

# MuEd 5750 – Special Topics: Developing Multimedia for the Web

University of Minnesota—Spring, 2008  
Thursdas 4:00 to 6:30 p.m., Ferguson 259 (Computer Lab)

**Dr. Scott D. Lipscomb, Associate Professor**

Office Hours: by appointment or via email at anytime

Office: Ferguson 148

phone: (612) 624-2843

[lipscomb@umn.edu](mailto:lipscomb@umn.edu)

## COURSE SYLLABUS

**Course description:** A two-tier approach to web design and site maintenance, both for the novice and for the intermediate-to-advanced developer. Focus will be on the design and creation of interactive multimedia instructional and/or informational content for distribution via the Internet. Content generation will involve use of the newest generation of graphical user interfaces and object-oriented scripting languages. Primary energy will be focused on developing multimedia for both local and internet distribution, using Microsoft PowerPoint, Apple QuickTime Pro, Dreamweaver, Flash, and other tools as deemed relevant. Director may also be demonstrated for its advanced sound handling capabilities. Incorporation of source material including audio CD, MIDI, digital sound files, graphics, video, music notation, and graphic images will be addressed.

**Incoming competency of students expected by instructor:** Students will find it advantageous to have completed an entry-level technology courses or to have equivalent experience ... but the basics of web design and multimedia will be presented to those who have not previously had this opportunity. A basic understanding of image manipulation (scanning, Photoshop, etc.), MIDI sequencing, and sound editing (Sound Forge, SoundEdit, or ProTools) will also be helpful.

### Statement of Course Objectives:

This course will provide each student an opportunity to ...

- ✓ become familiar with some of the most common (and useful) multimedia authoring tools
- ✓ learn techniques for quickly transforming handouts and other instructional or informational materials from a variety of formats into interactive multimedia documents for viewing via the internet
- ✓ begin – or continue developing – educational materials, informational content, or demonstrations for dissemination via the internet
- ✓ develop selected topics and put them into practice, creating multimedia materials worthy of inclusion in a student portfolio in the area of your specific academic program
- ✓ discover how content and educational objectives can drive the use of multimedia, rather than the reverse (i.e., “technology for technology’s sake”)
- ✓ develop the fundamental abilities necessary to be a *self-sufficient learner of new technology* ... a capability that will serve you well for many years to come!!

### Required texts:

[DW] McFarland, D.S. (2007). *Dreamweaver CS3: The missing manual*. Cambridge, UK: O’Reilly Press. [ISBN: 0596510438]

[FL] Vander Veer, E.A., & Grover, C. (2007). *Flash CS3: The missing manual*. Cambridge, UK: O’Reilly Press. [ISBN: 0596510446]

**Additional Materials & Requirements:**

- ✓ Students will need to purchase storage media suitable for saving multimedia projects; the instructor strongly recommends 1 GB (or greater) USB flash memory.
- ✓ All students will be required to utilize WebCT for the submission of assignments. Point your web browser to the MyU portal (<https://www.myu.umn.edu>), then enter your X500 username & password. Once logged on, you will see a list of WebCT sites for courses in which you are enrolled, including this course.
- ✓ Every student enrolled in this class is required to participate as a volunteer in a music cognition research project during the quarter (details will be provided, but the study will require approximately one hour of your time).

**Schedule of Assignments (subject to change):<sup>1</sup>**

Jan. 24	review syllabus & course requirements Dreamweaver Guided Tour & Text <b>DW 1-2</b> <i>PowerPoint Handout</i> <i>"Save As Web Page"</i>	Mar. 20	<b>NO CLASS: SPRING BREAK</b> Frames, Layers, & Advanced Drawing <b>FL 4-5</b>
Jan. 31	Text Formatting <b>DW 3</b> <b>Project 1:</b> <b>Web-ready documents</b> <b>PowerPoint introduction</b> <i>QuickTime Handout</i>	Mar. 27	Special Effects, Symbols, Templates, & Incorporating Non-Flash Media <b>FL 6-8</b> <b>Project 5: Flash w/media</b>
Feb. 7	CCS & Hyperlinks <b>DW 4-5</b> <b>Project 2: QuickTime movie with chapters</b>	Apr. 3	<b>NO CLASS</b> ActionScript & Animation <b>FL 9-10</b>
Feb. 14	Adding Images, Tables, & Multimedia <b>DW 6-7 &amp; 14</b> <b>FP: 3-page paper</b>	Apr. 10	Interactivity & Components <b>FL 11-12</b> <b>FP: Revised paper</b>
Feb. 21	Advanced CSS, Page Layout, & HTML Code <b>DW 8-10</b> <b>FP : Storyboard</b>	Apr. 17	Debugging & Publishing <b>FL 13-14</b> <b>Project 6: ActionScript</b>
Feb. 28	Behaviors, Site Management, Testing, & Moving Online <b>DW 13 &amp; 15-17</b> <b>Project 3: CSS</b>	Apr. 24	More ActionScript <b>Online Resources</b>
Mar. 6	Snippets, Libraries, Templates, & Automating Dreamweaver <b>DW 18-20</b>	May 1	Workshop for Final Projects
Mar. 13	Guided Tour, Simple Graphics, & Animating Drawings <b>FL 1-3</b> <b>Project 4: Animated Drawing</b>	May 8	<b>Project Oral Presentations</b>
		May 15	<b>Final Projects</b> <b>due <u>before 6:00 p.m.</u></b>

<sup>1</sup> Course Schedule is subject to change as class needs and interests warrant. Any change will be communicated to all students enrolled via email.

## **Grading:**

- small assignments (50%); PPT intro, web ready docs, QuickTime movie, and the other “bi-weekly” projects (see explanation below)
- Final Project (50%)

Course grades will be assigned according to the following scale:

92.01 – 100	= A	78 – 79.99	= C+
90 – 92	= A-	72.01 – 77.99	= C
88 – 89.99	= B+	70 – 72	= C-
82.01 – 87.99	= B	60–69.99	= D
80 – 82	= B-	< 60	= F

**Projects:** The “bi-weekly” projects, listed as “Project *x*” in the Schedule of Assignments, will be based on accomplishing tasks that will facilitate acquisition of an important skill and concurrently provide tangible progress toward completion of the Final Project. It is strongly recommended that students focus on these projects with the intended purpose in mind: to serve as steps toward completion of the Final Project ... this will allow you to “kill two birds with one stone” each time you complete a weekly project. These weekly projects are to be submitted electronically to WebCT in archived format (either ZIP or Stuffit) prior to class time on the due date stated in the “Schedule of Assignments” of this syllabus and every student will give a very brief (2-3 minute) demo of the completed Project at the beginning of class.

**Final Project:** Detailed instructions & requirements for the Final Project can be found in the “Course Documents” section of the course WebCT site.

**Attendance:** You are expected to be present in class. Though I will not take attendance daily, this should be valuable time that you actively utilize to further develop & enhance your technology skills. The class will be run in a “workshop” manner, rather than a series of lectures & demos, focusing as single-mindedly as possible on helping you learn how to do what you want to accomplish with technology, given the tools at our disposal ... and there are *many!!!*

**Scholastic Dishonesty:** the University expects every student to maintain a high standard of individual integrity for work done. Scholastic dishonesty is a serious offence which includes, but is not limited to, cheating on a test of other class work, plagiarism (the appropriation of another’s work and the unauthorized incorporation of that work in one’s own work), and collusion (the unauthorized collaboration with another person in preparing college work offered for credit). In cases of scholastic dishonesty, Dr. Lipscomb will initiate disciplinary proceedings against the student. Any student caught cheating on an exam or plagiarizing a project will receive a “0.” It’s not worth the risk—don’t do it!

**Other recommended texts** (if interested, you can order online or pick up at your favorite local bookstore):

- Lengel, J.G. (2002). *The Web Wizard’s Guide to Multimedia*. Boston, MA: Addison Wesley.
- Apple (2002). *QuickTime for Windows and Macintosh*, 2<sup>nd</sup> edition. San Francisco: Morgan Kaufmann Publishers.
- Stern, J. & Lettieri, R. (2003). *QuickTime for Macintosh & Windows: Visual QuickStart Guide*. Berkeley, CA: Peachpit Press.
- Towers, J.T. (2005). *Macromedia Dreamweaver MX 2004 for Windows & Macintosh*. Berkeley, CA: Peachpit Press.
- Ulrich, K. (2004). *Macromedia Flash MX 2004 for Windows & Macintosh: Visual QuickStart Guide*. Berkeley, CA: Peachpit Press.
- Chun, R. & Garraffo, J. (2003). *Macromedia Flash MX 2004 Advanced for Windows & Macintosh: Visual QuickPro Guide*. Berkeley, CA: Peachpit Press.
- Dean, D., Cowitt, A., Smith, J., & Smith, C. (2007). *Creative Suite 3 Web Premium for Dummies*. Hoboken, NJ: Wiley Publishing, Inc.
- Peters, K. (2007). *ActionScript 3.0 Animation: Making Things Move!* NY: Friends of Ed.
- Rosenzweig, G. (2003). *Macromedia Flash MX ActionScript for Fun & Games*. Que Publishing.
- Moock, C. (2002). *ActionScript for Flash MX: The Definitive Guide*, 2<sup>nd</sup> ed. Cambridge, MA: O’Reilly & Associates, Inc.
- Morris, T., & Terra, E. (2006). *Podcasting for Dummies*. Hoboken, NJ: Wiley Publishing, Inc.

## **ADVANCED STUDENTS:**

- Moock, C. (2007). *Essential ActionScript 3.0*. Cambridge, MA: O’Reilly & Associates, Inc.
- Rosenzweig, G. (2007). *ActionScript 3.0 Game Programming University*. Que Publishing, Inc.

**Pagers & cell phones are disruptive to this class.  
ALWAYS turn them off when entering the classroom.**