

ANTH 319.090 AND 319.090L

RESEARCH METHODS IN EXPRESSIVE CULTURE LAB

SPRING 2009

Lab: Wednesdays 5:00-7:45PM
Lecture: T-TR 12:15-1:40PM

“Center for Expressive Culture” Bell Building 207
Course Blog: <http://blogs.cofc.edu/expressiveculture/>

LAB

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Research Methods in Expressive Culture teaches students how to use expressive culture as a lens by which to conduct anthropological field research. Students will be introduced to methods that require participating, observing, listening, and interviewing. They will also learn about taking, transcribing and analyzing field notes and they will collect, compile and analyze socio-cultural materials. They will learn about some of the ways anthropologists study and think about expressive culture and they will explore experimental forms of ethnographic presentation both historically and currently.

The Research Methods in Expressive Culture Lab consists of projects and special in-class activities to encourage students to apply specific anthropological methods. Rather than approaching visual anthropology with its usual divide between ‘anthropological content’ and ‘aesthetic composition,’ this lab will attempt to foster both, pushing an artistic eye toward newly unfolding anthropological concerns. Experimentation and creativity will be highly valued within this setting.

Objectives

Upon completion of the lab, students should be able to: 1) use visual forms of communication to tell stories, 2) creatively and artistically explore issues of anthropological concern, 3) explain a variety of theoretical approaches to the visual, and 4) comprehend and compare the process of constructing media representations.

Course Materials

Books

There is one (1) **optional** book for the lab: It is available at **Amazon.com**.
Doing Qualitative Research Using Your Computer – A Practical Guide by Christopher Hahn.

Computer Supplies

Students will need to purchase consumables such as DVD-R / CD-R discs, Flash/USB drives, camcorder tapes, and external drives (if producing large videos).

- External Hard drive – Mac platform; firewire interface (\$75-200)
- Mini-dv tapes (\$5-10 a piece)
- DVD-R discs for saving final project (\$3-20 depending on # of discs)

Scheduled Lab Meetings

Prerequisites

This will be a challenging and time-consuming course. Make sure you consider this when making your final class decisions for the semester. Be prepared to devote the time necessary to both projects and class reading each week. With some of the assignments you will need to plan ahead in order to get the project adequately completed on time. To do well in the course you will need to have a desire to learn about digital ethnography (including photography, audio, video production) and art.

We will work in teams and help each other, so you must be willing to develop team skills to do well.

Attendance and Make-up Work

Because this is a hands-on, participatory class, attendance is critical. The format of the class outlined above necessitates that everyone not only come to class, but also come having the necessary materials (photos, audio interviews, transcripts, etc.) to participate in the lab. Credit for participation cannot be made up. If you cannot attend class you must talk to me before the class begins. I prefer this to be via email. Because we only meet once a week, more than one absence from Lab without a written excuse will affect your grade. All assignments are known well in advance; therefore, opportunities for make-up work or permission to hand in an assignment late are only granted for exceptional circumstances. If you feel that your situation is such, contact me before your assignment is due and provide me with a written notification.

Two (2) absences total, between Recitation and Lab, are allowed without loss of final grade evaluation over the course of the **entire** semester. Course materials build upon one another; thus, it is advisable to plan your “cuts” according to known and planned events (i.e., Spring Break) rather than to take them at random. Students who are absent early in the semester will be asked to withdraw, or will be withdrawn with the grade of **WA** (Withdrawal for excessive absences). **WA's convert to F's on the final transcript.**

Policy on Tardiness

Lateness is a form of absence. Promptness is both scholarly and courteous. Students will be discouraged from signing the attendance sheet if they are habitually tardy.

Excused Absences

Likewise, the buildup of absences during the course is seriously discouraged. **Excused absences must be obtained from the professor. Reporting of a visit to health services does not constitute a valid excuse for missing class.** It is wise to be present.

Equipment

The Expressive Culture Lab loans media equipment kits to actively enrolled College of Charleston students for academic-related projects (i.e. course assignments, research). The following is a general explanation of the Expressive Culture Lab's loan policy, which serves to minimize the liabilities associated with such loans. The Center for Expressive Culture reserves the right to update the policy as deemed necessary and appropriate.

Borrowing Equipment

Media equipment loans are only available to current CofC students in good standing, with a valid CofC ID. Borrower names and CofC ID numbers will be kept on file throughout the semester. A Loan Authorization Form, signed by the student and a CofC Sociology & Anthropology faculty member, is required before any loans can be made to the student. This form will also be kept on file throughout the semester.

Expressive Culture Lab media equipment is strictly for academic use (i.e. course-related assignments/projects, research) and not for extracurricular activities beyond the scope of the course curriculum. Each loan is processed per equipment kit and made on the basis that the student has no equipment currently on loan. Only one type of equipment will be loaned out per student at one time. Checkouts last for 7 days. Students are expected to bring any borrowed equipment to lab each week.

The Loan Process

Equipment kits are checked out on a first-come, first-served basis. Equipment may be re-checked, depending on availability and demand. The faculty or staff member will inspect all equipment at check-in to ensure proper functionality prior to the release, and upon the return, of all equipment.

The equipment kit check-out/check-in process will take approximately fifteen minutes, perhaps more. Students are urged to plan accordingly. The Expressive Culture Lab reserves the right to recall equipment for any cause.

Loan Period

Equipment kits are available for checkout for a one-week period. Checkouts may be extended on a per week basis with your instructor's permission, depending on reservations and the needs of other users. There is no charge for equipment loans. There are, however, fees assessed if the equipment is not returned. Students should be aware of these fees when checking out equipment.

Liability

In the event of theft, loss or damage, the student is fully responsible for all costs associated with the repair or replacement of the media equipment and any software/accessories included in the kit. The repair/replacement costs will vary depending on the media equipment. Exact costs will depend on the cost of replacement of the equipment, as decided by the Department of Sociology & Anthropology. For some equipment this may be several hundred dollars.

All equipment checked out to a student must be turned in at end of the term; otherwise final grades will be withheld. All files or programs that are not the property of the Department of Sociology & Anthropology are deleted as part of the equipment maintenance process.

Equipment Kits

The anthropology department has 2 video cameras, 2 tripods, 3 Flip cameras, 3 iPods with audio recorders, 3 digital cameras and 2 Huckleberry camera adaptors for student use.

Each student will also be issued a Macbook laptop and MyBook external data drive for use **in the lab**. The laptops are equipped with USB 2.0, FireWire 400 and FireWire 800 ports, and double-layer DVD burners. The Macbooks run OS X natively, and Windows XP via Parallels software. These computers have access to general computing software and a variety of programs for editing audio, video and images, authoring DVD's, and publishing multimedia projects.

There is also a Dell Color Laser 5110CN printer available for student use in the lab. Students are also welcome to edit/design their projects at home with their own or free editing software **after consultation with the instructor**.

Technology problems are very common with video editing, so please do not wait until the last minute to attempt to edit your video. Problems with technology will not be accepted as an excuse for a late video.

Student Data

It is your responsibility to back up your data. The lab will provide an external drive for you to use in the lab for the course of the semester. Video projects can become very large. If you are producing large videos or think that you may want to take your original footage with you at the end of the term I suggest you purchase your own external hard drive that will run on a Mac computer and has a firewire interface.

Any data, including video files, not backed up to the students' personal drive by clean up day will be deleted permanently. If you wish to create additional DVD's of your project you should plan to make these prior to your presentation date.

Additional Supplies

Though the equipment above is available for check out students may wish to use their own existing equipment or purchase equipment in some cases. **Students are welcome to use their own equipment after consultation with the instructor. Students will also need to purchase consumables** such as DVD-R / CD-R discs, Flash/USB drives, camcorder tapes, and external drives (if producing large videos).

- External Hard drive – Mac platform; firewire interface (\$75-200)
- Mini-dv tapes (\$5-10 a piece)
- DVD-R discs for saving final project (\$3-20 depending on # of discs)

Equipment may be more difficult to borrow as groups become more involved with their projects. If you choose to purchase or use your equipment you may want to consider purchasing your own digital camera, camcorder, external disk drive and audio recorder. THESE ARE NOT REQUIRED FOR THE COURSE AND CAN BORROWED FROM THE LAB.

PLEASE REMEMBER: THE EQUIPMENT LOAN PROCESS IS DONE ON A FIRST-COME, FIRST SERVED BASIS AND MAY REQUIRE SOME TIME TO COMPLETE. STUDENTS ARE URGED TO PLAN ACCORDINGLY.

Optional Open Lab Hours

Regular Wednesday Lab sessions will focus on learning programs and methodology. Optional lab sessions are provided to help students obtain assistance working with their own materials and data in these programs. Optional supervised lab times will begin the week of February 15th and will be posted on the course blog.

Course Requirements

Participation

Your participation grade will reflect your participation in classes, including helping others. If you do not attend class, then you cannot participate. Therefore, attendance is required. See policy on attendance above. Further, there is no way to make an A in the class if you do not participate or help others during lab exercises in class each week.

Posting to the Classroom Blog

By participating in a classroom blog, students will be able to experience the process of fieldwork by **posting some of their findings and their views on what they are reading and doing. They can also present mini-presentations and comment on each other's works.** The blog format will aid in organization and archival work. It will also be used for peer collaboration and feedback from one class member to another as students learn what their peers are doing as they are doing it. Fieldwork may morph into new directions as a result of new ideas and opportunities.

Assignments

- **BLOG POST #1 - RESEARCH PROJECT IDEAS: WRITE A BRIEF POST OUTLINING YOUR RESEARCH IDEAS (POST DUE JANUARY 22, 2009)**
- **BLOG POST #2 – STYLE. GO TO THE LIBRARY OR LOOK ONLINE AND FIND A PHOTOGRAPHER OR FILM DIRECTOR WHOSE STYLE IS INTERESTING TO YOU. DISCUSS WHY YOU FIND IT INTERESTING. PAY SPECIAL ATTENTION TO HOW THEY FRAME THEIR SHOTS AND WHAT SORT OF EQUIPMENT THEY USE. POST AN EXAMPLE OF THEIR IMAGES OR PROVIDE A REFERENCE LINK THAT ILLUSTRATES THIS STYLE FOR THE REST OF THE CLASS. REVIEW AND COMMENT ON ONE OF YOUR PEER'S POSTS. (POST DUE FEBRUARY 11, 2009)**
- **BLOG POST #3: POST YOUR FIELDSITE PROPOSAL, RATIONAL FOR ITS SELECTION, AND 7-10 CITATION BIBLIOGRAPHY. REVIEW AND COMMENT ON ONE OF YOUR PEER'S POSTS. (POST DUE WEDNESDAY, FEBRUARY 18, 2009)**
- **PHOTOGRAPHS AND VIDEO FOOTAGE FROM YOUR FIELDSITE (BRING FIELDSITE PHOTOS TO CLASS ON FEBRUARY 18, 2009 FOR THE IPHOTO AND GIMP LAB)**
(BRING FIELDSITE VIDEO TO CLASS ON FEBRUARY 25, 2009 FOR THE IMOVIE LAB)

Bring in at least 5 images and 3 to 5 minutes of video footage that illustrate your fieldsite. Study your fieldsite and document the ways in which that physical environment visually symbolizes your site.

The visuals should reveal activities as well as say something about the social/cultural life of the individual, as well as capture personality. This data may be presented in either photos or video with no more than 10 images or 15 minutes video. Framing is important to this exercise. Incorporate a variety of shots to add depth and understanding to your visuals. Pay special attention to how the images are sequenced to tell a story. Photographs and video footage will be used as sample material during iPhoto, GIMP, and iMovie labs.

- **BLOG POST #4: POST YOUR LIST OF INTERVIEW QUESTIONS. (DUE WEDNESDAY, FEBRUARY 25, 2009)**
- **INTERVIEWS (BRING AUDIO FILES TO CLASS ON MARCH 11, 2009 FOR THE AUDACITY AND GARAGEBAND LAB)**

Using the techniques discussed in class, conduct three interviews that will be used in your final project, either as background research or as footage. Be ready to bring audio files to class. These files will be used during the audio editing and transcription labs.

- **STORYBOARD (DUE IN CLASS ON WEDNESDAY, MARCH 11, 2009. PLEASE PRINT OR PHOTOCOPY A COPY OF YOUR STORYBOARD TO HAND IN AT THE BEGINNING OF CLASS).**

Create a series of diagrams to depict the composition of your final video or presentation. Each diagram should consist of: a sketch of the video, audio file or image; a brief description of the visuals/audio; the details of the desired audio that will accompany the visual; and an estimate of how long the segment will be. The storyboard should be organized in order to provide a foundation for capturing the proper footage/photographs and for making the correct editing decisions.

- **BLOG POST #5: POST YOUR FINAL PROJECT IDEA FOR YOUR PRESENTATION. HIGHLIGHT WHY THE TOPIC IS IMPORTANT AND WHY A VISUAL MEDIUM WOULD BE USEFUL (DUE WEDNESDAY, MARCH 18, 2009).**
- **FINAL PRESENTATION EQUIPMENT TEST (FINAL PRESENTATION EQUIPMENT CHECK WILL BE ON MARCH 18, 2009).**

We will be presenting in our classroom. You will use your class laptops to deliver your final presentations.

If you choose not to use your class laptops you **MUST ATTEND AN OPEN LAB SESSION TO TEST YOUR EQUIPMENT PRIOR TO YOUR PRESENTATION. THIS SHOULD NOT BE DONE DURING NORMAL LAB TIME. YOU WILL NEED TO HAVE TIME TO FIX PROBLEMS IF THEY ARISE.** It is good practice when presenting to save your presentation in multiple formats (CD, USB drive) and to have a backup copy of your presentation. You should always test your presentation on a variety of computers

- **DIGITAL COPIES OF YOUR FINAL PRESENTATION (BRING DVD-R DISCS TO CLASS ON MARCH 25TH FOR SAVING YOUR FINAL PROJECT).**

Each student (or group) will give two (2) copies of your presentation (movies, audio files, images, documents) and any related handouts to the instructor on the day of your presentation.

- **FINAL PRESENTATION OF DATA AND ANALYSIS (FINAL PRESENTATIONS ARE ON APRIL 1ST, 8TH, AND 15TH)**

Each student (or group) will give one 5 to 15 minute presentation on his or her research. Students will describe their research site, their specific topic of investigation, the methods they use most often, the data they have gathered, and the analysis of their findings. The final project can be a video or a web based presentation. Video projects should be designed to be no longer than 10 minutes, to allow time for discussion and questions. If the final project is a web project, it should have between 10-20 interactive pages.

Students should ensure that their project describes the anthropological concept, or issue that is the focus of the project, the research methods incorporated, and a guide for viewing the project or handout with additional resources. These projects will be presented at the end of the semester to the class. Presenters will have a total of 30 minutes to

set up and present their project. This time limit includes a 5-minute Q & A section.

Each presentation will be graded based on its creativity, content, and peer review. Each student in the team must submit a document to the instructor delineating in detail what portion of the work s/he performed. Sign-up sheets for presentation dates will be circulated early in the semester. Presentations will be recorded.

- **CLEAN UP DAY AND EQUIPMENT RETURN**

FINAL CLEAN UP DAY IS ON APRIL 22, 2009. PARTICIPATION IN CLEAN UP DAY IS A GRADED ASSIGNMENT, INCLUDING FULL REMOVAL OF STUDENT DATA FROM LAB COMPUTERS AND DRIVES, AND RETURN OF ALL CHECKED OUT EQUIPMENT.

EVERYONE WILL PARTICIPATE.

ANY DATA, INCLUDING VIDEO FILES, NOT BACKED UP TO STUDENTS' PERSONAL DRIVES BY THIS DAY WILL BE DELETED PERMANENTLY.

Working in Teams

Students may work in pairs on their projects, but each aspect of the project will have to be approved by the professors beforehand and each part must be clearly delineated in terms of the job descriptions and role expectations of each group player. If there is only one final paper, each student must detail what portion of the work s/he performed.

Fair Use Statement

In your own filmmaking, you may find the need to use copyrighted material: music, photographs, movie clips, or any other expression. For many of your uses, you need to find the copyright holder, get permission, and often to pay them. (If the copyright holder has taken a Creative Commons license, it will be very easy for you to see the terms that author has put on any use of his or her work. Most copyrighted work, however, does not have a CC license.) As a copyright holder yourself, you understand the importance of copyright ownership.

For some uses, however, neither you nor anyone else needs to license copyrighted material. This is because copyright law exists to encourage and support creativity. Copyright law recognizes that creativity doesn't arise in a vacuum. As creators, we all stand on the shoulders of giants. New works of art (such as films, books, poems, paintings) all make use of what has gone before. Thus, copyright law not only protects authors with a copyright that lets them decide who can use their works, but also offers exemptions from the author's control. For filmmakers, the most important exemption is the doctrine of fair use.

You can rely on fair use, where appropriate, in the film and video projects you undertake for this course. If you are making a documentary film, consult the influential **Documentary Filmmakers Statement of Best Practices in Fair Use** (http://www.centerforsocialmedia.org/files/pdf/fair_use_final.pdf), which was created by a group of national filmmaker organizations, has been endorsed by the University Film and Video Association, and is now relied on by film festivals, insurers, cablecasters, distributors and public broadcasters. Fair use also applies in the fiction film environment, but not necessarily to the same extent or in the same way. As always, the central question is whether the new use is "transformative" -- i.e., whether it adds significant value by modifying or recontextualizing the original.

For more understanding, including information on **when you can use works for free** (http://www.centerforsocialmedia.org/files/pdf/free_use.pdf) without even using fair use, why you (mostly) don't need to worry about **trademarks** (http://www.centerforsocialmedia.org/files/pdf/free_use.pdf), what is in the **public domain** (<http://www.centerforsocialmedia.org/rock/backgrounddocs/copyrighthterm.pdf>), how **fair use lawsuits** (http://www.centerforsocialmedia.org/videos/sets/fair_use_case_studies/) have been settled, and on how fair use has been **employed successfully** (http://www.centerforsocialmedia.org/videos/sets/fair_use_case_studies/) in documentary film, visit [centerforsocialmedia.org/fairuse](http://www.centerforsocialmedia.org/fairuse).

Final Grade Evaluation Criteria

100 POINTS OF YOUR TOTAL 200 POINTS FOR THE COURSE (ANTH 319.090 AND 319.090L) WILL BE EARNED IN THE LAB

Attendance	10 points
Class Participation	10 points
Creativity, Originality & Style	10 points
Blog Posts@ 1 point each	5 points
1. Research Project Ideas	
2. Style	
3. Fieldsite Proposal	
4. Interview Questions	
5. Final Presentation Idea	
Peer Review, Posting Comments@ 1 points Total	4 points
Photographs and Video Footage from Your Fieldsite	4 points
Interviews (audio files, transcripts and coding)	4 points
Storyboard of Your Final Project	4 points
Final Oral Report and Field Project (including the use of technology)	25 points
Presentation Dry-Run	4 points
Final Presentation Digital Copy to Instructor	10 points
Cleanup day	<u>10 points</u>
Total	100 points

Final grades will be based on the following point system:

98+ = A+	85-87 = B+	75-77 = C+	65-67 = D+
91-97 = A	81-84 = B	71-74 = C	58-64 = D
88-90 = A-	78-80 = B-	68-70 = C-	57-below = F

PLEASE NOTE:

The College of Charleston grading system is as follows:

A (4.0), A- (3.7), B+ (3.3), B (3.0), B- (2.7), C+ (2.3), C (2.0), C- (1.7), D+ (1.3), D (1.0), D- (0.7) and F (0).

If you are a student with a documented disability on record at the College of Charleston, and wish to have a reasonable accommodation made for you in this class, please provide a letter from the SNAP office immediately.

COURSE SCHEDULE

All class handouts can be found on the course blog at <http://blogs.cofc.edu/researchmethods/>. Lecture readings should be incorporated into your projects (where appropriate). **These materials are made available for the educational purposes of students in ANTH 319.090 AND 319.090L RESEARCH METHODS IN EXPRESSIVE CULTURE. No further reproduction, transmission, or electronic distribution of this material is permitted.**

ALL DATES ARE TENTATIVE

WEEK ONE

Wednesday, January 14, 2009

Introduction to Research Methods in Expressive Culture Lab.

Topics:

- Course Overview
- Equipment Checkout Policy
- Equipment Loan Forms
- Consent Forms
- Introduction to your Equipment
- Introduction to the Course Blog
- Saving Your Data: Backing up your Multimedia files to Your MyBook Drive (Audio, Documents, Images, and Movies)
- **Lab Activity:** Sign and Return Equipment Loan and Consent Forms, Post to the Course Blog
- **Example:** Final Project - Video

BLOG POST #1 - RESEARCH PROJECT IDEAS: WRITE A BRIEF POST OUTLINING YOUR RESEARCH IDEAS. REVIEW AND COMMENT ON ONE OF YOUR PEERS POSTS. (DUE JANUARY 22, 2009)

WEEK TWO

Wednesday, January 22, 2009

Qualitative Research and Computer Mediated Communication, Notes on Observing, Participating, Ethics, and Fieldwork Tools.

Topics:

- Notes about L&T: Chapter 8
- Programs Available in the Lab: Image, Video, Audio Editing and Transcription Equipment and Software
- Overview of Social Media Tools, Applications, & Resources:
 - Interviewing participants using Skype
 - Turning on Chat logs in Adium multi chat client
 - Creating Surveys with Survey Monkey
 - Putting Images on Flickr (Slideshow View)
 - Social Bookmarking on Delicious
 - Working Collaboratively using GoogleDocs
 - Collaborative, Multimedia Slide Shows using VoiceThread
 - Visualization Software Tools
 - Example: [Housing Price Roller Coaster](#)
- **Example:** Final Project - Web Project & Video Mashup

WEEK THREE

Wednesday, January 28, 2009

Multimedia Planning; Recording and Importing Images and Video.

Topics:

- Camera Demonstrations: FLIP, Huckleberry, Digital Camcorder, Powershot Digital Camera
- **Example:** Fieldwork Videos taken during Fall 09 Class Lab
- **Fieldwork:** Filming Intertextuality in Charleston
- **Lab Activity:** Camera Checkout, Fieldwork, Regroup in Lab, Review and Discuss Field Images/Video

WEEK FOUR

Wednesday, February 4, 2009

LIBRARY RESEARCH – GO TO ADDLESTONE LIBRARY ROOM 122 FOR NORMAL CLASS MEETING TIME – ATTENDANCE WILL BE TAKEN.

BLOG POST #2 – STYLE. GO TO THE LIBRARY OR LOOK ONLINE AND FIND A PHOTOGRAPHER OR FILM DIRECTOR WHOSE STYLE IS INTERESTING TO YOU. DISCUSS WHY YOU FIND IT INTERESTING. PAY SPECIAL ATTENTION TO HOW THEY FRAME THEIR SHOTS AND WHAT SORT OF EQUIPMENT THEY USE. POST AN EXAMPLE OF THEIR IMAGES OR PROVIDE A REFERENCE LINK THAT ILLUSTRATES THIS STYLE FOR THE REST OF THE CLASS. REVIEW AND COMMENT ON ONE OF YOUR PEERS POSTS. (POST DUE FEBRUARY 11, 2009)

WEEK FIVE

Wednesday, February 11, 2009

Multimedia Planning; Recording and Importing Audio, Transcription Software.

Topics:

- Audio Equipment Demonstrations: iPod, Accessories & Belkin TuneTalk Recorder
- Downloading Music & Video to the iPod
- iTunes: Tips, Playlists, File Management & Making CD's
- Transcription Software: Doing Qualitative Research Using your Computer
- **Lab Activity:** Record a Voice Track and Move it to your iTunes Library, Transcribe your audio file using the transcription software.

Check-Out Equipment – Please remember that you will be expected to bring photographs and video footage from your fieldsite and audio files from your interviews to the lab. These files will be used as sample material during iPhoto, GIMP, iMovie, Audacity, Garageband, and transcription labs. Please plan accordingly.

BLOG POST #3: POST YOUR FIELDSITE PROPOSAL, RATIONAL FOR ITS SELECTION, AND 7-10 CITATION BIBLIOGRAPHY. REVIEW AND COMMENT ON ONE OF YOUR PEERS POSTS. (DUE WEDNESDAY, FEBRUARY 18, 2009)

WEEK SIX

Wednesday, February 18, 2009

Methods for Visualizing Data: Basic Photo Editing and Social Media Tools

Topics:

- iPhoto: Importing your Images and Movies, Editing Tools (red eye, retouch, straighten, exposure), Cropping/sizing Images
- GIMP (graphics editor used to process digital graphics and photographs): features, image sizing, cropping, flip and rotate images, using layers.
- Edward Tufte: PowerPoint is Evil
- Practical Uses of Social Media Tools, Applications, & Resources for your Final Presentation: Flickr, Voicethread, and Visualization Software Tools
- **Lab Activity:** Import fieldsite photos into iPhoto. Create a map of your fieldsite using the program of your choice (Gimp and Word Drawing Tools are among your options).
- **Example:** Making Use of Fair Use (Center for Social Media)

Check-Out Equipment – Please remember that you will be expected to bring photographs and video footage from your fieldsite and audio files from your interviews to the lab. These files will be used as sample material during iPhoto, GIMP, iMovie, Audacity, Garageband, and transcription labs. Please plan accordingly.

BRING YOUR FIELDSITE PHOTOS TO CLASS ON FEBRUARY 18, 2009 FOR THE IPHOTO AND GIMP LAB

MID-TERM EXAMINATION – THURSDAY, FEBRUARY 19, 2009 – THERE WILL BE NO MIDTERM EXAM FOR THE LAB.

BLOG POST #4: POST YOUR LIST OF INTERVIEW QUESTIONS. REVIEW AND COMMENT ON ONE OF YOUR PEERS POSTS. (DUE WEDNESDAY, FEBRUARY 25, 2009)

WEEK SEVEN

Wednesday, February 25, 2009

Methods for Visualizing Data: Storyboarding your Project and Video Editing with iMovie

Topics:

- Planning and Storyboarding the Editing Process: Why do a Storyboard? Ways to Storyboard (by hand, Storyboard Software, Concept Mapping Software (mindamo).
- Introduction to iMovie: Importing Video, Editing Video, Working with Audio.
- Video Downloader –Video Mashups: [Recut, Reframe, Recycle](#) (Center for Social Media)
- **Lab Activity:** Import your Video into iMovie,

Check-Out Equipment – Please remember that you will be expected to bring photographs and video footage from your fieldsite and audio files from your interviews to the lab. These files will be used as sample material during iPhoto, GIMP, iMovie, Audacity, Garageband, and transcription labs. Please plan accordingly.

BRING YOUR FIELDSITE VIDEO TO CLASS ON FEBRUARY 25, 2009 FOR THE IMOVIE LAB

ASSIGNMENT: COMPLETE YOUR PROJECT STORYBOARD (DUE ON WEDNESDAY, MARCH 11TH)

WEEK EIGHT

SPRING BREAK – MARCH 1 – 7, 2009 – ENJOY!

WEEK NINE

Wednesday, March 11, 2009

Recording and Editing Audio

Topics:

- Audacity: Importing and Recording Audio, Editing Tracks, Working with Audio
- GarageBand: Garage Band Basics, Multiple Track Recording, and Podcasting,
- Importing Audio from Cassette Recorders
- **Lab Activity:** Import and Edit your Audio Clips in Audacity or Garage Band. Transcribe your audio file using the transcription software.

BRING YOUR AUDIO FILES TO CLASS ON MARCH 11, 2009 FOR THE AUDACITY AND GARAGEBAND LAB

BLOG POST #5: POST YOUR FINAL PROJECT IDEA FOR YOUR PRESENTATION. HIGHLIGHT WHY THE TOPIC IS IMPORTANT AND WHY A VISUAL MEDIUM WOULD BE USEFUL (DUE WEDNESDAY, MARCH 18, 2009)

WEEK TEN

Wednesday, March 18, 2009

Media Distribution, Pre-Presentation Equipment and Media Check

Topics:

- Exporting your Final Movie (iDVD/m4v)
- Burning an Image and Audio CD
- **Lab Activity:** Pre-Presentation Equipment Check. Work on Final Presentations.

BRING DVD-R / CD-R DISCS TO CLASS ON MARCH 25TH FOR THE MEDIA DISTRIBUTION LAB.

SIGN UP FOR YOUR PRESENTATION TIME

WEEK ELEVEN

Wednesday, March 25, 2009

Open Lab

Lab Activity:

- Complete your Final Presentation
- Create an two (2) digital Copy of your Final Presentation (To be Turned in on the Day of your Presentation)
- Print Handouts for Class and Instructor

BRING DVD-R DISCS TO CLASS ON MARCH 25TH FOR SAVING YOUR FINAL PROJECT.

SIGN UP FOR YOUR PRESENTATION TIME

WEEK TWELVE

Wednesday, April 1, 2009

FINAL PRESENTATIONS

WEEK THIRTEEN

Wednesday, April 8, 2009

FINAL PRESENTATIONS

WEEK FOURTEEN

Wednesday, April 15, 2009

FINAL PRESENTATIONS

WEEK FIFTEEN

Wednesday, April 22, 2009

CLEANUP DAY: EVERYONE MUST ATTEND!

LAST DAY OF CLASSES, THURSDAY, APRIL 23, 2009. FINAL EXAMS ARE WEDNESDAY, APRIL 29 – WEDNESDAY, MAY 6, 2009. THERE WILL NOT BE A FINAL EXAM FOR THE LAB.