

# The Graduate School of Political Management

THE GEORGE WASHINGTON UNIVERSITY

## **M.P.S. in Political Management**

Summer 2018

May 24 to July 26

## **Digital Content Creation**

PMGT 6470.11

3 Credits

Thursday 7:10pm to 9:40pm

Location: 1957 E Street, NW, Room 112

## **BASIC INFORMATION AND RESOURCES**

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### **Jonathan Halls**

Jonathan Halls has worked in radio, television and newspapers in 25 countries. Formerly head of the BBC's television, radio and new media training division, he has trained journalists and producers at some of the world's leading media houses. For the past decade, he has worked mostly with newspapers transitioning to the digital world, and adult educators seeking to incorporate digital content into their teaching. He was on the jury for INMA 's Global Media Awards in 2017, The Asian Digital Media Awards 2018 and the Middle East Digital Media Awards 2018. He is author of three books on digital media for learning. He has a bachelor's and master's in education.

### **Contact Information**

Email Address: [jgh@jonathanhalls.com](mailto:jgh@jonathanhalls.com)

### **Jesse Thomas**

Jesse Thomas founded his agency JESS3 in 2008 in his hometown of Washington D.C. Working for clients like Google, Nike and NASA. Inc Magazine named Jesse as one of the "30 Under 30" top entrepreneurs in 2012. Mashable described him as "one of the webs hottest designers". He published a graphic novel about Steve jobs called "the zen of Steve jobs" with Forbes. Well known for data visualization, animations and infographics, he also enjoys collage art and photography.

### **Contact Information**

Phone Number: (571) 231-4308

Email Address: [jessethomas@jess3.com](mailto:jessethomas@jess3.com)

### **Communication**

The best way to communicate with Jonathan is via email. You can expect a 24 to 48 hours response. Email him directly at [jgh@jonathanhalls.com](mailto:jgh@jonathanhalls.com). He is available for office hours by appointment before class Thursdays at 6.15pm.

The best way to communicate with Jesse is via email. You can expect a quick response. Email him directly at [jessethomas@jess3.com](mailto:jessethomas@jess3.com). He is available for office hours by appointment anytime.

### **Blackboard Site**

A Blackboard course site has been set up for this course. Each student is expected to check the site throughout the semester, as Blackboard will be the primary venue for outside classroom communications between the instructors and the students. Students can access the course site at <https://blackboard.gwu.edu>. Support for Blackboard is available at 202-994-4948 or [helpdesk.gwu.edu](mailto:helpdesk.gwu.edu).

### **Academic Integrity**

All members of the university community are expected to exhibit honesty and competence in their academic work. Students have a special responsibility to acquaint themselves with, and make use of, all proper procedures for doing research, writing papers, and taking exams. Members of the community will be presumed to be familiar with the proper academic procedures and will be held responsible for applying them. Deliberate failure to act in accordance with such procedures will be considered academic dishonesty. Academic dishonesty is defined as “cheating of any kind, including misrepresenting one’s own work, taking credit for the work of others without crediting them and without appropriate authorization, and the fabrication of information.” Acts of academic dishonesty are a legal, moral, and intellectual offense against the community and will be prosecuted through the proper university channels. The University Code of Academic Integrity can be found at <http://studentconduct.gwu.edu/code-academic-integrity>.

### **University Policy on Observance of Religious Holidays**

- Students should notify faculty during the first week of the semester of their intention to be absent from class on their day(s) of religious observance.
- Faculty should extend to these students the courtesy of absence without penalty on such occasions, including permission to make up examinations.
- Faculty who intend to observe a religious holiday should arrange at the beginning of the semester to reschedule missed classes or to make other provisions for their course-related activities

### **Support for Students Outside the Classroom**

#### **Support for Students with Disabilities 202-994-8250**

GW’s Disability Support Services (DSS) provides and coordinates accommodations and other services for students with a wide variety of disabilities, as well as those temporarily disabled by injury or illness. Any student who may need an accommodation based on the potential impact of a disability should contact the Disability Support Services office at Rome Hall, Suite 102, to establish eligibility and to coordinate reasonable accommodations. Please notify your instructor if you require accommodations. Additional information is available at <https://disabilitysupport.gwu.edu/>.

#### **Mental Health Services 202-994-5300**

The University’s Mental Health Services offers 24/7 assistance and referral to address students’ personal, social, career, and study skills problems. Services for students include: crisis and emergency mental health consultations confidential assessment, counseling services (individual and small group), and referrals. [counselingcenter.gwu.edu/](http://counselingcenter.gwu.edu/)

### **The Writing Center 202-994-3765**

The Writing Center is located in Gelman Library at 2130 H St NW in Suite 221 and they can be reached at 202-994-3765 or via email at [gwriter@gwu.edu](mailto:gwriter@gwu.edu). Appointments, both in-person or by phone, can be made in advance at <https://gwu.mywconline.com/>. Daytime and evening hours are available, check for this semester's hours at <https://writingcenter.gwu.edu/contact-us-0>. The Writing Center offers Summer hours.

### **GWU Libraries <http://library.gwu.edu/>**

Off campus students have full access to all of the research resources, services, and assistance that the Library offers. The GW community has access to 500+ online subscription databases and to millions of items, electronic and print, in the library catalog. Off-campus students even have additional privileges because the Library will FedEx print materials to your home. Call the Ask Us desk at 202-994-6048 or visit [go.gwu.edu/ask](http://go.gwu.edu/ask) to contact someone at the library to answer any questions. For questions beyond “Do you have this book/article?” and “How do I login?” use the website mentioned to make a research consultation appointment with a librarian. Librarians are there to guide students through any aspect of the research process, from selecting and narrowing a topic, crafting a research strategy to citation management.

### **In the Event of an Emergency or Crisis During Class**

If we experience some an emergency during class time, we will try to stay at this location until we hear that we can move about safely. If we have to leave here, we will meet at **[fill in proximate location]** in order to account for everyone and to make certain that everyone is safe. Please refer to Campus Advisories for the latest information on the University’s operating status:

<http://www.campusadvisories.gwu.edu/>.

### **Attendance Policy**

Participants are expected to attend each class. We understand that sometimes circumstances can conspire against the best of intentions, so will allow for 20% absence.

### **Out-of-Class/ Independent Learning Expectation**

Over the course of the semester, students will spend at least 2 hours (100 minutes) per week in class. Required reading for the class meetings and written response papers or projects are expected to take up, on average, 7 hours (350 minutes) per week. Over the course of the semester, students will spend 25 hours in instructional time and 70 hours preparing for class.

### **Course Evaluation**

At the end of the semester, students will be given the opportunity to evaluate the course through GW’s online course evaluation system. It is very important that you take the time to complete an evaluation. Students are also encouraged to provide feedback throughout the course of the semester by contacting any/all of the following:

Dr. Michael Cohen  
Interim Director, Political Management Program  
[michaeldcohen@gwu.edu](mailto:michaeldcohen@gwu.edu) | 202-994-5512

Dr. Jack Prostko

Associate Dean for Learning and Faculty Development  
College of Professional Studies  
[jackp@gwu.edu](mailto:jackp@gwu.edu) | 202-994-3592

Suzanne Farrand  
Director of Academic Administration, GSPM  
[sfarrand@gwu.edu](mailto:sfarrand@gwu.edu) | 202-994-9309

## THE COURSE

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### **Political Management Program Objectives**

A Political Management degree prepares students to win campaigns for elective office and policy positions, and to do so in a manner that benefits democracy and society as well as their organization and clients.

In completing the degree, students will be able to:

1. Assess a political environment, develop a strategy to achieve specified goals, and execute that strategy;
2. Draw upon a repertoire of effective campaign communication skills;
3. Collect, evaluate, and incorporate empirical evidence to shape and optimize the strategy;
4. Find, engage, and motivate the right leaders, professionals, and citizens;
5. Recognize and work through recurring political dilemmas in a manner that upholds ethical standards and professional conduct.

### **Graduate School Expectations**

Students enrolled in a graduate program should take their academic responsibilities seriously and be prepared to meet the following expectations:

1. Utilize effective time management skills so as to complete and submit their assignments on their required due dates and times.
2. Have attained a mastery of written communication skills including proper sentence structure, grammar, spelling, and word usage.
3. Understand how to properly format in-text citations and references for resources and information integrated into their written assignments.

GSPM prepares students for careers in the professional political world. In politics, words and deadlines matter. Excellent written communication skills are essential for success. Every word used, whether it is in a television or radio ad, direct mail piece, social media, or a press release, will be scrutinized. Similarly, deadlines are important. Election Day does not get postponed because a candidate and their campaign are not prepared. There are no “do-overs” because a direct mail piece did not arrive to its intended recipients until after the election was concluded. Students will be best positioned for success in the practical political world if they have developed and exercise excellent written communication and time management skills.

### **Course Description and Overview**

This class gives students a practical set of skills to plan and produce digital content for campaigns. It covers basic theory about digital storytelling, the dynamics of telling those stories in different modalities

(video, text, graphics, etc.) across different platforms (desktop, tablet, mobile) and how to produce the content. The class covers the practical processes of setting up and managing a digital campaign in terms of basic planning and utilizing various social media platforms. The class will feature a lot of practical exercises as well as deeper discussions to ensure critical review of the key concepts.

This class will prepare students with practical skills to execute a digital campaign, build basic digital content and develop a critical mindset around the role of media and politicians in influencing public discourse, and an awareness of how the digital media world continues to evolve and how students can evolve their skills with it.

### Course Learning Objectives

At the end of this class students should be able to:

1. Generate digital content, including visual, audio and video campaigns;
2. Create social media campaigns on behalf of their professional affiliation or organization; utilize infographics and snackable content.
3. Identify and explain global trends and best practices in digital communication
4. Explain how the internet has changed the way we read and absorb information, and explain the implications of this shift for journalism, politics, and other news-generating industries;
5. Discuss the ethical implications of the digital shift for: the media, news dissemination more generally, the consumer, and the American public;
6. Discuss the role of the media in today's digital environment – is there still a Fourth Estate?
7. Discuss the importance of social media vs the web. Will a campaign in 2020 need a website?

### Course Requirements

Your course grade will be based on five assignments each worth 20%. Class participation and attendance will be taken into account at the end of the class as well.

### Evaluation and Grading

We want to make the grading more than just an academic evaluation exercise, so we are happy to discuss individual projects that adequately conform to our criteria. If you are working on a similar project already and would like to substitute it for one of these below, please don't hesitate to ask. Grading will be based on the intrinsic quality of your work. The breakdown of assignments appears below:

Assignment	Learning Objective(s) Addressed	Due Date	Weight
<p><b><u>Assignment 1: Journalist/politico ethical tension paper</u></b></p> <p>Today's complex news climate has produced growing tensions between journalists, political campaigns and citizens, which lead some commentators to question how well-informed can voters be? Journalists argue their access to key people and events is being sold short by campaigns that produce their own digital</p>		31 May	15%

<p>messages and distribute it directly to voters, bypassing the media and their role as gatekeeper.</p> <p>Some politicians refuse to hold regular news conferences or talk only to select media outlets that may be deemed “softer” such as local radio or newspapers. Journalists are accused of sloppy work-not digging deep enough in their research, using campaign provided info, or relying on sensationalist stories that lead to ratings. But, on the flip side, many politicians note that the emergence of the internet has made it possible for them to connect with citizens in a way that was previously impossible, therefore helping civic engagement. What’s really happening here?</p> <p>Your assignment is to:</p> <ul style="list-style-type: none"> <li>● Discuss the ethical implications of the digital shift for the media, news dissemination more generally, the consumer, and the American public,</li> <li>● Discuss the role of the media in today’s digital environment – is there still a Fourth Estate?</li> <li>● Explain how the internet has changed the way we read and absorb information, and explain the implications of this shift for journalism, politics, and other news generating industries explore the impact of the new digital ecosystem:</li> <li>● Analyze whether these charges are true, and whether you think that they have made civic engagement/discourse better or worse.</li> </ul> <p>Avoid the simplistic option of taking one side and tease out what motivates each party. <b>1,500 words.</b></p>			
<p><b><u>Assignment 2: Digital plan</u></b></p> <p>Choose a cause that you can create a digital campaign for. It may be political, social or supporting a product or service. Create a project plan for a cause or campaign that exploits the most effective digital tools for the group, and balances the resource tensions of time, money, and scope. Include a rationale for why each tool is appropriate to the target. Include a full analysis of the different roles of each individual participating (eg.: is someone acting as project manager? Is someone the creative person?) Take on</p>		<p>June 14</p>	<p>20%</p>

<p>one of the roles of a traditional strategist and lay out your plan for getting the message out. <b>2,000 words.</b></p>			
<p><b><u>Assignment 3: audio package or infographic</u></b></p> <p>Student to submit either a 30 to 90 second audio package, or an infographic campaign that is part of the digital media marketing plan previously submitted.</p> <p>If choosing an audio package, it must be recorded properly with a quality microphone and include smooth editing and the use of multitrack for spoken word, sound effects and music. The spoken word content needs to follow audio writing conventions. The final assignment should be submitted via email as an MP3. A 500-word explanation should also be provided that details the purpose and why various audio elements were used in the campaign.</p> <p>If choosing the infographic, it needs to be presented as 1. wireframe layouts in black and white, and 2. color designs. Saved at 72 dpi. A 500-word explanation should also be provided that details the purpose and explains style elements such as font choice, color use, design elements and how why they effectively make the information quick and easy to understand.</p>		<p>July 5</p>	<p>20%</p>
<p><b><u>Assignment 4: Video package</u></b></p> <p>Create a 30 to 90 second video package that achieves one of the objectives of the digital media plan that was previously submitted. This video package should be picture led and cannot have any voice overs. It can, however, include dialogue if it is appropriate to the presentation of the narrative. The pictures must be shot with correct exposure, focus, white balance, and feature clear audio. The pictures must also follow classic framing conventions and be edited following basic editing conventions, which includes no jump cuts, no continuity issues and cutting on the action. The final video should be submitted via email either as a QuickTime or Windows Media file.</p>		<p>July 19</p>	<p>20%</p>
<p><b><u>Assignment 5: Future of Digital Media</u></b></p> <p>Present a short paper describing what you think the digital media ecosystem will look like in ten years'</p>		<p>July 26</p>	<p>10%</p>

time. You should explain what you think the characteristics of digital media will be (such as interactive, multi-platform etc.) and how citizens will interact with information and form their views of the world, politics, and general life. Think about new technologies and more importantly what those new technologies will do for society and how they can be used in politics. Explain if you think these are positive or negative. 1,000 words. You will be required to present this paper to the class on the last night and take questions from class members about your position and defend it. You will be required to submit your written paper prior to class and required to be present for this class.			
<b>Attendance and Participation.</b> Students are expected to attend 80% of lessons.			15%
Total			100%

**Following is the grade scale for all GSPM classes:**

Grade*		Grading Standard
A	94-100	Your work is outstanding and ready for submission in a professional environment. Your material, effort, research, and writing demonstrate superior work.
A-	90-93	Represents solid work with minor errors. Overall, excellent work.
B+	87-89	Very good. Represents well-written material, research, and presentation, but needs some minor work.
B	83-86	Satisfactory work, but needs reworking and more effort. Note that although not a failing grade, at the graduate level, anything below a “B” is viewed as unacceptable.
B-	80-82	You’ve completed the assignment, but you are not meeting all of the requirements.
C+	77-79	Needs improvement in content and in effort. Shows some motivation and concern.
C	73-76	Needs reworking, improved effort, and additional research. Shows minimal motivation and concern.
C-	70-72 (lowest grade to pass)	Poor performance. Major errors, too many misspellings, problems with accuracy, etc.
F	Below 70	Unacceptable performance, or inability to submit the assignment.

\*Please note that you may be penalized for late submission of assignment(s).

## Required Text and Learning Materials

[List required reading materials]

- Letting Go of the Words. (2014 Janice Redish. Morgan Kaufman Publishers.)
- Crafting Engaging Audio Content. (2016 Halls. Talkshow Media)  
<https://www.createspace.com/6246195> (ENTER DISCOUNT CODE EEQSNNBX TO ORDER AT COST PRICE)
- Permission Marketing. (1999 Seth Godin)
- The Sketchnote Handbook: the illustrated guide to visual note taking (2012. Mike Rohde)
- The Visual Display of Quantitative Information (2001. Edward R. Tufte)
- Video Script Writing (2012 Halls. Talkshow Media)
- How to Shoot Video that Doesn't Suck. (2011 Steve Stockman. Workman Publishing.)

## Optional Supplemental Text and Learning Materials

[List optional supplemental reading materials, if applicable. If not, delete this section.]

- Visual Language for Designers: Principles for Creating Graphics that People Understand. (2011 Malamed. Rockport Publishers.)
- The Filmmaker's Handbook. (2013, Ascher and Pincus. Plume)
- Audio in Media 9<sup>th</sup> Edition. (2010 Stanley R Alten. Cengage Learning.)
- Steal Like an Artist. (2012 Austin Kleon)

## Tentative Course Calendar\*

\*The instructor reserves the right to alter course content and/or adjust the pace to accommodate class progress. Students are responsible for keeping up with all adjustments to the course calendar.

### May 24

Week 1: Jonathan Halls and Jesse Thomas

Topic and Content Covered: Introductions and Welcome

Learning Objectives:

- Describe the dynamics of communication within the new digital environment.
- Discuss the tension between the political and media establishment in terms of news reporting and dissemination of knowledge.

Readings Due Today: None

Class Agenda:

- Storytelling and the evolution of digital communication, introduction to infographics and snackable content
- Digital media - politics, journalism and construction of meaning
- Syllabus walk through

In-Class Learning Activities:

- Discussion - how storytelling and messaging have changed since the oral tradition and the dynamics that have stayed the same up to the social media era
- Exercise - students to create a media bias infographic individually on paper, and on the board after as a group, Jesse to provide a Photoshop template as well with the logos cut out
- Discussion on the dynamics between politics and journalism

**May 31**

Week 2: Jesse Thomas

Topic and Content Covered: Social Media and Community Management

Learning Objectives:

- Create persuasive and creative social media campaigns on behalf of a company, government, organization, or agenda.
- Understand that content delivery and community building is the vehicle of the future – whatever that looks like – and that platforms come and go.
- Consider the history of the death of the web and the rise of social.
- Establish an understanding of how communities are formed online, rules are created by and adhered to by the community.
- Overview of social advertising is important and we will cover retargeting.

Readings Due Today:

- <https://www.fastcompany.com/34360/permission-marketing>
- <https://business.twitter.com/en/blog/October-lineup.html>
- <https://techcrunch.com/2018/02/13/the-sudden-death-of-the-website>
- <https://www.adroll.com/product/web-retargeting>
- <https://socialmediaweek.org/blog/2017/09/create-snackable-content-social-media-growth/>
- <https://mashable.com/2011/02/03/permission-marketing-social-data/#600zVS.p1uqJ>

Class Agenda:

- The content calendar
- Don't forget about email
- Did social kill the website? Critical thinking and discussion about the need for a website
- "Purpose of platform" Best practices for: Facebook, Instagram, Twitter, Snapchat, LinkedIn
- Social ads (Facebook, Instagram, Twitter, AdRoll, LinkedIn)
- Give, give, give, take. The rhythms of community.

In-Class Learning Activities:

- Create a content calendar for a month of your campaign, we will provide a template
- Describe the purpose of each platform in general, discuss the pros and cons of each, this can be a sentence or metaphor.
- Mock up social ads and an html email for your campaign

## June 7

Week 3: Jesse Thomas

Topic and Content Covered: The Digital Campaign Creative Process

Learning Objectives:

- Manage a digital campaign to improve efficiency and effectiveness.
- Think through innovative solutions to digital content problems.

Readings Due Today:

- Behind Every Great Product - Marty Cagan at Mind the Product London 2016  
<https://vimeo.com/186483084>
- <https://uxmag.com/articles/stupid-stupid-client>
- The Art of Project Management <https://marketoonist.com/2018/02/project.html>

Class Agenda:

- The project management triangle: managing time, money/resources, and scope, pick 2 of the three
- The creative process
- Software: basecamp, how creative teams use basecamp
- Hierarchy of a creative team

In-Class Learning Activities

- Create a diagram of the hierarchy of a complex creative team (video, interactive, graphics)

## June 14

Week 4: Jonathan Halls

Topic and Content Covered: Writing Text for Screens That is Quick and Easy to Understand

Learning Objectives:

- Describe how people consume text-based information off screens following open source UX studies.
- Describe the key principles for writing text that will be consumed on multiple screens based on open source UX studies.
- Write screen text following core digital media writing principles based on user testing.

Reading Due Today:

- Letting Go of the Words. (Janice Redish. 2014. Morgan Kaufman Publishers.)

Class Agenda:

- The visual nature of online text and how people read text on screens as opposed to reading off paper based on UX studies
- The linguistic nature of text and how to make text quick and easy to understand
- Adapting writing for different screens and principles of responsive design
- Integrating written text and other modalities such as graphics, audio, video
- Writing for different groups and understanding your audience

In-Class Learning Activities:

- In-class readability lab (UX exercise)
- “Show and tell” - review online examples of good and bad screen text
- Group exercise, dynamics of different audiences
- Re-writing exercise and peer review

**June 21**

Week 5: Jesse Thomas

Topic and Content Covered: Creating Visual Content

Learning Objectives:

- Design information graphics to persuade people to take action.
- Describe what makes effective design in terms of layout, fonts, colors and other visual elements.

Reading Due Today:

- [https://motherboard.vice.com/en\\_us/article/bmbvja/story-snapchats-signature-format-has-totally-conquered-mobile](https://motherboard.vice.com/en_us/article/bmbvja/story-snapchats-signature-format-has-totally-conquered-mobile)
- <http://www.refinery29.com/instagram-story-tip>
- <https://digiday.com/media/new-york-times-experimenting-mobile-specific-headlines>
- <https://www.google.com/doodles>
- <https://www.theatlantic.com/entertainment/archive/2012/08/can-oreos-become-next-google-doodles/325032/>

Class Agenda:

- Show and tell of top infographics
- Information design (wire frames/storyboard)
- The creative process (content, layout, design)
- Snackable content (less is more): graphics optimized for social

In-Class Learning Activities:

- Create an infographic series for your campaign (infographic and series of snackables)

## June 28

Week 6: Jonathan Halls

Topic and Content Covered: Audio

Learning Objective(s) Addressed:

- Describe how audio (podcasts and radio) work as a modality and medium to convey information from a psychology perspective.
- Record and edit digital audio content following industry conventions to ensure it is crisp and clear.
- Assemble a radio ad using multi-tracking.

Reading Due Today:

- Crafting Engaging Audio Content. (Talkshow Media, 2016)  
<https://www.createspace.com/6246195> (ENTER DISCOUNT CODE EEQSNNBX TO ORDER AT COST PRICE)
- Digital Storytelling for Reporters, (Talkshow Media, 2016)  
<https://www.createspace.com/6209728> (ENTER DISCOUNT CODE EEQSNNBX TO ORDER AT COST PRICE). Please read section 3.

Class Agenda:

- Audio psychology
- How to produce audio content fast
- Practical: microphones, vocal dynamics, records & editing

In-Class Learning Activities:

- Group exercise - audio psychology and how the brain processes words, music and sound effects.
- Demonstration - microphones and audio editing software
- Exercise - students to record, edit and package audio
- Discussion - how audio works alone and how it works in video

## July 5

Week 7: Jonathan Halls

Topic and Content Covered: Creating Professional Videos on a Shoestring Part 1

Learning Objectives:

- Plan digital video content that meets a message objective for a persona.
- Shoot digital video with smart phone that is steady, clear and has good audio.
- Frame video following basic visual grammar conventions.

Readings Due Today:

- Digital Storytelling for Reporters, (Talkshow Media, 2016). Please read section 4.
- Video Script Writing (Talkshow Media)
- Self-publishing example: Manitowoc Minute <https://onmilwaukee.com/ent/articles/charlie-berens-manitowoc-minute.htm>

Class Agenda:

- Video psychology
- Production process and starting with a message objective
- Storyboarding
- Four essentials of getting crisp, professional shots with a video camera
- Filming exercise

In-Class Learning Activities:

- Exercise - review video samples and discuss what makes them work or not work
- Exercise - develop an objective and create a rough storyboard for a short 30 second video that we'll create in class
- Exercise - shoot a short video using the "4 ltes" technique

**July 12**

Week 8: Jonathan Halls

Topic and Content Covered: Creating Professional Videos on a Shoestring Part 2

Learning Objectives:

- Identify the 4 key steps of video editing, to ensure fast editing with minimal mistakes.
- Describe what makes good video edits, drawing on visual grammar conventions.
- Edit video using a desktop editing program.

Reading Due Today:

- How to Shoot Video that Doesn't Suck. (2011 Steve Stockman. Workman Publishing.)

Class Agenda:

- The four-step process of editing to ensure video looks professional and is accurate
- Visual grammar and continuity editing
- Practical steps of editing with video software

In-Class Learning Activities:

- Discussion - positioning assets on the timeline, checking for accuracy, tweaking for visual grammar and running a review

- Demonstration - review and discuss visual grammar including jump cuts, continuity, cutting on action and transitions
- Exercise - edit the video shot the previous week.

## July 19

Week 9: Jesse Thomas

Topic and Content Covered: Global Trends in Digital Communication and Staying Ahead of the Curve

Learning Objective(s) Addressed:

- Overview of the changing digital landscape. Key trends in digital communication and design.

Readings Due Today:

- <https://business.twitter.com/en/resources/agency-resources.html>
- <https://www.fastcompany.com/40435064/what-alan-kay-thinks-about-the-iphone-and-technology-now>
- <https://www.facebook.com/JeremiahOwyang/posts/1015527864485652>
- Littlebigdetails.com
- Factoryjoe on Flickr <https://www.flickr.com/photos/factoryjoe/albums>
- <https://techcrunch.com/2017/02/15/your-in-car-attention-is-medias-next-battleground>
- Socialmedia.org - <https://socialmedia.org/blog/category/how-we-did-it/>
- The rise of the HQ game app <https://www.nytimes.com/2017/12/03/business/media/hq-trivia-app.html>
- <https://socialmedia.org/blog/category/profiles/>

Class Agenda:

- Introduction to key industry leaders to follow, Jeremiah Owyang, Dennis Yu, Dave Morin, Casey Neistat, John Moore, Brian Solis, Katie Harbath (fb dc lead), Adam Sharp (ex twitter dc lead)
- Discuss the rise of self-publishing tools and the evolution of mobile video editing.
- Chat with industry leader guest visitor
- Gamification - have the class play Spaceteam and HQ
- Internet of things – Amazon's suite of products, influence a constituent on their fridge
- The future of Digital currency, why in 2018 do we still make pennies? Critical thinking about the role of government vs private industry in the future of payments.

In-Class Learning Activities:

- Create an infographic about the (we will provide a list of stats but students can find their own as well, we will provide a design template to get them going but encourage a blank start) history of political messaging or the history of the internet
- VR and AR history lesson and let's create world for your campaign quickly, jesse will spitball ideas with the students

**July 26**

Week 10: Jonathan Halls and Jesse Thomas

Topic and Content Covered: Future of Digital Media

Learning Objective(s) Addressed:

- Discuss how digital media will look in ten years based on current trends.
- Identify which skills need to be developed in order to stay ahead of the curve.

Readings Due Today: None

Class Agenda:

- Each student will present their prediction to the class, take questions and defend their position.
- Semester Wrap-up discussion

In-Class Learning Activities:

- Presentation - each student to present their “Future” paper
- Wrap up and summary of semester

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**Copyright Statement**

*Unless explicitly allowed by the instructor, course materials, class discussions, and examinations are created for and expected to be used by class participants only. The recording and rebroadcasting of such material, by any means, is forbidden.*