

# storytelling with Google maps

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Hours: **Tue 2:30-3:30, Wed 10:30-noon**  
**Thur 9:30-10:30 or appointment**

<http://cs.wheatoncollege.edu/mleblanc>

Mentor and Technology Liaison: Jenni Lund (TW 6-7pm in Library Scholars' Lab)

Meeting Times: Tue and Thur, 11:00 - 12:20pm  
Room 1349 Science Center

## Summary

If a picture is worth a thousand words, how many for maps? For centuries, the maps in our books have been static, two-dimensional representations of locations and events. Today, eBooks can integrate digital maps into our stories, enabling the reader to “enter the map” from different perspectives, including satellite imagery, tours, and street views. In this seminar, we will learn to add digital maps to stories by merging creative storytelling with professional software for making eBooks with interactive maps. The starting point will be a group review of and practice with the tools used to create a new eBook written by your professor about his grandfather who fought in WWI. What is your story?

Including the Google company name in the course title is meant to generate a discussion. Clearly Google is not the only company that offers wonderful online maps (*cf.* Esri’s ArcGIS), but the compute-all company does represent the IBM and Microsoft technological behemoths from former generations<sup>1</sup>. We will leverage the tools in Google Earth Pro (now free) to help us tell stories, stories where the maps are both traditional 2-D representations of a view and portals to a modern street view of those locations *in your map*. Readers beware: “putting down the book” has a new meaning: the maps in our electronic-books (eBooks) from here on out will be luring the reader to *enter the map, leave the book, and explore*.

## Books

Most material to be read and studied will be online. We will read and discuss one story that is printed on dead trees (ahem, you will need to buy a copy of an actual book; I’m quite sure this graphic novel is not in eBook format).

Satrapı, Marjane (2005). *Persepolis* (v1 and v2).  
Pantheon Books.



***I recommend that you also buy a 3-ring binder to hold the many handouts***  
***I will give out each class period..***

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<sup>1</sup> As of August 2015, Google is under the umbrella of the parent company Alphabet, Inc.

**Goals of this First Year Seminar:**

This seminar is an opportunity for you to foster a new identity, that is, the identity of you as a scholar. The semester of work associated with this course includes reading, study, writing, discussion, oral presentations, and computing.

Our goals include:

- (0) sharpening your technical skills to facilitate the **evaluation** of the eBook as a medium for storytelling
- (1) **increasing your confidence** in asking and responding to difficult questions
- (2) achieving new successes when **expressing yourself** in a group and or larger audience
- (3) raising your confidence in **writing** and **creating** your own stories
- (4) heightening your skills in **marshalling evidence**, including full and complete referencing
- (5) reaching a new level of **computing competency** and applying computing to new areas

Working on these goals is to practice the stuff of scholarship: confident presentations, digging for information, creative and professional writing, an ability to solve hard problems with computing. Together, we will learn to do a number of small but essential skills and to practice what we learn: practice, start over, study again, and then take the skills with you to future tasks. In sports, in art, or drama, it takes patience and hard work to make a powerful move. Likewise in scholarship, it will take patience and hard work for you to “make a powerful move.”

**Your Grade:**

<b>Things to do</b>	<b>Grading Percents</b>	<b>Frequency/Due</b>
Participate in class discussions	10%	<i>always ...</i>
Attend three (2) campus talks/performances/exhibits	3%	1) <i>you pick and tell me</i> 2) <i>you pick and tell me</i>
Labs	12%	in lab as needed
Graphic novel review	5%	Tue., Sept 08
Your team’s lab	10%	Oct. 27 or 29
<i>Your story</i> (final project)	60% overall	
v1.0 Story Proposal	5%	Tue, Sept 15
v2.0 Story Outline	5%	Thurs, Sept 24
v3.0 Story Draft	10%	Thurs, Oct. 08
v4.0 Revised Draft	15%	Thurs, Nov. 05
Final In-class Presentation	10%	Dec. 08 or 10
Final Story Submission	15%	Thurs., Dec. 10

**Late Submissions:**

Due is due. Always turn in whatever you have on time, even unfinished work. Something turned in on time is much better than not having it accepted because it is late. Late is not an option. (Good, glad we can all agree with this.)

**Honor Code Revisited:**

It goes without saying that all submitted work will be the student's own, in keeping with the Wheaton Honor Code, unless the assignment has assigned groups. For labs, you may get “help” from fellow classmates, but remember that all completed work must be your own. Use discretion; don't ask your classmate for “the” answer. However, I do encourage you to discuss the problem in general, such as the type of statements or functions one might use.

**Tips for working on your own ....**

- (0) It is expected that you spend at least **2-3 hours** on reading, study, and preparation for every 90 minutes of lecture and discussion.
- (1) It is expected that you spend at least 4-8 hours per week on your semester-long story project. **WARNING:** Writers typically underestimate the time it takes to complete a project; 4-8 hours per week on your story may be one of those “underestimations.”

**In classroom “LABS”**

- (0) The computer work in class (labs) are a critical part of the course. In a way, it is your time to “hack”, solve unique problems, and show that you can work hard on the problem at hand. Your labs will prepare you to work on your story in new ways. You must be in lab to get credit for the session. If you happen to miss a lab, you are strongly encouraged to do it on your own time, but please do not ask for credit.
- (1) In order to best grasp the material presented in the lab, I strongly suggest that you completely redo any labs that you find difficult. (Read that last sentence again, unless of course you've already reread it once.)

**HELP**

*Please don't wait too long before you see me;  
a quick chat in my office can often clear things up.  
I'm here often ...*

**Accommodations for Disabilities**

In compliance with the Wheaton College policy and equal access laws, Dean Sally Riconscente is available to discuss appropriate accommodations that may be recommended for students with disabilities. Requests for accommodations are to be made during the first two weeks of the semester so that timely and appropriate arrangements can be made.

Students are required to register with Dean Sally Riconscente, Associate Dean for Disability Services, whose office is at the Filene Center for Academic Advising and Career Services. Contact ext. 8215 to schedule an appointment, or email Dean Riconscente at [riconscente\\_sally@wheatoncollege.edu](mailto:riconscente_sally@wheatoncollege.edu).