

ITEC 5350 - Photo Instructional Materials

Spring 2014 • 3 Credit Hours

Instructor Information

Instructor: Tonia A. Dousay, Ph.D.

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11:00AM - 12:00PM Mon/Wed

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I am available to chat online during office hours or at other times by appointment to discuss course-related matters. While I make every attempt to be online during office hours, I may have an unannounced conflict or simply forget to open the application. So, please schedule chats in advance when possible or send an email at your requested chat time. I prefer being contacted via email, and attempt to respond to all messages within 24 hours. Please allow this amount of time for my response. Phone calls will be returned within 48 hours.

Course Description

An introduction to fundamental photographic procedures that teachers, administrators, and others can apply to solve communication problems. Includes the selection of cameras, films, and the appropriate utilization of these and other photographic equipment often found in today's schools and other social institutions.

Accessibility

A campus environment characterized by diversity, free inquiry, free expression has always been a top priority of the University of Wyoming. Civil discourse is an essential aspect of the search for and transmission of knowledge. Words and actions that promote and encourage self-worth, respect and dignity are consistent with the university's mission. Conversely, words or actions that reflect prejudice, stereotypes and discrimination are antithetical to the mission of the university and will not be tolerated. Specifically, racist and other discriminatory or harassing conduct based on gender, color, disability, sexual orientation, religious preference, national origin, ancestry or age impair and disrupt legitimate university functions. Every effort, within the context and protection of the First Amendment rights, will be expended to eliminate such conduct from the campus community. Teaching students to live productively in a multicultural/multiethnic society is a process that must take place within a constructive and harmonious environment. It is the obligation of the faculty, staff, students and the administration of the University of Wyoming to provide this environment.

It is the policy of the University to accommodate students with disabilities, pursuant to federal and state law. If you have a physical, learning, sensory or psychological disability and require accommodations, please let me know as soon as possible. You will need to register with, and provide documentation of your disability to University Disability Support Services (UDSS) in SEO, room 330 Knight Hall.

Course Goal

The purpose of this course is to practice message design principles through the design and development of multimedia artifacts for instructional purposes.

Course Objectives

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

1. Identify software applications best suited to specific multimedia design tasks.
2. Create a composite image using graphic editing software.
3. Critically analyze multimedia artifacts for instructional use.
4. Create a video tutorial about a digital process.
5. Design a learning activity that incorporates augmented reality.

Course Prerequisites

You must have graduate standing with the University in order to take this course.

Required Resources

1. TechSmith's [Camtasia Studio®](#) (for PC) or [Camtasia®:mac](#)
2. Adobe Photoshop. **Available through the [UW Student Remote Lab System](#).**
3. Selected readings from Golombisky, K., & Hagen, R. (2010). *White space is not your enemy: A beginner's guide to communicating visually through graphic, web and multimedia design*. Burlington, MA: Focal Press. **Available through [UW Libraries](#).**
4. Selected reading from Clark, R. C., & Mayer, R. E. (2011). *E-learning and the science of instruction: Proven guidelines for consumers and designers of multimedia learning*. San Francisco: Wiley. **Available through [UW Libraries](#)**

Recommended Resources

1. [Aurasma](#) app (available for iOS or Android)

Course Orientation

Designing multimedia for instructional uses requires a basic review of good practices and primary design activities that positively contribute to learner interest. Multimedia requires multiple, sometimes conflicting, considerations that take into account audio, visual, and message design elements. However, the ability to create sound multimedia artifacts must begin with tool analysis and selection.

You will learn how to select a software application to complete multimedia projects and practice using Adobe Photoshop and TechSmith Camtasia, ultimately designing an activity for use with augmented reality. Required design activities have been structured to scaffold your progress throughout the course and build upon one another to encourage congruency and alignment among design principles.

This class is a “hands-on” course that requires self-directed learning and your active participation. It is about *making and doing* rather than passively listening and observing. For this reason, you need to make sure you complete the assigned reading and learning units on schedule, and allow yourself ample time to think about and create the course projects.

To assist you with transforming from novice to expert designer, you will create and maintain a design portfolio that documents your drafts and final projects. This process will allow you to constructively evaluate each other's work and develop the skills necessary to incorporate feedback into design modifications.

Content delivery for this course is limited to online systems. Like any distance delivery, it has the advantage of being convenient, but the potential disadvantage of student isolation and communication or technological problems. I try to effectively communicate course expectations, but do not guarantee it. Do not hesitate to contact me if you have questions or concerns. Communication works best if you first try posting in this site and then try email. If I haven't responded to those methods within a reasonable amount of time (2-3 days), call me. When a message is sent, follow these guidelines:

1. Use UW email addresses to send and receive messages.
2. Include at the end of the message a signature line with your complete name and accessible phone number.

Please recognize that this course is not my only responsibility. I am not available 7 days a week, 24 hours a day. I will check this course throughout the week, but will not check it or my email on weekends. If you write a message during those days, do not expect a reply until Monday, particularly if assignments are due.

Expectations

1. This course has been designed for 15 weeks and is event oriented. You will be able to access all course modules at all times. Specific objectives and events are noted within each week. Course work is expected to occur within [WyoCourses](#).
2. Regular interaction is required in this course. Check the web site at the beginning of each week for announcements, readings, and assignments. Read and complete all assignments by the specified due date, usually Sundays. Make discussion posts in an iterative and timely manner. Read, research, and react to other postings throughout the week.

Late Submission Policy

The late submission policy is intended to help those who have issues beyond their control submit a quality assignment with minimal interruption to the class. All assignments are due by 11:59PM on the date specified in the course schedule. Keep in mind that in the workplace, grace periods are rarely allowed. Submitting assignments late can cause gaps in learning new material; and can delay the grading process in this course. However, I am willing to provide opportunities to make-up work for course exercises. If you anticipate a legitimate absence or encounter an unavoidable situation, contact me **before** the assignment is due to discuss alternative arrangements. Make-up work for course participation and the final project will not be accepted. Additionally, any make-up work accepted will incur a 10% grade reduction per day unless prior arrangements are made.

Course Schedule

Instructional weeks open Monday mornings and close Sunday nights. In planning your work, I encourage you to remember the following:

- Typically, a three-credit hour course entails 45 hours of seat time and 90 hours of outside work. This equals approximately 9 hours per week, although individuals may spend more or less time.
- Conversations run constantly through an instructional event. If you want to participate fully, you need to "be there" throughout the discussion, not a few times at the beginning or end of the week.
- This outline provides a basic topical index, assignments, and readings from the course textbook. Additional presentations, resources, and supplemental material will vary by week and are available in [WyoCourses](#).

Date	Topic	Due
Week 1	Course Overview	
	<ul style="list-style-type: none"> Mini Art School (G&H Chapter 5) 	Readiness Activity
Week 2	Manipulating Images	
	<ul style="list-style-type: none"> Multimedia Components: Sometimes More is More (G&H Chapter 12) 	Fun with PiZap!
Week 3	Constructive Feedback	
	<ul style="list-style-type: none"> ConceptFeedback 	
Week 4	Copyright, Creative Commons, & Instruction	
	<ul style="list-style-type: none"> Copyright Tutorial 	
Week 5	Adobe Photoshop I	
	<ul style="list-style-type: none"> Adobe TV 	Composite Creation
Week 6	Adobe Photoshop II	
	<ul style="list-style-type: none"> Applying the Multimedia Principle (C&M Chapter 4) 	Content Aware
Week 7	Storyboarding Multimedia	
	<ul style="list-style-type: none"> Storyboarding: Planning Visual Storytelling (G&H Chapter 11) 	
Week 8	TechSmith Camtasia I: The Basics	
	<ul style="list-style-type: none"> Applying the Contiguity Principle (C&M Chapter 5) 	Tutorial Storyboard
Week 9	TechSmith Camtasia II: Editing & Production	
	<ul style="list-style-type: none"> Applying the Modality Principle (C&M Chapter 6) 	
Week 10	Spring Break	
Week 11	TechSmith Camtasia III: Annotations & Customizing	
	<ul style="list-style-type: none"> Applying the Redundancy Principle (C&M Chapter 7) 	Video Tutorial
Week 12	Augmented Reality	
	<ul style="list-style-type: none"> Brief Introduction to Augmented Reality 	
Week 13	Designing Interactive Environments	
	<ul style="list-style-type: none"> Applying the Personalization Principle (C&M Chapter 9) 	Tutorial Critiques
Week 14	TBD	
	<ul style="list-style-type: none"> Topic to be selected by students 	
Week 15	Final Project Design Workshop	
	<ul style="list-style-type: none"> Interactive feedback sessions 	
Week 16	Final Project Presentations	
	<ul style="list-style-type: none"> 	Final Project

Assignments

This section lists and explains assignments due and points possible. See the “Late Submission Policy” section if you are unable to submit an assignment on time. All assignments should be linked to your Portfolio, and should be posted by 11:59PM on the date it is due.

Code	Title	Due	Points
CC	Composite Creation		10
CA	Content Aware		10
FP	Final Project		20

Code	Title	Due	Points
PZ	Fun with PiZap!		5
TS	Tutorial Storyboard		10
TC	Tutorial Critiques		10
RA	Readiness Activity		5
VT	Video Tutorial		15
Participation	Participation includes, but is not limited to, consistent engagement in discussions that is indicative of reflection and study, providing timely, thoughtful, and supportive feedback to group members, submitting assignments on time, and positively contributing to the learning community.	N/A	15
TOTAL POINTS POSSIBLE			100

Composite Creation (10 points)

The purpose of the *Composite Creation* assignment is to introduce the basic features of Adobe Photoshop. You will take an image of yourself and a scene from your favorite movie to create a new, composite image.

Rubric

Criteria	Exemplary	Satisfactory	Needs Improvement	Unsatisfactory
Personal photo		Source image is of the student with no visible traces of other individuals or scenery. (2 pts)	Source image is of the student with few visible traces of other individuals or scenery. (1 pts)	Source image is of someone other than the student or other individuals and/or scenery are prominent. (0 pts)
Final image		Final image is a scene from the student's favorite film is identified in the discussion post. (2 pts)	Final image is a scene from a film, but it is not identified in the discussion post. (1 pts)	Final image is another photograph or scene that is not from a film. (0 pts)
Color adjustment	Color enhancements contribute to a seamless composite and tones match almost perfectly. (3 pts)	Image has been color enhanced, but tones are visibly different. (2 pts)	Image has been color enhanced, but it is very clear that the colors do not match. (1 pts)	Image has not been color enhanced. (0 pts)
Image fidelity	Other commands have been used to contribute to a seamless composite and the image looks unaltered. (3 pts)	Other commands have been used, but some edges are sharp or do not blend well. (2 pts)	Other commands have been used, but the image appears obviously altered. (1 pt)	No other commands were used to improve or enhance the image. (0 pts)

Content Aware (10 points)

The purpose of the *Content Aware* assignment is to further acquaint users with more advanced features of Adobe Photoshop. You will take a famous image and remove a prominent feature using the Content Aware Tool. Additionally, you will build upon your past experience to insert a person or object into the new image.

Rubric

Criteria	Exemplary	Satisfactory	Needs Improvement	Unsatisfactory
Famous image		Source image is of a famous painting or photograph and proper credit is given. (2 pts)		Source image is a personal photo or no credit is given to the original author. (0 pts)
Final image		Final image has had a prominent feature removed and new object or person inserted. (2 pts)	Final image has had a prominent feature removed or a new person or object inserted. (1 pts)	Final image has not been altered. (0 pts)
Color adjustment	Color enhancements contribute to a seamless composite and tones match almost perfectly. (3 pts)	Image has been color enhanced, but tones are visibly different. (2 pts)	Image has been color enhanced, but it is very clear that the colors do not match. (1 pts)	Image has not been color enhanced. (0 pts)
Image fidelity	Other commands have been used to contribute to a seamless composite and the image looks unaltered. (3 pts)	Other commands have been used, but some edges are sharp or do not blend well. (2 pts)	Other commands have been used, but the image appears obviously altered. (1 pt)	No other commands were used to improve or enhance the image. (0 pts)

Final Project (20 points)

The purpose of the *Final Project* assignment is for you to apply theories and principles of effective multimedia design and take it to the next step. You will plan out an augmented reality implementation, to include a storyboard and at least three still images. The storyboard should include an explanation of the context in which the AR activity would be implemented and detail all steps of the activity. Other elements include screen-by-screen sketches of the trigger or sticker, resulting animation or video, and possible options or actions. The still images may be of any element within the storyboard, but should be created using Photoshop and take into consideration all design principles covered in class.

Rubric

Criteria	Exemplary	Satisfactory	Needs Improvement	Unsatisfactory
Context		Context includes description of audience, learning environment, and required technology, and contains few if any grammatical errors (2 Pt)	Context is missing an element and contains few if any grammatical errors. (1 Pt)	Context is missing multiple elements and/or contains multiple grammatical errors. (0 Pts)

Criteria	Exemplary	Satisfactory	Needs Improvement	Unsatisfactory
Copyright and trademark	Selected media (images or audio) are all original compositions. (4 pts)	Selected media (images or audio) are all licensed through Creative Commons with proper credit cited. (3 pts)		Selected media do not include proper credit or are possible copyright violations. (0 pts)
Storyboard	Storyboard is complete and clearly articulates when narrative will be voiced, media used, reasons for media selection, estimated length, and how scenes will influence the intended audience, including all audio and image files (6 pts)	Storyboard clearly articulates when narrative will be voiced, media used, reasons for media selection, estimated length, and how scenes will influence the intended audience, but some media have not yet been selected/discovered (4 pts)	Storyboard is mostly complete, but lacks multiple components (2 pt)	Storyboard is incomplete, lacking most elements (0 pts)
AR inclusion	Storyboard includes four or more triggers and addresses loading and options for resulting animation and/or video. (4 pts)	Storyboard includes three triggers and addresses loading and options for resulting animation and/or video. (3 pts)	Storyboard only includes two triggers and/or does not address all options or resulting animations or videos. (1 pt)	Storyboard details fewer than two triggers and/or is incomplete. (0 pts)
Graphics	More than three images for the activity were created and follow all design principles related to line, color theory, patterns, etc. (4 pts)	At least three images for the activity were created and follow most design principles related to line, color theory, patterns, etc. (3 pts)	Fewer than three images were produced or multiple design principles were violated. (1 pt)	Fewer than three images were produced and multiple design principles were violated. (0 pts)

Fun with PiZap! (5 points)

The purpose of the *Fun with PiZap!* assignment is to introduce the concept of composite images and provide a safe, low-risk environment in which to begin manipulating images. You will take an image of a historical figure no longer living and a modern image to create a new, composite image.

Rubric

Criteria	Exemplary	Satisfactory	Needs Improvement	Unsatisfactory
Historical figure photo		Source image is of a historical figure with no visible traces of other individuals or scenery. (2 pts)	Source image is of a historical figure with few visible traces of other individuals or scenery. (1 pts)	Source image is of a historical figure still alive and/or scenery is prominent. (0 pts)

Criteria	Exemplary	Satisfactory	Needs Improvement	Unsatisfactory
Final image		Final image is of a modern scene as identified in the discussion post. (2 pts)	Final image is of a modern scene, but it is not identified in the discussion post. (1 pts)	Final image is historical or is too closely related to the historical figure. (0 pts)
Decorative detail		Other commands in PiZap have been used to add decorative details. (1 pts)		Image has not been embellished using PiZap decorative commands. (0 pts)

Tutorial Storyboard (10 points)

The purpose of the *Tutorial Storyboard* assignment is scaffold the *Video Tutorial* assignment and provides you with an opportunity to receive constructive feedback on your concept before creating the finished product. The act of planning out the tutorial forces the careful consideration of all design elements and how to sequence the instruction. Your storyboard must include an explanation that identifies your tutorial subject matter, intended audience, objectives, and media selection. Be sure to include justifications for any specific design decisions, such as use (or violations) of specific design principles.

Rubric

Criteria	Exemplary	Satisfactory	Needs Improvement	Unsatisfactory
Topic		Topic/content is appropriate for identified audience (1 Pt)		Topic/content is inappropriate for identified audience. (0 Pts)
Objectives		Tutorial objectives are measurable, clearly articulated, and begin with action verbs (2 Pts)	Tutorial objectives are not measurable, clearly articulated, and/or do not begin with action verbs (1 Pts)	Not objectives for the tutorial are stated. (0 Pts)
Analysis and justification	Analysis is clearly organized, includes all required elements, and provides specific references to theory or best practices. (3 pts)	Analysis is clearly organized and includes all required elements, but does not provide specific references to theory or best practices. (2 pts)	Analysis is disorganized or missing one of the required elements. (1 pt)	Analysis is disorganized and missing multiple required elements or not provided at all. (0 pts)
Copyright and trademark		Selected media (images or audio) are all licensed through Creative Commons with proper credit cited or are original compositions. (1 pts)		Selected media do not include proper credit or are possible copyright violations. (0 pts)

Criteria	Exemplary	Satisfactory	Needs Improvement	Unsatisfactory
Storyboard	Storyboard is complete and clearly articulates when narrative will be voiced, media used, reasons for media selection, estimated length, and how scenes will influence the intended audience, including all audio and image files (3 pts)	Storyboard clearly articulates when narrative will be voiced, media used, reasons for media selection, estimated length, and how scenes will influence the intended audience, but some media have not yet been selected/discovered (2 pts)	Storyboard is mostly complete, but lacks multiple components (1 pt)	Storyboard is incomplete, lacking most elements (0 pts)

Tutorial Critiques (10 points - 2 @ 5 points each)

The purpose of the *Tutorial Critiques* assignment is for you apply best practices related to critically evaluating media, organizing feedback into constructive criticism, and contributing positively to the creation of multimedia. You will critique the *Video Tutorial* assignment of two peers. Likewise, two peers will critique your work for this assignment. You will may elect to incorporate this feedback into a revised artifact that is resubmitted to the instructor to receive a higher score. Critiques should be submitted both to the instructor and to the peer whose work is the subject of the critique in order to receive credit.

Rubric

Criteria	Exemplary	Satisfactory	Needs Improvement	Unsatisfactory
Constructive		Critique is constructive in nature, providing specific guidelines for ways to improve upon the tutorial. (2 pts)	Critique is positive overall, but does not offer specific advice regarding how to improve or alter the tutorial. (1 pt)	Feedback is negative, derogatory, or inflammatory in nature. (0 pts)
Content grammar and mechanics		The critique contains few if any spelling or grammar errors and follows a consistent mechanical layout, using bulleted lists or complete sentences (2 pts)	The critique contains multiple spelling or grammar errors or is inconsistent using bulleted lists or complete sentences (1 pt)	There are multiple spelling and grammatical errors and sentences are incomplete or bulleted statements make no sense (0 pts)
Submitted critiques		Critique was submitted to both the instructor and peer (1 pts)		Critique was submitted directly to the instructor or the peer (0 pts)

Video Tutorial (15 points)

The purpose of the *Video Tutorial* assignment is for you to apply multimedia design principles in an instructional video presentation. You will use Camtasia to prepare an 8 to 15-minute tutorial on how to complete a task using a specific software application or online system. Your tutorial must opening and closing titles.

Rubric

Criteria	Exemplary	Satisfactory	Needs Improvement	Unsatisfactory
Content	The tutorial includes an opening title, instructional task, and closing title, and the task is clearly completed with no distractors. (4 pts)	The tutorial includes an opening title, instructional task, and closing title, but the task is interrupted or unclear. (3 pts)	The tutorial is missing one of the titles and/or the task is interrupted or unclear. (1 pt)	Multiple components are missing or the tutorial does not clearly instruct how to complete a task. (0 pts)

Criteria	Exemplary	Satisfactory	Needs Improvement	Unsatisfactory
Grammar and mechanics		The tutorial contains few if any spelling or grammar errors and follows a consistent mechanical layout. (2 pts)	The presentation contains multiple spelling or grammar errors or is inconsistent in mechanical layout. (1 pt)	There is no consistent mechanical layout and there are multiple spelling and grammatical errors. (0 pts)
Copyright		Necessary attribution and/or copyright permission is provided for relevant media. (2 pts)	Necessary attribution and/or copyright permission is provided for some, but not all relevant media. (1 pt)	Evidence of sufficient permissions is not provided. (0 pts)
Design principles	Design elements in the tutorial use a clear color theory pattern, maximize use of line and whitespace, and incorporate all recommended design principles for multimedia. (4 pts)	Design elements in the tutorial use a clear color theory pattern and incorporate some recommended design principles for multimedia. (2 pts)	Design does not use a clear color theory pattern, elements are unreadable, and/or only uses some recommended design principles for a presentation. (1 pt)	No color theory pattern is applied, and line and whitespace are ignored in the layout or design principles for multimedia were not followed. (0 pts)
Audio quality		Audio is relevant to the information relayed on screen, does not read to the audience, and is free of extraneous or background noises (3 pts)	Audio is mostly relevant to the information relayed on screen, reads content directly to the audience, or contains some extraneous or background noises (1 pt)	Audio quality is very poor, containing excessive background noise (0 pts)

Grading Scale

The grading scale for this course is as follows. Final scores will **not** be rounded up.

Grade	Points
A	≥ 90
B	80.0 – 89.9
C	70.0 – 79.9
D	60.0 – 69.9
F	≤ 59.9

Please note that the syllabus is a working document to help guide us through the course content in a meaningful way. The instructor reserves the right to modify this document at any time.

Academic Honesty

The University of Wyoming is built upon a strong foundation of integrity, respect and trust. All members of the university community have a responsibility to be honest and the right to expect honesty from others. Any form of academic dishonesty is unacceptable to our community and will not be tolerated (University of Wyoming, 2008, p. 3). Students should report suspected violations of standards of academic honesty to the instructor, department head, or dean.

Representing the work of others as your own constitutes academic dishonesty and is strictly forbidden in this course. The official University definition of academic dishonesty is: An act is academically dishonest when it is an act attempted or performed which misrepresents one's involvement in an academic task in any way, or permits another student to misrepresent the latter's involvement in an academic task by assisting in the misrepresentation. All sources (whether printed or verbal) used in assignments and projects, including those located on the WEB, need to be correctly cited. If you use 5 or more words from a source just as they are used in the source, you need to put those words in quotation marks and cite the source. It is better to not use quotes, but rather paraphrase and cite the source. If necessary, we will use electronic means to detect plagiarism. Students involved in any form of academic dishonesty can as a minimum, receive an automatic "F" in this course.

THE INSTRUCTOR MAY MAKE CHANGES TO THE SYLLABUS AS THE COURSE PROCEEDS. IF NECESSARY, THESE CHANGES WILL BE ANNOUNCED IN CLASS. SUBSTANTIVE CHANGES MADE TO THE SYLLABUS SHALL BE COMMUNICATED IN WRITING TO THE STUDENTS.