



AMBROSE

## Introduction to Media Communications COM 105 Directed Study Spring 2012

### Course Description

We are surrounded by technology driven communications. When these are used as tools, they will either help us communicate more effectively or they can actually hurt our communication when used poorly. This course will examine different forms and expressions of media and their use in communicating our messages. In order to gain the ability to use them effectively in our communication as Christians, we will examine the appropriate use of these tools through the technological part, through the aesthetical part, and through the theoretic part. Individual course assignments will be intentionally directed towards each students' specific discipline or program track.

### Instructor Information

Instructor: Rev. David Brotherton MA Communications (Radio, Television, Film )  
Office Phone: 410-2000 x6911  
Email: [dbrotherton@ambrose.edu](mailto:dbrotherton@ambrose.edu)

### Textbooks

No required textbooks  
Required reading (articles, chapters, links) will be posted on Moodle and listed in attached bibliography/webography.

### Expected Learning Outcomes

As emphasized in the course description, this course is about the practical realities of DOING in the real world. The primary, overruling objective is that when this course has been completed the student will have the knowledge and the tools to use media more effectively in their communication. We are not attempting to create excellent producers who can make great videos or powerpoint slides. The class is designed to equip students to use the tools available to enhance communication and not detract from it.

### Upon completion of this course the student should be equipped to ...

- A. Recognize graphic layout that is clear understandable and communicates well.
- B. Working knowledge of different presentation software.
- C. Working knowledge of an audio console and it's peripheral equipment.
- D. Have the ability to begin and complete a usable and effective video.
- E. Have the ability to create and maintain a simple website and post it to the web.
- F. Develop projectable slides that strategically enhance the communication of their messages.
- G. Know and understand the cognitive and unconscious side of media that plays a big role in effective communication.

## Course Requirements

### A. Reading & Reflection.

Most of the required reading (articles, links, chapters, etc) will be in some way connected to the assignments below. Demonstration of having read the material will be reflected in the assignments themselves.

The remainder of the required reading will be connected to the course learning outcomes and reported on in conversation with the professor.

All required reading will be listed and posted on the class Moodle site.

### B. Website Creation

We will spend 1 hour in conversation about the requirements of this assignment. Through discussion, reading, video tutorials and hands on 'playing', the student will build a complete website. Some software familiarity must be gained through the process of completing this assignment. Website content is up to the student – but must be real and original. This website will be at least 5 pages deep and will actually be uploaded live for process learning and review purposes.

### C. 30 second Video/TV Commercial

We will spend 1 hour in conversation about the requirements of this assignment. Through discussion, reading, video tutorials and hands on 'playing', the student will build a completed video. Some equipment and software familiarity must be gained through the process of completing this assignment. Video content is up to the student – but must be original. This video will be at least 30 seconds long. Script, storyboard and digital copy of the final video are to be submitted to the instructor for review.

### D. Audio Processing Worksheet

You need to explore and find out as much as you can. This should include elements such as: audio mixing boards, processing, cables, speakers and microphones. The student is required to discover the basics and demonstrate basic knowledge using real equipment. Once complete, a meeting with the instructor is necessary for review.

### E. Copyright Laws Interview

Copyright laws are in place for everything electronic from music to video to images to ideas. The student is required to sit down with Sandy Ayer, Ambrose Librarian and Copyright watchdog, to gain an understanding of the copyright laws and common breeches of those laws. This interview must be booked in advance. The student would be wise to enter the interview with some thought and preparation in order to be able to ask appropriate and relevant questions. A one page summary of understanding is to be submitted to the instructor for review.

### F. Slide Presentations Paper

Through researching, reading and watching video tutorials the student will discover the theory and the best practices of using slides to accompany a presentation. Attention must be given to the effectiveness of communication, design, and use of on-screen slides. In addition, demonstrate at least minimum understanding of at least 3 different available software products for on-screen presentations (ie: powerpoint, keynote, pro-presenter, media shout, songscreen liquid, etc). A final 3 page written summary of your learning is to be submitted to the instructor for review.

## G. Research Papers

The student will complete 3 (of the 4 options below) short research papers in proper research paper style. Each paper should be 4-7 pages in length and demonstrate thoroughness in research and solid understanding of the given topic. Papers are to be emailed to the instructor as an attachment. A brief conversation of these topics will take place allowing the student to understand the context and specific point of the intended learning.

Choose 3 of the following 4:

1. How do we 'do church' in a "the medium is the message" world without diminishing the message of Christ?
2. Can social media be used effectively for the expanding of God's kingdom? If so, how?
3. Traditionally in North America, learning comes in the addition of knowledge gained from one person given to another. In today's world, learning seems to be more 'experience' and 'relationship' based. These seem to be in conflict. In addition, the electronic world, where everything from 'online courses' to 'virtual church' are at the front of our society's desires, we are faced with a major dilemma: if gaining knowledge is the commodity, then all of these seem fitting... but when genuine life change (as in the church) is the intended outcome, we have a problem! Examine if and how these electronic media tools can be used effectively when learning and change is more than just gathering knowledge.
4. Electronic media from motion pictures to social media has a distinct influence on individuals in every culture. Discuss the impact of such and propose some possible solutions for approaching media appropriately in light of your personal religious and moral viewpoints.

## Course Grade

\*\*\*ALL ASSIGNMENTS ARE DUE PRIOR TO JUNE 30, 2012

- All Reading assumed
- Website 20%
- Video 20%
- Audio Worksheet 10%
- Copyright Interview 10%
- Slides Presentations paper 10%
- Research Papers 30%

## Grading:

The available letters for course grades are as follows:

<u>Letter Grade</u>	<u>Description</u>
A+	Excellent (significantly exceeds instructor's expectations)
A	
A-	
B+	Good (exceeds instructor's expectations)
B	
B-	
C+	Satisfactory (meets instructor's expectations)
C	
C-	
D+	Minimal Pass (meets instructor's expectations poorly)
D	
F	Failure

**Please note that final grades will be available on your student portal. Printed grade sheets are no longer mailed out.**

**Other Syllabus Features:** Any added features in the syllabus are optional. You may or may not wish to include elements such as a bibliography, reading list, or reporting form. The following information must be included in your syllabus.

*It is the responsibility of all students to become familiar with and adhere to academic policies as stated in the Student Handbook and Academic Calendar. Personal information, that is information about an individual that may be used to identify that individual, may be collected as a requirement as part of taking this class. Any information collected will only be used and disclosed for the purpose for which the collection was intended. For further information contact the Privacy Compliance Officer at [privacy@ambrose.edu](mailto:privacy@ambrose.edu).*

*Although extensions to coursework in the semester are at the discretion of the instructor, students may not turn in coursework for evaluation after the last day of the scheduled final examination period unless they have received permission for a "Course Extension" from the Registrar's Office. Requests for course extensions or alternative examination time must be submitted to the Registrar's Office by the appropriate deadline (as listed in the Academic Calendar <http://www.ambrose.edu/publications/academiccalendar>). Course extensions are only granted for serious issues that arise "due to circumstances beyond the student's control."*

*We are committed to fostering personal integrity and will not overlook breaches of integrity such as plagiarism and cheating. Plagiarism and cheating can result in a failing grade for an assignment, for the course, or immediate dismissal from the university college. Students are expected to be familiar with the policies in the current Academic Calendar and the Student Handbook that deal with plagiarism, cheating, and the penalties and procedures for dealing with these matters. All cases of academic dishonesty are reported to the Academic Dean.*

*Students are advised to retain this syllabus for their records.*

*Course changes, including adding or dropping a course, may be made during the Registration Revision period, as outlined in the Calendar of Events. All course changes must be recorded on a Registration form, available from the Office of the Registrar. Due to circumstances such as class size, prerequisites or academic policy, the submission of a Registration form does not guarantee that a course will be added or removed from a student's registration. Students may change the designation of any class from credit to audit up to the date specified in the Calendar of Events, although students are not entitled to a tuition adjustment or refund after the Registration Revision period.*

*Withdrawal from courses after the Registration Revision period will not be eligible for tuition refund. Students intending to withdraw from some or all of their courses must submit a completed Registration form to the Registrar's office. The dates by which students may voluntarily withdraw from a course without penalty are listed in the Calendar of Events. A grade of 'W' will be recorded on the student's transcript for any withdrawals from courses made after the end of the Registration Revision period and before the Withdrawal Deadline (also listed in the Calendar of Events). 'W' grades are not included in grade point average calculations. A limit on the number of courses from which Academic a student is permitted to withdraw may be imposed. Students wishing to withdraw from a course, but who fail to do so by the applicable date, will receive the grade earned in accordance with the course syllabus. A student obliged to withdraw from a course after the Withdrawal Deadline because of health or other reasons may apply to the Registrar for special consideration.*

*An appeal for change of grade on any course work must be made to the course instructor within one week of receiving notification of the grade. An appeal for change of final grade must be submitted to the Office of the Registrar in writing within 30 days of receiving notification of the final grade, providing the basis for appeal. A review fee of \$50.00 must accompany the appeal to review final grades. If the appeal is sustained, the fee will be refunded.*

*Academic dishonesty is taken seriously at Ambrose University College as it undermines our academic standards and affects the integrity of each member of our learning community. Any attempt to obtain credit for academic work through fraudulent, deceptive, or dishonest means is academic dishonesty. Plagiarism involves presenting someone else's ideas, words, or work as one's own. Plagiarism is fraud and theft, but plagiarism can also occur by accident when a student fails or forgets to give credit to another person's ideas or words. Plagiarism and cheating can result in a failing grade for an assignment, for the course, or immediate dismissal from Ambrose. Students are expected to be familiar with the policy statements in the current academic calendar and the student handbook that deal with plagiarism, cheating, and the penalties and procedures for dealing with these matters. All cases of academic dishonesty are reported to the Academic Dean and become part of the student's permanent record.*

## **Bibliography / Webography**

### **Required reading/viewing for Web Development Assignment**

Milton, Kolby. How to Build A Website In 10 Simple Steps. Online Blog retrieved April 2012 from <http://www.youthministrymedia.ca/website/how-to-build-a-website-in-a-day-10-simple-steps/>

Apple. Video: Find Out How Series. iWeb tutorials. <http://www.apple.com/ca/findouthow/web/#intro>

Mirza, Arfa. 5 Effective Communication Tactics/tips For Designers. Retrieved April 2012 from <http://www.hongkiat.com/blog/effective-communication-tactics-for-designers/>

Ta'eed, Collis & Cyan. 9 Essential Principles For Good Web Design. 2007. Retrieved April 2012 from <http://psd.tutsplus.com/tutorials/designing-tutorials/9-essential-principles-for-good-web-design/>

Friedman, Vitaly. 10 Principles Of Effective Web Design. 2008. Retrieved April 2012 from <http://uxdesign.smashingmagazine.com/2008/01/31/10-principles-of-effective-web-design/>

Boyden, Caroline How To Design A Good Website. 2010. Retrieved April 2012 from <http://lscr.berkeley.edu/advice/web/design>

Blog Post: Author Unposted. 70+ Tips for Effective Church Websites. March 2012. Retrieved April 2012 from [www.internetevangelismday.com](http://www.internetevangelismday.com)

### **Required reading/viewing for Video Assignment**

Hendricks, Mark B. Shooting Simply Good Video. Produced by Jaars. Waxhaw, NC 2001. NOTE: video and self-published book distributed in class.

Apple Support. Video Series: imovie tutorials. <http://www.apple.com/ca/support/imovie/>

Storyboard Examples. Ohio State University, Advanced Computing Center for the Arts And Design. Women And Tech. Retrieved April 2012 from <http://accad.osu.edu/womenandtech/Storyboard%20Resource/>

Video School series. Vimeo. Retrieved April 2012 from <http://vimeo.com/videoschool/101>

Kelly. Blog Post. Pro Communicator. The Secret To Making great Video Isn't What You Think. Retrieved April 2012 from <http://www.procommunicator.com/video/secret-to-great-video-is-lighting/>

Chavanu, Bakari. 10 Simple Tips To Make Home Videos Look Professional. 2009. Retrieved April 2012 from <http://www.makeuseof.com/tag/10-simple-tips-to-record-great-looking-home-videos/>

Bart. Blog Post. 2007. How To Produce A Good Video. Tutorial. Retrieved April 2012 from <http://www.blendernation.com/2007/01/31/how-to-produce-a-good-video-tutorial/>

Camcorderinfo.com Staff. Ten Tips to Better Video. 2004. Retrieved April 2012 from [http://www.camcorderinfo.com/content/ten\\_steps\\_better\\_video.htm](http://www.camcorderinfo.com/content/ten_steps_better_video.htm)

### **Required reading/viewing for Audio Assignment**

Mixing Console. From Wikipedia, the free encyclopedia. Retrieved April 2012 from [http://en.wikipedia.org/wiki/Mixing\\_console](http://en.wikipedia.org/wiki/Mixing_console)

Media College. Sound Mixer Tutorials. Retrieved April 2012 from <http://www.mediacollege.com/audio/mixer/>

Usarelius, Mark. How To Use An Audio Mixer (Soundboard). Retrieved April 2012 from <http://www.instructables.com/id/How-to-use-an-audio-mixer-soundboard/>

Wills, David. ProAudioDVDs. Understanding an Audio Mixer Faders, Pan, EQ, Effects Sends - Taken from our Home Recording Seminar. 2010. Retrieved April 2012 from [http://www.youtube.com/watch?v=oRiuCOxn9\\_A](http://www.youtube.com/watch?v=oRiuCOxn9_A)

Dowling, Clair. Audio Mixing Desk Lesson part 1 The Mixer. 2008. Retrieved April 2012 from <http://www.youtube.com/watch?v=1-cdT8-bbDE>

Thevaultdoors. <http://www.sdigitalstudios.com/>. TRC audio training 2009. Retrieved April 2012 from <http://www.youtube.com/watch?v=LIEMhEISrNc&feature=related>

Ponz Productions Sound & Lighting. Intro to Mixer and Basic live sound setup Pt. 1. 2010. Retrieved April 2012 from [http://www.youtube.com/watch?v=\\_kaimcRQMO8&list=PL83C2AAE29DEE7535&index=6&feature=plpp\\_video](http://www.youtube.com/watch?v=_kaimcRQMO8&list=PL83C2AAE29DEE7535&index=6&feature=plpp_video)

World According To Jim. How to setup a Pro Audio Sound Reinforcement System. 2010. Retrieved April 2012 from <http://www.youtube.com/watch?v=-5EQss8L88A&feature=related>

Pastor Powell. powellministries.com. Sound Crew Training 1. 2006. Retrieved April 2012 from <http://www.youtube.com/watch?v=ygFTYE8RdKM&feature=related>

## **Required reading/viewing for Copyright Assignment**

Makarenko, Jay. Article Feature: Copyright Law in Canada, Introduction to Canadian Copyright Laws. Judicial System & Legal Issues. 2009. Retrieved April 2012 from

<http://www.mapleleafweb.com/features/copyright-law-canada-introduction-canadian-copyright-act>

McGraw-Hill Ryerson. Canadian Copyright Law. Frequently Asked Questions. Retrieved April 2012 from

[http://www.mcgrawhill.ca/companion/copyrightlaw/inside\\_the\\_book.php](http://www.mcgrawhill.ca/companion/copyrightlaw/inside_the_book.php)

## **Required reading/viewing for Slide Presentation Assignment**

Ferlazzo, Larry. Blog Post: Videos On making Good Powerpoint Presentations. 2011. Retrieved April 2012 from <http://larryferlazzo.edublogs.org/2011/05/28/videos-on-making-good-powerpoint-presentations/>

Milton, Kolby. Blog Post: How to Create A great Powerpoint Presentation. 2011. Retrieved April 2012 from <http://www.youthministrymedia.ca/new/how-to-create-a-great-power-point-presentation/>

Essay: Tufte, Edward R. The Cognitive Style of Powerpoint. Graphics Press (July 2003) ISBN-13: 978-0961392154

## **Additional required reading/viewing for Effective Communication**

<http://www.youthministrymedia.ca>

Milton, Kolby. 5 Ways to Communicate Effectively in a Digital World. ebook. Distributed in class.

Seventy8 productions. Effective Blogging. 50 Tips To A Successful Blog. ebook. Distributed in class.

Digital Evangelism Issues. Blog Post: Does Your Church Have A Digital Advocate? 2011. Retrieved April 2012 from <http://www.internetevangelismday.com/blog/archives/6573>

Novelli, Michael. Shaped By The Story. Youth Specialties, El Cajon California. 2008 \*Chapter 5 only

Derrickson, Scott. Do Movies Matter? Article: Youth Worker Journal. September/October 2006

Federman, M. (2004). What is the Meaning of the Medium is the Message? Retrieved April 2012 from

<http://individual.utoronto.ca/markfederman/MeaningTheMediumistheMessage.pdf>



Milton, Kolby. Blog Post: Developing A Social Media Strategy. 2011. Retrieved April 2012 from <http://www.youthministrymedia.ca/social-media/developing-a-social-media-strategy/>

Internet Evangelism Day. Video and The Web: Sharing Video Shorts for Evangelism. 2012. Retrieved April 2012 from <http://www.internetevangelismday.com/video-outreach.php>

### **Recommended reading for Effective Communication**

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Careaga, Andrew. eMinistry, Connecting With The Net Generation. Kregal Publications, Grand Rapids 2001

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