Course Syllabus CMM 263G
CONVERGENCE MEDIA AND TRANSMEDIA NARRATIVES

Fall 2018
Number of ECTS credits: 6

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Room: Veco 1
Office hours: Monday: 10:00 – 11:30 (office below 1).
             Thursday: 11:30 – 13:00
             Friday (by appointment only): 15:00 – 16:00

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Course Description

The course aims to introduce students to how various narrative forms as well as brands are currently increasingly conceptualized and produced across multiple media platforms. It will assess the major cultural, social and political changes that have occurred as a result of increased media convergence. The course analyses how this major technically-driven cultural shift is impacting and fundamentally transforming audience participation, interaction and consumption of mediatised content.

Via a series of workshops and exercises, the course provides students with the practical opportunity to conceptualize, create and finally produce a major transmedia narrative project in the form of a docu-drama, thus giving them the opportunity to become familiar with the tools needed to master the art and craft of writing for a number of traditional and new media formats in a cohesive and organic fashion (from radio to the web). They will also be asked to ensure that in the process they create and manage the type of interactive space that will generate major and sustained audience participation.

A significant portion of the course will be devoted to analysing and discussing the findings of some of the major theorists in the field, notably Henry Jenkins, Max Giovagnoli and Nuno Bernardo.

Course Prerequisites (if any)
CMM 101

Learning Objectives

The Broad Learning Outcomes of the course

1. To acquire knowledge of Communication Studies as a science and understand and compare the academic literature of different fields of communication studies (human, mass, journalism studies and media production, research and development)
2. To be highly skilled in oral and written communication and be able to successfully address diverse audiences
3. To understand the ethical aspects of the work and the social responsibilities of professional communicators in different contexts such as interpersonal, small and large group, journalism, new media, public relations and marketing, ideally in a comparative intercultural perspective.
4. To be able to work effectively in a multinational environment
5. To be prepared to pursue a Master's Degree in all different fields of Communication Studies (get stimulated by lifelong learning) and/or attain a high-level occupation in a relevant field.

The Specific Learning Outcomes of the course

1) Become familiar with the various constitutive elements involved in the creation of a transmedia project and deepen the understanding regarding how each medium relies upon specific literary codes
2) Appreciate the various media involved in the production of a Transmedia product in general and constantly expand the tools at user's disposal
3) Develop an analytical mind with regards to how communication strategies in a transmedia project can be used to both entertain and inform while also shaping public opinion.

Applying Knowledge
* Work within a predetermined (and preferably large) group while allowing for various forms of collaborations with different subsets and configurations of students
* Master the art and craft of writing for different media formats, including literature, radio, photo stories, web episodes/shorts in a professional manner
* Become more familiar with the technique of pitching a story to decision-makers
* Appreciate the ground breaking work done by theorists and practitioners in this new field.
* Exhibit the ability to blend creativity with the rigors of a specific yet overarching brief
* Work as a collaborative and thoroughly engaged unit with a view of conceptualizing, creating and delivering a cohesive narrative via the use of various media platforms.

Judgment
* Submit, produce, stage/present and defend a transmedia project at the end of the semester wherein students include, among other elements, a literary text, a radio dramatization, a short/web episode while ensuring a proper and effective management of the promotional and logistical aspects of the projects..

Communication
* Develop a keen sense of how best to communicate with different stakeholders both within and outside the group
* Hone their presentational skills via a constant series of presentations and exercises incorporating appropriate audio components and visuals of various kinds
* Become an eager contributor to the various assignments that compose the end of semester project/package as well as provide constant feedback.

Attitudes
* To be eager to apply life-long learning skills
* Develop strong team work and networking as well as time and people management skills
* Be very open to criticism, feedback, reactions from peers, professors and the intended audience and show a willingness to smartly incorporate such ideas and suggestions in the finished product.
**LINK BETWEEN MAJOR OBJECTIVES, COURSE OBJECTIVES, TEACHING METHODS, ASSIGNMENTS AND FEEDBACK**

(BA Global Communication Studies)

Summary: Convergence Media and Transmedia Narrative
Number of assignments used in this course: 4
Number of Feedback occasions in this course (either written or oral): 5
Number and Types of Teaching Methods: 6 (dialogical lectures, videos, documentary film, simulations, rehearsals and workshops)

<table>
<thead>
<tr>
<th>Major Learning Objectives</th>
<th>Course Learning objectives addressing the Major Objectives (testable learning objectives)</th>
<th>Methods used to Teach Course Objectives</th>
<th>Methods (and numbers/types of assignments) used to test these learning objectives</th>
<th>Type, Timing and Instances of Feedback given to Student</th>
</tr>
</thead>
<tbody>
<tr>
<td>Have a thorough knowledge of scientific levels, types and components of (technologically mediated and not mediated) communication.</td>
<td>Demonstrate an ability to evaluate specific media effects and critically assess them for overall effectiveness.</td>
<td>Lectures, videos, workshops</td>
<td>Regular in-class exercises, Midterm exam, Transmedia Project (TP)</td>
<td>Oral/written feedback from instructor based on feedback of assignments and midterm exam. Feedback for the Transmedia Project (TP)</td>
</tr>
<tr>
<td>Distinguish various media critically and thoughtfully, based on characteristics, audience, users, effects and applicability.</td>
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<td>Describing and comparing theories, concepts, authors and paradigms of the domains within the communication science.</td>
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<td>Knowing and applying the most common qualitative and quantitative methods research in the communication science.</td>
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<tr>
<td>Contribute to the initiating, planning and executing basic and applied research around communicators, channels, messages or recipients, starting from a defined mission and report back to colleagues and laymen.</td>
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<tr>
<td>Major Learning Objectives</td>
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<td>Detecting and analyzing organizational and social communication processes to support troubleshooting.</td>
<td>Demonstrate an ability to appreciate how media channels, messages and audience engagement can be leveraged for maximum impact</td>
<td>Lectures, Workshops, Student Presentations</td>
<td>Transmedia Project (TP)</td>
<td>Feedback on student presentations, Feedback on TP</td>
</tr>
<tr>
<td>Know the structure, organization, operation and development of the media landscape and identify and assess their implications, in a communication strategy and policy context.</td>
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<td>Reflect critically on the role of media and communication in social, cultural, economic, psychological, technological, political, legal and other contexts.</td>
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<tr>
<td>Assessing the impact of social, cultural, economic, psychological, technological, political, legal and other factors on communication processes.</td>
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<td>Apply and transfer of models, methods and theories from auxiliary sciences.</td>
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<td>Identify the ethical dimension of a comm. problem and to acknowledge different point of view.</td>
<td>Demonstrate intellectual honesty when researching/developing a topic</td>
<td>Lectures, simulations, videos and discussions</td>
<td>Essay (mid-term), Transmedia Project (TP)</td>
<td>Feedback (mid-term), Oral and written feedback of the TP</td>
</tr>
<tr>
<td>Communicate effectively and convincingly in oral and written form</td>
<td>Demonstrate an ability to speak confidently in public Ability to complete a professionally written / produced large Group project</td>
<td>Lectures, Debates and in-class exercises (including? lations)</td>
<td>Formal student presentations, Transmedia Project (TP)</td>
<td>Feedback during presentations and simulations/rehearsals, Feedback on TP</td>
</tr>
<tr>
<td>Demonstrate and develop effective intercultural competences and teamwork</td>
<td>Develop an appreciation for team workload and ability to display cultural intelligence. Ability to take into account cultural and human-driven differences among members of a demanding group project.</td>
<td>Various combinations of students working to complete formal assignments. Workshops exercises</td>
<td>Semester-long Elaboration of the TP</td>
<td>Feedback from students regarding the various assignments, Regular feedback from fellow students and monitoring from professor</td>
</tr>
</tbody>
</table>
**Course Materials**

Textbooks:

**Reference Books**

*Media Convergence* by Klaus Bruhn (2010) (Publisher: Routledge)


**Case Studies and Additional Sources:**

Students are actively encouraged to regularly access the following sites:
- [www.henryjenkins.org](http://www.henryjenkins.org)
- [www.davidbordwell.net](http://www.davidbordwell.net) (Observations on Film Art)
- [www.interstitialarts.org](http://www.interstitialarts.org) (The Interstitial Arts Foundation)
- [www.viewjournal.eu](http://www.viewjournal.eu) (Multi-Media E-Journal of European Television)
- [www.fibreculturejournal.org](http://www.fibreculturejournal.org)
- [www.tedxtransmedia.com](http://www.tedxtransmedia.com)
- [www.projectmoken.com](http://www.projectmoken.com) (Norwegian Transmedia documentary)
- [www.con.sagepub.com](http://www.con.sagepub.com) (Google: Convergence – All Issues - Sage Publications)

which gives you free access to all the articles in the journals published so far. Focus on two recent issues in particular:
- Volume 22, Issue 5, October 2016

Please note that each student will be responsible for selecting one article out of these two volumes and be prepared to present and animate a discussion in class from week 2 to week 6.

On a more general note and given the various media-driven elements of the Transmedia Project, students are highly encouraged to become familiar with the more technical aspects of the art and craft of producing actual audio-visual narratives (filming, photography, visual rhetoric...) by accessing relevant literature and watching tutorials.
**Workload Calculation**

The time allocation is estimated as follows:

- Time spent in class (14 x 3) 42 hours
- Two exams (3 x 5 hours) 15 hours
- Study time for two exams 20 hours
- Transmedia Project: 85 hours
- Readings for in-class discussions 15 hours

**TOTAL:** 166 hours

**Course Assessment**

The students will be evaluated on the basis of their performance as follows.

- Midterm exam: 25%
- Transmedia Project: 45% (35% written portion + 10% live performance)
- Final Exam/Report: 30%

**TOTAL** 100%
Grading Scale of Vesalius College

Vesalius College grading policy, in line with the Flemish Educational norms, is now as stated follows:

<table>
<thead>
<tr>
<th>Letter grade</th>
<th>Scale of 20</th>
<th>Scale of 100</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>17.0-20.0</td>
<td>85-100</td>
</tr>
<tr>
<td>A-</td>
<td>16.1-16.9</td>
<td>81-84</td>
</tr>
<tr>
<td>B+</td>
<td>15.3-16.0</td>
<td>77-80</td>
</tr>
<tr>
<td>B</td>
<td>14.5-15.2</td>
<td>73-76</td>
</tr>
<tr>
<td>B-</td>
<td>13.7-14.4</td>
<td>69-72</td>
</tr>
<tr>
<td>C+</td>
<td>13.1-13.6</td>
<td>66-68</td>
</tr>
<tr>
<td>C</td>
<td>12.3-13.0</td>
<td>62-65</td>
</tr>
<tr>
<td>C-</td>
<td>11.5-12.2</td>
<td>58-61</td>
</tr>
<tr>
<td>D+</td>
<td>10.7-11.4</td>
<td>54-57</td>
</tr>
<tr>
<td>D</td>
<td>10.0-10.6</td>
<td>50-53</td>
</tr>
<tr>
<td>F</td>
<td>0-9.9</td>
<td>0-49</td>
</tr>
</tbody>
</table>

Description of activities and Grading Criteria

Transmedia Project (a.k.a. Non-fiction transmedia project, audio-visual documentary or interactive documentary). (written portion: 30%)

The topic of the TP project will be discussed and approved in class.

The Transmedia Project (TP) represents the culmination of all the lectures, discussions and practical exercises, assignments and workshops that will have been tackled over the entire semester. The actual written portion of the TP needs to be handed in on the day of the presentation/performance of the docu-drama scheduled for week 13.

Students will work as a group starting on week 1 and will continue building and fine-tuning it till the day of the performance with a view to creating an original, informative, educational and coherent interactive docu-drama. While the project is too course-specific to be assessed according to the standard rubrics of the CMM department, a number of key elements will be used to grade both the written portion of the TP and the actual performance. Please note that once the overall theme of the TP will have been approved and the specific media selected, students will receive a specific, tailor-made rubric.

Whatever the theme and media configuration, students should be aware of the following possible assessment criteria:

a) Originality of the project
b) Level of audience participation and interactivity generated
c) Level and quality of information accessed/consulted/solicited and provided
d) Quality of the various media-driven written elements of the project (including, radio, literary text, video etc.)
Students will need to fairly quickly decide who will be responsible for what portion of the TP and which role they will fill. As such, they need to consider the following posts:

Producer(s) (maximum 2)
Assistant producers (max.2) - also responsible for raising funds via crowdfunding
Photographers (photo-story and stills)
Music composer and/or supervisor
Literary text writer
Reader of literary text (and/or narrator)
Radio dramatization scriptwriter
SFX expert/ engineer
Storyboard artist for photo-story
Interviewer/Journalist
Web/short episode writer (max. 2)
Director of the web episode
Videographer for the web episode
Costumes/ Make-up/ Props (max. 2)
Marketing unit (max. 2) - responsible for creating a) an original poster, b) a promocard/leaflet/comic-strip carton, c) an audio file/podcast and d) a trailer
Media platform webmaster and supervisor
Cast (roles in the narrative)
Making of film
Programme (week 13)
Stage director/assistant stage director
Social Media Manager

Note that, irrespective of their respective role, all students are de facto researchers for the TP topic selected

A system is devised wherewith the individual contribution of the members of the group is constantly monitored and assessed. Should the members of the group feel that some members did not contribute equally and fairly throughout the execution of the project, they will be assessed separately/ individually. In this respect, the frequent feedback of the nominal producer(s) will be of crucial importance. Please note that the TP project will be filmed on the day of the performance and pending on the quality of the end product uploaded unto the Veco CMM YouTube channel. In any event, the filming on week 13 will be used for purposes of feedback as well.

Performance/Presentation of the Transmedia Project (10%)
On week 13, a course-specific questionnaire/ form will be filled out by the professor and the participants in order to assess the overall quality of the performance.

Students should expect to be evaluated according to a list of set criteria, ranging from overall quality of the basic elements involved in staging a transmedia performance/presentation (quality of diction, sound, staging etc.) to the level of pertinence and the quality of information provided on the topic selected.
BOOK REPORT
A substantial element of the final exam will be an individual book report which will be worth 15% out of the overall 30% grade allocated to the final exam. The remaining 15% will involve the submission of an individual multimedia project based on a literary property.

Students will be tasked with reading, summarizing/synthesizing and commenting upon a recent book to be selected from an approved predetermined list. The book report should be 12 pages /3600 words long. While the list is constantly being updated, students can already consider selecting the book from the list provided below. Typically students need to summarize the actual content within 6 to 7 pages (around 1800/2100 words) and use the remaining pages to compile and comment upon the reviews and reactions from readers and users and especially the critical reviews of professionals as made available on specialized online or offline magazines. They need to end with a substantive and professional maximum.600 words/2 page long personal commentary/review.

The grade will be the result of a number of criteria, including:
1) Content and organization (30%)
2) The quality of the information provided (50%)
3) The mechanics of language (usage of vocabulary, grammar/ syntax, and format) (20%).

While the instructor is open to suggestions, you are invited to consider and select one out of the following list of books (which can easily be ordered via amazon.co.uk or ordered at Waterstone’s):

1) Set the Story World to Random: How to Connect with Modern Transmedia Audiences by Krishna Scott (2015) (Upfront Publisher)
2) Media Convergence in Japan by Patrick W. Gailbraith (Editor) (2016) (Kinema Club)
3) Journalism and Media Convergence by Heinz-Werner Nienstedt (Editor) (De Gruyter)

EXAMS
Typically mid-term and/or final exams contain up to 5 questions which cover the lectures, students’ presentations, in-class discussions as well as the assigned chapters in the textbook. No multiple choice questions are included. The goal of the exams is to ascertain that the students have mastered the relevant specialized vocabulary, can explain and reflect on the case studies and articles discussed in class and that they have come to appreciate the possible cultural and media-related implications of the material studied throughout the semester.

In a 200-level course, students can expect an essay type question to be included as well which will test their ability to expand and comment in a critical and intelligent fashion on an issue raised or inferred in the course.
### RUBRICS

#### Annex I - Grading Form for Exams: Short and Long Answers

<table>
<thead>
<tr>
<th></th>
<th>A</th>
<th>B</th>
<th>C</th>
<th>D</th>
<th>F</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Accuracy</strong></td>
<td>The author pertinently and succinctly addresses the question</td>
<td>Overall, the answer accurately addresses the question. Some minor omissions or imprecisions</td>
<td>The answer meets the basic requirements for this assignment. Some imprecisions</td>
<td>Major flaws, imprecisions</td>
<td>The answer sheet is left in blank or the answer fails dramatically to address the question</td>
</tr>
<tr>
<td><strong>Completeness</strong></td>
<td>The answer correctly addresses all aspects and angles of the question and provides an answer with an excellent level of detail</td>
<td>Some minor omissions or imprecisions</td>
<td>The answer sufficiently addresses the question</td>
<td>The answer is incomplete and fails to address the question</td>
<td>The answer is left in blank or fails dramatically to address the question</td>
</tr>
<tr>
<td><strong>Evidence of Reading</strong></td>
<td>Excellent reference to and application of major course material</td>
<td>Good reference to &amp; application of major course material</td>
<td>Average reference to &amp; application of major course material</td>
<td>Little reference to &amp; application of major course material</td>
<td>The answer lacks any reference to any course material</td>
</tr>
<tr>
<td><strong>Critical Thinking (if applicable)</strong></td>
<td>The answer demonstrates an excellent level of critical thinking and an original application of independent thought</td>
<td>The answer highlights a good level of critical thinking and independence of thought</td>
<td>The answer shows some evidence of critical thinking and independent thought</td>
<td>The answer does engage only to a very limited extent critically with facts and literature and shows little evidence of independent thinking</td>
<td>The answer lacks any critical reflection and independent though</td>
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</table>
### Annex II - Grading Form for Exams: Essay Questions

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<th>C</th>
<th>D</th>
<th>F</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Accuracy</strong></td>
<td>The author pertinently &amp; succinctly addresses the question</td>
<td>Overall, the answer accurately addresses the question. Some minor omissions or imprecisions</td>
<td>The answer meets the basic requirements for this assignment. Some imprecisions</td>
<td>Major flaws, imprecisions</td>
<td>The answer sheet is left in blank or the answer fails dramatically to address the question</td>
</tr>
<tr>
<td><strong>Completeness</strong></td>
<td>The answer correctly addresses all aspects and angles of the question and provides an answer with an excellent level of detail</td>
<td>Some minor omissions or imprecisions</td>
<td>The answer sufficiently addresses the question</td>
<td>The answer is incomplete and fails to address the question</td>
<td>The answer is left in blank or fails dramatically to address the question</td>
</tr>
<tr>
<td><strong>Evidence of Reading</strong></td>
<td>Excellent reference to &amp; application of major course material</td>
<td>Good reference to &amp; application of major course material</td>
<td>Average reference to &amp; application of major course material</td>
<td>Little reference to &amp; application of major course material</td>
<td>The answer lacks any reference to any course material</td>
</tr>
<tr>
<td><strong>Critical Thinking</strong></td>
<td>The answer demonstrates an excellent level of critical thinking and an original application of independent thought</td>
<td>The answer highlights a good level of critical thinking and independence of thought</td>
<td>The answer shows some evidence of critical thinking and independent thought</td>
<td>The answer does engage only to a very limited extent critically with facts and literature and shows little evidence of independent thought</td>
<td>The answer lacks any critical reflection and independent thought</td>
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<tr>
<td><strong>Structure of the Answer</strong></td>
<td>The essay is well structured, with a clear introduction, detailed main body with a logical flow of arguments and strong conclusion</td>
<td>The answer has a good structure with an introduction, main body good flow and conclusion</td>
<td>The answer is generally structured, but does not include a clear introduction, logical flow in the main body or conclusion</td>
<td>The answer is largely unstructured, but shows some evidence of an intro, main body and conclusion</td>
<td>The answer lacks sufficient structure</td>
</tr>
<tr>
<td>Expression</td>
<td>The examinee uses and applies accurate concepts and excellent language</td>
<td>The examinee uses and applies mostly accurate concepts and good language</td>
<td>Some application of accurate concepts, but flawed language</td>
<td>Concepts are not used accurately, some level of confusion arises out of poor language</td>
<td>Poor conceptual use and poor language that inhibit the understanding of the core message</td>
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**Annex IV - Grading Form for Book Report**

<table>
<thead>
<tr>
<th>Content / Organization</th>
<th>All necessary information was presented logically and recorded properly. Maintains clear focus.</th>
<th>Necessary information was covered logically and recorded in the proper paragraphs. Maintains clear focus.</th>
<th>Necessary information was covered, but not presented logically or recorded in proper paragraphs. Maintains adequate focus</th>
<th>Some necessary information was covered but not in a logical sequence or recorded in the proper paragraphs. Attempts to focus.</th>
<th>Minimal necessary information was covered but not in a logical sequence or recorded in the proper paragraphs. Little or no focus.</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>General Information</th>
<th>All general information is included and completely accurate.</th>
<th>All general information is included and mostly accurate.</th>
<th>Some general information is included and accurate.</th>
<th>Some general information is included, but inaccurate.</th>
<th>General information is missing and several parts inaccurate.</th>
</tr>
</thead>
</table>

| Mechanics Usage Grammar Format | There were no errors or evidence of corrections in the report. Paragraphs were properly indented. Words were well chosen and sentences were concise. | A couple of errors occurred in capitalization, punctuation, word usage, sentence structure. Paragraphs were properly formatted. Proofreading evident. | A few errors occurred in capitalization, punctuation, word usage, sentence structure. Paragraphs properly formatted. Proofreading adequate. | Some errors occurred in capitalization, punctuation, word usage, run-on sentences, and sentence fragments. Paragraph formatting inconsistent. Proofreading questionable. | Numerous errors in spelling, capitalization, punctuation, word usage, run-on sentences, sentence fragments. No evidence of proofreading. |
Annex V - Peer Evaluation Form for Group Work

Feedback on team dynamics

Your name:  
Name of Evaluated Peer:

Please evaluate your peer using a numerical scale for each criteria. The scale used goes from 1 = poor, to 5 = excellent. (1 = poor; 2 = below average 3 = average 4 = good 5= very good). Please indicate in the comment box your reasoning for awarding the score and any additional information per criteria you would like to share.

<table>
<thead>
<tr>
<th>Evaluation Criteria</th>
<th>Scores</th>
<th>Comments / Justification of score</th>
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<tbody>
<tr>
<td>Attendance of group meetings (attends regularly and arrives on time)</td>
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<td>Meaningful and productive contributions to group discussions.</td>
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<tr>
<td>Sticking to agreed deadlines in all stages of the work process. (x2)</td>
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<td></td>
</tr>
<tr>
<td>Preparation of work in a quality manner.</td>
<td></td>
<td></td>
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<td>Cooperative and supportive attitude.</td>
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<td>Pro-active and constructive leadership</td>
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<td>Volunteering for extra tasks and work</td>
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<td>Contributes significantly to the success of the project (x2)</td>
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TOTAL (add scores)

A sample of questions to expect when assessing the quality and effectiveness of the group dynamics include:
1) How effectively did your group work explain and provide a grade out of 20)?
2) Were the behaviors of any of your team members particularly valuable or detrimental to the team? Explain.
3) Any recommendations for improving the working of the group?
4) What did you learn about working in a group from this project that you will carry into your next group experience?
5) Any other comments
GRADINGS

With regards to the written assignments as well as the short/long/essay questions in the mid-term and final exam, you will notice that the letter grades cover 5 columns/categories, typically ranging from A to F.

For your information, when allocating and computing the points, an A corresponds to 5 points out of 5, a B to a 4 out of 5, a C corresponds to 3 points, a D to two points and an F to 0 or 1 point.

Further description of assessment activities

For specific evaluations with regards to the Transmedia Script, please refer to the rubrics and assessment sheets below.

Additional Course Policies

Add policies on late papers, coming late to class, etc.
Late papers will not be accepted unless there are serious legitimate reasons.
Provision of a signed medical certificate is required, and notice must be given prior to the deadline.

Academic Honesty Statement

Academic dishonesty is NOT tolerated in this course.
Academic honesty is not only an ethical issue but also the foundation of scholarship. Cheating and plagiarism are therefore serious breaches of academic integrity.
Following the College policy, cheating and plagiarism cases will be communicated in writing to the Associate Dean for Students and submitted to the Student Conduct Committee for disciplinary action.
If you refer to someone else’s work, appropriate references and citations must be provided. Grammar, spelling and punctuation count, so use the tools necessary to correct before handing in assignments.
Refer to tips for avoiding plagiarism in the catalogue.
## COURSE SCHEDULE (OVERVIEW)

<table>
<thead>
<tr>
<th>Week 1</th>
<th>Monday 27 August Session 1</th>
<th>Introduction to the Course and Overview of Course and Requirements (I)</th>
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<tr>
<td></td>
<td>Friday 31 August Session 2</td>
<td>Introduction (II)</td>
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<tr>
<td>Week 2</td>
<td>Monday 3 September Session 3</td>
<td>Television: from Social Engagement to Interaction</td>
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<td>Friday 7 September Session 4</td>
<td>Writing a Literary Text</td>
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<td>Week 3</td>
<td>Monday 10 September Session 5</td>
<td>Transmedia Storytelling in Popular Culture</td>
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<td>Friday 14 September Session 6</td>
<td>The art and craft of storytelling across multiple platforms</td>
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<td>Week 4</td>
<td>Monday 17 September Session 7 Friday 21 September Session 8</td>
<td>The Power of Radio</td>
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<td>Writing for Radio: The art and craft of dramatization</td>
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<td>Week 5</td>
<td>Monday 24 September Session 9 Friday 28 September Session 10</td>
<td>How Politics and Popular Culture intersect</td>
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<td>Performing Radio Theater</td>
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<td>Week 6</td>
<td>Monday 1 October Session 11 Friday 5 October Session 12</td>
<td>Non-verbal Communication (2)</td>
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<td>Week 7</td>
<td>Mid-term Week</td>
<td><strong>REVISION SESSION</strong></td>
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<td><strong>Mid-Term Exams</strong></td>
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<tr>
<td>Week 8</td>
<td>Monday 15 October Session 13 Friday 19 October Session 14</td>
<td>Student Presentations</td>
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<td>Week 9</td>
<td>Monday 22 October</td>
<td>Economics and Participatory Culture</td>
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<td>Week 10</td>
<td>Monday 05 November</td>
<td>Writing for the Web (short/web episode)</td>
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<td>Session 17</td>
<td>Friday 09 November</td>
<td>The Value of Media Engagement</td>
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<td>Week 11</td>
<td>Session 18 12 November</td>
<td>Writing for the Web (2)</td>
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<td>Session 19 16 November</td>
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<td>Week 12</td>
<td>Monday 19 November</td>
<td>Monetizing Transmedia Narratives</td>
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<td>Session 21</td>
<td>Friday 23 November</td>
<td>Rehearsal of the TM Project</td>
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<td>Session 22</td>
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<td>Week 13</td>
<td>Monday 26 November</td>
<td>Presentation and performance of Transmedia Project</td>
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<td>Session 23</td>
<td>Friday 30 November</td>
<td>Feedback session</td>
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<td>Session 24</td>
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<td>Week 14</td>
<td>Monday 03 December</td>
<td>REVISION</td>
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<td>Session 25</td>
<td>Friday 07 December</td>
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<td>Session 26</td>
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<tr>
<td>Week 15</td>
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<td>FINAL EXAMS</td>
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**DETAILED SESSION-BY-SESSION COURSE OUTLINE**

Each week, we have a class on Monday (13:30 – 15:00), and on Friday (13:30 – 15:00). In the Course Schedule below, I describe the content of each week, as well as the assignments and readings of each week. Typically, on any given week, one session will focus on the more theoretical elements of the course, while the other session will be used to conceptualize the Transmedia Project and hone the audio-visual skills of the students.
COURSE CALENDAR.

WEEK 1 – Session 1 and 2 (27 August – 31 August)
Syllabus Review.
Defining Convergence Culture and Transmedia Narratives and related terms.
Assessing the technological implications thereof.
Explaining the scope of the transmedia project (TP) and the expected group dynamics involved in the actual production of such a narrative. Allocation of tasks and discussion on possible topics and narratives.
Defining the docu-drama genre.

WEEK 2 – Session 3 and 4 (03 September – 07 September)
Read chapter 1 and 2 (Spoiling Survivor and Buying Into American Idol) in the reference book Convergence Media by Henry Jenkins and be prepared for an in-class questionnaire and discussion on said chapters.
TP: Writing a literary text and enhancing creativity. In-class exercises.

WEEK 3 – Sessions 5 and 6 (10 September – 14 September)
Leading Question: How can one gauge grassroots creativity and how can one enhance media literacy?
Read chapter 3 (The Matrix and Transmedia Storytelling) and 4 (Quentin Tarantino’s Star Wars) in Convergence Media (questionnaire and discussion).
TP: The arc of a story: tools, structure and constitutive elements.
By the end of week 3 you should have completed a final draft literary text as part of the TP.

WEEK 4 – Sessions 7 and 8 (17 and 21 September)
Leading Question: How can one democratize television? How are contemporary Politics conducted and affected by social media in the Age of YouTube?
Read chapter 5 (Why Heather Can Write). Questionnaire and discussion.
The art and craft of radio dramatization - The Orson Welles Case.
TP: How to write, perform and produce a radio script (1)
Guest speaker: Nico Carpentier (VUB), lecture on how audience theory has evolved on account of increased active audience participation.

WEEK 5 – Sessions 9 and 10 (24 and 28 September)
Leading Question: Can Popular Culture shape politics?
Read chapter 6 (The New Relationship between Politics and Popular Culture) and chapter 7 (Conclusion: Democratizing Television/ The Politics of Participation).
TP: How to write, produce and perform a radio script (2)
Storyboarding the photo story

WEEK 6 – Sessions 11 and 12 (01 October and 05 October)
Midterm Exam Review:
TP: Rehearsal of the portions completed so far, status report and feedback session (it is expected that by week 6 students will have completed the literary text, the radio dramatization and the storyboard and/or the actual photo story)
WEEK 7
Mid-Term Exam (20%)
In preparation for the exam review the chapters and questionnaires distributed and discussed in class and refer to the lectures
You should be able to prove your ability to write a literary text and a radio dramatization in a professional manner.
Lecture on the art and craft of web series

WEEK 8 – Sessions 13 and 14 (15 October and 19 October)
Two student presentation on a web series or an existing transmedia project, be it fiction or non-fiction. Please note that the selection of the series or project needs to be approved by the professor. It is possible to do an individual presentation, in which case the student will select a web series that should ideally be minimum 8 episode long. The individual (web series) student presentation itself should be 10-12 minute long while the two student presentation (transmedia project) should be between 15 and 18 minutes long
TP: How to write for theatre (1)

WEEK 9 – Sessions 15 and 16 (22 October and 26 October)
Leading Question: What gets lost in contemporary business practices when participatory culture is harnessed exclusively for economic gain?
Read the introduction and chapter 1 from the Spreadable Media textbook (Where Web 2.0 Went Wrong). Questionnaire and in-class discussion
One/Two student presentation on a web series or a transmedia narrative
TP: How to write for theatre (2)
The art of staging

WEEK 10 – Sessions 17 and 18 (05 November and 09 November)
Leading Question: What is the value for content and brands as they move between commercial and non-commercial exchange?
Read chapter 2 (Reappraising the Residual)
One/Two student presentation on web-series or transmedia project
TP: How to write a short/web-episode (1)

WEEK 11 – Sessions 19 and 20 (12 November and 16 November)
Leading Question: How is the television industry currently rethinking audience measurement in an era of new business models?
Read chapter 3 (The Value of Media Engagement)
One/Two student presentation on web-series/transmedia project
TP: How to write a short/web-episode (2)
Book Report due and oral presentation (informative exercise)

WEEK 12 – Sessions 21 and 22 (19 November and 23 November)
(Please note that the Transmedia Project should have been completed by now)
Leading Question: What Constitutes Meaningful Participation?
Read chapter 4
Book Report and Presentation
Last opportunity to complete the one/two student presentation
Rehearsal for week 13

WEEK 13 – Sessions 23 and 24 (26 November and 30 November)
Hand in the full written Transmedia Project report and present/perform the
transmedia docu-drama

WEEK 14 – Sessions 25 and 26 (03 December and 07 December)
Read chapter 5 and 6 (Designing for Spreadability + Courting Supporters for
Independent Media). Questionnaire and discussion. Review and preparation in view
of the final exam

WEEK 15
FINAL EXAM
The final exam will consist of two assignments: a book report (15%) and a multimedia
proposal/project (15%) based on a literary property to be handed in the day of the
final exam at the latest.