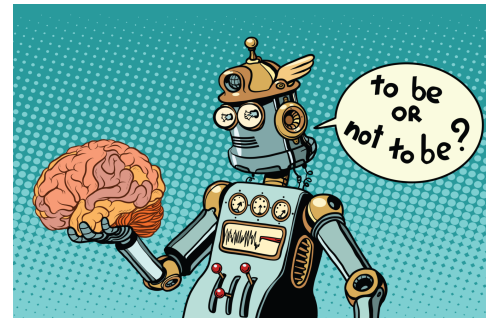


The Social Media & Digital Production Dojo (Fall 2022)

Course: MMJC 9104A
Title: The Social Media & Digital Production Dojo
Times: Mondays: 1:30-4:15pm
Lecturer: Mark Rayner
Contact: OWL Message preferred. Twitter for quick questions: @markarayner
Email (if you must): marayner@uwo.ca
Office Hours: 4:30 Mondays or on Zoom, by appointment
Web: <http://pixelguild.ca> | Twitter hashtag: #MMJC10DoT
Delivery: Technical tutorials & exercises on OWL; lectures, discussions and help with exercises in person
Location: TV studio (FNB 3050), Lab (FNB 3010) and OWL

Why are we here?

This course introduces you to some of the technologies you will need to excel in integrated media environments, including social media. In addition, you will learn concepts of visual communications, adapting to new technologies, and user-centered design, which will enable you to be more effective communicators and journalists. We will also discuss technological shifts and how to respond to them. My hope is to show you enough technologies that you'll start to get comfortable with learning new ones. It's a lifelong journey we're starting here.



Land acknowledgement

Western University is situated on the traditional territories of the *Anishinaabeg*, *Haudenosaunee*, *Lunaapeewak* and *Attawandaron* peoples who have longstanding relationships to the land and region of southwestern Ontario and the City of London. The local First Nation communities of this area include Chippewas of the Thames First Nation, Oneida Nation of the Thames, and Munsee Delaware Nation. In the region, there are eleven First Nation communities and a growing Indigenous urban population. Western values the significant historical and contemporary contributions of local and regional First Nations and all of the Original peoples of Turtle Island (North America).

Course objectives:

By the end of this course, you 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

It's not rocket science, but it takes work:

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. Please keep this in mind when planning your term. Note: I recommend that you have a memory stick so that you can always have a backup of your work! OneDrive works well too, and you have free access via Office360.



Sharing our ideas: the eval breakdown

Professionalism & Canadaland discussions	15%
10 Days of Twitter:	5%
Exercises:	15%
Story Proposal:	20%
Infographic:	10%
Integrated Story:	35%

Professionalism & Canadaland: (15%)

I believe we have much to learn from one another in our discussions. In the MMJC we expect that your communication with your instructors, staff and peers is polite and professional. Grammar and spelling matter, even in messages and emails.

For our weekly discussions, 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 regularly has engaging guests, and a perspective on media that skews towards the digital. You can find the weekly podcasts here:

<http://www.canadalandshow.com/>

10 Days of Twitter (5%)

Due: November 14, 11:55 pm

This is a short mini-course I'll have you follow on your own, so that you get up-to-speed on the importance of Twitter. Or, if you're already a super-user, this is just a refresher.

Exercises (15%)

Due: November 14, 11:55pm

Exercises are worth a variety of points and will be mostly 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 some exercises is getting it posted to your website, and linking from your homepage 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 OWL. I'd recommend keeping up week-by-week, especially with the coding.

Sweet, short story proposal (15%)

Due: October 11, 1:30pm

Write a short (500 word) pitch of the integrated media story that you would like to produce for your final project. Submit on OWL as a PDF only. 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? What is the news hook or value? 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? (Note: a communications plan is *not* a story.)

- 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, if any? Explain how you would get the world to know about the story.
- Metadata: What are the keywords, phrases, and tags you will use?

Note: You can find sample integrated stories on the pixelguild.ca website under Resources..>Integrated Storytelling – a Primer..>Integrated Samples

Delicious data infographic (10%)

Suggested Deadline: November 21*

Research, compile and visualize an infographic or data visualization that you can share with the class via Twitter and other social media. Your infographic will incorporate at least 5 points of data (with at least two separate sources) and will:

- Correctly identify the sources of the data in the footer with URLs
- 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 color, typography and layout
- Be legible and easy to scan

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

***Note:** if you want feedback on the infographic, please submit by Nov. 21, otherwise you can submit the infographic as a part of your final project at the later deadline.

Robot approved: integrated story (35%)

Due: December 5, 11:55pm

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 include the communications issue you are trying to solve, in a short comms plan (See class website for a sample.) Integrated storytelling is not simply just an anchor medium "plus" some other media. (For example, a text article with an accompanying graphic or video added as an afterthought.) 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.

Schedule & Readings

Please check the OWL site for the official schedule and readings – some changes may occur because of guest speakers bookings.

Please submit assignments via OW. Everything is due at 11:55 pm on Mondays.

Date	Topics	Deadlines
Week 1	Intro & Twitter	
Week 2	HTML, CSS, and Other Nerdy Things,	
Week 3	User-Centered Design & CSS Layouts	
Week 4	Writing for the Screen & Web Typography	

Week 5	Search Engines & Metadata	Proposal
Week 6	What Is Content Strategy? Guest Lecturer: Tina Donati on Content Marketing 101	
Week 7	Perception Theory & Designing for Visual Communications Photoshop	
	Production/Reading Week (Oct. 31-Nov. 6)	
Week 8	Infographics & Wireframes Photoshop & Online tools	Exercises & 10DOT
Week 9	Social Media Best Practices & Campaigns Guest Tutorial/Lab: Jennifer Baytor – Killer LinkedIn Profiles	Infographic
Week 10	SMM, SEM and Analytics Guest Lecture: Keith Tomasek on Facebook	
Week 11	TBA	Integrated
Week 12	Looking at our stories	

*In the interests of spacing deadlines out, I'd recommend submitting the infographic on Nov. 21, but it's not required. You can submit your infographic as part of your integrated story at the later deadline.

Notes from the Dean's Office

Health/Wellness 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.

Accessible Education Western (AEW)

Western is committed to achieving barrier-free accessibility for all its members, including graduate students. As part of this commitment, Western provides a variety of services devoted to promoting, advocating, and accommodating persons with disabilities in their respective graduate program.

Graduate students with disabilities (for example, chronic illnesses, mental health conditions, mobility impairments) are strongly encouraged to register with Accessible Education Western (AEW), a confidential service designed to support graduate and undergraduate students through their academic program. With the appropriate documentation, the student will work with both AEW and their graduate programs (normally their Graduate Chair and/or Course instructor) to ensure that appropriate academic accommodations to program requirements are arranged. These accommodations include individual counselling, alternative formatted literature, accessible campus transportation, learning strategy instruction, writing exams and assistive technology instruction.

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