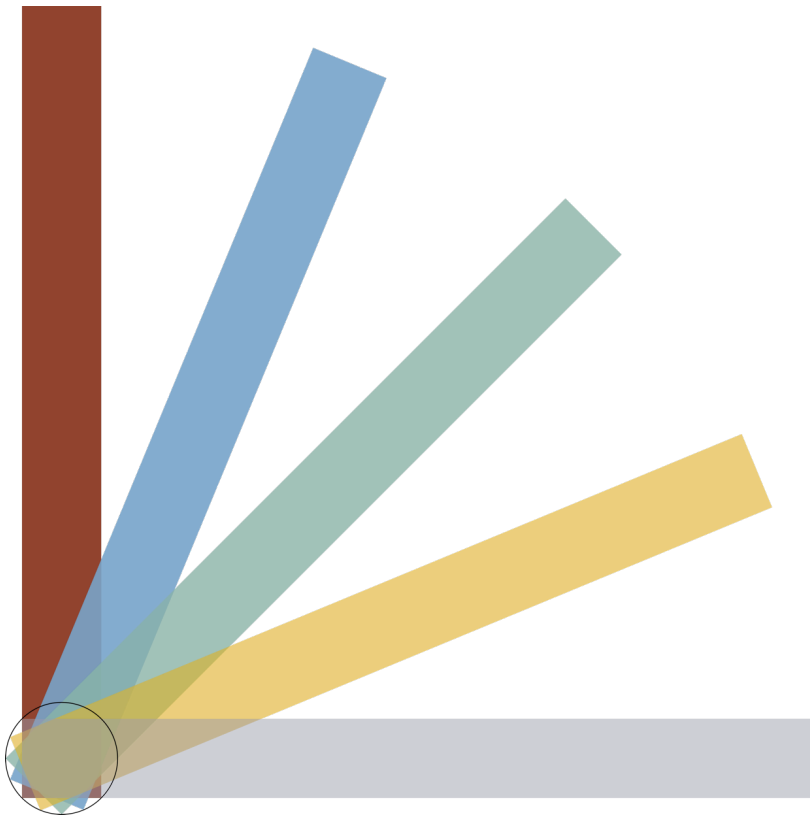


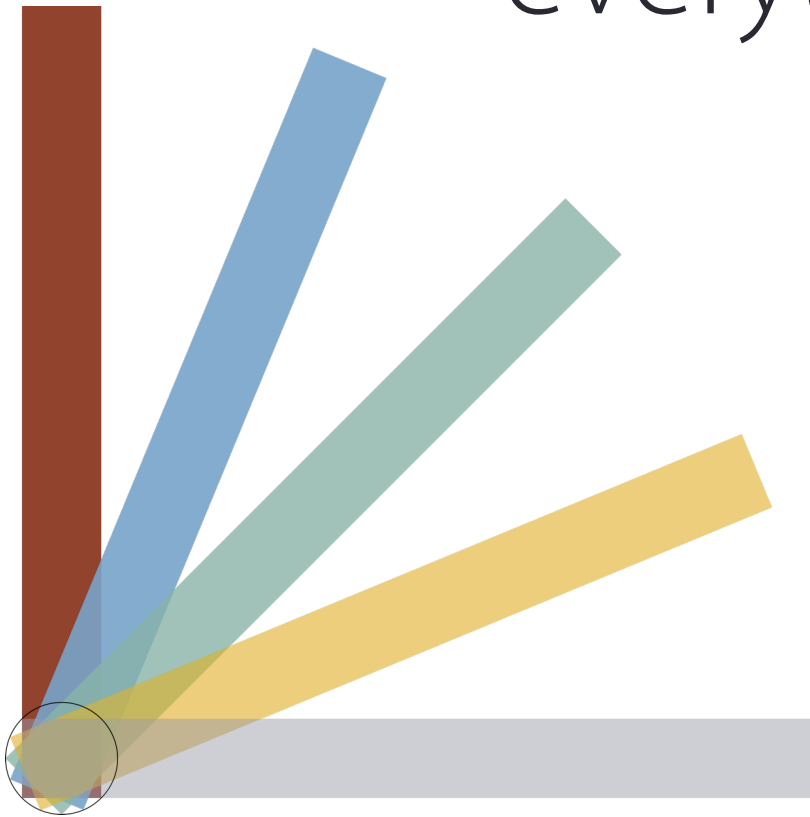
An Introduction to CMS/ES.333

Dave ***et al.***



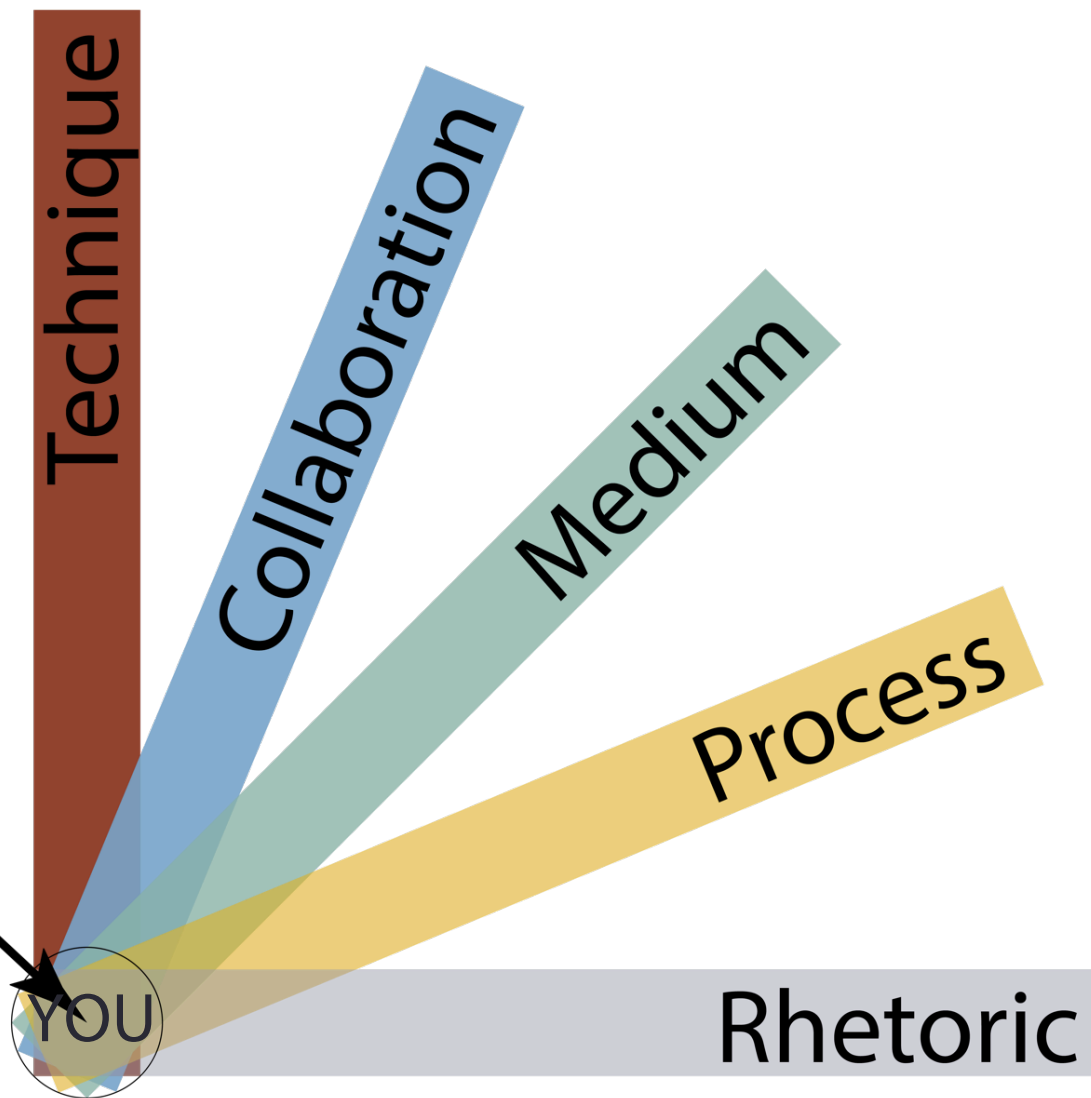
Problem is you need to know
everything to get started

I have for you an
overview of
everything



The fine print: don't panic; don't get angry; don't fall asleep. You need this information to rationally choose to continue with ES.333 and you need this info to succeed at the homework.

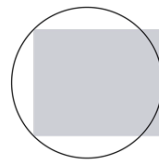
You are
here.



Creating Texts

As a starting point, define
“text” as “a crafted message.”

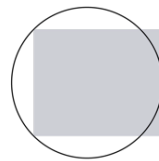
Audience
Purpose
Message
Content
Structure
Punch



Rhetoric

Interpreting Texts

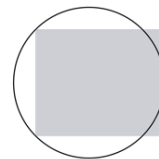
Surface reading
Medium reading
Deep reading



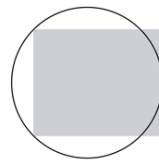
Telling
Stories

Text
Story
Fabula

Narrator
Character
Motivation
Action
Theme



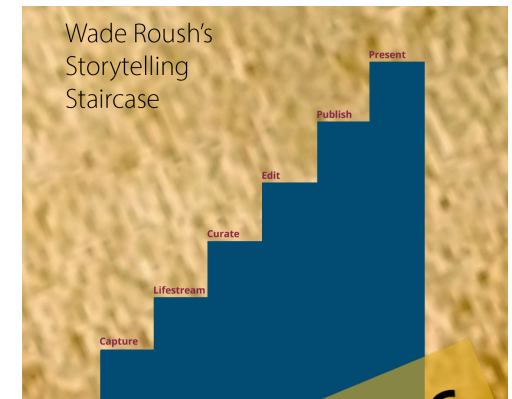
Creating Interpreting
Texts Texts



Rhetoric

Your idea today is (probably) wrong.

- Conceive
- Design
- Implement
- Publish/present
- Evaluate
- Rinse and repeat
- Procrastinate
- Brainstorm
- Research
- Organize
- Start Writing
- Edit
- Publish/present



Process

Therefore project management.

Wade Roush's Storytelling Staircase



BIG, GREY
 GRAPHICS AND VIDEO
 SPACE
 BETWEEN AUTHOR AND AUDIENCE

	Process "steps" *† ▶		Source & Capture	Curate & Archive	Edit & Adjust	Display & Interpret	
	Choice bases ▼	Requires agency regarding ▼					
Author	Visual/graphics convention driven	<input type="checkbox"/> Cultural conventions <input type="checkbox"/> Academic community of practice conventions <input type="checkbox"/> Graphic arts practices					Audience
	Rhetoric driven	<input type="checkbox"/> Audience <input type="checkbox"/> Purpose <input type="checkbox"/> Message <input type="checkbox"/> Genre <input type="checkbox"/> Medium <input type="checkbox"/> Content <input type="checkbox"/> Structure <input type="checkbox"/> Story <input type="checkbox"/> Impact					
	Ethics driven	<input type="checkbox"/> Right/wrong <input type="checkbox"/> Legal/not legal <input type="checkbox"/> Academically appropriate/not appropriate					
	Technique driven	<input type="checkbox"/> Image capture, edit, and manipulation software <input type="checkbox"/> Image capture, edit, & display devices (hardware) <input type="checkbox"/> Image size, resolution, noise, format, representation...					

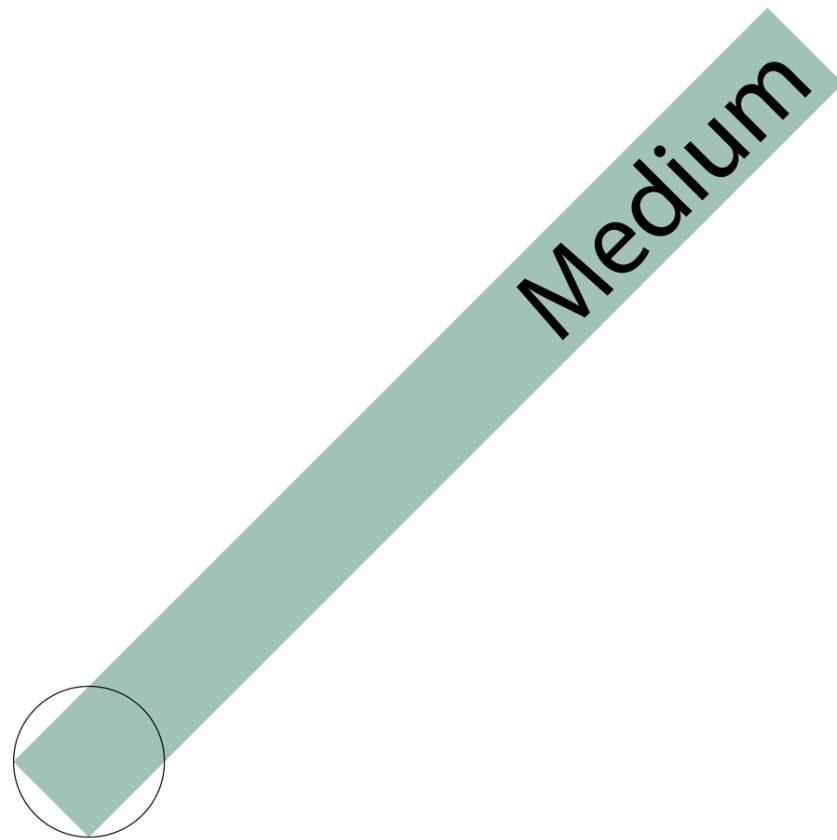
* "Steps" proceed only roughly in left to right order of occurrence; realistically, authors loop recursively and do so at varying levels of detail.

† "Steps" naming based loosely on Wade Roush's storytelling staircase, <http://www.parc.com/event/1900/stories-about-storytelling.html>

Leverage the story and its emotion.

- Moving Image
- Script
- Graphics
- Color
- Music/Soundscape
- Pace

As a starting point, define “medium” as “a way of distributing texts.”



Leverage the story and its emotion.

through menu driven control of time and layers



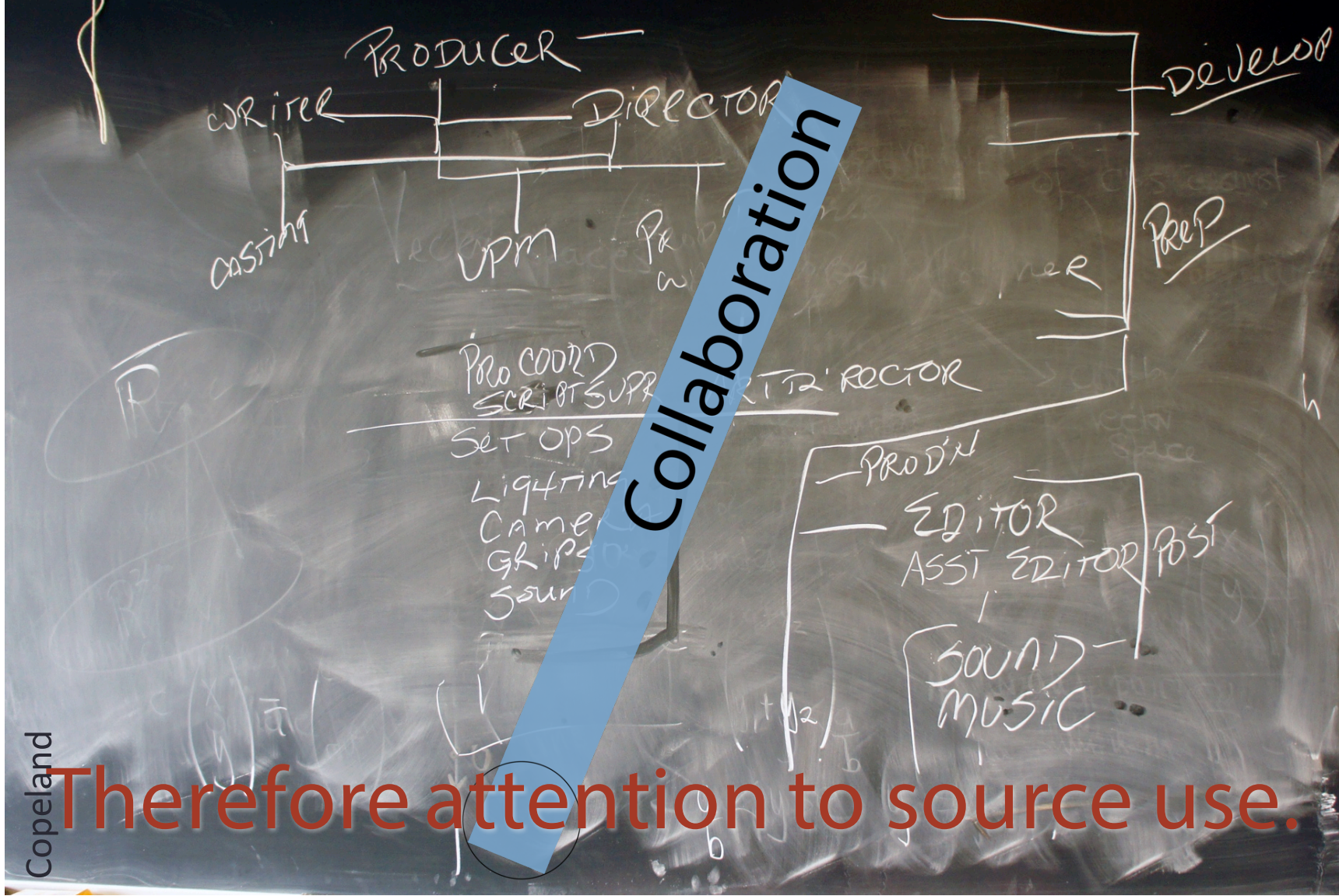
Collaborate or die.

This and 1/4 million dollars...



Collaborate or die.

And give credit where due.



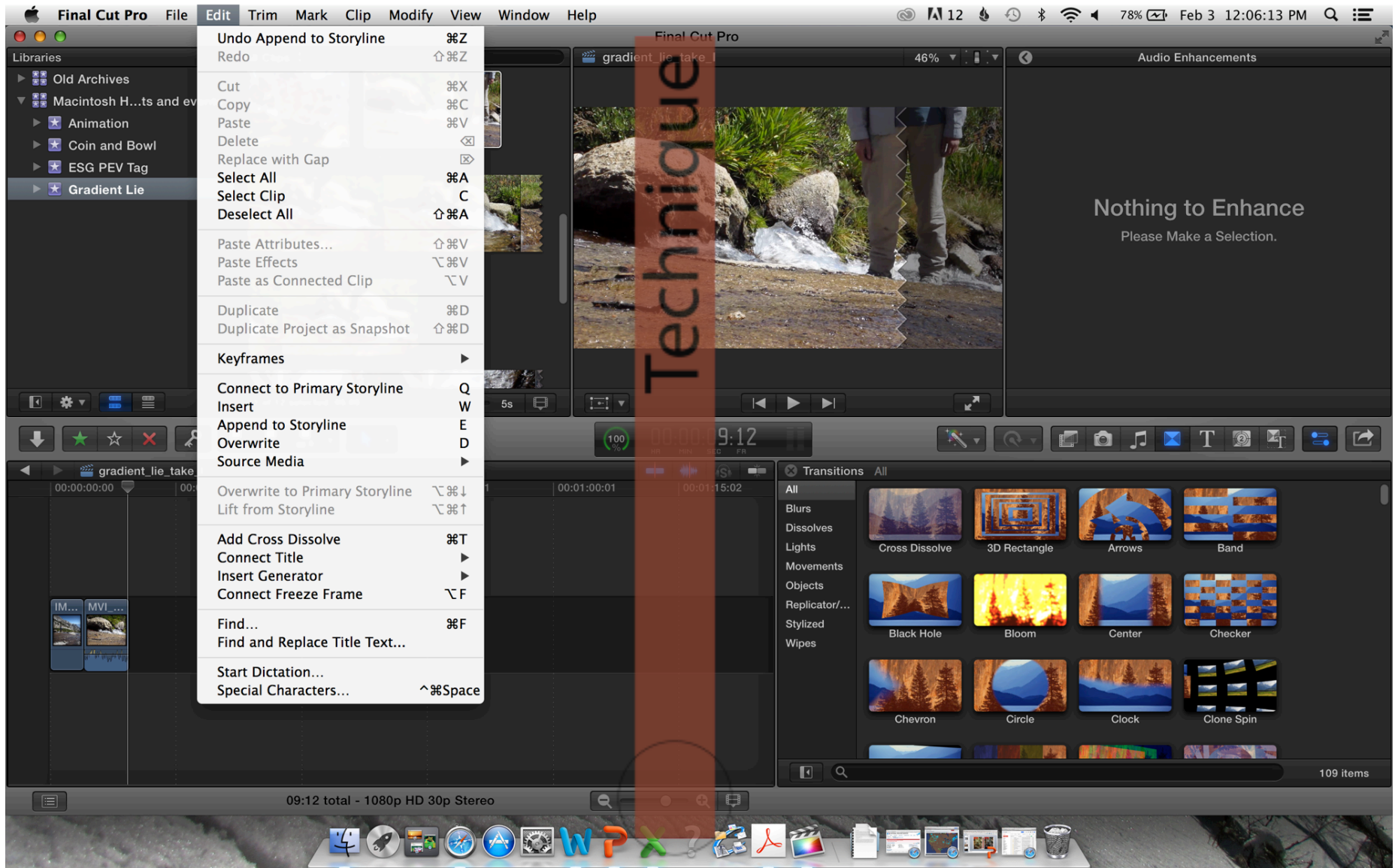
academic
citation

Collaboration

video
citation

Technique

the agency to
control the
medium so it
reflects your
purpose, message,
& content





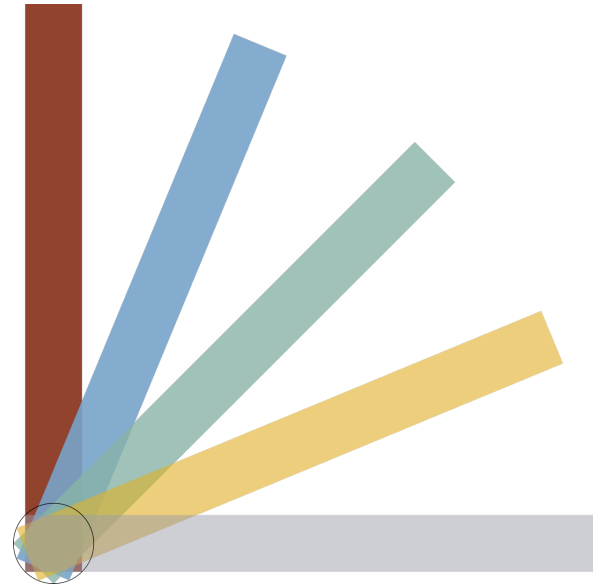
Technique

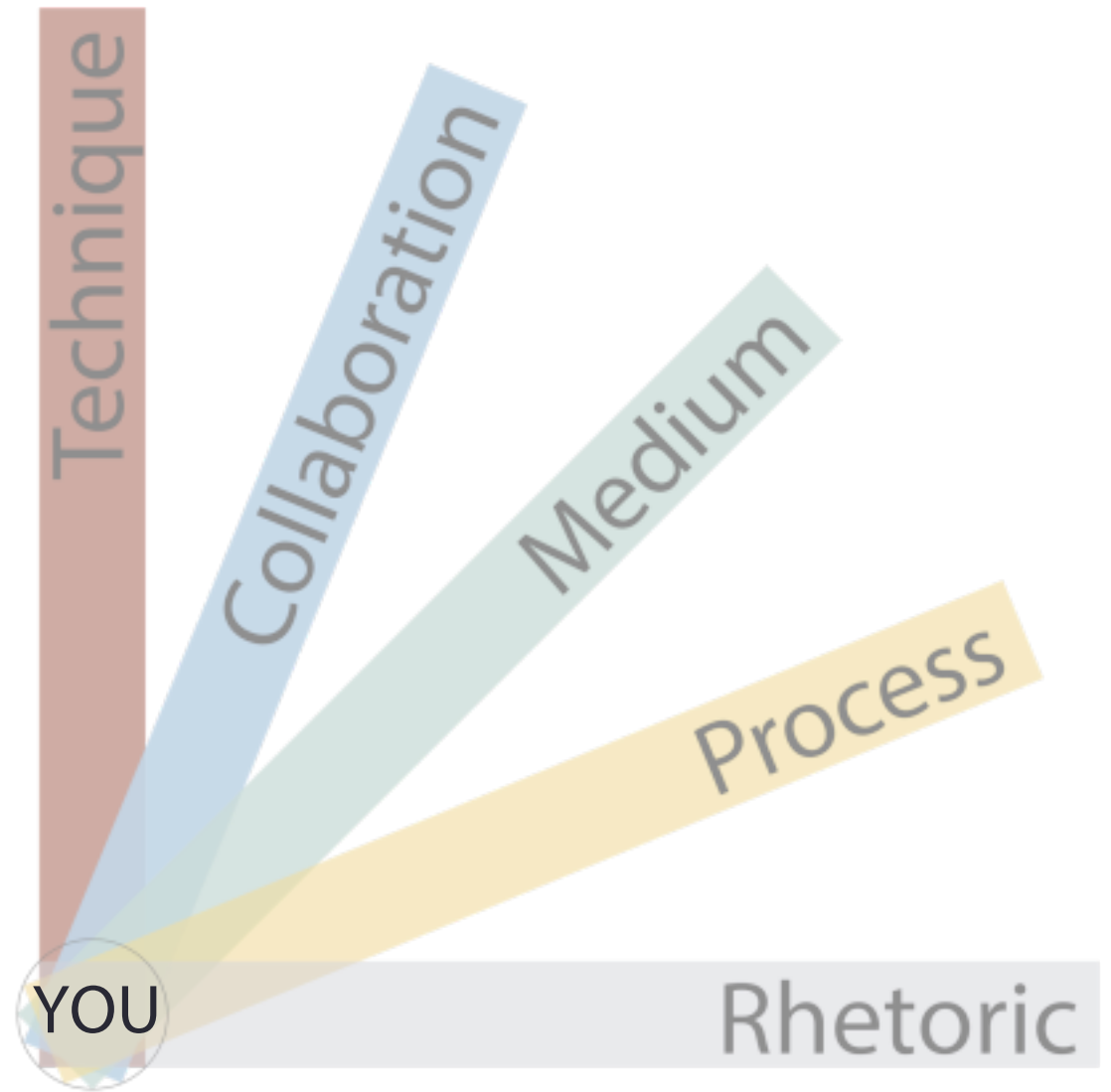


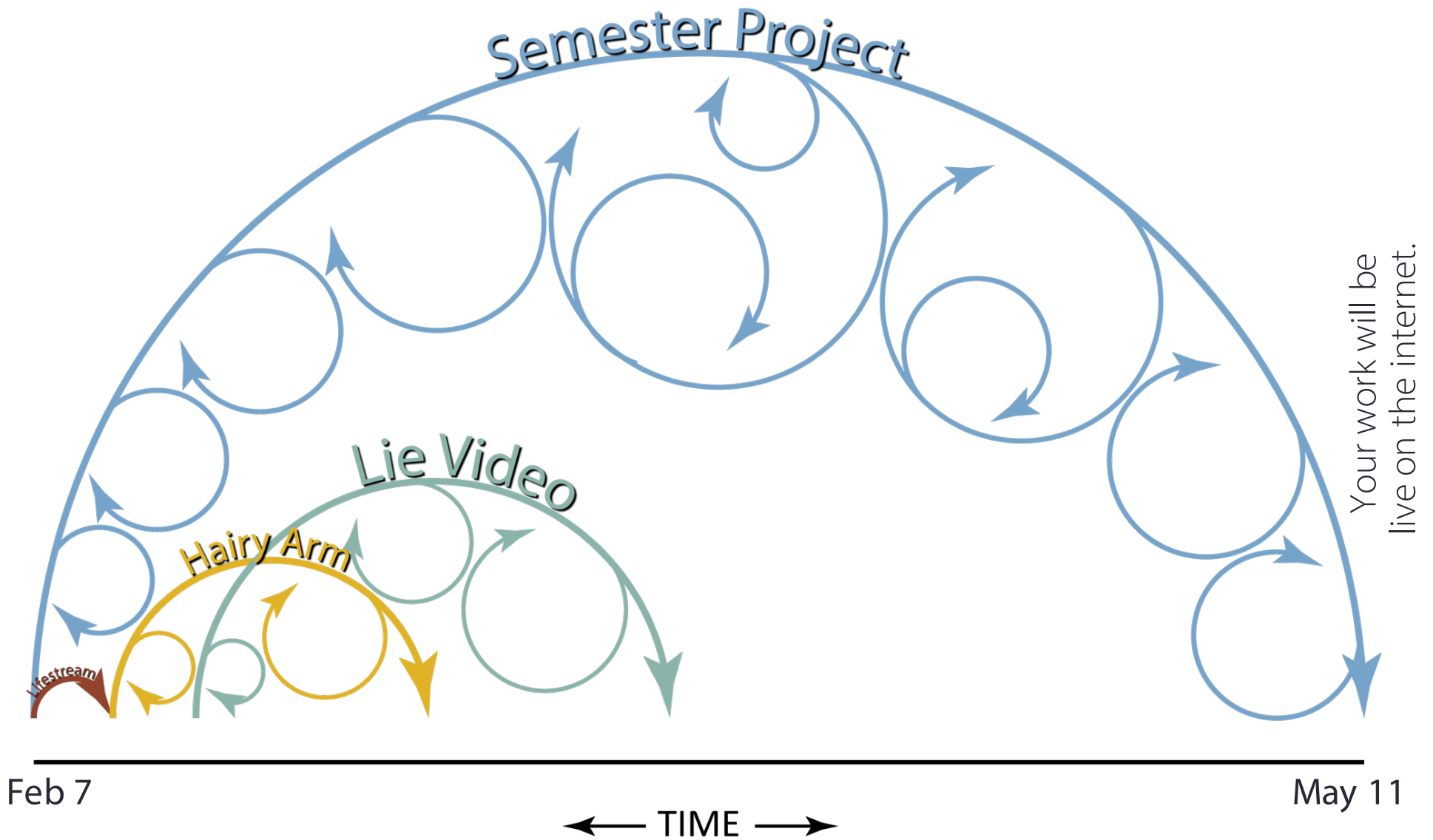


van Gogh

Technique







CMS/ES.333_semester_trajectory

00:00:00:00

00:02:00:00

00:04:00:00

00:06:00:00

00:08:00:00

00:10:00:00

00:12:00:00

00:14:00:00

00:16:00:00

RR&U

Teach...

RR&U

RR&U

RR&U

RR&U

RR&U

Con...

Propose

Script

Sc...

Produce

Presen...

Rhetoric_Media_&_Situation

1... 2... 3... 4... 5... 6... 7... 8... 9... 10... 11... 12... 13...

Rhetoric_Media_&_Situation

14... 15... 16... 17... 18... 19... 20... 21... 22... 23... 24... 25... 26...

Life_St...

Hairy_Arm_Video

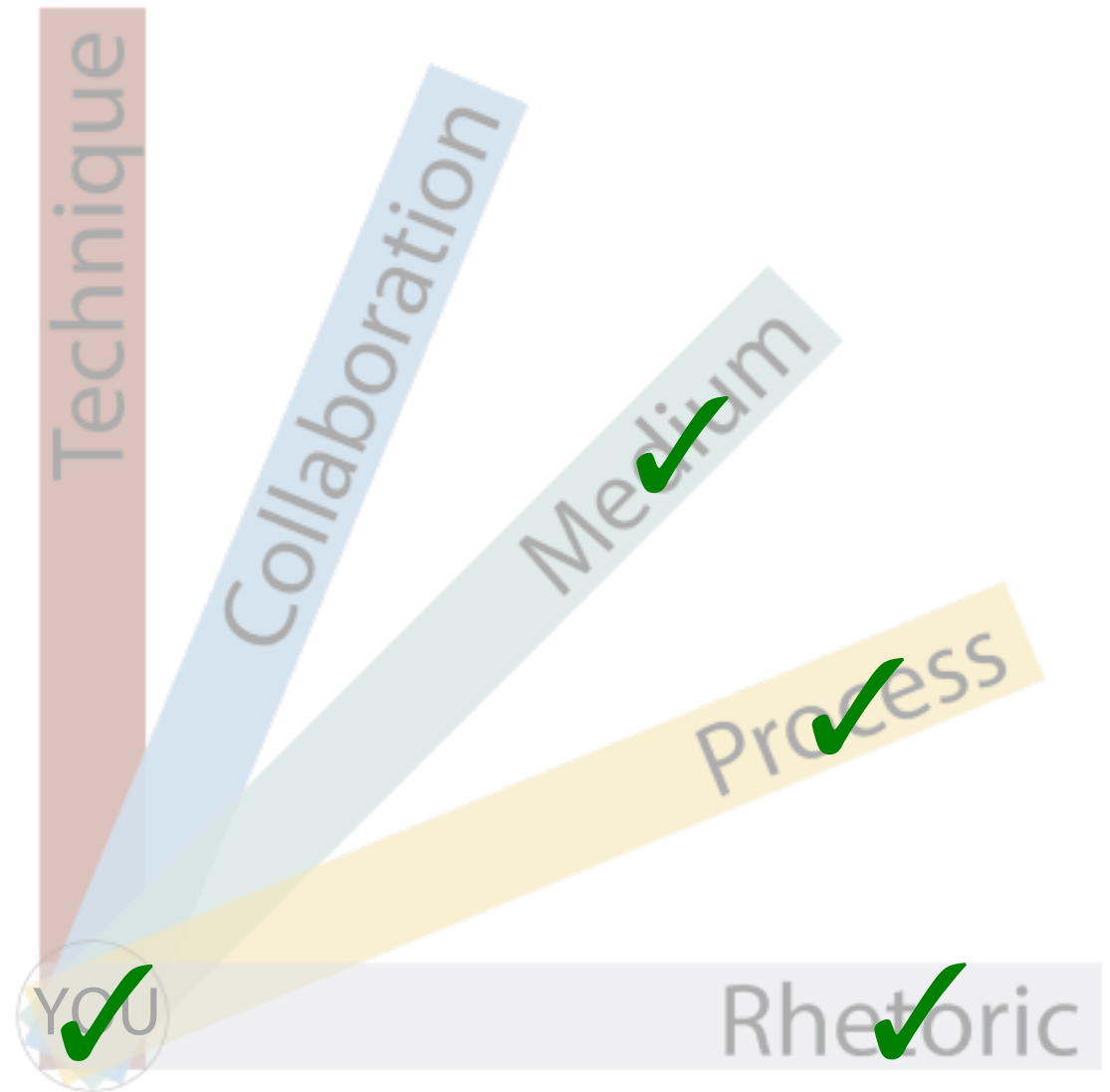
Lie_Video

53:25 selected - 15:03:29 total

Homework 1.3.1

Reading, Reflection (no Upload)

- Read/familiarize yourself with ***Designing digital video for learning*** and ***Using Video to Tie Engineering Themes to Foundational Concepts***
- Watch the three educational videos defined in the homework assignment
- Prepared to discuss



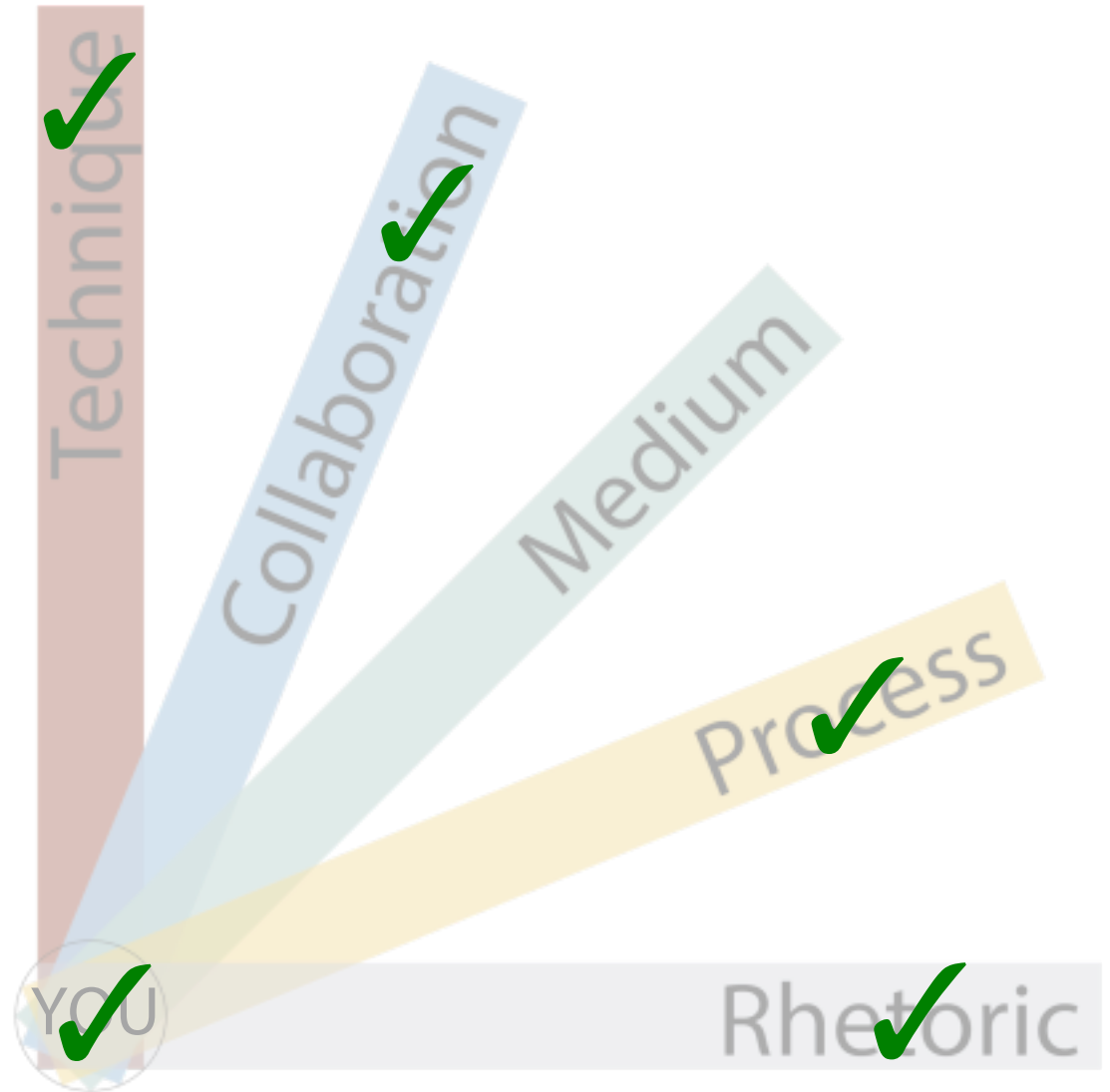
Homework 2.2, 2.3, & 3.1 Heads-up

Identify promising, high-impact project topics that make you happy.

You'll need to line up a live audience (one person would be sufficient) who is willing to be taught the content of your video.

You'll need to line up a content expert who is willing to review your proposal, script, and videos for technical correctness.

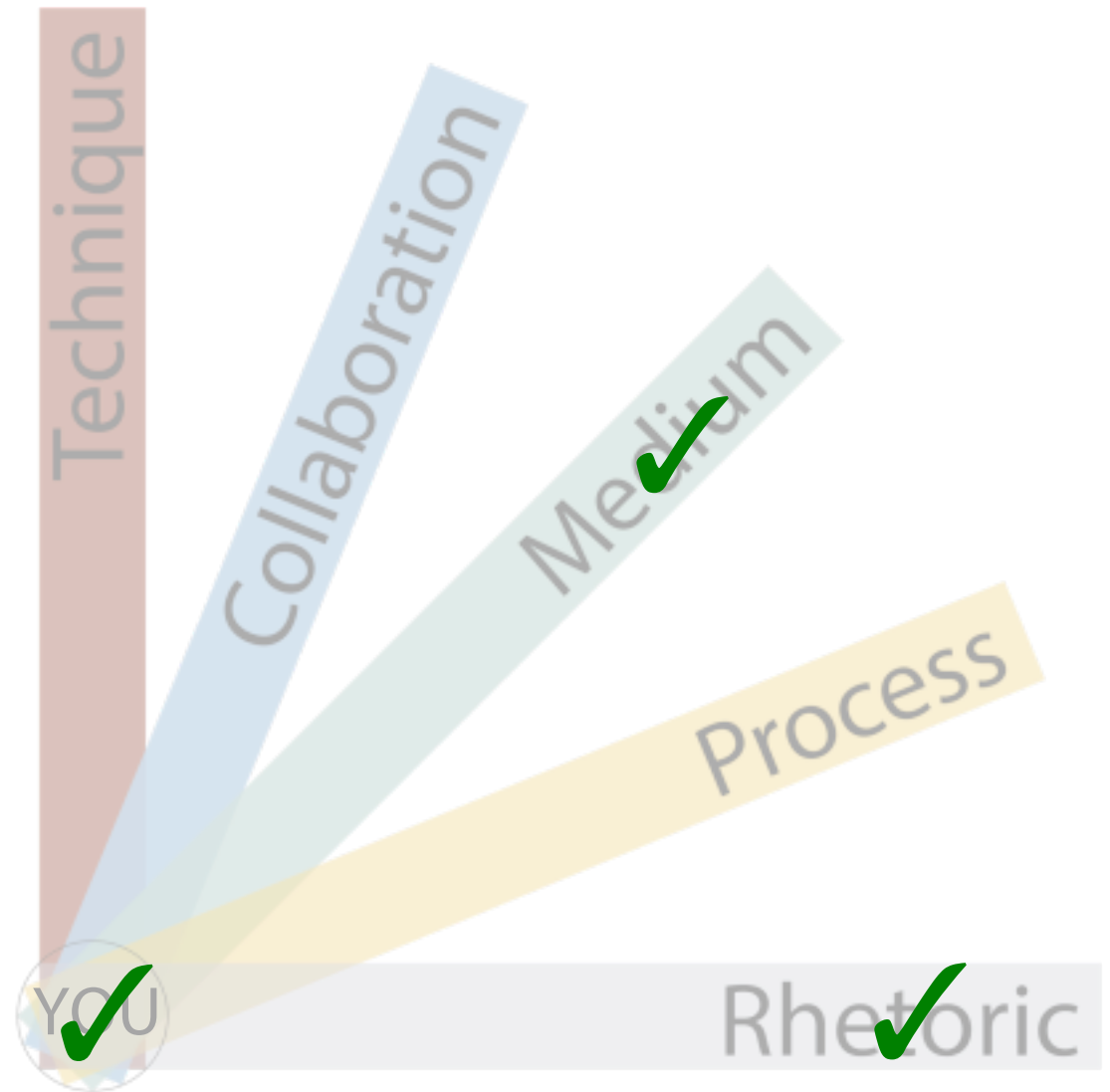
CC music: start listening now.



Homework 1.3.2

Reading, Reflection, & Upload

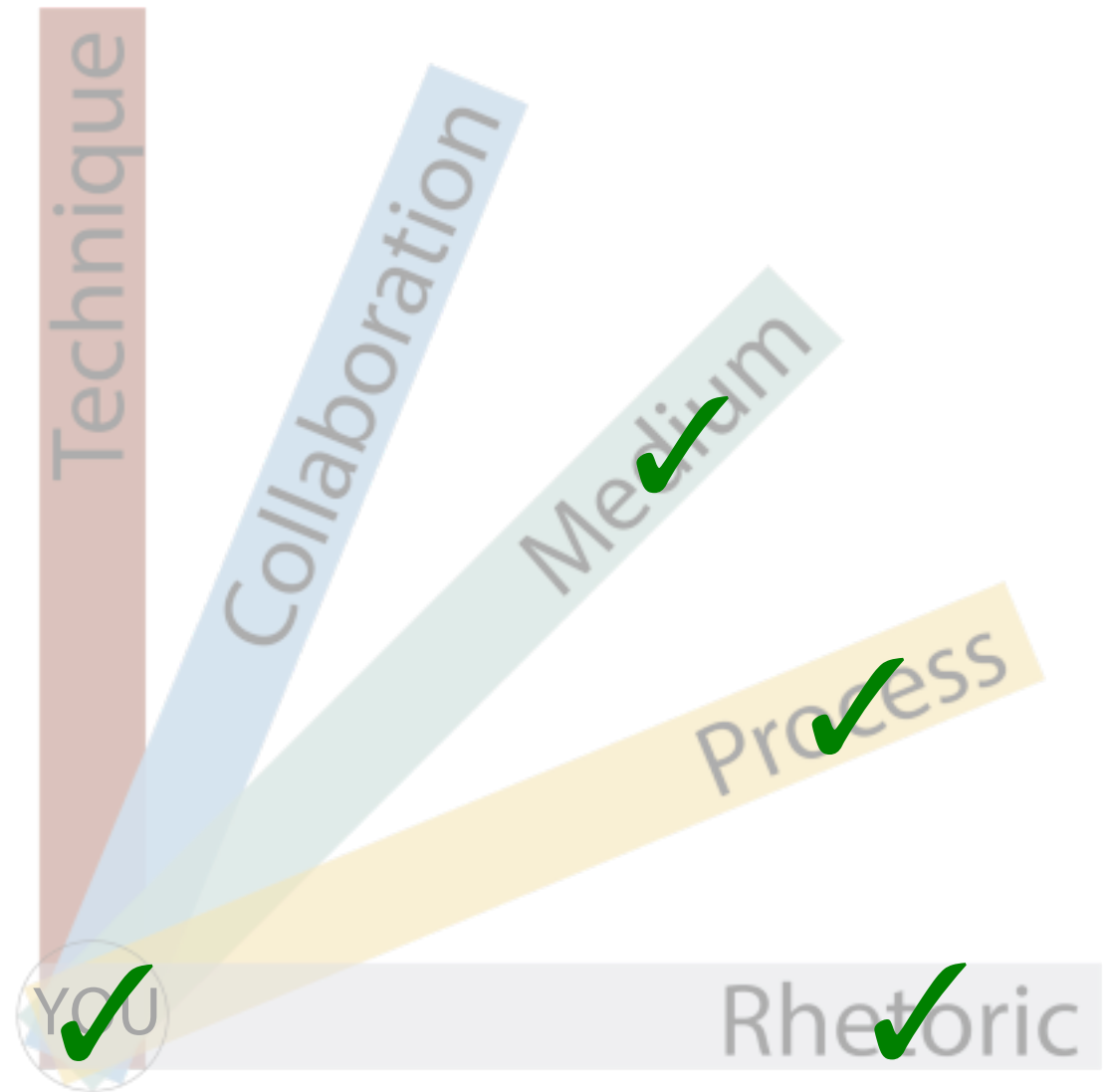
Respond to the CI/CMS beginning of term questionnaire via questionnaire email.



Homework 1.1

Critical Assessment of Videos

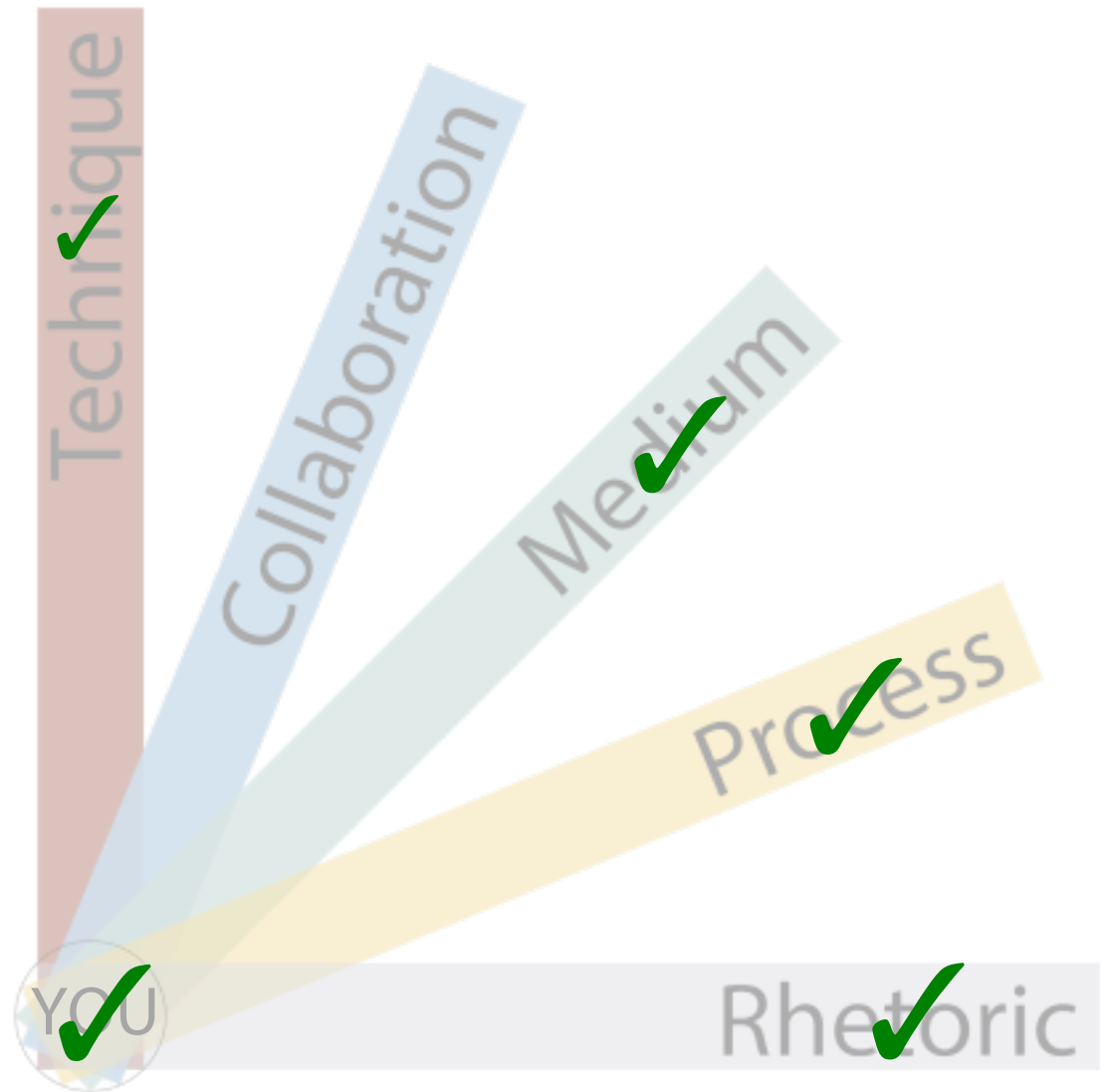
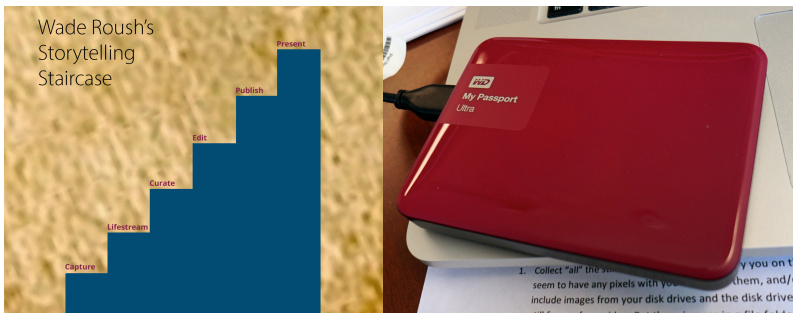
Watch two educational videos; based on these two videos, write a two page paper that explains how educational videos work and what educational videos tell you about the communities in which they are embedded.



Homework 1.2

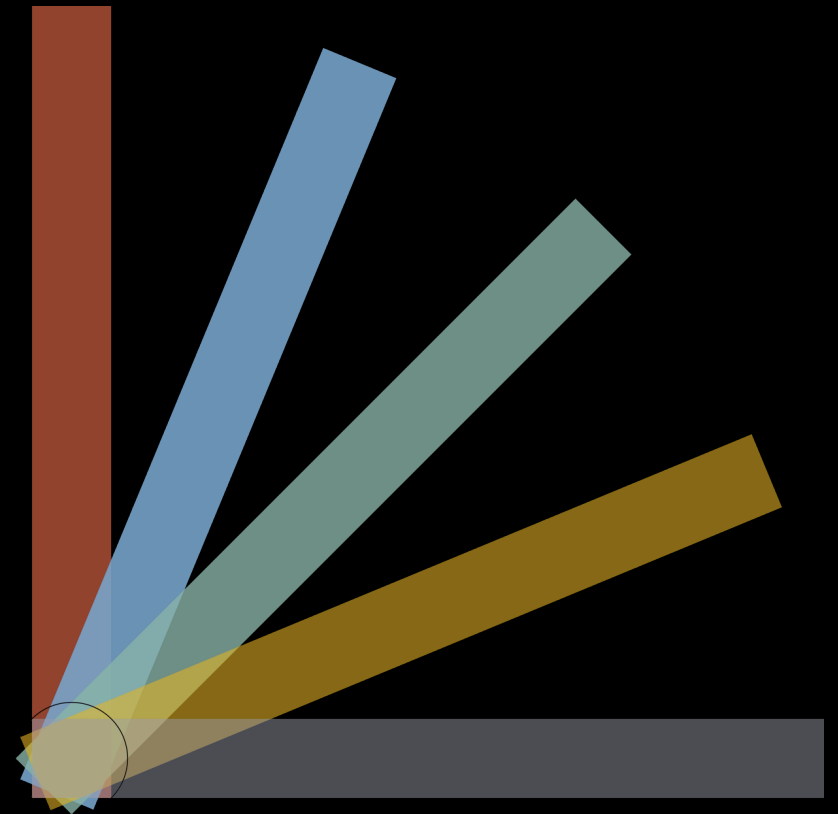
Lifestream Identity Curation

Use content from the internet and your disk drive to create a video that introduces you, specifically to your fellow ES.333 students and generally to a wider audience who might find your videos on the internet and be curious to find out more about you.





Production of
Educational Videos



Questions?