

2017 Course Outline

LIBS K125 Digital Media
Spring 2017

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Overview:

In this course students will explore the role of digital media in the field of library science by looking at best practices and by creating original digital media content. Students will be introduced to and create a variety of digital file formats, audio, image and video, and they will work with these files using a variety of available software and applications. Students will be required to create their own original digital content using personal devices such as digital video recorders, digital audio recorders, laptops, mobile phones and/or tablets. The hardware will **not** be provided for the students, so access to some or all of the above mentioned devices is a requirement for this course. An emphasis will be placed on the ethical use of all digital content following current intellectual property and copyright laws.

Course Objectives:

Students will be able to discuss the evolving role of digital media in our 21st century society and how digital media services in libraries can best help citizens.

Students will learn the basic operation and use of equipment, software and applications used to create digital media.

Students will be able to create informed opinions on the role and function of the library technical assistant in the delivery of media related services.

Evaluation:

Regular entries into an electronic learning journal and communication with instructor	30%
Reflective formal papers based on course content	35%
Digital presentations and projects	35%

Grading System:

A	94 – 100	C+	77 – 79
A-	90 – 93	C	73 – 76
B+	87 – 89	C-	70 – 72
B	83 – 86	D+	67 – 69
B-	80 – 82	D	63 – 66

Attendance Policy:

This course is designed to give the student hands-on experience with a variety of media equipment, files, software and applications by completing a number of projects. Therefore, regular visits to the class Blackboard to review lessons and tutorials are essential to success in the class. Regular communication with the instructor is encouraged to assure understanding of concepts covered and assignment requirements.

Withdrawal Policy:

See the current student handbook for applicable policies and deadlines.

Make-up Policy:

All assignments are assigned a due date and will be expected at that time. Assignments may be made up only by arrangement with the instructor.

Text:

No Textbook is required, but a variety of articles will be required reading throughout the course.

Disabilities:

If you have a physical or learning disability which may require content or assessment modification, please contact me as soon as possible. If you have not already not already done so, please be sure to register with the student development office and speak to a counselor about assistance.

The following is a list of dates and activities which may be subject to change:

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| January 21 – 27 Week 1: | Introduction to course and copyright/ethical issues surrounding digital media.
Assignment: 1 to 2 page paper about hypothetical copyright court case. |
| Jan. 28 – Feb 3 Week 2: | Digital media available @ your library, social networking, web applications and the new role of libraries.
Assignment: 1 to 2 page paper about web 2.0 technology, social networking and library service. |
| February 4 – 10 Week 3: | Assigned readings with reflective writing in electronic learning journal.
Begin review of CT library websites. |
| February 11 – 24 Week 4: | Introduction to digital image files and photo editing. Create content to be used in informational presentation using presentation software or application.
Assignment: Instructional/informational presentation |

- Feb. 25 – March 3 Week 5: Digital media and reading promotion. Introduction to book trailers and available software and applications to create trailers.
Assignment: Decide on an author whom you would like to promote through the creation of book trailers. Write a basic script for two to three books by chosen author and begin collecting digital images.
- March 4 – 10 Week 6: Step by step video tutorials on creating a still photo book trailer video and review of book trailers.
Assignment: Create book trailers to promote selected author and document your review of book trailers in electronic learning journal.
- March 13 – 19 (No Classes) Spring Break
- March 20 – 24 Week 7: Introduction to screen capture software and web-based programs. Step by step tutorial on creating a screencast.
Assignment: Create a screencast of a simple task using an online library catalog system.
- March 25 – 31 Week 8: Video tour of the Donald R. Welter Library. Digital Video basics and the YouTube phenomenon.
Assignment: Explore digital media at Donald R. Welter Library by completing digital scavenger hunt. Document the search process and findings with entries into electronic learning journal.
- April 1 – 7 Week 9: Review available digital video hardware and editing software and applications.
Assignment: Collect digital photos, video, and audio files to create a commercial for a library of your choice.
- April 8 – 14 Week 10: Introduction to podcasting and complete library commercial
Assignment: Complete three to seven minute library commercial video project.
- April 15 – 21 Week 11: Introduction to sound editing software and application.
Assignment: Complete old-fashioned radio style program based on a featured book of your choice.
- April 22 – 28 Week 12: Reflect on all the projects that you have created up to this point. Drawing on your successes and frustrations in creating your projects answer the question posed in this week's video.
Assignment: Write your answer in the electronic learning journal.
- April 29 – May 5 Week 13: Introduce final project.
Assignment: Brainstorm, collect digital files, write scripts, storyboard, and record everything you need for final project.

May 6 – 15 Week 14: Complete final project and fill out course evaluation.
Assignment: Enjoy the summer!

Mr. John Landry

Professional Biography:

I earned a B.S. Ed. In secondary English education from Central Connecticut State University in 1992. I graduated from the Connecticut Writing Project Academy at the Uconn Storrs Campus in the summer of 1993. In 1993 I began working as an eighth grade English teacher in the Glastonbury public school system. After earning an MLS from Southern Connecticut State University, I became the library media specialist at Smith Middle School in Glastonbury. I am now in my 24th year of public education and 15th year as a part-time reference librarian at the Welles Turner Memorial Public Library in Glastonbury, Connecticut. This is the fourth time that I have taught the Digital Media in the Libraries course at Three Rivers Community College.

**BOARD OF REGENTS FOR HIGHTER EDUCATION AND CONNECTICUT STATE COLLEGES AND UNIVERSITIES
POLICY REGARDING SEXUAL MISCONDUCT REPORTING, SUPPORT SERVICES AND PROCESSES POLICY**

Statement of Policy for Public Act No. 14-11: An Act Concerning Sexual Assault, Stalking and Intimate Partner Violence on Campus:

“The Board of Regents for Higher Education (BOR) in conjunction with the Connecticut State Colleges and Universities (CSCU) is committed to insuring that each member of every BOR governed college and university community has the opportunity to participate fully in the process of education free from acts of sexual misconduct, intimate partner violence and stalking. It is the intent of the BOR and each of its colleges or universities to provide safety, privacy and support to victims of sexual misconduct and intimate partner violence.”

UNITED STATES DEPARTMENT OF EDUCATION AND OFFICE OF CIVIL RIGHTS TITLE IX STATEMENT OF POLICY:

“Title IX of the Education Amendments of 1972 (Title IX) prohibits discrimination based on sex in education programs and activities in federally funded schools at all levels. If any part of a school district or college receives any Federal funds for any purpose, all of the operations of the district or college are covered by Title IX.

Title IX protects students, employees, applicants for admission and employment, and other persons from all forms of sex discrimination, including discrimination based on gender identity or failure to conform to stereotypical notions of masculinity or femininity. All students (as well as other persons) at recipient institutions are protected by Title IX – regardless of their sex, sexual orientation, gender identity, part-or full-time status, disability, race, or national origin-in all aspects of a recipient’s educational programs and activities.”