

**Nashville State Community College  
Business & Applied Arts Division  
(Multimedia Design/COM-2020)**

**Master Course Syllabus**

**This master course syllabus is meant simply as a guide and overview of the course. Each instructor will further clarify their criteria for grading, classroom procedures, attendance, exams and dates, etc. on his/her course syllabus.**

**COM-2020/Multimedia Design**

Credits: 3

Class Hours: 3

Course description: A course in the development of thumbnails, storyboards, scripts, and other conceptual presentation processes used in multimedia pre-production.

**Prerequisite(s):** [ENGL 1010](#)

**Instructor Information:**

Name:

Email:

Office Phone:

Office Location:

Office Hours:

**Textbook and Other Materials:**

Textbook: Garrand, Timothy (2006). Writing for Multimedia and the Web. Third Edition. Focal Press, and imprint of Elsevier, Burlington, MA.

ISBN 13:978-0-240-80822-0

ISBN 10:0-240-80822-3

Tumminello, Wendy (2005). Exploring Storyboarding; An In-Depth Guide to the Art and Techniques of Contemporary Storyboarding. Thomson/Delmar Learning, Clifton Park, NY.

ISBN 1-4018-2715-2

Reference Materials:

Supplies:

**Course Outcomes:**

Upon successful completion of this course, students should be able to:

- Demonstrate their understanding of the function of the different types of design. documentation including the relationship between scriptwriting and storyboarding.
- Depending on the project, successfully create the necessary documents to describe the project.
- Demonstrate understanding of the components, process, terminology, tools and correct formatting of a storyboard.
- Successfully create a functional multimedia storyboard from an initial concept or script.

## Course Competencies:

The following are detailed course competencies intended to support the course outcomes:

- Effectively conceptualize, plan, and design a variety of interactive documents.
- Develop an effective treatment, storyboard, script, navigation map, flowchart and interface mockup for interactive content.
- Discuss applications of interactive media to education, training, communication, marketing, art, performance and entertainment.
- Demonstrate their understanding of the roles of the writer in the development of multimedia and interactive programs through discussion and written assignments.
- Compare and contrast traditional media scripting methods with scripts designed for interactive applications
- Discuss the role of authoring tools and utilities in the design and production of multimedia projects.
- Define the stages involved in the development of successful multimedia and interactive projects.
- Write a proposal for a multimedia project that defines the project's objectives, target audience, content, scope and level of interactivity.
- Create the necessary storyboards and design mockups based on the Project proposal created in the first part of the course.

## Topics to Be Covered:

Week 1: Introducing the BIG picture

- Read chapters 1-3
  - Ch 1: Interactivity and the writer
  - Ch 2: Writing for many media
  - Ch 3: Interactive writer skills
- Think about a Course Project Informational or Narrative project? Type? (See case studies) Answer the fundamental questions
- Reflective writing online

Week 2: The production team & writing formats

- Read chapters 4-6
  - Ch 4: The Production Team
  - Ch 5: Writing Formats
  - Ch 6: Summary of 1-5
- Submit an informational project idea for instructor approval
- Reflective writing online

Week 3: Creating an Informational Project

- Read chapters 7-9, and one of the case studies (Ch 10-15) that you would like to pursue as a guide for your project.
  - Ch 7: Defining goals for informal websites Ch 8: Info. Multimedia and Web Architecture
  - Ch 9: Intro to Case Studies

- Ch 10-15: Case Studies: Read one that you like to pursue as a guide
- Submit 1<sup>st</sup> draft of your informational project
- Reflective writing online

#### Week 4: Complete Informational Project Documents

- Read chapter 16 and submit your completed Informational Project Documents
  - Ch 16: Key Points from Writing Informational Multimedia and Web sites
  - Compile and submit your completed information project documents as 1 pdf file
- Reflective writing online

#### Week 5: Creating Interactive Narrative

- Read chapters 17-19 and one of the case studies (Ch 20-24) that corresponds to the Interactive Narrative project idea you are interested in pursuing for your second project.
  - Ch 17: Interactive versus Linear Narrative
  - Ch 18: Elements of Interactive Narrative
  - Ch 19: Intro. To Narrative Case Studies
  - Ch 20-24: Case Studies: Read one that you would like to pursue as a guide
- Submit an Interactive Narrative Project to your instructor for approval
- Reflective writing online

#### Week 6: Submit 1<sup>st</sup> Draft of your Interactive Narrative Documentation

- Read chapter 25 and submit your rough draft of your interactive narrative documents
  - Ch 25: Key Points for Writing Interactive Narrative
  - Submit your rough draft of your interactive narrative documents
- Reflective writing online

#### Week 7: Complete Interactive Narrative

- Submit the completed documentation for your Interactive Narrative
- Reflective writing online

#### Week 8: Storyboarding Basics

- Read the following pages from the storyboarding text:
  - Ch 1: Complete chapter (pgs 1-14). Visual Storytelling and Storyboards
  - Ch 2: Partial chapter (pgs 22-23 and 26) to understand Aspect Ratios
  - Ch 11: Complete chapter (pgs 187-205). New Media. It explains how storyboards relate to scripts for multimedia
- Decide with of your first two projects you want to storyboard and submit that decision to your instructor
- Reflective writing online

#### Week 9: Create your Storyboard

- Read the following pages:
  - Ch 3: Complete chapter. Pgs 33-53. Fundamentals of the shot
  - Ch 4: Partial chapter. From Script to Final Storyboard
    - Pgs 57-58 – Introduction

- Pgs 62-66 – Shot Selection (to help visualize the scene)
- Pgs 66-73 – The steps to creating a storyboard
- Ch 5: Complete Chapter: Pgs 77-96 Composition
- Submit thumbnail storyboards for your chosen script
- Reflective writing online

Week 10: Complete your storyboards

- Assignment(s): Read the following pages:
  - Ch 8: Complete chapter. Pgs 137-151. Continuity
  - Ch 12: Complete chapter. Pgs 209-224. Animatics
- Submit your completed storyboard
- Reflective writing online

Week 11-13: Submit Final Project (Required) and produce Animatic (Optional)

- Suggested readings:
  - Ch 6: Pgs 99-116. Perspective.
  - Ch 7: Pgs 119-134. Lighting and Color.
- Submit final project

### **Course Assessments:**

The following performance assessments will be used to demonstrate students' understanding, knowledge and skills:

1. Forum participation
2. Reflective writing on reading assignments and progress of project
3. Written assignments
4. Final project

The written assignments and final project are the main criteria of the course. They are hands-on applications of how well you understand the concepts presented to you over the course of the semester.

### **Grading Policy:**

Any missing grades will be counted as a zero. Your semester grade will be calculated by percentages.

- 30% - Written assignments
- 20% - Discussions/Participation
- 50% - Final Project

### **Grading Scale:**

Any missing grades will be counted as a zero. Letter grades will be calculated according to the following scale.

Letter Grade: Point Value

A: 100-93

B: 92-85

C: 84-77  
D: 76-70  
F: Below 70  
FA, or FN: Non-Attendance (see Attendance Policy)

## **Make-up procedures for missed assignments and work.**

### **Attendance Policy**

A student is expected to attend all scheduled classes and laboratories. Each instructor will formulate an attendance policy and provide it on the course syllabus. Absences are counted from the first scheduled meeting of the class, and it is the responsibility of each student to know the attendance policy of each instructor in whose class he/she is enrolled. If a student is absent from a class, he/she should give an advanced explanation to the instructor. Absences in a course may affect a student's final grade. The student is responsible for all assigned work in the course regardless of excused or unexcused absences. Tardiness may also affect a student's final grade.

Failure to attend class will result in a final course grade of "FA" or "FN" (see explanation below) depending on the individual instructor's course policy.

FA= failure, attendance-related (unofficial withdrawal) Last recorded date of attendance required.

FN= failure, never attended class (unofficial withdrawal)

### **Student Communication Channels**

It is the student's responsibility to check D2L and MyNSCC email on a regular basis. These are the official communication channels between the college and students. Students are responsible for the information communicated through those channels. D2L contains specific course information and MyNSCC contains information important for other purposes.

### **ADA Compliance Statement**

Nashville State complies with the Americans with Disabilities Act. If you wish to request any special accommodations for any courses in which you are enrolled, contact the Student Disabilities Office at 615.353.3721.

### **Classroom Misconduct**

Nashville State Community College has a zero tolerance policy for disruptive conduct in the classroom. Students whose behavior disrupts the classroom will be subject to disciplinary sanctions. Please consult your Student Handbook for more specific details.

The instructor has primary responsibility for control over classroom behavior and maintenance of academic integrity. He/she can order temporary removal or exclusion from the classroom of any student engaged in disruptive conduct or in conduct which violates the general rules and regulations of the College.

Disruptive behavior in the classroom may be defined as, but is not limited to, behavior that obstructs or disrupts the learning environment (e.g., offensive language, harassment of students and professors, repeated outbursts from a student which disrupt the flow of instruction or prevent concentration on the subject taught, failure to cooperate in maintaining classroom decorum, etc.), the continued use of any electronic or other noise or light emitting device which disturbs others (e.g., disturbing noises from beepers, cell phones, palm pilots, lap-top computers, games, etc.).

Please be aware that children are not allowed in class or unattended on campus.

### **Academic Dishonesty (Honor Code)**

Any form of academic dishonesty, cheating, plagiarizing, or other academic misconduct is prohibited. "Plagiarism may result from: (1) failing to cite quotations and borrowed ideas, (2) failing to enclose borrowed language in quotation marks, and (3) failing to put summaries and paraphrases in your own words (A Writer's Reference 331). Academic dishonesty may be defined as, but is not limited to, intentionally trying to deceive by claiming credit for the work of another person, using information from a web page or source without citing the reference, fraudulently using someone else's work on an exam, paper, or assignment, recycling your own work from another course, purchasing papers or materials from another source and presenting them as your own, attempting to obtain exams/materials/assignments in advance of the date of administration by the instructor, impersonating someone else in a testing situation, providing confidential test information to someone else, submitting the same assignment in two different classes without requesting both instructor's permission, allowing someone else to copy or use your work, using someone else's work to complete your own, altering documents, transcripts or grades, and forging a faculty/staff member's signature.

In addition to other possible disciplinary sanctions that may be imposed through regular college procedures as a result of academic dishonesty the instructor has the authority to assign an "F" or a "Zero" for the exercise, paper, or examination or to assign an "F" for the course. Students may appeal through the appropriate college grade appeal procedures.

### **Inclement Weather Policy**

In the event of an inclement weather event, check the Nashville State web site home page at [www.nsc.edu](http://www.nsc.edu) for announcements on campus closures. Campus closures will also be announced on local television stations (channels 2, 4, 5, and 17).

When classes are cancelled, an online assignment will be posted in NS Online. Check your NS Online email for a message from your instructor regarding your online assignment requirements. Even though classes may be cancelled, some areas, i.e. Testing Center, may be open. However, you should check before commuting to campus.

The Vice President for Academic Affairs and the Director of Security are responsible for cancellation decisions during an inclement weather event for the Nashville State main campus and the Southeast campus. Cookeville, Waverly, and Dickson Campus Directors will make class cancellation decisions based on conditions in their respective areas. Decisions about class cancellations are based on actual conditions, not forecasts. The perspective used for making decisions is that of the college as an employer, not as a K-12 institution. Students should use

their own best judgment in determining whether to report to campus during inclement weather when classes are not cancelled.