Course Description:
From genesis to delivery, this course seeks to examine and generate alternative narrative constructs. The course will survey and evaluate existing theory and works. Form and function will be considered in cross-genre examination of transmedia/multi-platform works, webisodes, collective storytelling, performance, interactivity, installation and public intervention. The course will have an emphasis on production.

Outcomes:
The course will produce and publically launch a collaborative multi-platform project. Students will learn how to work collaboratively with makers from other creative practices. Additionally, students will be able to understand and replicate the process of developing multi-platform work.

Interschool Collaborative Project:
A multiplatform project exploring the theme of locality created in several American cities.

This exploration will be conducted by students collaborating from four universities which include The School of the Art Institute of Chicago, Tulane, The College of New Jersey and Southern Illinois University at Carbondale. The delivery/presentation of this collectively explored content may include a website, single channel video, mobile app, radio broadcast, podcast, multi-media performance, and scholarly publication...

The project will conceptually focus on the topic of Locality. Locality is addressed within the contexts of ritual, relationship, and restriction (taking its cues from the Taiye Selasi Ted Talk). American cities in the Midwest (Carbondale, IL), South (New Orleans) and East Coast (Ewing/Trenton, NJ) will be examined.

Graduate Requirements:
In addition to the regular course requirements, each graduate student is to lead or co-lead a segment of research within the documentary. Each graduate student will create a presentation and lead a discussion either related to one of the transmedia readings or one of the readings dealing with concepts of locality or representation.

Readings:


Michel Foucault: *Of Other Spaces: Utopias and Heterotopias From: Architecture /Mouvement/ Continuité* October,


*(PDFs for these and other readings will be provided)*

**Projects & Assignments:**

**Content Concept and Generation:**
- A) Locality is addressed within the contexts of ritual, relationship, and restriction (taking its cues from the [Taiye Selasi Ted Talk](https://www.ted.com/talks/taiye_selasi))
  - Our class will focus on generating content specific to Carbondale and to a lesser extent, Southern Illinois. The main theme of the documentary project is locality with a sub-theme of water.
- B) The project will be broken down into segments. Each segment will have a small team. The team may be 1 to 3 students. The team will produce the documentary content for the segment. The segments may be video, sound, photography, text, animation and more.
- C) The completed segments (fine edit) will be parsed to the collaborating classes at the other three institutions by spring break.
- D) Our class will create a comprehensive behind the scenes/making of video, sound (and potentially text) based documentation of the development of the project—working with the all four universities.

**Content Based Assignments:**
- Each student is to make a short (3 minutes or less) digital self portrait, developed in the context of ritual, relationship and restriction.
- A digital collection of sensory ethnography of Carbondale and Southern Illinois.
- A small variety of other small digitally based projects set in Carbondale and Southern Illinois which may include the following
  1) video, photography, text, podcasts etc.
  2) perspectives from local residents, organizations, businesses etc.
  3) May include:
    a) 1-2 collections of interviews and short video works in collaboration with Imagining Geographies [https://imagininggeographies.wordpress.com/](https://imagininggeographies.wordpress.com/)
    b) A small collection of interviews and digital media based on regional music.

**Content Delivery:**
- Our class will receive additional content from other universities around the midpoint in the semester. Modes of content delivery will be developed for the collected content, implemented and launched by teams within our course.
- Modes of delivery could include a single channel version, a photographic series, a video installation, a public multi-media performance...

*Expanding Media Symposium 2016:* Our class will work very heavily on the Expanding Media Symposium during which the comprehensive documentary project will launch. A team of students will work on matters of PR, scheduling and programing.
Content Deadlines:
Thursday March 10th (midterm)…………………………………………….Initial content is due
Tuesday March 29th ……………………………………………….Final edits transferred to other schools
Friday April 29th…………………………………………….Project launches at the Expanding Media Symposium

Additional Assignments:
Pitching Transmedia: We will collectively pitch our project to a producer and/or curator and/or festival programmer.
Documentary Project Trailer: Our class will create a video trailer for the comprehensive documentary project.

Readings: Readings and various assignments relevant to our course will be assigned. The class will regularly have conversations regarding the readings.

Attendance, Late Work and Policies:
It is very important that all students attend class and be on time. All valuable announcements will be in the beginning of the class. However, you may be allowed TWO absences. Your grade will be lowered by ONE LETTER GRADE upon the 3rd absence; upon the 5th absence, you will receive a failing grade.

Attendance is taken via a sign-in sheet, it is your responsibility to sign your name on the sheet. If your name is not on the sign-in sheet, you will be marked absent. Signing the attendance sheet is YOUR RESPONSIBILITY.

No-showing a scheduled shoot will be counted as an absence.

Tardiness is also a disruption and will be treated as such. Three tardies of 5 minutes or more will be treated as one unexcused absence. Please see above about how this could potentially affect your grade.

Please contact me immediately if you have a family or medical emergency as your excused absence.

Assigned work is due at the beginning of class. A letter grade will be dropped for every day that the work is late. In the real world late work constitutes the loss of a job and pay!

This course seeks to facilitate experience and professional grade projects. Professionalism is required! Attitude is everything. Poor conduct, bad attitude and negative behavior are detrimental to the class/ film set and will result in a lower grade and possible removal from class.

No cellphone use or web surfing during class—unless expressly invited to do so by the instructor.

I must underline that failure to complete or show your work in progress to the class only tarnishes your educational process because you’ll miss out on the public response that can possibly improve your project.

Collaboration & Crew Formation:
The class will be highly group centered. Often, the class will break into groups and each member of the group will present concepts to the other group members. Collaboration cannot be avoided in this course. Students will be asked to rate each other’s performance through each stage of the filmmaking process. Learning to work with your classmates and respect their ideas will be your strongest asset. Fundraising and/or financial contributions may be necessary for the overall completion of the project.

Students are required to work as a group of 3 - 4 people on each film. Each person in the group must perform a major creative function (one of these: producer, director, cinematographer, sound recordist). A strong sense of responsibility and team-work is expected of each and every student.
All Group members must be present for the production of their own group project. All students enrolled in this course must crew for a MINIMUM of 1 other class production in addition to their own.

**Copyrights:**
You should own the rights or have received permission from the appropriate copyright holder for all material that you incorporate into your motion picture. The list of materials includes adapted screenplays, screenplays that you have not written, borrowed music, and archival footage.

**Concerns:**
Filmmaking is a very time consuming process (regardless of chemical or digital) as well as expensive, so you want to make sure you do it right the first time. Just remember that filmmaking is an expensive addiction. I'm not looking for you to spend tons of money, but I do want you considering production value - location, costumes, and other means to show that you researched the project. Project planning and scheduling will be large factors in this course that will determine the overall success of your final piece. Procrastination simply isn't an option.

**Equipment Safety and Responsibility:**
Students should thoroughly check all the pieces of equipment to make sure that everything works properly before leaving the equipment room. Once you have taken the equipment and left the equipment room, you are completely responsible for any damage and loss of equipment, and you will be charged for the repair or replacement by the equipment room. Transferring of equipment from one person (group) to another without equipment room permission is not allowed. If it happens with permission, the responsibility should also transfer to the next person in writing.

1. During the transportation, never leave equipment in the car or anywhere else unattended.
2. Never leave cameras over night in a place (a car, an empty room) unattended.
3. On film set, always engage the latches or zippers of camera cases properly and professionally.
4. On film set, never leave a camera alone for a second without direct attention and protection.
5. On film set, never start filming without thoroughly checking, securing, and testing all locks and stability for all equipment involved, including cameras, tripods, lights, stands, etc.
6. Never leave a film set without double checking and counting all pieces of equipment.
7. In case of any accident, damage, or missing of equipment, report the details in writing to the equipment room and the instructor immediately.

**IMPORTANT DATES**
- Semester Classes Begin Tuesday, January 19
- Last Day to Drop/Add Sunday, January 24
- Last Day to withdraw with a full refund Friday, January 29
- Spring Vacation Saturday, March 12, 12:00 Noon through Sunday, March 20
- Last Day to Withdraw from a course with a W Sunday, April 3

**Final Examinations** Monday, May 9 through Friday, May 13
**Commencement** Saturday, May 14, 2016

**WITHDRAWAL POLICY – Undergraduate only:**
Students who officially register for a session may not withdraw merely by the stopping of attendance. An official withdrawal form needs to be initiated by the student and processed by the University. For the proper procedures to follow when dropping courses and when withdrawing from the University, please visit
http://registrar.siu.edu/pdf/ugradcatalog1314.pdf

**INCOMPLETE POLICY – Undergraduate only:**
An INC is assigned when, for reasons beyond their control, students engaged in passing work are unable to complete all class assignments. An INC must be changed to a completed grade within one semester following the term in which the course was taken, or graduation, whichever occurs first. Should the student fail to complete the course within the time period designated, that is, by no later than the end of the semester following the term in which the course was taken, or graduation, whichever occurs first, the incomplete will be converted to a grade of F and the grade will be computed in the student's grade point average. For more information please visit:
http://registrar.siu.edu/grades/incomplete.html

**REPEAT POLICY:**
An undergraduate student may, for the purpose of raising a grade, enroll in a course for credit no more than two times (two total enrollments) unless otherwise noted in the course description. For students receiving a letter grade of A,B,C,D, or F, the course repetition must occur at Southern Illinois University Carbondale. Only the most recent (last) grade will be calculated in the overall GPA and count toward hours earned. See full policy at
http://registrar.siu.edu/pdf/ugradcatalog1314.pdf

**GRADUATE POLICIES:**
Graduate policies often vary from Undergraduate policies. To view the applicable policies for graduate students, please visit

**DISABILITY POLICY:**
Disability Support Services provides the required academic and programmatic support services to students with permanent and temporary disabilities. DSS provides centralized coordination and referral services. To utilize DSS services, students must come to the DSS to open cases. The process involves interviews, reviews of student-supplied documentation, and completion of Disability Accommodation Agreements.
http://disabilityservices.siu.edu/

**PLAGIARISM CODE:**
SALUKI CARES:
The purpose of Saluki Cares is to develop, facilitate and coordinate a university-wide program of care and support for students in any type of distress—physical, emotional, financial, or personal. By working closely with faculty, staff, students and their families, SIU will continue to display a culture of care and demonstrate to our students and their families that they are an important part of the community. For Information on Saluki Cares: (618) 453-5714, or siucares@siu.edu, http://salukicares.siu.edu/index.html

EMERGENCY PROCEDURES:
Southern Illinois University Carbondale is committed to providing a safe and healthy environment for study and work. We ask that you become familiar with the SIUC Emergency Response Plan and Building Emergency Response Team (BERT) programs. Emergency re-sponse information is available on posters in buildings on campus, available on BERT’s website at www.bert.siu.edu, Department of Safe-ty’s website at www.dps.siu.edu (disaster drop down) and the Emergency Response Guideline pamphlet. Instructors will provide guidance and direction to students in the classroom in the event of an emergency affecting your location. It is important that you follow these instructions and stay with your instructor during an evacuation or sheltering emergency.

INCLUSIVE EXCELLENCE:
SIU contains people from all walks of life, from many different cultures and sub-cultures, and representing all strata of society, nationalities, ethnicities, lifestyles, and affiliations. Learning from and working with people who differ is an important part of education as well an essential preparation for any career. For more information please visit: http://www.inclusiveexcellence.siu.edu/

MORRIS LIBRARY HOURS: http://www.lib.siu.edu/about

LEARNING AND SUPPORT SERVICES:
Help is within reach. Learning support services offers free tutoring on campus and math labs. To find more information please visit the Center for Learning and Support Services website:
Tutoring: http://tutoring.siu.edu/
Math Labs http://tutoring.siu.edu/math_tutoring/index.html

WRITING CENTER:
The Writing Center offers free tutoring services to all SIU students and faculty. To find a Center or Schedule an appointment please visit http://write.siu.edu/

AFFIRMATIVE ACTION & EQUAL OPPORTUNITY:
Our office’s main focus is to ensure that the university complies with federal and state equity policies and handles reporting and investigating of discrimination cases. For more information visit: http://diversity.siu.edu/

Additional Resources Available:
SALUKINET: https://salukinet.siu.edu/cp/home/displaylogin
ADVISEMENT: http://advisement.siu.edu

Building Emergency Response Protocols for Syllabus:

University’s Emergency Procedure Clause:
Southern Illinois University Carbondale is committed to providing a safe and healthy environment for study and work. Because some health and safety circumstances are beyond our control, we ask that you become familiar with the SIUC Emergency Response Plan and Building Emergency Response Team (BERT) program. Emergency response information is available on posters in buildings on campus, available on BERT’s website at www.bert.siu.edu, Department of Public Safety’s website www.dps.siu.edu (disaster drop down) and in the Emergency Response Guideline pamphlet. Know how to respond to each type of emergency.

Instructors will provide guidance and direction to students in the classroom in the event of an emergency affecting your location. It is important that you follow these instructions and stay with your instructor during an evacuation or sheltering emergency. The Building Emergency Response Team will provide assistance to your instructor in evacuating the building or sheltering within the facility.

Students With a Disability:
Instructors and students in the class will work together as a team to assist students with a disability safely out of the building. Students with a disability will stay with the instructor and communicate with the instructor what is the safest way to assist them.

Tornado:
During the spring semester we have a Storm Drill.
Pick up your belongings and your instructor will lead you to a safe area of the basement. No one will be allowed to stay upstairs. Stay away from windows. The drill should not last more than 10 minutes. You must stay with your instructor so he/she can take roll. Students need to be quiet in the basement as the BERT members are listening to emergency instructions on handheld radios and cannot hear well in the basement.

Fire:
During the fall semester we have a Fire Drill.
Pick up your belongings and your instructor will lead you to either the North or South parking lot depending on what part of the building your class is in. You must stay with your instructor so he/she can take roll. As soon as the building is all clear, you will be allowed to return to class.

These drills are to train instructors and the Building Emergency Response Team to get everyone to a safe place during an emergency.

Bomb Threat:
If someone calls in a bomb threat, class will be suspended and students will be asked to pick up their belongings, evacuate the building and leave the premises. Do not leave anything that is yours behind. We will not allow anyone back into the building until the police and bomb squad give us an all clear. **DO NOT USE YOUR CELL PHONES.** Some bombs are triggered by a cell phone signal.

**Shooter in the Building:**

If it is safe to leave, move to a safe area far from the building away from where the shooter is located. If anyone has any information about the shooter, please contact the police after they have gone someplace safe.

If it is not safe to leave, go into a room, lock the door and turn out the lights. Everyone should spread out and not huddle together as a group. Don’t stand in front of the door or in line of fire with the door. Students’ chair and desks should be piled in front of the glass and door as a barricade and the teacher’s desk, podium and anything movable can be pushed against the door. This is intended to slow down any attempts to enter the classroom. If it looks like the shooter is persistent and able to enter, make a lot of noise and have the students use everything in their backpacks to throw at the shooter to distract him.

Silence all cell phones after one person in the room calls the police and informs them of their location and how many people are in the room. **Be quiet and wait for the police to arrive.** The police are looking for one or more shooters, and they have no way of knowing if the shooter is in the room people are hiding in. For this reason, when the police enter the room, no one should have anything in his/her hands and each person MUST raise his/her hands above his/her head.

**Earthquake:**

In the event of an earthquake, you are advised to take cover quickly under heavy furniture or crouch near an interior wall or corner and cover your head to avoid falling debris. Outside the building are trees and power lines and debris from the building itself that you will need to stay away from. In the building, large open areas like auditoriums are the most dangerous. Do not try to escape on a stairway or elevator. Do not hide under a stairway. We do not recommend that you stand in a doorway because the door could shut from the vibrations and crush your fingers trapping you there.

**Rave Mobile Safety Alert System:**

We recommend that you sign up for the Rave Mobile Safety Alert System. It is a new system that replaces the WENS system to alert you through emergency text messages on your cell phone and emails for emergencies on campus, weather reports and emergency school closures. You have to sign up. If you were signed up for WENS it does not roll over. You have to sign up for Rave Mobile Safety Alert System. Go to Saluki Net, go to my records tab, under SIUC Personal Records, click on View My SIUC Student Records, Under Main Menu click on Personal Information, click on View and Update Addresses and Phones, in the middle of the page click [Update Addresses and Phones], under phones click Primary: This will take you to Update Addresses and Phones – Update/Insert, under primary phone number for this address put in your cell phone and submit. For more information, visit dps.siu.edu, contact SalukiTech at 453-5155 or salukitech@siu.edu.

**CPR/Defibrillator and First Aid Class:**

If you would like to take a CPR/Defibrillator and/or First Aid class, contact LaVon Donley-Cornett, lavong@siu.edu or call 453-7473.

**Women’s Self Defense Classes** are offered to female students faculty and staff by the Department of SIU Public Safety. For more information contact Officer Mary Stark marys@dps.siu.edu.