



American University of Ras Al Khaimah

AURAK Syllabus

Course & Instructor Information

Course Title: Interactive Multimedia

Course Code: COMM 423

Credit Hours: 3.0

Methods of Instruction *(See Syllabus Guide for additional information that should be added here):*

This course uses the face-to-face method of instruction. It includes Instructor-led method and group discussion.

Prerequisite course(s) and/or co-requisite courses, if applicable:

COMM 323, COMM 321, COMM 391, COMM 334

Faculty Name: Sabir Haque

Contact Information and Office Hours:

Office 17 K-Building (320). Ext. 8975. Office hours: Mon: 12:00 pm - 01: 00 pm; Tue: 9:30 am – 10:30 am; Thu: 10:45 am – 11:45 am; 12:30 pm – 1:30 pm; or by appointment. Please observe these office hours or make an appointment for a different time via email. Email: sabir.haque@aurak.ac.ae

Course Description:

The course will examine the history, aesthetics, and cultural implications of interactivity through media, and students will gain experience and critical analysis skills by engaging with interactive multimedia works. Students will learn design strategies and development techniques for interactive media and will have the opportunity to explore the latest innovations in this area.

Additional Information about the course:

This course is not an online course This course will focus on creating content for interactive media, including web communication and virtual reality (VR). By the end of the course, students will have developed an interactive multimedia project that demonstrates their skills and creativity.

Course Textbooks and Materials:

- Garrand, T. (2020). Writing for Multimedia and the Web: A Practical Guide to Content Development for Interactive Media. Routledge.
- Dalelio, C. M. (2017). Interactive Media and Society. Routledge.
- Griffey, J. (2019). Introduction to Interactive Digital Media: Concept and Practice. Routledge.
- Jerald, J. (2016). The VR book: Human-centered design for virtual reality. ACM Books.

Other Resources:

Refer Texbooks

Web Resources:

Technology and Young Children: Online Resources and Position Statement:

<https://www.naeyc.org/resources/topics/technology-and-media/resources>

Accessible Design: <https://id.humanrights.ca/>

Course Learning Outcomes (CLOs)

| Course Learning Outcomes At the end of this course, students should be able to: | |
|--|--|
| CLO 1 | Understand the principles of interactive multimedia design |
| CLO 2 | Understand legal and ethical constraints applicable to the interactive media industry |
| CLO 3 | Critically examine and discuss the cultural, social, and economic implications of interactive media on society and individual users. |
| CLO 4 | Explore and experiment with emerging interactive multimedia technologies and platforms |

Program Learning Outcomes (PLOs) and Mapping Course to Program Outcomes

Please see the APPENDIX for the Course to Program Learning Outcomes Mapping.

Assessment Activities

The dates for quizzes, exams, and submission of assignments are specified in the schedule. You will be graded in this class based on the number of points you earn for quizzes, exams written assignments, or other activities, including your class participation. Keep track of your scores in Blackboard.

| Assessment Activities and Grading Weight | Quiz 25% | Assignment 01 25% | Assignment 02 25% | Final Project 25% |
|--|-------------|----------------------|----------------------|----------------------|
| CLO 1 | x | x | x | x |
| CLO 2 | x | | x | |
| CLO 3 | x | | | x |
| CLO 4 | | x | | x |

Grading Scale

The grading system and scale for AURAK, as established by the Board of Trustees, is as follows:

| AURAK Grading System and Scale | | |
|--------------------------------|-------------------|--------------|
| Grade | Percentage Scores | Grade Points |
| A | 95-100 | 4.00 |
| A- | 90-94 | 3.70 |
| B+ | 86-89 | 3.30 |
| B | 83-85 | 3.00 |
| B- | 80-82 | 2.70 |
| C+ | 76-79 | 2.30 |

| | | |
|----|-------|------|
| C | 73-75 | 2.00 |
| C- | 70-72 | 1.70 |
| D+ | 66-69 | 1.30 |
| D | 60-65 | 1.00 |
| F | 0-59 | 0.00 |

An "S" grade reflects satisfactory, or passing, work in a course (i.e., equivalent to grade of C or higher for graduate students. A "U" grade reflects unsatisfactory, or failing, work in a course. S/U will have no effect on the GPA.

Weekly Course Information

Schedule of Course Topics, Required Reading, and Assignments and Assessments

(Including scheduling of laboratory, studio, external visit, and other non-classroom meeting sessions, as appropriate)

| Week | Topic | Required Readings | Assignment, Assessment (with grade weighting) & Due Date | Mapping of CLOs to Assessments |
|------|---|--|--|--------------------------------|
| 1 | Introduction to Interactive Multimedia: Overview of Interactive Multimedia | >Griffey, J, <i>Interactive Digital Mediaspan</i> > Chapter 2an> | --- | 1,3,4 |
| | Introduction to Interactive Multimedia: Introduction to Virtual Reality (VR) and Augmented Reality (AR) | <i>Virtual Reality Filmmaking</i> Celine Tricar t Chapter 1an> | --- | 1,3,4 |
| 2 | Understanding 360° Media and Interactive Design Principles Introduction to 360° Photography and Videography | YouTube - https://www.youtube.com/@hughhou | --- | 1,3 |
| | Understanding 360° Media and Interactive Design Principles Key principles of interactive multimedia design: User interface (UI), user experience (UX), and storytelling | Griffey, J, <i>Interactive Digital Media</i> >Chapter 4 | --- | 1,3 |
| 3 | Legal, Ethical, and Cultural Implications of Interactive Media Legal and Ethical Considerations in Interactive Media | <i>Virtual Reality Filmmaking</i> Celine Tricar t | --- | 2,3 |

| | | | | |
|---|---|---|---|-------|
| | | Chapter 6an> | | |
| | <p>Legal, Ethical, and Cultural Implications of Interactive Media</p> <p>Cultural and Social Implications of Interactive Media</p> | <p><i>Virtual Reality Filmmaking</i></p> <p>Celine Tricar</p> <p><i>t</i></p> <p>Chapterle="letter-spacing:0 .05pt;"> 5m></p> | --- | 3,4 |
| 4 | <p>Quiz on Theoretical Foundations</p> | --- | --- | 1,2,3 |
| | <p>Quiz and Feedback</p> <p>The quiz will test students on their understanding of VR, AR, 360° media, interactive multimedia design principles, and the legal, ethical, and cultural implications of interactive media.</p> | --- | <p>Quiz 25% 19th Sep, 2024</p> | 1,2,3 |
| 5 | <p>Introduction to ThingLink</p> <p>Overview of ThingLink Platform</p> | https://www.thinglink.com/learning-center | --- | 1,4 |
| | <p>Introduction to ThingLink</p> <p>Hands-On Practice with ThingLink</p> | https://www.thinglink.com/learning-center | --- | 1,4 |
| 6 | <p>Advanced ThingLink Features and Certification</p> <p>Advanced Features of ThingLink</p> | https://www.thinglink.com/learning-center | --- | 3 |
| | <p>Advanced ThingLink Features and Certification</p> <p>ThingLink Creator Certification</p> | https://www.thinglink.com/learning-center | | 3 |
| 7 | <p>Practical Application</p> <p>Developing Mass</p> | https://www.thinglink.com/learning-center | --- | 3,4 |

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|----|---|---|---|-------|
| | Communication Interactive Lab Orientations | | | |
| | Review and Feedback on ThingLink Projects | https://www.thinglink.com/learning-center | --- | 3,4 |
| 8 | Submission of ThingLink Projects and Review | --- | --- | 1,4 |
| | Final Submission of Interactive Lab Orientations | | | |
| | Feedback ThingLink Projects and resubmission with Changes | --- | Assignment 1 25% 10th Oct, 2024 | 1,4 |
| 9 | Introduction to Interactive Documentary Production Planning and Pre-Production for Interactive Documentaries | https://opendoclab.mit.edu/lecture-videos/ | --- | 1,4 |
| | Introduction to Interactive Documentary Production Tools and Platforms for Interactive Documentary Creation | --- | --- | 1,4 |
| 10 | Scripting and Storyboarding for Interactive Documentaries Storytelling in Interactive Documentaries | --- | --- | 1,2 |
| | Practical Exercise in Scripting and Storyboarding Group work: Begin scripting and storyboarding their interactive documentaries. | --- | --- | 1,2,4 |
| 11 | Shooting and Editing for Interactive Documentaries Shooting Techniques for 3D 180 VR and 360 VR | --- | --- | 3,4 |

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|----|--|-----|--|---------|
| | Editing Interactive Documentaries | --- | --- | 1,4 |
| 12 | Assessment Finalizing Interactive Documentary Projects Film Proposal Presentation - I | --- | --- | 1,2,4 |
| | Film Proposal Presentation - II | --- | Assignment 2 25% 7th Nov, 2023 | 1,2,4 |
| 13 | Finalizing Interactive Documentary Projects Final Shooting and Gathering Additional Content Post-Production and Integration | --- | --- | 3,4 |
| | Finalizing Interactive Documentary Projects Final Shooting and Gathering Additional Content Post-Production and Integration | --- | --- | 1,3,4 |
| 14 | Polishing the Final Product Review and Fine-Tuning | --- | --- | 1,3,4 |
| | Polishing the Final Product Preparing for Final Submission | --- | --- | 1,3,4 |
| 15 | Final Project Submission and Presentation | --- | --- | 1,3,4 |
| | Final Project Submission and Presentation | --- | Final Project 25% 28 Nov, 2024 | 1,3,4 |
| 16 | Final project: Feedback Session | --- | | 1,2,3,4 |

| | | | |
|---------------------------------|-----|-----|---------|
| Final project: Feedback Session | --- | --- | 1,2,3,4 |
|---------------------------------|-----|-----|---------|

Attendance Policy

Regular student attendance and class participation are essential for students to meet course expectations and to succeed in their studies. The following are benefits associated with attending classes:

- Opportunity to participate in active learning
- Opportunity to demonstrate preparation for class
- Opportunity to engage with the faculty member teaching the course, classmates, and the course material

The following are requirements of the university's attendance policy:

- Students must provide a satisfactory reason for being absent from class, to the course instructor, in advance of missing a class.
- Students must observe protocols for online course attendance (e.g., having camera turned on).
- Students must arrive on time for class and must not depart early from the class. Persistent late arrival at, or early departure from, class meetings may result in being counted as absent from class.

If students fail to attend 20% of the scheduled classes for the semester the following will be the consequence:

- Students will receive a notice that they have been withdrawn from the course, receiving a grade of either W or F (or U).
- W if the 20% absence is reached prior to the deadline for withdrawing from a course with a grade of W.

- F (or U) if the 20% absence is reached after the deadline for withdrawing from a course with a grade of W.

Accommodations for Students of Determination

Students of determination may find they require additional support, services, or considerations. AURAK will endeavor to support students of determination of those with special needs where resources are available. Accommodations will be provided, for students with verified needs, allowing equal access to educational facilities, programs, services, and activities at AURAK. Accommodations are never applied retroactively – only students who have previously requested and have been approved for supporting accommodations can have them apply to a given academic semester/course. Students needing support must make the request from the Office of Support Services located in Building D.

Other Relevant Policies

A. Academic Integrity

The Honor Code

The American University of Ras Al Khaimah strongly supports the concept of academic integrity and expects students and all other members of the AURAK community to be honest in all academic endeavors. The AURAK Honor Code can be found in the AURAK Student Handbook.

The role of the Honor Code and associated Academic Integrity Policy is to protect the academic integrity of the university, encourage consistent ethical behavior among students, and foster a climate of honorable academic achievement. The Honor Code is an integral part of university life and students are responsible, therefore, for understanding and abiding by the code's provisions. While a student's commitment to honesty and personal integrity is assumed and expected, this Code and associated policy and procedures provides clarity of expectations.

Expectations

Cheating, plagiarism, and all other forms of academic fraud are unacceptable; they are serious violations of university policy. AURAK expects all students to be familiar with university policies on academic integrity. The

university will not accept a claim of ignorance – either of the policy itself or of what constitutes academic fraud – as a valid defense against such a charge.

Violations of Academic Integrity

Violations of academic integrity constitute academic fraud. Academic fraud consists of any actions that serves to undermine the integrity of the academic process or that gives the student an unfair advantage, including:

- Inspecting, duplicating or distributing test materials without authorization.
- Cheating, attempting to cheat, or assisting others to cheat – relevant here is the prohibition on being in possession of a mobile telephone or similar electronic device during a test or examination. In case such devices are found with a student, the student will be deemed to have attempted to cheat and will be subject to disciplinary action under the Student Academic Integrity Policy.
- Altering work after it has been submitted for a grade.
- Plagiarizing.
- Using or attempting to use anything that constitutes unauthorized assistance. **PLEASE NOTE:** Faculty members may prohibit the use of generative AI, including though not limited to, generative AI such as Open AI ChatGPT and Canva, in completing assignments. When such prohibitions have been communicated by the faculty member, incorporating information from such sources into your assignment submission will be treated as a serious violation of academic integrity expectations.
- Fabricating, falsifying, distorting, or inventing any information, documentation, or citation.

Plagiarism

One of the most common violations of academic integrity is plagiarism. Plagiarism can be intentional or unintentional. However, since each student is responsible for knowing what constitutes plagiarism, unintentional plagiarism is as unacceptable as intentional plagiarism and thus will bring the same penalties.

Plagiarism – submitting the work of others as one’s own - is a serious offense. This includes submitting work obtained from AI writers such as Open AI Chat GPT, as well as other forms of generative AI. In the academic world, plagiarism is theft. Information from sources – whether quoted, paraphrased, or summarized – must be given credit through specific citations. When a student paraphrases a work, it is still necessary to cite the original source, even when the information has been provided by generative AI writers and/or sources. Merely rearranging a sentence or changing a few words is not sufficient. The citation style should be appropriate for the discipline and

should clearly indicate the beginning and ending of the referenced material. All sources used in the preparation of an academic paper must also be listed with full bibliographic details at the end of the paper, as appropriate in the discipline. **PLEASE NOTE:** Faculty members may prohibit the use of generative AI in completing assignments. When such prohibitions have been communicated by the faculty member, incorporating information from such sources into your assignment submission will be treated as a serious violation of academic integrity expectations.

While plagiarism detection software can assist identifying plagiarism, there is no “percentage of matching content” threshold for determining that content in a written assignment has been plagiarized. Indeed, the presentation of a single striking phrase originally written by another without attribution to the original source can constitute plagiarism, even though the percentage of matching content found by plagiarism-checking software might be very small.

Faculty and Student Expectations

- Every student, faculty member, and administrator is responsible for upholding the highest standards of academic integrity. Every member of the AURAK community shall honor the spirit of this policy by refusing to tolerate academic fraud.
- It is the responsibility of the instructor to provide students with additional guidelines for what constitutes “authorized” and “unauthorized” assistance.
- It is the responsibility of every student to seek clarification if in doubt about what constitutes “authorized” and “unauthorized” assistance. In cases involving collaborative work, all students within the collaborative group may be held responsible for violating the code if any member of the group receives, accepts, or utilizes “unauthorized” assistance.
- Students are required to obtain permission prior to submitting work, any part of which was previously or will be submitted in another course. The instructor has the option of accepting, rejecting, or requiring modification of the content of previously or simultaneously submitted work.

A student who suspects that a violation of academic integrity has occurred should report the violation to the dean or to the Office of the Provost. In this report, the student should describe any action taken, such as talking with the person involved or with a faculty or staff member. Every effort will be made to preserve the anonymity of the student reporting the incident;

Possible penalties for academic fraud include: Formal warning, Reduction in grade for the assignment, Reduction in the grade for the course, A failing grade for the assignment, A failing grade (F) in the course, and/or Dismissal or Expulsion from the University.

Please refer to the relevant section in the *Student Handbook* and ensure a clear understanding of the provisions of the University Honor Code and the Student Academic Integrity Policy.

B. Concerns about grades or other course matters.

Students are responsible for their learning experiences. If you are concerned about a class matter, first discuss it with the instructor. If the matter is not resolved, the next step is to meet with the Chair of the department in which the course is taught. If you still have a concern, meet with the Dean of the school in which the course is taught. The matter is likely to be resolved before it reaches that point, but if it is not, then visit the Associate Provost for Academic Affairs. Students who decide to “jump to the top” will be referred “back” to the appropriate next step.

C. Assignments

University policy is that assignments are due on the date indicated when the assignment is made. Instructors may refuse to accept late assignments or lower the grade that would be otherwise given.

D. Mobile Phones

All mobile phones and other communication devices should be turned off before entering the classroom. Students may NOT have mobile telephone or other electronic devices in their possession while completing examinations. Any violation will be deemed as having attempted to cheat.

E. Diversity and the Use of English

English is the common language of the AURAK campus for everyone. It is the only language to be used in the classroom. AURAK brings together students and faculty from diverse cultural and linguistic backgrounds, which is one of the strengths of the university. This diversity provides an opportunity to share our different experiences and enlarge our understanding of the world.

APPENDIX

Program Learning Outcomes (PLOs) : Bachelor Of Arts In Mass Communication

| Program Learning Outcomes At the completion of the program, students should be able to: | |
|---|---|
| PLO 1 | PLO 01. explain communication theory and demonstrate applications of relevant theoretical concepts for different mass communication fields. |
| PLO 2 | PLO 02. recognize key skills and employ contemporary tools for communicating effectively in realistic media environments. |
| PLO 3 | PLO 03. utilize appropriate messages and techniques for communicating effectively. |
| PLO 4 | PLO 04. apply research methodologies and models and implement these in communication work. |
| PLO 5 | PLO 05. identify factors characterizing the global nature of modern media systems |
| PLO 6 | PLO 06. distinguish cultural issues in planning various forms of communication. |
| PLO 7 | PLO 07. analyze principles of ethics, fairness, and regulation as they relate to media practices. |
| PLO 8 | PLO 08. discuss the characteristics of unique publics and design strategies to best establish symmetrical relationships with them.(public relations) |
| PLO 9 | PLO 09. summarize modern principles of public relations practices and analyse how these can be used in the UAE and globally.(public relations) |
| PLO 10 | PLO 10. employ convergent technologies for production and expression of communication pieces for news, documentary, entertainment, and persuasive communication.(digital media) |
| PLO 11 | PLO 11. apply latest trends in multimedia practices and uses for professional digital communication to§ a local or international context. (digital media) |

Mapping Course to Program Learning Outcomes : Bachelor Of Arts In Mass Communication

| The learning outcomes of this course contribute to meeting one or more of the program learning outcomes as shown below, with the contribution designated as “high”, “medium”, or “low”: | | | | | | | | | | | |
|--|---------------|---------------|---------------|-------------|-------------|---------------|-------------|-------|-------|---------------|-------------|
| | PLO 1 | PLO 2 | PLO 3 | PLO 4 | PLO 5 | PLO 6 | PLO 7 | PLO 8 | PLO 9 | PLO 10 | PLO 11 |
| CLO 1 | <i>medium</i> | <i>medium</i> | <i>high</i> | | | <i>low</i> | | | | <i>medium</i> | <i>high</i> |
| CLO 2 | | <i>low</i> | <i>low</i> | | | <i>high</i> | <i>high</i> | | | <i>low</i> | <i>low</i> |
| CLO 3 | <i>high</i> | | <i>medium</i> | <i>high</i> | <i>high</i> | <i>medium</i> | <i>high</i> | | | <i>low</i> | |

| | | | | | | | | | | | |
|------------------|--|-------------|-------------|---------------|--|--|--|--|--|-------------|-------------|
| CLO 4 | | <i>high</i> | <i>high</i> | <i>medium</i> | | | | | | <i>high</i> | <i>high</i> |
|------------------|--|-------------|-------------|---------------|--|--|--|--|--|-------------|-------------|