

Core Course Proposal Form
Creativity/Respectful and Inclusive Community
(Syllabus Template Follows – please submit all as one document)

1. Faculty Name and Department:

Patrick Mathis
Theatre Arts

2. Title of course:

Digital Storytelling
Vision and Voice in Multimedia

3. Literacy of Course:

Creativity

4. Value Pathway of Course:

Respectful and Inclusive Community

5. A brief description of course:

Digital storytelling at its core is the art of crafting narratives that take advantage of the wealth of multimedia facets and outlets available to us in the modern age. Students will develop a vast media toolkit including but not limited to skills in graphic and video design, sound composition, basic scripting, and the creation of narrative structures. This course is an intersection of technology, art, and design, in which students will be challenged to explore, experiment and collaborate. They will learn to create interactive narratives, visual designs, and multimedia experiences using the latest technologies. The course will foster an inclusive educational environment in which interdisciplinary students acquire collaboration, creativity, and communication expertise while applying their artistic and technical skills through media-based narrative projects.

6. Literacy SLOs Rationale– Using as much room as you need, please describe how the course satisfies each of the SLOs for Creativity. (In addition, be sure to tie assignments to SLOs on the syllabus.)

- **SLO1:** Students will identify and explain significant forms of creative expression.

This course centers upon developing a creative toolset as well as a collaborative spirit and utilizing both to foster creative expression both inside and out of the classroom. Students will not only identify significant forms of creative expression, they will take part in and mold them.

- **SLO2:** Students will produce original creative work, in an appropriate medium, by synthesizing or combining ideas, models, or problems.

As a studio-based course, creation, collaboration, and exploration are at the core of its structure. Students will work individually and in teams to produce narrative media of varying forms dictated only by their imagination. They will also build a robust portfolio and have the opportunity to share their work online as fully realized interactive media experiences.

- **SLO3:** Students will review, critique, and reflect upon, original forms of creative expression.

As students develop their digital storytelling toolkit they will learn from and reflect upon principles of narrative structure, gamification, programming principles and animation. In this exploration they will have the opportunity to explore and experience emergent forms of creative expression.

7. **Value Pathway Rationale (See the Course Development Guide for information on the Literacy SLOs – email dkeaton@flagler.edu for a copy) – Using as much room as you need, please describe how the course satisfies the Guidelines for the selected Value Pathway.**

Digital Storytelling will excel as a part of the Respectful and Inclusive Community Pathway for a plethora of reasons as outlined here.

The curriculum will serve to foster and empower diverse voices, empowering individuals to share personal experiences, perspectives, and cultural insights. In this same vein it will offer a platform that amplifies student voices that may be marginalized in traditional media, ensuring a more diverse range of stories are heard and recorded for posterity. Through the process of sharing in the development and delivery of each other's narratives the course will encourage students to develop a sophisticated understanding of cultures and identities. Through collaboration and personal representation, students will develop a comprehensive framework for creating digital narratives that reflect a nuanced understanding of the complex tapestry of human cultures and identities.

The collaborative nature of the course ensures that students are not only acquiring technical skills but are actively participating in an inclusive and diverse learning environment. As an accessible form of narrative art, students will be empowered to explore concepts such as intersectionality, gender identity, and accessibility in a digital medium that has infinite reach.

Through the development of a classroom studio community the course will also be place for virtual and physical inclusivity and community. The digital element of the course Online spaces allows for participation in the student created regardless of physical location, and largely physical ability. This will foster a global sense of community, while allowing the students to connect with and influence diverse communities beyond the classroom creating opportunities for dialogue and collaboration on a broad scale.

By consistently infusing the theme of exploring diverse cultures and identities throughout the course, students are encouraged to ask challenging questions, seek out multiple perspectives, and critically engage with the cultural identities and their impact on their narratives. In essence, digital storytelling transcends traditional barriers, offering a platform where diverse voices can be heard and celebrated. By doing so, it plays a pivotal role in creating communities that embrace and appreciate the richness of human diversity.

**Flagler College
CORE CLASS**

COR 153

Digital Storytelling
Vision and Voice in Multimedia

Fall 2024

Professor Patrick Mathis

Credit Hours: 3

Location: TBD

Meeting Times: TBD

Office Location/ Office Hours: Markland #24

Office Hours: TR 2:00 P.M. - 4:00 P.M. (Or any time by appointment)

E-Mail: pmathis@flagler.edu

Course Description: Digital storytelling at its core is the art of crafting narratives that take advantage of the wealth of multimedia facets and outlets available to us in the modern age. Students will develop a vast media toolkit including but not limited to skills in graphic and video design, sound composition, basic scripting, and the creation of narrative structures. This course is an intersection of technology, art, and design, in which students will be challenged to explore, experiment and collaborate. They will learn to create interactive narratives, visual designs, and multimedia experiences using the latest technologies. The course will foster an inclusive educational environment in which interdisciplinary students acquire collaboration, creativity, and communication expertise while applying their artistic and technical skills through media-based narrative projects.

Expected Student Learning Outcomes:

- 1) *Understand the foundations and theories of storytelling in the digital realm.*
- 2) *Develop proficiency in using various digital platforms and tools for storytelling.*
- 3) *Critically analyze digital narratives for their cultural, social, and ethical dimensions.*
- 4) *Create and present original digital storytelling projects.*
- 5) *Collaborate with peers to provide constructive feedback and refine storytelling techniques.*

**Flagler Core Literacy
Creativity**

Creative work is the manifestation of creative effort in the form of cultural artifacts both physical and digital, tangible and temporal. These artifacts may include but are not limited to tangible artwork (painting, sculpture, printing etc), digital artwork (digital graphics, websites, etc) creative literature, music, theatrical performance etc. Because creativity is an important component in all aspects of human endeavors it's important to point out that the emphasis is on the application of human creative skill to the appreciation of aesthetic beauty and emotional power.

**Flagler Core Value
Respectful and Inclusive
Community**

We foster a sense of respect and appreciation for the dignity of all individuals. We cultivate an inclusive and diverse community that encourages civil and productive dialogue across differences.

Grading Standards/ Course Requirements and Methods of Assessment:**Point System**

Personal Narrative	100
Audio Narrative	100
Class Participation	200
Digital Storytelling and Representation Presentations	200
Personal Narrative Media Adaptation	200
Photoshop Shape Project	200
Midterm	600
Final Project	700

Total: 2300pts***A- 2300-2200******B- 2199-2000******C- 1999-1900******D- 1899-1800******F- 1799-0000***

Methods of Assessment

Personal Narrative

Create a basic interactive narrative using the techniques learned in class that tells your story. The contents of the story should be to some degree autobiographical and help us as a class to get to know you. This finished project will be presented in class

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Personal Narrative Media Adaptation

Using the base file of the narrative you have already crafted take the design a step further by adding media content such as audio effects, voiceover, video elements, and images. The finished project will be presented in class.

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Digital Storytelling and Representation Presentations

Research the success or struggles of digital storytelling facets and the ways in which they help promote visibility and access for different cultural groups. Your research may pertain to cultural groups, gender identity, accessibility, mental health advocacy, or any other facet that resonates with you. You will present your findings formally to the class.

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Audio Narrative

Using the techniques learned in class create a brief one-to-two-minute audio narrative that is a dramatization of your morning routine. You will present this narrative in class and discuss the techniques utilized to achieve the final product.

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Photoshop Shape Project

Using only basic shapes and the Photoshop techniques learned in class, create a composite image. This image may be representative of anything of your choosing so long as the base shapes are clearly visible. The final composite will be presented in class.

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Midterm

This project is a cumulation of the work you have completed throughout the semester. You will create your own interactive narrative complete with media components including sound, images, and or video elements. It should be a complete story but may take any form you choose so long as it functions within the bounds of delivering the narrative in an engaging digital format. The final product will be presented in class.

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Final Project

Working in assigned groups, students will collaborate to create a cohesive digital using all of the techniques learned in class including advanced media creation and programming. You will be expected to document the creative process and both as a group and individually. A presentation of the final product as well as your group's process and or creative workflow will take place on the designated final day.

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Methods of Instruction: Studio

As a studio-based course, creation, collaboration, and exploration are at the core of its structure. Students will work individually and in teams to produce narrative media of varying forms dictated only by their imagination. The course will consist of in class instruction as well as lab days for students to explore the content learned in class and utilize the various learned techniques to create original works.

Class Attendance Policy:

Flagler College holds all members of our community to the highest academic standards in its pursuit of academic excellence. Regular attendance at classes, laboratories and examinations is fundamental to this commitment. Students are, therefore, expected to attend class as part of their personal responsibility as members of this community. Because this is a hands-on class... attendance is vital. Roll will be taken during each class. Two (2) excused absences (for sickness or special circumstances approved by the instructor) are allowed. **Each absence after two will result in a deduction of FIVE POINTS OFF YOUR FINAL GRADE.** These point reductions will be deducted at the end of the semester. It is up to you to know exactly how many absences you accrue. Information missed due to absences will not be retaught.

Academic Honesty:

Cheating, plagiarism*, violation of test conditions, complicity in dishonest behavior, or other falsification of academic work is a serious breach of College expectations and is subject to immediate disciplinary action. Violations may result in a failing grade and/or withdrawal from the course.

*Plagiarism is the appropriation of the language, thoughts, or ideas of another—either word-for-word copying or paraphrasing—in a fashion that implies that the ideas of another are one's own original work. Plagiarism includes turning papers or parts of papers written by someone else. Plagiarism includes all uncited copying from published works, unpublished works, or the Internet. *You must correctly cite all sources.* If you are unsure that you are citing material correctly, or whether parts of your paper could be labeled as plagiarism, you should contact your professor for guidance.

Statement on Disabilities:

Flagler College is dedicated to creating an inclusive campus. If you have a disability which requires an accommodation, in order to fully participate in this course, please contact the Disability Resource Center (DRC), under the direction of Philip A. Pownall, by visiting Library 211, Emailing: disabilityservices@flagler.edu, or calling 904-819-6460.

Title IX Statement: *(A number of faculty have recently inquired about this and Jessica Kobryn has drafted language that you may wish to use.)*

Flagler College seeks to provide an environment that is free of discrimination, harassment, and sexual violence. If you have experienced any of these, we encourage you to report this. If you inform me of an issue through discussion, private conversation, or a written assignment, I will keep the information as private as I can, but I am required to bring it to the attention of the Title IX Coordinator. If you would like to talk to the Title IX Coordinator (Jessica Kobryn) directly, she can be reached at 904-826-8553, jkobryn@flagler.edu or Student Center 218. For more information, please refer to the Title IX webpage at www.flagler.edu/title-ix. In addition, a non-reporting option is to contact our Counseling

Services Office, as any conversation will be kept confidential. They can be contacted at counseling@flagler.edu, 904-819-6305, or by visiting 65 Valencia Street.

Notice of Non Discrimination

Flagler College is committed to diversity, inclusion, and pursuit of higher education with adherence to high ethical standards. It is the policy of Flagler College not to discriminate in admission, treatment, or access to, or employment in, its programs or activities on the basis of race, color, gender, religion, national origin, age, disability, marital status, familial status, sexual orientation, gender identity or expression, or any other protected characteristic.

If you are being or have been discriminated against, please contact the following:

For discrimination on the basis of disability, please contact Phillip Pownall, Director of the Disability Resource Center at ppownall@flagler.edu or (904) 819-6460.

For discrimination on the basis of race, color, gender, religion, national origin, sexual orientation and gender identity/expression, please contact Jessica Kobryn, Title IX Coordinator and Equity Investigator at jkobryn@flagler.edu or (904) 826-8553.

Course Schedule

All dates are subject to change.

Week 1-2: Introduction to Digital Storytelling

- Overview of storytelling as a whole, concepts and history
- What is the Ink Scripting language and how can we use it
- Digital Storytelling as a platform for new and diverse voices
- Developing your first digital narrative

Week 3-4: Theoretical Foundations

- Analysis of storytelling theories in the digital age
- Understanding the psychology of storytelling
- Digital Narrative Presentations

Week 5-6: Media Design for interactive narratives

- Practical introduction to media design tools (Adobe Creative Suite, Audacity, etc.)
- Shape Project
- Exploration of Media use in interactive design
- Audio Narrative Project
- Digital Narrative upgrade adding sound and imagery
- Personal Narrative Media Adaptation
- Midterm Project assigned

Week 7-8: Cultural and Social Relevancy

- Examination of digital storytelling's impact on culture and society
- Discussion on representation, diversity, and inclusivity in media and games
- Individual research on successful and or controversial digital storytelling projects
- In class Midterm feedback sessions and in class workdays

Week 9-10: Midterm Project Presentations

- Midterm project presentations
- Peer feedback and constructive critique
- Reflection on the creative process challenges encountered and obstacles overcome

Week 11-12: Advanced Techniques and Team Assignments

- Advanced ink programming and media techniques
- Incorporating multimedia elements in digital storytelling
- Final Project Teams assigned

Week 13-14: Final Project Development

- Workshop for final project development
- Final project pitches presented to instructor
- Storyboarding and development of approved projects

Week 15: Final Project Testing

- Teams share projects with one another for internal testing by the class
- Finalized media elements are set for the projects
- Teams collaborate with one another to refine each other's narrative media
- Projects are finalized and uploaded to itch.io

Week 16: Final Project Presentations

- Teams present their finished projects to the class and outline their creative process as well as team workflow.