**JOUR 307-01**

**Multimedia Storytelling**

**Ingrid Sturgis                                                 CRN 84837**

**Assistant Professor                                        3 credits**

**C.B. Powell  233F                                           2:10-3 p.m.  Room 254 CB Powell**

**Office Hours: M/W 12-1:30,                          Fall 2013**

**Tues. 11 a.m.-3 p.m., and by appt.**

**isturgis@howard.edu****Course website**

**Office Phone: 202-806-5124/                       Twitter: @isturgis**

**Facebook: isturgis                                        Twitter: HU\_Multimedia hujour1**

**Google Voice: 609-426-0394**

**Course Overview**

The Internet has become a game-changer for journalists and the profession of journalism. Its influence has profoundly changed the role of journalists and changed the job of newsgathering and dissemination. It has also changed the relationship between news organizations and their readership. But amid turmoil, opportunities always arise. This class will examine how to harness emerging trends that impact the craft of journalism. It is an introduction that includes learning about the basic elements of multimedia journalistic storytelling, including audio, video, slideshows, and online journalism formats as well as the use of social media tools such as Twitter, Facebook and Foursquare and data visualization tools.

This is not a computer class or a design class. It's a journalism course to prepare you to integrate the many things you've already learned about journalism – researching, reporting, writing and editing – into a world in which everyone is a publisher. The class will include lectures on new-media themes, such as such as social media’s impact on storytelling; the ethical and legal implications of publishing online; characteristics that distinguish news Web sites from print and broadcast operations; and guidelines for doing research on the Internet. Students will learn to report and create stories various digital media, including text, photos, audio and video. You are not expected to know anything about online production before the course begins. Basic skills workshops will be offered during the semester to master software and technical equipment. (3 credit hours)

**Course Prerequisites**

Completion of “Fundamentals of Journalism” and “Reporting and Writing” with a grade of “C” or better, or approval of instructor.

**Class Description**

In this class you will learn how to use appropriate software and equipment to become a backpack journalist – a technically literate journalist in a digital media world who can simultaneously report and handle the technical tools for multimedia newsgathering. You will learn how to think creatively and choose the best platform for your reporting. You will also learn to work in a collaborative environment that has grown even more interconnected in today’s newsrooms. There will be hands-on in-class assignments as well as individual and collaborative projects. You are to create and maintain a multimedia portfolio of your work.

**Class Format**

Classes will regularly feature discussions, in-class lab assignments (which will be graded), critiques, quizzes and guest speakers. Your class participation grade will not only include input in discussions, but also sharing examples of multimedia reporting. On some assignments, you will begin in class and finish out of class. Expect to spend at least three to six hours per week outside the classroom to plan and execute or collaborate on projects. Classes will require research, writing and reporting for online projects

**Course Objectives and Outcomes**

* By the end of the semester you will be able to:
* Create a multimedia news story
* Critique articles and information packages suitable for publication online
* Create and set up a blog and post best-quality examples of your assignments
* Demonstrate ability to utilize Twitter and related social network tools in research and reporting
* Analyze of the wide range of journalistic possibilities and options
* Demonstrate an understanding of the monumental changes taking place in civic and social communication
* Demonstrate an understanding of the history and role of professionals and institutions in shaping communications
* Accurately assess the credibility of online sources
* Critically evaluate your work and that of others for accuracy and fairness, clarity, appropriate style and grammatical correctness
* Demonstrate ability use digital audio recorder/software to tell a compelling multimedia story.
* Demonstrate ability use digital camera/ photo software to tell a compelling multimedia story.
* Demonstrate ability use video camera/software to tell a compelling multimedia story.
* Demonstrate ability to create appropriate text designed for mobile and online readers
* Apply basic numerical and statistical concepts
* Create a website/blog page(s) to present final project
* Demonstrate an understanding of the diversity of groups in a global society in relationship to communications
* Demonstrate an understanding of professional ethical principles and work ethically in pursuit of truth, accuracy, fairness and diversity
* Understand and apply the principles and laws of freedom of speech and press, including the right to dissent, to monitor and criticize power, and to assemble and petition for redress of grievances.

**Course Texts, Materials, Web sites**

Texts: The Multimedia Journalist by Jennifer George-Palilonis (Oxford University Press)

**Required**

* Platform: Macintosh
* Software: Photoshop, Soundslides, FinalCutPro, WordPress,

**Optional**

* Audacity, Garageband, iMovie, Microsoft Windows Movie Maker 2

**Required:**

* Earphones, digital transfer device (thumb/flash drive), external hard drive
* Access to dictionary and thesaurus
* Reporter’s Guide to Multimedia Proficiency, Mindy McAdams. Download it at[http://www.jou.ufl.edu/faculty/mmcadams/PDFs/RGMPbook.pdf](http://www.google.com/url?q=http%3A%2F%2Fwww.jou.ufl.edu%2Ffaculty%2Fmmcadams%2FPDFs%2FRGMPbook.pdf&sa=D&sntz=1&usg=AFQjCNG-kLIkwYbQ4vCNP5giXhkgs4LSEQ)
* Journalism 2.0: How to Survive and Thrive, Mark Briggs. Download it at: http://www.kcnn.org/resources/journalism\_20\_pdfs/
* The Associated Press Stylebook and Briefing on Media Law (any edition), Norm Goldstein (Editor), et al, ISBN: 0201339854
* Daily monitoring of Internet sites as well as local and national broadcasts, including CNN, NPR and BBC

***Recommended:***

Subscription to Lynda.com

Journalism Next by Mark Briggs ISBN: 978-1-60426-560-6

Producing Online News: Digital Skills, Stronger Stories, Ryan M. Thornburg (CQ Press ISBN 978-1-60426-996-3)

Smart Phone (Android, iPhone, Blackberry, etc.)

Digital still and video camera

Digital audio recorder

 The Yahoo! Style Guide: The Ultimate Sourcebook for Writing, Editing and Creating Content for the Digital World, Chris Barr and Senior Editors of Yahoo!, ISBN: 978-0-312-56984-6

**Web sites**

Google maps:<http://maps.google.com/>

Interactive Narratives: www.interactivenarratives.org/

Online Journalism:[www.macloo.com/journalism/](http://www.google.com/url?q=http%3A%2F%2Fwww.macloo.com%2Fjournalism%2F&sa=D&sntz=1&usg=AFQjCNEoky21v7Ymu_MyPe0HRdgOkomoOg)

**Tutorials:**

[http://multimedia.journalism.berkeley.edu/tutorials/](http://www.google.com/url?q=http%3A%2F%2Fmultimedia.journalism.berkeley.edu%2Ftutorials%2F&sa=D&sntz=1&usg=AFQjCNH4lyMHNmJljJjcEl8xPHrzFbYm-Q)

[http://www.newsu.org/](http://www.google.com/url?q=http%3A%2F%2Fwww.newsu.org%2F&sa=D&sntz=1&usg=AFQjCNECJuznvdTLpTiseRhDDIbaj5J-iQ)

[http://www.bbctraining.com/](http://www.google.com/url?q=http%3A%2F%2Fwww.bbctraining.com%2F&sa=D&sntz=1&usg=AFQjCNE9IOsKs3kPjbytZxERLO2r67SkCw)

www.[mediastorm.org/submissions/gathering\_audio.htm](http://www.google.com/url?q=http%3A%2F%2Fmediastorm.org%2Fsubmissions%2Fgathering_audio.htm&sa=D&sntz=1&usg=AFQjCNGn7FjyEQsJ8FlrPDKPewMa7lXOQA)

www.planetphotoshop.com/

www.cbtcafe.com/

www.multimediainminutes.com/

**Attendance Policy:** Attendance, punctuality and adherence to deadlines are mandatory and will affect your final grade. I will take attendance at the beginning of each class. Attendance is part of your class participation grade. The instructor’s grade book is the official record. More than two class absences results in an automatic, one-letter-grade reduction for the course. Three unexcused tardies equal one absence. Four absences result in failure of the course. You are expected to be on time and ready to participate every class meeting. Late arrivals and early departures will count as partial absence at the instructor's discretion.

**Classroom Etiquette**

Mobile phones, watch alarms, iPod and other electronic devices must be silenced during all classroom and lab lectures. Those not heeding this rule will be asked to leave the classroom/lab immediately so as to not disrupt the learning environment. Please arrive on time for all class meetings. Students who habitually disturb the class by talking, arriving late, etc., and have been warned may suffer a reduction in their final class grade.

DO NOT save your layouts and other designs on desktop; these items may be erased during computer maintenance. Store your work on a portable USB storage device (flash drive). Always backup assignments on a separate flash drive. Always have at least two digital copies of everything that you create. There will be NO accepted excuses for assignments lost to computer failure or lost flash drives.

**Food and drink is prohibited in computer labs and around electronic equipment.**

**Grading**

Grades for the course will be determined by quizzes and quality of student-produced projects using a standard grading rubric. (See Rubrics). Journalistic work will be graded based on its newsworthiness, originality, focus, clarity, accuracy and suitability for publication online. Rules about writing and style are to be strictly followed. The final authority on style will be the Associated Press Stylebook.

Grades are assigned based on the work submitted by deadline. While you can revise work after it has been submitted, you will not receive additional credit for late work. In general, late assignments will be accepted within a week of the deadline — ONLY with approved documentation of an emergency or medical reason. If you miss a class, please consult with another student for notes. Make sure you fully understand directions for every assignment. Course work submitted that does not conform to prescribed guidelines will not be accepted. There are no make-ups for in-class writing, quizzes, the midterm, or the final exam.

Quizzes: 150 pts.

Final Multimedia Project: 300 pts.

*These percentages are subject to change because of additional or fewer assignments as needed.*

1000 points

**Categories Weight by % Total Points**

Assignments 100 points

20-second video: 100 points

In-class exercises/class participation/punctuality 100

Portfolio (online and physical) 150

10 Discussions (7.5 points each) 150

Midterm Progress (on Final Project) 150

Final Project 250

**Total 100% 1000**

Letter Grade Point Ranges Grade Point Value

A -- 900 - 1000

B  -- 800 - 899

C  -- 700 - 799

D  -- 600 - 699

F  -- 0 - 599

**Assignments**

**Formatting and File Naming Conventions**

Use a one-word slug (or label) for each article and its multimedia components. Number multiple components, such as photos. Add your byline to the story slug and your initials to multimedia components. Include your last name in the slug line for audio. Add the initials of the editor/producer, i.e., Jasmine Doe would be jd. at the end. For example:

METRO-Ingrid Sturgis-jd

METRO PIX 1-is-jd

METRO PIX 2-is-jd

METRO VIDEO-is-jd

METRO AUDIO 1-SMITH-is-jd

METRO AUDIO 2-JONES-is-jd

METRO CHART-is-jd

Single space articles without paragraph indentations and leave a line space between paragraphs—similar to the format of this syllabus. Make sure the correct byline is at the top of the article. The writer and/or you should create hyperlinks for all proper nouns and other reader-friendly information. **All stories MUST include hyperlinks. Double check links to make sure that they work.**

All written assignments must be TYPED AND DOUBLE-SPACED WITH AT LEAST A ONE-INCH MARGIN ON ALL SIDES, unless otherwise noted. INCLUDE A CITATION FOR ALL RESEARCH MATERIALS. Include your name, e-mail address, course name, assignment description, and date in the upper left corner. This information can be single-spaced. Do not include your student ID number. Please submit both a HARD COPY OF YOUR ASSIGNMENT ON PAPER, AND UPLOAD via Blackboard’s DISCUSSION BOARD, ASSIGNMENT TOOL, or TESTS/SURVEYS. Do not e-mail assignments, unless instructed. E-mail should be used primarily to communicate with Professor Sturgis. Edited assignments must be also posted to your blog.

**Portfolio/Resume**

You will be expected to produce a blog or Web site using WordPress to serve as a resume or a showcase of your work. **ALL BLOG POSTS:** Minimum requirements: 100-150 words, one image, two out-bound links, one comment on class blogger, one comment on blog you are following.

**Group Work Policy**

Everyone must take part in a collaborative project. All members of a group will receive the same score; that is, the project is assessed and everyone receives this score. However, that number is only 90% of your grade for this project. The final 10% is individual, and refers to your teamwork. Every person in the group will provide the instructor with a suggested grade for every other member of the group, and the instructor will assign a grade that is informed by those suggestions. Once formed, groups cannot be altered or switched, except for reasons of extended hospitalization.

**Technology and Media**

Blackboard: Log onto[http://blackboard.howard.edu](http://www.google.com/url?q=http%3A%2F%2Fblackboard.howard.edu&sa=D&sntz=1&usg=AFQjCNH8Noyuw8pbsPpkblnQvFC7Az-cxA) using your student identification number (without the @ sign) and your Bison password. Check the announcements, go to Tools and then Personal Information update your e-mail address. Your Howard email address is linked to Blackboard, which is the preference of the University. However, if you use a different email more often, you must indicate your preference within Blackboard so that you don’t miss any correspondence. If you are unfamiliar with Blackboard, use the tutorials listed below.

**Email:** Use isturgis@howard.edu to contact me for matters outside of class. I will check it and Blackboard everyday. Please do not use my personal email. I will not respond to messages sent there.

**Technology Requirements**

Please observe the following requirements so that technology becomes a facilitator rather than a hindrance:

Hardware: We will primarily use Mac in the classroom, but you may use PCs outside the class, as long as the computer meets the following requirements.  If you bought your computer within the last three years, it probably does.  If you need access to a better computer, you can find one in any of the campus labs.

* Processor speed of 1.6 GHZ or faster
* 256 MB RAM or more
* Minimum 800x600 resolution
* 16-bit color
* Video card
* Audio card and speakers

Connectivity:  Since you will spend much of this course online, you will need to access the Internet via a high-speed network (e.g., cable, DSL, or the campus network) so that you will not waste time waiting for files and web pages to download.  You will also need an email account.  Whether you use your @howard.edu account or not, you should update your email address in Blackboard.

Software:  At a minimum, you need a modern operating system, web-browser, anti-virus software, and a standard word-processing program.

**Operating System:**  PC Users:  Windows XP or higher; Mac Users:  OS X or higher

**Web Browsers:**

Mozilla Firefox[http://firefox.com/](http://www.google.com/url?q=http%3A%2F%2Ffirefox.com%2F&sa=D&sntz=1&usg=AFQjCNE44W2aU8bZ-YxIUVlfmMhcRrAIjg)

Internet Explorer[http://www.microsoft.com/windows/internet-explorer/default.aspx?WT.srch=1](http://www.google.com/url?q=http%3A%2F%2Fwww.microsoft.com%2Fwindows%2Finternet-explorer%2Fdefault.aspx%3FWT.srch%3D1&sa=D&sntz=1&usg=AFQjCNHCg33LmBgFyUR5RvU0Y36VjKcilQ)

Java[http://java.com/en/](http://www.google.com/url?q=http%3A%2F%2Fjava.com%2Fen%2F&sa=D&sntz=1&usg=AFQjCNHGOI3f_1aVB4Mxw6LKzHH6oS2qHg)

**Anti-Virus Program:**  Norton, McAfee, or other anti-virus software

**Word-Processor:** Microsoft Word, Google Docs[http://docs.google.com](http://docs.google.com/) or Open Office[http://www.openoffice.org/](http://www.google.com/url?q=http%3A%2F%2Fwww.openoffice.org%2F&sa=D&sntz=1&usg=AFQjCNF3XRqb7rGTcKc1H3AXaDliRCwI7w)

**Internet Basics:** See the following resources:

**Technology Information for Students**

[http://www.howard.edu/technology/students.htm](http://www.google.com/url?q=http%3A%2F%2Fwww.howard.edu%2Ftechnology%2Fstudents.htm&sa=D&sntz=1&usg=AFQjCNG_WZ66X5EqzhXcgdHzyxQn1BaFbw)

**Library System**

[http://www.howard.edu/library/Search/Connect.htm](http://www.google.com/url?q=http%3A%2F%2Fwww.howard.edu%2Flibrary%2FSearch%2FConnect.htm&sa=D&sntz=1&usg=AFQjCNFttqJ2pO4yHKgM456cWIcuwoOt2A)

**Blackboard 9 Resource Center For Students**

[http://www.cetla.howard.edu/teaching\_resources/blackboard/BBStudentsFAQ.html](http://www.google.com/url?q=http%3A%2F%2Fwww.cetla.howard.edu%2Fteaching_resources%2Fblackboard%2FBBStudentsFAQ.html&sa=D&sntz=1&usg=AFQjCNFeyLjuTnHFtu9HGiIC9eRnxSXrtA)

**Anti-Virus Protection**

[http://www.cetla.howard.edu/teaching\_resources/software.html](http://www.google.com/url?q=http%3A%2F%2Fwww.cetla.howard.edu%2Fteaching_resources%2Fsoftware.html&sa=D&sntz=1&usg=AFQjCNHndMaElMaq0qU4mncdAwYJhhHTtA)

[http://www.cetla.howard.edu/announcements/tutorials/pcprotect/index.html](http://www.google.com/url?q=http%3A%2F%2Fwww.cetla.howard.edu%2Fannouncements%2Ftutorials%2Fpcprotect%2Findex.html&sa=D&sntz=1&usg=AFQjCNE6roZl1lvDFYuzufQaW7M1eb5EHw)

**Disability Access**

Howard University is committed to providing an educational environment that is accessible to all students, in accordance with the Americans With Disabilities Act (ADA). If you have any disabilities that require an accommodation, please contact me privately and consult the Office of the Dean for Special Student Services (ODSSS) at (202) 238-2420.

**Howard University Counseling Services**

[**http://www.howard.edu/services/counseling/**](http://www.howard.edu/services/counseling/)

The Howard University Counseling Service offers a range of professional services to help students with psychological issues, personal concerns, interpersonal issues, and crises. Hours: 8:00 AM to 5:00 p.m., Monday-Friday. For appointments or in an emergency, call (202) 806-6870.

**Academic Conduct Policy: Scholastic Dishonesty**

While you are free to discuss your assignments with classmates, all homework is to be done individually. To get help from others in doing the assignments will be considered cheating. If you feel the need with assignments, please discuss the issue with me first.

"Acts prohibited by the college for which discipline may be administered include scholastic dishonesty, including but not limited to cheating on an exam or quiz, plagiarizing, and unauthorized collaboration with another in preparing outside work. Academic work submitted by students shall be the result of their thought, research or self-expression. Academic work is defined as, but not limited to tests, quizzes, whether taken electronically or on paper; projects, either individual or group; classroom presentations, and homework". (See Student handbook).

Students in courses in the Department of Journalism are expected to do original analysis, reporting, writing, design and photography. Students are expected to explicitly cite the sources of any information that is not derived from their own analysis, reporting, writing, design and photography. Don’t assume that information and images widely available to the public on the Internet or through other means are fair game. Go to the source of the information or image, and cite the source.

Here’s a rule to live by: If you have any doubt about the need to cite a source, cite the source. Err on the side of over-attribution. In addition, please review the plagiarism information under Library System at[http://www.howard.edu/library/Assist/Guides/Plagiarism.htm](http://www.google.com/url?q=http%3A%2F%2Fwww.howard.edu%2Flibrary%2FAssist%2FGuides%2FPlagiarism.htm&sa=D&sntz=1&usg=AFQjCNGg9mm1bySywMpmEbj9fGTsc9G3BA)

All instances of plagiarism are documented in a file in the Department of Journalism. The Department of Journalism will seek the immediate suspension of any student whose academic record includes previous punishment for plagiarism.

The first act of plagiarism by a student with no prior record of plagiarism will be punished by an “F” on the assignment. A second act of plagiarism will be punished by an “F” in the course and a recommendation for suspension from the university. Students will be responsible for any act of plagiarism, copyright/trademark violations or other misuse that results in legal fees, fines or other expenses.

**SUPPORT**

***Blackboard Support:***

Contact system administrators, Umesh Giri (ugiri@howard.edu, 202-806-2834) and Konya Hurt (khurt@howard.edu , 202-806-2960).

***Library Support:***  If you have questions about databases or search strategies, you can contact the reference staff in Founders’ Library.

***Tutorial Support:*** [http://www.cetla.howard.edu/wac/students.aspx](http://www.google.com/url?q=http%3A%2F%2Fwww.cetla.howard.edu%2Fwac%2Fstudents.aspx&sa=D&sntz=1&usg=AFQjCNHcy0U6EwQPlAfCM6jpocC5qFEEJw)

A number of institutions have organized a staff of cybertutors so that their students can receive one-on-one assistance online.  Although Howard has been pilot-testing an online Writing Center for English and WAC courses, the Center is not available at this time of year.  However, you can search the Web for tutorials that provide explanations and self-scoring quizzes.  See, for instance, the Darling’s Grammar site at[http://grammar.ccc.commnet.edu/grammar/](http://www.google.com/url?q=http%3A%2F%2Fgrammar.ccc.commnet.edu%2Fgrammar%2F&sa=D&sntz=1&usg=AFQjCNHq5Nvmf5x3MUhv5CfHO-ulyucvjA) for writing tutorials.  You can also watch a number of short videos to improve your study skills (including time management) on Dartmouth’s Academic Success Center website at[http://www.dartmouth.edu/~acskills/success/index.html](http://www.google.com/url?q=http%3A%2F%2Fwww.dartmouth.edu%2F~acskills%2Fsuccess%2Findex.html&sa=D&sntz=1&usg=AFQjCNEuKPGEf3cMc_Etms41AK0hWFybTw).

**-------------- Course Outline ------------------------**

**WEEK 1**

**Introduction and Overview:** What is multimedia journalism? The evolving “new media” landscape. How the Internet has changed journalism. How social media is changing journalism. Challenges and opportunities for journalism professionals.

* **In-class project:** 20-second video. Icebreaker: Use digital audio/visual device (Vine Video app) to interview fellow classmate. Get: Name, hometown, major, personal motto, career goal. Save to thumb drive for later class session. \*\*\***Upload a link to all blog postings to Blackboard.**

**Reading**

* Journalism 2.0 Chap 6 & 7
* Pitching a story: http://www.airmedia.org/PageInfo.php?PageID=236

<http://mindymcadams.com/tojou/2007/journalism-stories-a-multimedia-approach-part-1/>

<http://www.poynterextra.org/eyetrack2004/index.htm>

* **\*\*\*20-second video.**Each week you are to shoot a 20-second video covering a news topic. Use the five-shot rule. You will bring the footage to class to edit at the start of each session. You will post the best work in your online portfolio. The footage includes a person speaking, narration, b-roll and credits. You may also incorporate photos. Each week, the video will be critiqued in class. Half of these videos must be created from video taken off campus.

* **Lecture: Research/Evaluate information**. Legal and ethical concerns in multimedia journalism. Copyright and ownership; release forms and when to use them; slander. Creative Commons. Privacy; Manipulation of digital images, audio and video.
* **Setting up a portfolio in WordPress.**
* Assignment: Identify six credible online sources. Describe how you ascertained their credibility. (50 words each). Upload to site, place on portfolioand post a comment on someone else’s portfolio evaluating one of their sources**. DUE: 9/11** \*\*\***Remember:** **Upload a link to all portfolio postings to Blackboard.**
* **Powerpoint: Beyonce photo manipulation**

* **WEEK 3**
* **\*\*\*20-second video.**
* Researching a Project. Story planning and storyboarding: Learning to choose the most appropriate medium for the right story.
* RESOURCE: <http://topics.nytimes.com/top/news/technology/cybertimesnavigator/index.html>
* Assignment: Select one of the New York Times “1 in Eight Million” photo essay and draw a storyboard of it frame by frame.  Link: <http://www.nytimes.com/packages/html/nyregion/1-in-8-million/index.html>

**Storyboard due: 9/11**

* **Best Student Example: Hearst Awards:** <http://hearstfdn.org/hearst_journalism/competitions.php?year=2013&type=Multimedia>
* **Assignment: Create portfolio/Website**

**Powerpoint: Setting up a blog in WordPress**

* **Backpack Journalist Final Project:**

Research idea in a story memo/proposal outlining the details of a news topic below. Include a detailed proposal. Include the names of those to be interviewed, photographed and videotaped. Consider how narration be incorporated, what images will be included in slideshow. **IN CLASS**

\*\*\***ALL ELEMENTS MUST BE REVIEWED BY INSTRUCTOR BEFORE PROJECT IS APPROVED** \*\*\*

\*\*\*PROPOSAL DEADLINE**: 9/18\*\***

**(150-300 words):**

* **Final Project Topics:**Choose One
* **School Closings** in Detroit, New York, Philadelphia, Washington, Chicago,
* **Health Care:** Obamacare starts Oct. 1
* **Money** (college affordability, jobs, middle class, poverty)
* **Census** (changing demographics, Latinos, immigration, black immigration)

**Elements of the project:**

1. Final Article (750-1,000 words) utilizing online layout techniques (headline, summary, subheads, SEO, for example)
2. TWO storyboards (1 for the multimedia story, 1 for the blog/website where it will appear)
3. Audio (5 minutes, MAX
4. Video (5 minutes, MAX)
5. 20-30 photos (If doing a slideshow, 5 minutes, MAX)
6. Infographic (Data visualization)
7. **Extra credit  (pick one):** a mobile, twitter, video, etc. to use as part of a promotion plan for project
8. Final presentation before selected students and faculty

**Assignment 1:** Identify five (5) articles related to your final project. Identify sources that have covered the topic, which journalists and news organizations covered it, who was interviewed, what data was used for background, what was the main focus this topic.**Craft a nutgraph to lay out the focus of your final project.** Include a literature review of research sources. Post paragraph assessing each article and post to your portfolio. **DUE 9/16 \*\***

Resource List: Journalist’s Resources http://journalistsresource.org/, Journalist Toolbox <http://www.journaliststoolbox.org/>

\*\*\* Remember: Upload a link to all blog postings to Blackboard.

**WEEK 4: 9/16 9/18 Lecture: Blogs and social media**. What is a blog; blogging conventions, blog rolls, posts vs. pages, Permalinks, traffic, conversation, setting up your own blog.

**\*\*\*20-second video.**

**Powerpoint: How to craft a bio.**

**Assignment 2:** Create blog for your assignments at WordPress.com. Do this even if you already have another blog. **Due: 9/23\*\***

1. Apply a new WP theme to your blog.
2. Modify the sidebar of the blog.

**Assignment 3:**  Identify a news blog, such as on CNN, N.Y. Times; it also can be a newspaper, radio, TV news or cable news website. Study it and then answer these questions in a blog post (150-300 words) **Due:** 9/23 \*\*

* What makes this blog compelling?
* What elements from this blog would you incorporate in your blog, and why?
* How often is this blog updated?
* Add the blog to your blogroll
* Locate its bio (or About Us page) and summarize what personal elements the blog writer incorporated in it. Evaluate how effective the bio is (Does it really tell you anything about the blog writer/owner?)

**Assignment 4:** Write an “About” bio page for yourself, and link it in your sidebar. Write and publish an introductory blog post explaining your personal goals for this course (what you hope to learn and why). **Due:** 9/25 \*\*

* Examples of news blogs: Huffingtonpost.com, hunewsservice.com, etc.
* Examples of good and bad online bios
* **PowerPoint Lecture: To how craft a bio**

**WEEK 5: 9/23 and 25**

**Basics of video equipment:** microphone usage; tripods; video recording formats. Basic editing techniques; do's and don'ts; exporting a final video project. In-class video project. Video on various platforms: Web, mobile. In-class project.

**Shooting Video**

**Types of shots: Five-shot rule**

**Video storytelling:** What makes for good video; definitions; examples of effective online video packages. Shooting video: different shots. Editing video stories.

**Assignment 1:**

* Shoot 3 minutes of b-roll of a engaging in some action. This is not a news story it is just practice with the video camera. Go out with the person that you interviewed with in the first week of class and shoot some b-roll. Find someone doing something with lots of repetitious action – construction, making coffee, playing guitar, shooting pool.  Something that will allow you to shoot sequences – a series of shots – Remember the **five-shot rule**: wide, medium, tight, overlapping action, matched action. NO ZOOMS, NO PANS, Be sure to pause the camera when you are zooming in tight to focus, set up your shot, then hit the record button. **Due:** 9/30 \*\*

**Assignment 2:**

* Edit 1 minute from your partner’s video – make sure it has a beginning, middle and end. Export it as a Quicktime movie for the web.
* The 2-minute web video story. You must shoot a story, which includes at least one interview.  This story must have plenty of video to compliment the story.  The person you are featuring will narrate the story.
* Web video needs movement, emotion, or a compelling reason for people to watch. Bring video and logs to class.

**Blogs to read:**

 [http://newsvideographer.com/](http://www.google.com/url?q=http%3A%2F%2Fnewsvideographer.com%2F&sa=D&sntz=1&usg=AFQjCNGonKQ-3T07x7VQ9EtdAmMBXnYvaA)

[http://advancingthestory.wordpress.com/2008/12/31/best-of-multimedia-2008/](http://www.google.com/url?q=http%3A%2F%2Fadvancingthestory.wordpress.com%2F2008%2F12%2F31%2Fbest-of-multimedia-2008%2F&sa=D&sntz=1&usg=AFQjCNFgk4GUYBB6cahHbjNs-Oq_d4YZPg)

[AdvancingtheStoryBlog](http://www.google.com/url?q=http%3A%2F%2Fadvancingthestory.wordpress.com%2F&sa=D&sntz=1&usg=AFQjCNHge4NY-qs7p7sS3aQ3_ACvhxY9NQ): http://www.advancingthestory.com/

And do watch this – it will help you to understand editing a bit.

[NPPAEditFoundry](http://www.google.com/url?q=http%3A%2F%2Fblogs.nppa.org%2Feditfoundry%2F2008%2F10%2F12%2F13%2F&sa=D&sntz=1&usg=AFQjCNGhTSlmUYc2XJv8kgUzxbfk_ig_CQ): <http://blogs.nppa.org/editfoundry/2008/10/12/13/>

**September 27, Friday OPENING CONVOCATION**

Cramton Auditorium, 11:00 A.M.

(Classes suspended 10:00 A.M. - 1:00 P.M.)

**WEEK 6: 9/30 – 10/2**

**Knight News Challenge.** Select a Knight News Challenge winner, write a reflection describing the winner, his or her background, how much they won, what the project is, how it is used in journalism or by journalists. Upload assignment to BB. Add to your blog. Post a comment assessing the selections by other students.

**\*\*\*20-second video.**

<http://www.knightfoundation.org/grants/?funding_option=1>

http://www.knightfoundation.org/funding-initiatives/knight-news-challenge/

**WEEK 7: 10/7-10/9**

**First draft of final project due.** **Due: 10/7**

**See: Elements of the project**

The first draft 500-750 words should include a tentative lead or nutgraph, transition, three important themes determined from your research, five identified sources (at least three preliminary interviews by phone and included in the first draft).

**\*\*\*20-second video.**

**Basic audio storytelling techniques.** Capturing clean sound. Interviewing for audio stories. Editing audio. Scripting audio for different purposes. Basic use of audio equipment. Use of audio editing software Garageband, Audacity, and Protools. Exporting and editing audio. Editing audio for podcasts and slideshows.Podcasting: distributing audio content online; definitions; how to set up a podcast; best practices; industry use and the future of podcasting.

In-class audio project. **Due: 10/14**

**Discussion of Audio**

Assignment – Gathering Audio for editing. Supplies needed: Headphones

Read:  Journalism 2.0 p. 8 – 62

**Listen:** [**http://snapjudgment.org/**](http://snapjudgment.org/)

**Readings:** Gathering Audio Part 1 and 2 by Brian Storm at <http://mediastorm.com/train/resources/gathering-audio/1>

**Powerpoint: How to critique**

**WEEK 8: 10/16**

**October 14, Monday UNIVERSITY CLOSED - Columbus Day Observed**

**\*\*\*20-second video.**

**Audio Rubric for Audio quality**: No pops, hisses, crackling, or other noise: 2 points. Some occasional noise that distracts the listener: 1 point.

Lots of distracting noises or overall hum, buzzing, echo, etc.: 0 points.

**Interview Basics**

**Reading:** [http://www.newsu.org/courses/telling-stories-sound](http://www.google.com/url?q=http%3A%2F%2Fwww.newsu.org%2Fcourses%2Ftelling-stories-sound&sa=D&sntz=1&usg=AFQjCNGuq2VPGi4_T-DdYzz42AU5fwLPqg)

[http://blogs.oreilly.com/digitalmedia/2007/07/interview-basics.html](http://www.google.com/url?q=http%3A%2F%2Fblogs.oreilly.com%2Fdigitalmedia%2F2007%2F07%2Finterview-basics.html&sa=D&sntz=1&usg=AFQjCNG8IMynkbQp0tsWUrXqDAGuEoiZ6w)

**Digital Audio Recorder Tutorials:**

[http://audacity.sourceforge.net/manual-1.2/index.html](http://www.google.com/url?q=http%3A%2F%2Faudacity.sourceforge.net%2Fmanual-1.2%2Findex.html&sa=D&sntz=1&usg=AFQjCNE6l3IG0EKKZBABCrQP9SVg2b1_Aw)

www.jtoolkit.com/audio/EditingAudioPart2.pdf

**Creating Audio Slideshows**

Types of storytelling online. How to determine when photos, audio, slideshows or video should be used

**Read:** Journalism 2.0 Chap 8 – 10

**Handouts:** Video Tips for Still Photographers by Regina McCombs

**ASSIGNMENT**

Read Ch. 7 through 10 in Journalism 2.0

* Review the following: Web Design – Soundslides: <http://multimedia.journalism.berkeley.edu/tutorials/using-soundslides/>

**Critique of Soundslides and Blogs**

Read: Journalism 2.0, pages 8–10

http://multimedia.journalism.berkeley.edu/tutorials/webdesign/using-soundslides/

Review & Critique Soundslides

Review 3 minutes of Video

Editing video and sound in Final Cut Pro

Video footage – natural sound only – 1:00

Storytelling – shooting styles and editing for pacing

**Shooting interviews – mics, lighting, framing**

Produce a complete Soundslides story – No longer than 1:30 EDITED.  Use as many photos as you need to tell a complete story.  It must have at least one interview. It must have a headline, captions and credits.  Include your log as well. **Due: 10/21**

**Get examples of good and bad audio usage online.**

**Week 9 - 10/21-10/23**

**Lecture: Social media:** How to apply Twitter, Facebook, Tumblr, Foursquare and other social media tools to enrich reporting and producing news. How to research, build a source list and develop community using social media tools.

**\*\*\*20-second video.**

* **Ongoing:**Research people to be interviewed in your project. Post your findings on your blog.

**Assignment 1:** Follow three people who are tweeting about your topic. Subscribe to people blogging about your topic. Using Twitter and FB, identify experts on topic and possible sources for your topic. Set up Google Alerts to receive alerts about articles being written about your topic. **Due: 10/23**

**Assignment 2:** Tweet twice a week, add one Facebook entry a week and one blog comment a week on someone you are following. **Due: 10/23**

**Need: PowerPoint on use of social media in journalism**

**\*\***Story memo or proposal for final project.

**Week 10 - 10/28-10/30**

**FINAL ARTICLE DUE: 750-1,000 words**

**Lecture:**  The fundamentals of photography. How to take good pictures, taking photos in low light, write captions and headlines, title slide. Photo editing for print stories. Photo slideshows. Photography on various platforms – print, web, mobile. Combining audio and still photographs; planning the story.

**Assignment: Practice taking shows in a variety of lighting – high, low, no light, sunlight, indoor lighting, etc.**

**Blog about all of your work to date in this course.** What worked, what you learned, what you still need to learn and how you plan to use these skills to get a job in journalism in the 21st century.  Link to all of your work to date.  Use still images from your work to link to the various stories.  Take a screen shot from the computer, which will give you a cursor to capture the image on the screen. That will be your still image for each assignment

**In-class project:** Shoot 20 photos, bring them to class edit it down to 10 outstanding photos and create a silent slideshow – with captions and a headline – it should have a title slide, you can use text on slides in between photos and credits.  You may produce this in either iMovie in class.

**Week 11 – 11/4-11/6**

**Soundslides project:** Shoot at least 30 photos related to your topic, edit it down to 20 outstanding photos and create a silent slideshow – with captions and a headline. This should tell a story with a beginning, middle and definite end. Time: the audio, which is edited, first should be no more that 1:30, no less than 1:00. Photos: The total depends on the length of your audio. 5 seconds is about the maximum for how long one photo should be shown. Include a slide for the title and credits. You may produce this in either Soundslides or Final Cut.

**Rubric: \*\***

**Assignment Due: 11/6**

On your Blog:

* Write about gathering your story and using Soundslides.
* If this is your first time, then describe the process
* If this is something you’ve done before, what are your tips
* Link it to your blog.
* Find an example of a Soundslides story on a media website, link to it and critique it.
* Write about what works and what doesn’t, and why.

Write in online style based on the guidelines handed out in class.

**Week 12 - 11/14**

**November 11, Monday UNIVERSITY CLOSED - Veterans' Day Observed**

Lecture: Writing across media: Writing for print, online, mobile, chunking and layering. Writing for information graphics, mobile, scriptwriting for multimedia.

What is SEO and does it matters in headline writing?

How to use hyperlinks.

Chunk final project article into text suitable for web and mobile news platforms. **Assignment 1:** Take one news story and compare how the headlines were handled by 3 news organizations on mobile device.

**Assignment 2:** Review text created for Soundslide project.

**Assignment 3:** Create text for mobile device. **Due: 11/21**

**Multimedia Storytelling**

Writing across platforms: Print, online, information graphics, mobile, scriptwriting. What is SEO and why it matters in headline writing. How to use hyperlinks.

**Assignment: Storyboard for multimedia project. Due: 11/21**

**View:**

[http://www.newsline.umd.edu/italy/reportingtool.htm#useful](http://www.google.com/url?q=http%3A%2F%2Fwww.newsline.umd.edu%2Fitaly%2Freportingtool.htm%23useful&sa=D&sntz=1&usg=AFQjCNECMu9oN-6zfmC4F5FuEMdTXoa51A)

View: http://www.washingtonpost.com/wp-srv/metro/interactives/blackmen/blackmen.html

[http://danville.mountainworkshops.org/](http://www.google.com/url?q=http%3A%2F%2Fdanville.mountainworkshops.org%2F&sa=D&sntz=1&usg=AFQjCNGC0Z3gaPRVr7rrXScPQCS2phRTKQ)

[http://www.startribune.com/local/11608761.html](http://www.google.com/url?q=http%3A%2F%2Fwww.startribune.com%2Flocal%2F11608761.html&sa=D&sntz=1&usg=AFQjCNFshN8vJmIutuzKlcCWHJAkWifd2A)

[http://www.niemanlab.org/2009/01/mara-schiavocampo-backpack-journalist/](http://www.google.com/url?q=http%3A%2F%2Fwww.niemanlab.org%2F2009%2F01%2Fmara-schiavocampo-backpack-journalist%2F&sa=D&sntz=1&usg=AFQjCNGdFPOXuij6WK8oArMYc3-a-trZhA)

[http://www.bing.com/videos/watch/video/love-in-black-and-white/6xzlb24](http://www.google.com/url?q=http%3A%2F%2Fwww.bing.com%2Fvideos%2Fwatch%2Fvideo%2Flove-in-black-and-white%2F6xzlb24&sa=D&sntz=1&usg=AFQjCNFHmHQpRwPV8X_Hkr-eDhqUE_aRKA)

**Hearst Awards: TK**

**Week 13 – 11/21-11/23 - Final Projects Review**

**Lecture:** Data visualization and Information graphics in news storytelling. Overview of infographics as a story telling form. Different types of graphics: maps, charts, diagrams, quizzes, polls, surveys, forms, data visualization, mashups. Visual and textual information for graphics. In-class project: Create infographic

**Google Maps**

[http://learning.blogs.nytimes.com/2010/08/25/teaching-with-infographics-science-and-health/](http://www.google.com/url?q=http%3A%2F%2Flearning.blogs.nytimes.com%2F2010%2F08%2F25%2Fteaching-with-infographics-science-and-health%2F&sa=D&sntz=1&usg=AFQjCNGnbgqEZIfSNKbo6R8LGtVxKCIP1w)

[http://datavisualization.ch/](http://www.google.com/url?q=http%3A%2F%2Fdatavisualization.ch%2F&sa=D&sntz=1&usg=AFQjCNENgXi7pHDaGy0nkeNUujMyUDy-iA)

[http://www.newschallenge.org/](http://www.google.com/url?q=http%3A%2F%2Fwww.newschallenge.org%2F&sa=D&sntz=1&usg=AFQjCNH_H6pw_ttI3SJq_MhHhuQtyvUZdA)

[http://appfrica.net/blog/2009/12/01/ron-nixon-follows-disappearing-aid-money/](http://www.google.com/url?q=http%3A%2F%2Fappfrica.net%2Fblog%2F2009%2F12%2F01%2Fron-nixon-follows-disappearing-aid-money%2F&sa=D&sntz=1&usg=AFQjCNGgJNJ8pfgqtF4u6hK8b4FG-exyww)

[http://www.politifact.com/](http://www.google.com/url?q=http%3A%2F%2Fwww.politifact.com%2F&sa=D&sntz=1&usg=AFQjCNGSUCaIg1y1n8--H750KX2WQgkCGA)

**Assignment:**Identify three news stories told using data visualization.  Write a paragraph describe what elements they use and how well they present the information, how easy it is to use and understand the information presented.

**Week 14 - 11/28-11/30 FINAL PROJECTS PRESENTATIONS**

**November 28, Thursday to December 1, Sunday**

**UNIVERSITY CLOSED - THANKSGIVING RECESS**

**FORMAL CLASSES END 12/5**

**READING PERIOD: 12/6-12/8**

**FINAL EXAMS 12/9-12/13**

**(Deadline for final grades is 5 calendar days after the scheduled final exam)**

**FIRST SEMESTER ENDS 12/13**