

# RYERSON UNIVERSITY

Ted Rogers School of Information Technology Management  
And G. Raymond Chang School of Continuing Education

## (C)ITM 445 – Multimedia in Business

### COURSE OUTLINE FOR 2019-2020

#### 1.0 PREREQUISITE

The prerequisite for this course is ITM 207 or Direct Entry. Students who do not have the prerequisite will be dropped from the course.

#### 2.0 INSTRUCTOR INFORMATION

- Name:
- Office Phone Number:
- E-mail address:
- Faculty/course web site(s): <https://my.ryerson.ca>
- Office Location & Consultation hours:
  - Your instructor is available for personal consultation during scheduled consultation hours which are posted on their office door or on the course shell in D2L Brightspace. However, you are advised to make an appointment by e-mail or by telephone before coming to ensure that the professor is not unavoidably absent.
- E-mail Usage & Limits:

In accordance with the policy on Ryerson Student E-mail accounts ([Policy 157](#)), **Ryerson requires that any official or formal electronic communications from students be sent from their official Ryerson E-mail account.** As such emails from other addresses may not be responded to. Students are expected to monitor and retrieve messages and information issued to them by the University via Ryerson online systems on a frequent and consistent basis.

#### 3.0 CALENDAR COURSE DESCRIPTION

Multimedia is an important industry in Canada as well as a sophisticated business tool. ITM 445 introduces students to the application, production, and implementation of multimedia in business. Topics include fundamentals of multimedia production such as graphics, audio and text, multimedia applications in business, and issues in the management of multimedia such as usability, design and

distribution. Emphasis is on hands-on experience with multimedia applications. A multimedia development project is required.

#### **4.0 COURSE OBJECTIVES AND LEARNING OUTCOMES**

The purpose of this course in multimedia is to provide students with an introduction the application, production, implementation and management of multimedia in business. We will be using Adobe Creative Cloud, Audacity, and other multimedia applications to create multimedia content. We will also be using gamified course content where there will be opportunities for challenges, collaboration, self-expression, competition, exploration, rewards, and experience points.

##### ***Course-level learning outcomes***

The course is designed to provide students with:

- Knowledge on the various applications of multimedia in business. This will involve mobile and Web technologies.
- Experience with the fundamentals of multimedia production and software applications.
- The opportunity to create, and produce a multimedia project. This will involve learning and using computer production and authoring tools at a basic level.
- A forum to demonstrate their work.
- Understanding where multimedia fits in business and considerations for managing it.

#### **5.0 TEXTS & OTHER READING MATERIALS**

1. The WebProject. (2000). A Rough Guide to Multimedia.  
<http://www.webproject.org/pdf/rguide42.pdf>.
2. Codoen, S., (2008). The role of the multimedia project manager in a changing online world. *Professional Communication Conference*. Montreal. pp. 1-5.  
<http://ieeexplore.ieee.org/stamp/stamp.jsp?tp=&arnumber=4610197>.
3. <http://burnleyandpendlenews.blogspot.ca/2011/01/introduction-to-digital-graphics.html>
4. Media College.com (2012) Graphics for the Internet.  
<http://www.mediacollege.com/graphics/01/>
5. Folino, L. & Rafter, M.V. (2010). How to use multimedia for business marketing. Inc.  
<http://www.inc.com/guides/multimedia-for-business-marketing.html>.
6. Spurgeon, C. (2007). *Advertising and New Media*. Routledge. Chapter 2. Retrieved 26 November 2013, from <http://www.myilibrary.com?ID=106438>.
7. Hass, J. (2013). Introduction to computer music: volume 1. Chapter 1: An Acoustics Primer, sections 1 – 15 and Chapter 5, sections 1-8.  
[http://www.indiana.edu/~emusic/etext/acoustics/chapter1\\_sound.shtml](http://www.indiana.edu/~emusic/etext/acoustics/chapter1_sound.shtml).

8. <http://burnleyandpendlenews.blogspot.ca/2011/01/videos-in-interactive-media.html>
9. Sauer, J. (2006). Digital video compression basics. [http://svconline.com/avcontrol/features/avinstall\\_digital\\_video\\_compression/](http://svconline.com/avcontrol/features/avinstall_digital_video_compression/).
10. Stanford Academic Computing. (2013). Video production basics. <http://zimmer.csufresno.edu/~candace/videobasics.htm>
11. Dikshit, J. Garg, S., Panda, S. (2013). Pedagogic effectiveness of print, interactive multimedia, and online resources. *International Journal of Instruction*. 6(2). 193-210. <http://files.eric.ed.gov/fulltext/ED544083.pdf>.
12. Martin, S., Diaz, G., Sancristobal, E., Gil, R., Castro, M., & Peire, J. (2011). New technology trends in education: Seven years of forecasts and convergence. *Computers & Education*, 57(3), 1893-1906.
13. Lunch, P.J. & Horton, S. (2011). *Web Style Guide*. Chapter 8 Typography. <http://webstyleguide.com/wsg3/8-typography/index.html>.
14. Carter, M. (2014). My life in typefaces – Ted Talk. Retrieved Jan. 7, 2015 [https://www.ted.com/talks/matthew\\_carter\\_my\\_life\\_in\\_typefaces#t-50720](https://www.ted.com/talks/matthew_carter_my_life_in_typefaces#t-50720).
15. Kirsh, D. (n.d.). Interactivity and multimedia interfaces. <http://adrenaline.ucsd.edu/kirsh/Articles/Interactivity/brock-single.html>.
16. Lunch, P.J. & Horton, S. (2011). *Web Style Guide*. Chapter 4 Interface design <http://webstyleguide.com/wsg3/4-interface-design/index.html>.
17. Inakage, M., Arakawa, T., Iguchi, K., Katsumoto, Y., Katsura, M. et al. (2010). Designing for entertaining everyday experiences. *Art and Technology of Entertainment Computing and Communication*, [http://link.springer.com/chapter/10.1007/978-1-84996-137-0\\_10#page-11](http://link.springer.com/chapter/10.1007/978-1-84996-137-0_10#page-11) (must be at university to access this document).
18. Zichemann, G. How games make kids smarter. Ted Talk. [http://www.ted.com/talks/gabe\\_zichemann\\_how\\_games\\_make\\_kids\\_smarter](http://www.ted.com/talks/gabe_zichemann_how_games_make_kids_smarter).
19. Veeravalli, B. (2008). Distributed multimedia systems. In Furht, B (ed). *Encyclopedia of multimedia*. Springer. 189-194. [http://link.springer.com/referenceworkentry/10.1007%2F978-0-387-78414-4\\_307](http://link.springer.com/referenceworkentry/10.1007%2F978-0-387-78414-4_307).
20. Ferrate, A.; Surya, A., Lee, D., Ohye, M. Carff, P., Shen, S., & Hines, S. (2011). *Building Web Apps for Google TV*. E-book, Ryerson Library. <http://www.oreillynet.com/pub/au/4763>
21. Berg, M. (2010). Mobiles for health. PopTech Talk: [http://poptech.org/popcasts/matthew\\_berg\\_mobiles\\_for\\_health](http://poptech.org/popcasts/matthew_berg_mobiles_for_health)

## Materials for laboratory

### 1. Adobe Tutorials:

- a. Learn Illustrator. <https://helpx.adobe.com/ca/illustrator/tutorials.html>;
- b. Learn Photoshop. <https://helpx.adobe.com/photoshop/tutorials.html>;
- c. Learn Premiere. <https://helpx.adobe.com/ca/premiere-pro/tutorials.html>;
- d. Learn Dreamweaver. <https://helpx.adobe.com/dreamweaver/tutorials.html>.

2. Audacity Tutorials: Basics, Editing for Beginners, Common Editing Tasks, Effects for Beginners. <http://audacity.sourceforge.net/manual-1.2/tutorials.html>

## 6.0 TEACHING METHODS

This course has been gamified and will use a combination of lecture, hands-on exercises and laboratories maker assignments, and challenges. Standard and bonus maker assignments will assist students in learning the course materials including the software required to complete the major project. Laboratory exercises will be submitted during each class and an assignment for that laboratory will also be assigned for the following week. A major project with four separate deliverables will be also be used for students to demonstrate competency in the course concepts. Students can work solo or in pairs for the project only.

## 7.0 EVALUATION, ASSESSMENT AND FEEDBACK

The grade for this course is composed of the mark received for each of the following components:

You gain experience points and stock options by: crafting, making, defeating bosses, completing challenges, issuing challenges, answering questions, and giving answers. A bonus package has been organized so that students can take on additional challenges. However, those additional challenges require the use of stock options to pay for extra equipment or personnel. Experience points and stock options are distributed as follows:

The grade for this course is composed of the mark received for each of the following components:

Type	Experience Points	Possible stock options
Craft 1: project proposal and background research	220	10
Making 1: Illustrator	100	4
Making 2: Photoshop	100	4
Making 3: Audacity	100	4
Making 4: Premiere	120	6
Making 5: Accessibility	100	4
Craft 2: Homepage mockup + peer evaluation	105	4

Defeat level bosses in pop challenges	25	4 in course (answers must be correct)
Craft 3: Work-in-progress presentation and report	115 for presentation, 65 for report	9
Peer review 1	25	2
Craft 4: Final project presentation and report	520	
Peer review 2	25	
Crafting 5: Final exam question	10	
Defeat final boss: final exam	495	
Extra credit for early submission of any maker or craft activity	10 pts 2 days before deadline; 5 pts, 1 day before deadline	

Experience points are equivalent to grades as follows:

Experience points	Letter grade
2100+	A+
2010	A
1940	A-
1870	B+
1800	B
1720	B-
1650	C+
1580	C
1510	C-
1440	D+
1370	D
1300	D-
0	F

In addition, in order to pass this course, students **must** pass Crafting 4 (final project) and defeat the final boss (pass the final examination).

**NOTE:** Students must achieve a course grade of at least 50% to pass this course.

☐ At least **20%** of student's grade based on individual work will be returned to students prior to the last date to drop a course in [good academic standing](#).

## 8.0 TOPICS – SEQUENCE & SCHEDULE

Session	Topic	Readings	Craft	Submissions
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1 (01/10)	Intro Project management, file structure Gamification	Readings 1 & 2  Project proposal outline	FTP procedures STW accounts	
2 (01/17)	Graphics + compression Team presentations	Reading 3 Reading 4	Adobe Illustrator	
3 (01/24)	Marketing applications Team presentation Challenge opportunities	Reading 5 & 6	Adobe Photoshop	Making 1: Illustrator assignment due
4 (01/31)	Sound + compression Team presentation Challenge opportunities	Reading 7	Audacity	Making 2: Photoshop assignment due Craft 1: Project proposal
5 (02/07)	Video + compression Team presentations Challenge opportunities	Readings 8, 9, 10	Adobe Premiere	Making 3: Audacity assignment due
6 (02/14)	Education + training applications Team presentations Challenge opportunities	Reading 11 & 12	Adobe Premiere	Craft 2: Home page mockup
Study week no classes (02/17-02/23)				
7 (02/28)	Text Team presentation Challenge opportunities	Reading 13 & 14	Paper mockup	Making 4: Premiere assignment due
8 (03/06)	Work in progress demonstrations		Peer evaluations	Peer evaluations Craft 3: Progress report
9 (03/13)	Interface design Team presentation Challenge opportunities	Reading 15 & 16	Accessibility	
10 (03/20)	Games/Entertainment/Edutainment Applications Team presentation Challenge opportunities	Reading 17 & 18	Dreamweaver	Making 5: Accessibility lab due
11 (03/27)	Distributed computing, streaming, mobile computing Team presentations	Reading 19 & 20 Reading 21		

	Challenge opportunities			
12 (04/03)	Presentations		Project presentations	Craft 4: Final project submission Craft 5: 1 exam question idea per person + answer submitted with project
13 (tba)	Final Exam			

### 9.0 VARIATIONS WITHIN A COURSE

All sections of a course (Day and CE sections) will follow the same course outline and will use the same course delivery methods, methods of evaluation, and grading schemes. Any deviations will be posted on D2L Brightspace once approved by the course coordinator.

### 10.0 OTHER COURSE, DEPARTMENTAL, AND UNIVERSITY POLICIES

For more information regarding course management and departmental policies, please consult the [‘Appendix of the Course of Study’](#) which is posted on the [Ted Rogers School of Information Technology Management website](#).

**NOTE:** Students must adhere to all relevant university policies found in their online course shell in D2L and /or on the following URL: [senate-course-outline-policies](#).

The appendix covers the following topics:

1. Attendance & Class Participation
2. Email Account
3. Request for Academic Consideration
4. Examinations & Tests
5. Late Assignments
6. Standard of Written Work
7. Academic Grading Policy
8. Academic Integrity
9. Student Rights