Introduction

In the Media Scholarship collaboration we have identified eight components of media based courses that we are using to:

1. Design and structure media based projects in courses across the curriculum.
2. Estimate resource/academic support loads.
3. Summarize the activity of media intensive courses on campus to continue meeting resource needs and to recognize faculty investment in these courses (Figure 2).

Variability is inherent in each of these components so we consider them along a continuum with high representing increasing and/or building effect of that component.

Our goal is to determine if plotting these components of media based courses across the curriculum reveals emerging or consistent patterns that will facilitate our ability to plan and prepare for the evolution of media scholarship on our campuses.

Marrow of African-American Literature

Digital Storytelling to Multimodal Criticism Assignment
Professor Vincent Odamtten, Hamilton College

In this digital storytelling course, students, based on subject-position, knowledge of the content, and critical skills, draft a script/narrative voice-over that is the central argument and the foundational layer of a multimodal project. Over this foundation the superstructure is erected layer-by-layer, for instance a visual layer, either still photographs or moving image clips, even continuous footage. To these are added audio elements and their signs/posters/typed or written quotes etc. One can imagine these layers interacting not dialectically, but polylectically, to produce a multimodal narrative pastiche or concert in which the various layers or elements comment on, and are subject to comment, and thus modification by the other elements of the narrative's deep and complex structures.

The Chinese City: Living Beijing

"Continuities in Transition" Beijing Documentaries
Professor John Crespi, Colgate University

Students work on campus and abroad in Beijing to documentaries that illustrate the presence of the past in this globalized Chinese city. Multidisciplinary perspectives of the ways one can experience and imagine a city are compared to the history of Beijing. Students gather their own digital data, compose their own themes and edit their ideas as a movie that explains Beijing in terms of "continuity in transition".

The Art of Cinema

Actuality Video Assignment
Professor Patricia O’Neill, Hamilton College

Students shoot a 1-minute edit through the camera silent video. This skill-building project is to familiarize students with the use of digital video cameras, camera angles, & techniques for shooting footage that will not enter postproduction.