered Design: Ethics, Principles Accessibility 	HTML5/CSS workshop & exercise	<ul style="list-style-type: none"> Finish Exercise Video: Psychology of Perception Reading: Color Theory Video: Aesthetics Reading: Graphic Design Basics
6	Perception & Color Theory, Aesthetics & Graphic Design	Photoshop: Intro Exercise	<ul style="list-style-type: none"> Reading: how to use social media for newsgathering Reading: ethics of SM
7	Social Media – Journalism & Communication Uses <i>Proposal Due</i>	Photoshop: Adjusting Images Exercise	<ul style="list-style-type: none"> Video/Reading: Principles of Info Visualization Video: Making Infographics Reading: What Makes a Good Information Visualization Video: Using Photoshop
8	Infographic Design	Photoshop: More Tutorials Pictochart & other online tools	<ul style="list-style-type: none"> Reading: 8 Tips for Using Visuals in Social Media
9	Guest Lecture: Social Media Tracking	Photoshop: More Tutorials Pictochart & other online tools	<ul style="list-style-type: none"> Reading: social media survey
10	<ul style="list-style-type: none"> Facebook Analytics Guest Lecture: Keith Tomasek <p><i>Infographic Due</i></p>	Lab/ Exercise TBA	<ul style="list-style-type: none"> Reading: How to use analytics
11	<ul style="list-style-type: none"> Social Media Management SM Analytics Guest Lecture: Melissa Cheater 	Other Social Media Tools	<ul style="list-style-type: none"> Reading: Search Engine Optimization
12	<ul style="list-style-type: none"> Search Engines and Metadata 	Work Time	<ul style="list-style-type: none"> Work on Integrated Story

13	<ul style="list-style-type: none">• Guest Lecture: Laurie Lashbrook• Course Evaluation	Work Time
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Notes from the Dean's Office of the Faculty of Information and Media Studies

Statement on Academic Offences

Scholastic offences are taken seriously and students are directed to read the appropriate policy, specifically, the definition of what constitutes a Scholastic Offence, at the following Web site:
http://www.uwo.ca/univsec/pdf/academic_policies/appeals/scholastic_discipline_grad.pdf

Plagiarism: Students must write their essays and assignments in their own words. Whenever students take an idea, or a passage from another author, they must acknowledge their debt both by using quotation marks where appropriate and by proper referencing. Plagiarism is a major academic (and journalistic) offence.

All required papers may be subject to submission for textual similarity review to the commercial plagiarism detection software under license to the University for the detection of plagiarism. All papers submitted for such checking will be included as source documents in the reference database for the purpose of detecting plagiarism of papers subsequently submitted to the system. Use of the service is subject to the licensing agreement, currently between The University of Western Ontario and Turnitin.com (<http://www.turnitin.com>).

Academic Accommodation

Medical Accommodation

For Western University policy on accommodation for medical illness, see: www.uwo.ca/univsec/handbook/appeals/accommodation_medical.pdf

Student Medical Certificate (SMC): studentservices.uwo.ca under the Medical Documentation heading

Students seeking academic accommodation on medical grounds for any missed tests, exams, participation components and/or assignments worth 10% or more of their final grade must apply to the Academic Counselling office of their home Faculty and provide documentation. It will be the Dean's Office that will determine if accommodation is warranted.

For work worth less than 10% of the final grade, the instructor will consider requests for academic accommodation on medical grounds made in a timely manner in writing or by appointment in office hours. Such requests need not be accompanied by documentation. The instructor may, however, decide to require documentation be submitted to the appropriate Academic Counselling office.

Students should also note that individual instructors are not permitted to receive documentation directly from a student, whether in support of an application for accommodation on medical grounds, or for other reasons. All documentation must be submitted to the Academic Counselling office of a student's home Faculty.

Compassionate Accommodation

Academic accommodation (extensions, makeup tests and exams, additional assignments etc.) may be given to

students on compassionate grounds. The situations for which compassionate accommodation can be given must be serious, including significant events such as death in the immediate family, trauma (fire, robbery, harassment, muggings, car accidents, etc.) or emergency situations. Documentation is required.

If a member of your immediate family is seriously ill, obtain a medical certificate from the family member's physician and submit the documentation to your Academic Counsellor. If you have been involved in a severe accident, fire or some other exceptional crises, obtain a copy of the police report or be prepared to provide the necessary documentation upon request.

Bereavement

Generally, for deaths within a student's immediate family (parents, guardians, caregivers, siblings, spouses), bereavement leave is granted, upon provision of documentation. For deaths within a student's extended family, academic accommodation is given for one to three days, upon provision of documentation.

Students seeking additional bereavement leave for religious or other reasons should contact their Academic Counsellors, and provide valid documentation.

Religious Accommodation

Students should consult the University's list of recognized religious holidays, and should give reasonable notice in writing, prior to the holiday, to the Instructor and an Academic Counsellor if their course requirements will be affected by a religious observance.
<http://multiculturalcalendar.com/ecal/index.php?s=c-univwo>
Further specific information is given in the Western Academic Calendar.

Support Services

Students who are in emotional/mental distress should refer to Mental Health@Western
<http://www.uwo.ca/uwocom/mentalhealth> for a complete list of options about how to obtain help.

Other support services on campus:

Office of the Registrar:
www.registrar.uwo.ca
Student Development Centre:
www.sdc.uwo.ca
Psychological Services:
www.sdc.uwo.ca/psych
Services for Students with Disabilities:
www.sdc.uwo.ca/ssd
Accessibility Information:
www.accessibility.uwo.ca/
Writing Support Centre:
www.sdc.uwo.ca/writing
Learning Skills Services:
www.sdc.uwo.ca/learning
Indigenous Services: indigenous.uwo.ca/
International and Exchange Student Centre: www.sdc.uwo.ca/int
Career Centre at Western:
www.success.uwo.ca/careers/