RTV 3531: MULTIMEDIA PRODUCTION I

Spring 2017
M-W 11:00 a.m. – 12:50 p.m.
Academic 2- 129

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Office: Academic 2- 230

Office hours:
M. 9:30-10:30 am & 1:30-2:30 pm
W 9:30-10:30 am & 1:30-2:30 pm
W 5:30 pm - 6:10 pm

This syllabus is part 1 of your contract with the instructor for the course:
Please read it carefully and ask questions if anything is unclear to you
Course participation signifies your acceptance of this contract

COURSE PREREQUISITES: Passed MMC3104 and have full admittance to the SJMC.

Course Description:

RTV 3531: Multimedia Production I is designed to introduce students to storytelling using the elements of multimedia production: audio recording and editing, basic photography, video production and editing, interactive infographics, and the basic functions of a web platform in order to combine these elements into a comprehensive multimedia website (in this course, we will be using Wordpress and or Wix).

During the first two weeks of the semester, we will be discussing the many facets and opportunities presented by multimedia storytelling; at the end of these two weeks, each student will be responsible for turning in a one-page proposal for their website, which will focus on a theme, issue, topic or ongoing event/story that they will follow throughout the course of the semester.

Students will then spend the remainder of the semester populating these sites with content produced using the various multimedia storytelling techniques that we will be learning throughout the semester.

This course is guided by the philosophy of “learning by doing.”

Thus, as your professor, I will spend very little time in class teaching “button pushing,” or providing step-by-step instructions on how to use particular hardware or software; we simply do not have time, and there are plenty of resources out there to help you on your way (see “Helpful links” below). Instead, we will spend our class-time talking about the particular strengths and weaknesses of different multimedia techniques; how to make your stories and websites as strong and compelling as possible; troubleshooting particularly tough problems; looking at and critiquing each other’s work; and become fully immersed in what it means to tell stories in an online environment.
Outcomes:

By the end of the semester, the student will:

- Have an understanding of the many facets and opportunities presented by multimedia storytelling;
- Be able to design a proposal for a website, which will focus on a theme, issue, topic or ongoing event/story that they will follow throughout the course of the semester.
- Develop a site with content produced using the multimedia storytelling techniques learned throughout the semester.
- Develop an understanding of professional ethical principles and work ethically in pursuit of truth, accuracy, fairness and diversity.
- Think critically, creatively and independently
- Critically evaluate their work and the work of others

Professional Values and Competencies:

The Accrediting Council on Education in Journalism and Mass Communications requires that, irrespective of their particular specialization, all graduates should be aware of certain core values and competencies and be able to:

- Understand and apply the principles and laws of freedom of speech and press for the country in which the institution that invites ACEJMC is located, as well as receive instruction in and understand the range of systems of freedom of expression around the world, including the right to dissent, to monitor and criticize power, and to assemble and petition for redress of grievances;
- Demonstrate an understanding of the history and role of professionals and institutions in shaping communications;
- Demonstrate an understanding of gender, race, ethnicity, sexual orientation and, as appropriate, other forms of diversity in domestic society in relation to mass communications;
- Demonstrate an understanding of the diversity of peoples and cultures and of the significance and impact of mass communications in a global society;
- Understand concepts and apply theories in the use and presentation of images and information;
- Demonstrate an understanding of professional ethical principles and work ethically in pursuit of truth, accuracy, fairness and diversity;
- Think critically, creatively and independently;
- Conduct research and evaluate information by methods appropriate to the communications professions in which they work;
- Write correctly and clearly in forms and styles appropriate for the communications professions, audiences and purposes they serve;
- Critically evaluate their own work and that of others for accuracy and fairness, clarity, appropriate style and grammatical correctness;
- Apply basic numerical and statistical concepts;
- Apply current tools and technologies appropriate for the communications professions in which they work, and to understand the digital world
Standards:

The School of Journalism and Mass Communication (SJMC) fosters an environment of inclusivity and respect for diversity and multiculturalism. The SJMC educates students to embrace diversity and understand the root causes of discrimination, as well as social, ethnic, sexual, disability and gender-based exclusion.

Class attendance, preparation, quizzes and participation is 30% of your grade. There will be penalties for any unexcused absence. They will result in a deduction of points from your final grade. Do not arrive late. Arriving late more than twice will result in your grade being reduced by one letter.

Extenuating Circumstances:

Rarely, the unexpected happens and emergency situations may arise causing you to miss graded work in class. Please contact me within 24 hours from the start time of the missed class if you encounter such a situation. It is your responsibility to communicate promptly and directly. If you can prove the legitimacy of your absence or tardiness with documentation, you MAY be able to make up work.

All Excuses Are Not Created Equal:

The university recognizes documented illness and the death of immediate family as examples of circumstances that call for excused absence. In the case of illness, you need a doctor’s note that says you COULD NOT ATTEND class, not a note saying you went to a doctor. In the case of a death, you need to provide a funeral program or obituary documenting the death and your relationship to the deceased. The university does not recognize as excused absences such things as scheduling a routine doctor’s appointment during class time, scheduling a grammar exam during class time (see later note on this), taking dad to the airport, a business trip, an assignment in another class, a student organization meeting or a traffic jam. Miami traffic problems are no secret; plan ahead.

Plagiarism/Academic Dishonesty:

The School of Journalism and Mass Communication commits itself to the preparation of mass media professionals and scholars. Such a mission demands the highest standards of academic honesty and integrity. Violations of academic honesty, including but not limited to plagiarism, collusion, deception, conflict of interest, and theft, are not tolerated and can lead to severe penalties. Disciplinary actions are outlined in your student handbook. I simply do not tolerate dishonesty and will seek to assess the harshest punishment available if you are caught.

Personal Electronics

Use of cell phones, PDAs or MP3 players during class is prohibited. That includes texting. Every time you violate this rule, your will lost 10% of your grade on one of the main assignments. Class or personal computers may be used only with instructor permission and if you sit across the back wall. Lectures may be recorded with prior approval.

• On top of the first page, or in the title of any assignment write your last name, first name, title and number of the assignment, course name and date.
• Always keep a printed copy of your assignments and save them in a USB and in your e-mail account.

Required Text/Materials:

NO BOOK is required for this class. However, ALL STUDENTS are required to have, by the second week of class (DEADLINE / first week) an external hard-drive of at least 1 TB.

This drive will be essential component of your participation in this class, as you will NOT be allowed to save any of your work on the computers in the classroom. Make sure that the drive you buy (the cost should be between $49 and $89; try BestBuy, Target, or COSTCO). Make sure is compatible for MAC/PC. Amazon prices.

Other equipment that you will use in this class but do not need to buy (although doing so will make your life a lot easier):

• Digital audio recorder “Point and click” digital camera that shoots both stills and video (preferably HD)
• Clip-on and/or handheld microphone with a mini jack
• All of this equipment can be checked out through the equipment room, once you have signed a “Release and assumption of risk” form (we will do this in class)

Grades:

1. Class Work: Quizzes/Practice projects 25%
2. Audio Interviews with photo 10%
3. Photo essay/gallery 10%
4. Slideshow + audio 10%
5. Video Project 15%
6. Participation 5%
7. Final Site with Interactive Graphic or map 25%

The assignment instructions, grading criteria and resources is posted in Dropbox.

A = 92 - 100% (your work is exemplary according to the grading criteria)
A- = 90 - 91% (your work is mostly exemplary according to the grading criteria)
B+= 87 - 89% (one or two projects are exemplary; the rest are proficient)
B = 82 - 86% (one project is exemplary; the rest are proficient)
C+ = 77 - 79% (your work is proficient)
C = 72 - 76% (your work does not fulfill the minimal professional requirements)
F = 62 - 0% (your work lacks quality)

Helpful Links:

• SJMC Equipment Room and Software Wiki:
  http://fiuinfo.pbworks.com/w/page/5768851/FrontPage
Essential resource for all equipment room related questions, as well as questions about and access to software, manuals, equipment, etc.

- Extra, Extra: SJMC have paid for your "online text book":
  Lynda access: [http://training.fiu.edu/lynda.html](http://training.fiu.edu/lynda.html)
  Step by step video tutorials for all of the software we will be using throughout the semester
RTV 3531: Multimedia Production I

(Click on the link to read the syllabus)

1. Sound stories:

Two podcast-interviews

a. You will do two interviews using headphones, managing the sound levels of a Tascam, Edirol or any other sound recorder from the SJMC.
b. You will need to catch the essence of each person... by researching the person in advance, listening and asking good questions.
c. You will need to edit each interview in Premier.
d. You will need to produce two stories of 50-55 seconds each.
e. You will need to export the file from Premier into SoundCloud.
f. You will need to write two posts, with a title and one paragraph intro for each story.
   i. Copy and paste the SoundCloud embed code.
   ii. ...And make sure you can see and hear the player.
g. Audio examples from previous students:
   i. https://monicamendezsite.wordpress.com/category/podcast
   ii. https://experiencingelle.wordpress.com/2016/09/13/entry-ii/

1.1. Grading criteria: (Total 110)

1- Both edited story-interviews are posted by the deadline in your WordPress or Wix Page. (10 points)

2- Both interviews had good sound quality:
   a. You recorded the interviewees in silence places: their sound is clear, and clean - without other sounds or background noises. (10 points)
   b. You recorded enough ambient sound to go under each interview. (5 points)
   c. You recorded Full NAT (Natural Sound) and used it to let the interview breath, and/or to connect different sound bites. (5 points)
   d. You mixed both sounds: the interviewee sound and the ambient sound with NAT in two different channels. And, you adjusted the levels until you could hear each sound clearly. (5 points)

3- The interviews were well researched and well pre-produced:
a. The interviewees you choose are “cool”: Colorful, Outgoing, Opinioned, and Lively. (Chapter 3 “Aim for the Heart: Write, Shoot, Report and Produce for TV and Multimedia” Al Tomkins). (10 points)
b. The stories incorporate SOUND elements (Background and Natural Sound). And that sounds contribute to strengthen the storytelling. For example: a musician plays her instrument while she explains how she feels about it. Or a swimmer listens to a swimming practice, and reflects about how breathing in and out of the water helps his mind come down. (10 points)

4- The stories catch the essence of a person.
   a. During the interview, you listen and ask open questions (not leading questions). (5 points)
   b. You win the trust of your interviewee, and you get candid responses. (5 points)
   c. During editing, the reporter or communicator cut his/her own questions; as she/he instructed the interviewee to respond stating the question. (5 points)
   d. The edited versions develop only one idea in depth; and they are well organized. (5 points)
   e. The stories flow; they are well edited without drastic interruptions. (5 points)
   f. They are concise and to the point; never exceeding 55 seconds long. (5 points)

5- The intro or the title do not use the verb “to be” in any form. (5 points)

6- The title and the paragraph (intro) should have subjects and verbs. (5 points)

7- The intro should provide specific information (different from the one in the interview), to showcase the relevance of the podcasts. (5 points)

8- Any intro should ALWAYS give the name and the last name of the interviewee. (5 points)

2 & 3- Photo Essay/Gallery and Audio Slide Show Stories:

2-Photo Essay/Gallery (Assign. 2):

a. Select ONE STORY to tell with images by capturing 5 types of pictures, using your own camera or the school still camera.
   b. Research, pre-produce (plan, schedule, confirm) and shot one story.
      - Use authentic visuals
      - Be culturally relevant to your audience
      - Use visuals that reflect the human experience
      - Use visual storytelling tools like archetypal characters
   c. Each picture should add its own layer of information to the overall gallery, so they should not be redundant.
   d. You will need to shot 5 types of pictures: a scene setter, a medium shot, a portrait shot, a detail shot; and an action shot http://www.poynter.org/how-
e. Use Photoshop Creative Cloud to tone and crop your photos. (Size them so that they aren’t larger than 5 inches on their longest side. Set your resolution to 150 ppi and make sure your photo files are saved to that resolution. This can be done under image, resize, image size in PSE and image, image size. It can also be done using the crop tool.)

f. Two photos require a caption, written in AP photo caption style.

g. You will need to create a post, with a title and a gallery slideshow in WordPress.

2.1. Grading criteria: (Total 110)

1. A gallery with a slideshow is posted by the deadline in your WordPress page; or on Wix. (10 points)

2. Most of the pictures are active pictures -they show real people involved in real events in real time. (10 points)

3. All of the pictures depict one event or story. (10 points)
   3.1. The visuals are authentic visuals. (10 points)
   3.2. They are culturally relevant to your audience. (5 points)
   3.3. They reflect the human experience. (5 points)
   3.4. The photographer uses visual storytelling tools like archetypal characters. (5 points)

4. There are five types of pictures: a scene setter, a medium shot, a portrait shot, a detail shot; and an action shot. (25 points)

5. You use Photoshop Creative Cloud to tone and crop your photos (5 points)

6. Every photo has a caption, written in AP photo caption style. (10 points)

7. Posted with a title and a gallery slideshow in WordPress. (5 points)

8. The audience could understand the essence of the story by only looking at the pictures. (10 points)
   8.1. Student examples:
      8.1.1. All-sorrows-are-less-with-bread
             https://lesliejohannablog.wordpress.com/2016/10/05/all-sorrows-are-less-with-bread/
      8.1.2. Make me laugh
             https://undergroundmoore.wordpress.com/2016/10/13/make-me-laugh/

2.2. Resources:

1. 5 Types of Photos in Multimedia Storytelling.
   http://www.poynter.org/how-tos/visuals/171050/5-types-of-photos-that-make-for-strong-photo-essays-audio-slideshows/

2. Creative Perspectives in Photography for Storytelling.
   http://clickitupanotch.com/2013/04/creative-photography-exercises-perspective-for-storytelling/
3. Advice from a Pro
https://vimeo.com/48815231

4. Photography 101: exposure. Play the Game & Take the challenge!

5. The Power of Visual Storytelling
http://curve.gettyimages.com/article/the-power-of-visual-storytelling

6. AP caption style
http://convergence.journalism.missouri.edu/?p=6870

7. Examples:
   7.1. Protest Against Anorexia
   http://www.elmundo.es/f5/2016/01/01/5677dd10268e3efa7e8b463a.html
   7.2. Horse Festivals With a Political Goal
   7.3. Pope Francis’ Visit To America in Pictures

8. Searching for inspiration?
   8.1. Check Documenting Kentucky for 30 years:
   http://www.mountainworkshops.org/history/
   8.2. Follow Lens culture!
   https://www.lensculture.com/visual-storytelling-awards-2014#success-stories

3-Audio Slide Show (Assign. 3):

   a. Select another STORY: research, pre-produce (plan, schedule, confirm times to shot one single event or story, and record a sound interview).
   b. Capture at least 12 different pictures needed to tell ONE STORY.
   c. Most of the pictures are active pictures - they show real people involved in real events in real time.
   d. The pictures with the sound interview should depict one event or story.
      • Use authentic visuals.
      • They are culturally relevant to your audience.
      • They reflect the human experience.
      • The photographer uses visual storytelling tools like archetypal characters.
   e. Record and edit a sound interview that complements the pictures.
   f. Each picture has one of the 12 visual elements.
      1. Graphic
      2. Quality of light
      3. Emotion
      4. Juxtaposition
      5. Mood
      6. Sense of place
      7. Point of entry
8. Impact
9. Rule of Thirds
10. Visual Perspective
11. Visual Surprise
12. Or shows different perspectives

b. Add the images to the project before editing the audio in Premier.
   - The edited version develops only one idea in depth; and it is well organized.
   - The pictures match the audio; they do not stay longer than 5 seconds; and the audio strengthens the storytelling.
   - The edited audio version incorporates SOUND elements (Background and Natural Sound).
   - The story flows; it is well edited without drastic interruptions.
   - It is concise and to the point; never exceeding 55 seconds long.
   - You will need to export a “video” file from Premier to YouTube.
   - In WordPress or Wix, you will write a post, with a title and a paragraph intro for each story.
   - Copy and paste the YouTube embed code.
   - And make sure you make your video “public”.

b. Student examples:
   i. https://smars049.wordpress.com/
   ii. https://monicamendezsite.wordpress.com/category/gallery/

3.1. Grading criteria: (Total 100)

1. A Slide show with sound is posted by the deadline in your WordPress page, or on Wix. (10 points)
2. All of the pictures depict one event or story. (5 points)
3. There are 12 pictures with one scene setter, two medium shots, two portrait shots, three detail shots; and four action shots. (15 points)
4. Each picture has one of the 12 visual elements. (20 points)
   4.1. Graphic
   4.2. Quality of light
   4.3. Emotion
   4.4. Juxtaposition
   4.5. Mood
   4.6. Sense of place
   4.7. Point of entry
   4.8. Impact
   4.9. Rule of Thirds
   4.10. Visual Perspective
   4.11. Visual Surprise
   4.12. Or shows different perspectives
5. Add the images to the project before editing the audio in Premier. (5 points)
6. The edited version develops only one idea in depth; and it is well organized.
6.1. The pictures match the audio; they do not stay longer than 5 seconds, and the audio strengthens the storytelling. (10 points)
6.2. The edited audio version incorporates SOUND elements (Background and Natural Sound). (5 points)
6.3. The story flows; it is well edited without drastic interruptions. (10 points)
6.4. It is concise and to the point; never exceeding 55 seconds long. (5 points)
6.5. You will need to export a “video” file from Premier to YouTube. (5 points)
6.6. In WordPress or Wix, you will write a post, with a title and a paragraph intro for each story. (5 points)
6.7. Copy and paste the YouTube embed code and make sure you make your video “public”. (5 points)

3.2. Dropbox Resources:

1. Audio Slide Show on Story Telling.
2. Archetypes for Story Telling.
4. Sequencing To Make your Audio Slide Show better: https://masteringmultimedia.wordpress.com/2008/02/20/how-to-make-your-audio-slideshows-better/
6. Examples
   6.1. It pays to practice http://www.latimes.com/local/la-me-accordion-girl-htmlstory.html
   6.3. This uses images, text, and video instead of audio http://nyti.ms/1hC6n9y

4. Video Story

a. Select ONE STORY with great visuals to tell with video. Use school cameras with shure or lavaliere -dynamic mikes, headphones and tripods. You will need to reserve at least 24 in advance. Try to reserve with time: many classes will be using the cameras at the same time.
b. Research your story, and scout the location. With the information you gather, you will need to define the “people”, “places” “purpose” and “plot” for your story.
c. Pre-produce -schedule and confirm several shootings events at different times or days: one for recording the b-roll or sequences (the action); and the others for recording two or three short interviews for the story.
   a. Explain your interviewees; you need to shadow him/her/them to capture the action. (Schedule 2-3 hours of his/her time) http://multimedia.journalism.berkeley.edu/tutorials/shooting_tips/
b. Identify another location: calm and quiet, to interview the protagonist. You will need time to frame the sitting down interview in a quiet place with good light and a background that tell your audience something about the interviewee. (Another two hours). It would be good to work in teams.
https://www.youtube.com/watch?v=gcfpHq6XfwM
http://www.izzyvideo.com/talking-head-shots/

d. Always use the tripod to record the interviews.
e. Always use headphones, and check the audio levels
f. Make sure you record six sequences. Each sequence should have five shoots of 10 seconds each. http://www.jou.ufl.edu/faculty/mmcadams/video/five_shot.html
g. Once you have the interviews and the b-roll select the best bites (interview 10-15 seconds pieces, that depict emotions and impact) and write them down.
h. Once you have the b-roll select the best images and write them down.
i. Draft a script: your narration should go under the b-roll (your sequences) and should help the story to flow between each piece of interview.
j. Make sure what you say matches the b-roll
k. Use your narration and the best b-roll and interview pieces at the beginning, build a climax or surprise at second 1:10-1:15.
l. Make sure to edit each sequence (5 shoots of the same) together. Check this example with only 3 shoots: http://miaricciardi.blogspot.com/2014/02/three-shot-sequences.html After you go to an interview, you should use a different sequence. Avoid repeating the same b-roll.
m. The story should not be longer than 1:30 minutes.

4.1. Grading criteria: (Total 110)

1. You meet the deadline for submitting the story “people”, “places” “purpose” and “plot.” (5 points)
2. You meet the deadline for recording 6 sequences. Each sequence had five shoots of 10 seconds each. (5 points)
3. You meet the deadline for recording the interviews. (5 points)
4. You meet the deadline for writing the script. (5 points)
5. You record quality interviews:
6. The interview sound and ambient sound is clear. (5 points)
   6.1. The SOTs show emotion. (5 points)
   6.2. The frame of the interview is effective and appropriate:
      6.2.1. It uses mostly middle shots, and close up when necessary. (5 points)
      6.2.2. The objects around the interviewee let your audience get an idea of the essence of the interviewee. (5 points)
   6.3. You don’t zoom in or pan in during the interview. (5 points)
6.4. You use cut-aways and reverse shots to merge two SOTs. (5 points)
7. You record quality b-roll or sequences:
   7.1. Your b-roll was recorded while holding the camera still, without zooms or pans for 10 seconds. (10 points)
   7.2. When needed, instead of zooming in, you got close to the person, or place. (5 points)
7.3. You capture sequences with good actions shots, well lightened, and with good background sounds. They show people and actions depict key and relevant aspects of your story. (10 points)

8. The narration and interviews match the images. (5 points)

9. To move the story and help it flow, you shorten the sequences when editing. (5 points)

10. You use appropriate sequences to cover parts of the interviews. (5 points)

11. You build a dramatic arch by choosing a surprise 15 seconds before ending the story. (10 points)

11.1. The climax of the dramatic arch has a good SOT and fantastic b-roll or sequences. (10 points)

12. You figure out an effective solution for closing the story. (10 points)

4.2. Online or Dropbox Resources:

- Basic Camera Shoots
  - https://www.youtube.com/watch?v=ICcE72RwEyc
- Video sequence:
  - https://storify.com/mututemple/sequence-shooting
  - https://www.youtube.com/watch?v=z119FTTcEBA
- Video Sequencing Made Easy:
  - https://www.youtube.com/watch?v=yaiJlaQAvUI
- Video example for sequences and sound...
  - https://www.youtube.com/watch?v=q7yihFks5C8
- Student examples:
  - https://rmira042.wordpress.com/


Examples:
- On how it was made: A Shared Grief — Sgt. Gred Moore’s funeral. https://masteringmultimedia.wordpress.com/2015/05/27/police-funeral-video-a-video-storytelling-challenge/

A- Pre-producing, planning and researching your video story:
2. Handout: “9 key elements that can help journalists to be better video storytellers.”

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**Shooting the B-role or sequences:**

3. Basic Camera Shoots:
   3.1. [https://www.youtube.com/watch?v=ICcE72RwEyc](https://www.youtube.com/watch?v=ICcE72RwEyc)
4. Video sequence:
   4.1. [https://storify.com/mututemple/sequence-shooting](https://storify.com/mututemple/sequence-shooting)
   4.2. [https://www.youtube.com/watch?v=z119FTTcEBA](https://www.youtube.com/watch?v=z119FTTcEBA)
5. Video Sequencing Made Easy:
   5.1. [https://www.youtube.com/watch?v=yaiJlaQAvUI](https://www.youtube.com/watch?v=yaiJlaQAvUI)
6. Video example for sequences and sound… [https://www.youtube.com/watch?v=q7yihFKs5C8](https://www.youtube.com/watch?v=q7yihFKs5C8)

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**Interviewing:**

7. [Great Audio Starts in the Field](https://masteringmultimedia.wordpress.com/2008/05/18/great-audio-starts-in-the-field/)
   https://masteringmultimedia.wordpress.com/2008/05/18/great-audio-starts-in-the-field/
8. Techniques of framing an interview in two minutes
   [https://www.youtube.com/watch?v=gcipHq6XfwM](https://www.youtube.com/watch?v=gcipHq6XfwM)
9. Better head shots
10. Video Lighting Techniques
11. How to create quality backgrounds

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**5- Final project: Multimedia Story on a Wix or WordPress Blog**

a. By the end of the semester, you must have produced one multimedia story told in different “not linear multimedia self-contained capsules”
   a. Two podcast interviews
b. Several posts

c. One visual story of 5 pictures

d. One slideshow story with images and audio

e. One video story

f. One story told by data visualization – animation, maps, or infographics…

4.1. Grading criteria: (Total 110)

1. The Final WordPress or Wix Blog is completed and presented by the deadline. **(10 points)**

2. The Blog has a title, subtitle, and a banner -produced by you in InDesign or Photoshop with your very own media elements. After watching and reading these three elements, your audience understands the topic of the story, and the purpose -the reason why they should continue reading/watching. **(10 points)**

3. The information is well organized.
   
   3.1. Content management: there is a menu with categories for the “dynamic” sections such as Podcasts, Gallery and Video, and a page for the “static” section, such as "about". **(10 points)**

   3.2. All the new posts can be seen in the home page, and also in the “dynamic” sections. **(10 points)**

   3.3. The theme used respect the principles of design. (CRAP Contrast, Repetition, Alignment and Proximity). **(10 points)**

   3.4. You researched and customize the blog widgets –calendar, archive, search, social media… **(10 points)**

   3.5. The “about” section states in one paragraph the “essence” of why your dream recruiter should hire you. And it does not use the verb to BE. **(10 points)**

   3.6. Everything in the blog has a purpose. There are not repetition or standardized widgets that do not add new information. **(10 points)**

4. Each story
   
   4.1. The two podcast interviews

   4.2. The posts that you wrote

   4.3. The visual story of 5 pictures

   4.4. The slideshow story with images and audio

   4.5. The video story

   4.6. And the data visualization

   … is self contained –can be understand independently, without watching anything else. It contains minimum repetition, for example the name and LAST name of your character, and one little detail that sets him/her apart. **(30 points)**
Here’s our Tentative Schedule…

**IMPORTANT DATES**

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>January 9 Monday</td>
<td>First day of classes</td>
</tr>
<tr>
<td>January 16 Monday</td>
<td>Martin Luther King Holiday (University Closed)</td>
</tr>
<tr>
<td>January 17 Tuesday</td>
<td>Last day to add courses; last day to drop courses or withdraw from the University without incurring financial liability for Tuition and Fees (Last day to change grading basis)</td>
</tr>
<tr>
<td>February 3 Friday</td>
<td>Last day to apply for graduation at the end of Spring 2017 term</td>
</tr>
<tr>
<td>March 13-18 Monday-Saturday</td>
<td>Spring Break (University Open, No Classes)</td>
</tr>
<tr>
<td>March 20 Monday</td>
<td>Deadline to drop a course with a DR grade Deadline to withdraw from the University with a WI grade</td>
</tr>
<tr>
<td>April 24 &amp; 29 Monday – Saturday</td>
<td>Finals Week - If a final exam is not required, classes are expected to be held during finals week</td>
</tr>
<tr>
<td>May 4 Thursday</td>
<td>Grades available to students by web</td>
</tr>
</tbody>
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<thead>
<tr>
<th>DATE &amp; TOPIC</th>
<th>IN-CLASS</th>
<th>Things to do &amp; READINGS</th>
<th>DEADLINES</th>
</tr>
</thead>
</table>
| January 9, 2017       | Introduction to the course and review of syllabus. Discussion of course objectives and expectations. | • Read the syllabus  
                          • Read and sign the Class Contract  
                          • Read and sign the “Release and assumption of risk”  
                          • Read Picking the right AUDIO for a story http://multimedia.journalism.berkeley.edu/tutorials/picking-right-media-reporting-story/  
                          • Review: The future of storytelling https://www.youtube.com/watch?v=DHeqQAKHh3M#t=341 | Due: Hard-Drive  
                          Due: Signed Contract  
                          Due: Signed Release |
| January 11, 2017      | Multimedia story… not linear “chapters,” selecting media formats to tell the story           | • Read Al Tomkins Chapter 3: Find Memorable Characters  
                          • Select a theme and a title for your WordPress/Wix Side  
                          • Write in your side a post with a proposal for a multimedia story.  
                          • Review “Picking the right media for a story: audio”  
                          • http://multimedia.journalism.berkeley.edu/tutorials/picking-right-media-reporting-story/  
                          • Write in your side another post for two “non-linear” chapters of that story: the two interviews of 1 minute each. | Due: Hard-Drive  
                          Due: Signed Contract  
                          Due: Signed Release |
| January 18, 2017      | Review story and interviews proposals                                                        | • Chapter 6: The art of the Interview  
                          • Follow the Dropbox instructions for “Assignment 1” | Due: WordPress Multimedia |
<table>
<thead>
<tr>
<th>Date</th>
<th>Activity</th>
<th>Instructions</th>
</tr>
</thead>
</table>
| January 23, 2017 | Telling stories with NAT & Ambience Sounds                               | - Complete the course “Telling Stories with Sound” in Newsu.org  
- Sign up for Linda.com and start watching Premier Creative Cloud tutorials                                                                 |
| January 25, 2017 | Editing and mixing sounds                                                 | - Write in your side a post for other two “non-linear chapters” of your multimedia story: the 5 picture photo essay and the 12 picture audio slide show.  
- Continue Watching Linda.com Premier Creative Cloud tutorials  
- Review “Picking the right media for a story: sound and photos” http://multimedia.journalism.berkeley.edu/tutorials/picking-right-media-reporting-story/ |
Read: 5 Types of photos in Multimedia storytelling http://www.poynter.org/how-tos/visuals/171050/5-types-of-photos-that-make-for-strong-photo-essays-audio-slideshows/ |
| February 1, 2017 | Time for editing, exporting and embedding                                | Read: 5 Types of photos in Multimedia storytelling http://www.poynter.org/how-tos/visuals/171050/5-types-of-photos-that-make-for-strong-photo-essays-audio-slideshows/  
Due: Two 1-minute audio Interviews posted in WordPress |
| February 6, 2017 | Capturing visual elements                                                | Review: 12 Visual elements  
Read resources for Assig. 1 & 2 in dropbox.  
Take four pictures with our phone capturing 2 of the visual elements discussed in class. Bring them in a Hard Drive.  
Due: exercise take 4 random photos with visual element. |
<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
<th>Details</th>
<th>Due:</th>
</tr>
</thead>
<tbody>
<tr>
<td>February 13, 2017</td>
<td>Workshop: Photoshop essentials</td>
<td>Read AP Style Captions Review DropBox instructions for “Assignment 2”</td>
<td>Photo Essay with 6 pictures</td>
</tr>
<tr>
<td>February 20, 2017</td>
<td>TBA</td>
<td>READ: Key elements to be Video Storytellers <a href="http://www.poynter.org/news/media-innovation/163352/9-key-elements-that-can-help-journalists-be-better-video-storytellers/">http://www.poynter.org/news/media-innovation/163352/9-key-elements-that-can-help-journalists-be-better-video-storytellers/</a></td>
<td></td>
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<tr>
<td>February 22, 2017</td>
<td>How to DEFINE A Video Story</td>
<td>Find the People, Place, Purpose and Plot of your Story</td>
<td></td>
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<tr>
<td>February 27, 2017</td>
<td>Premier Workshop: editing photos + audio</td>
<td>Review DropBox instructions for “Assignment 3”</td>
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<tr>
<td>March 1, 2017</td>
<td>Time to edit Audio Slide Show</td>
<td>Read DropBox instructions for “Assignment 4” Publish a post for a “non-linear chapter”: your 1 minute video story. It needs to have the four Ps.</td>
<td>Audio Slide Show embedded by the end of the class</td>
</tr>
<tr>
<td>March 6, 2017</td>
<td>Show-and-Tell: Audio Slide Show</td>
<td>Basic Camera Shoots: <a href="https://www.youtube.com/watch?v=ICcE72RwEyc">https://www.youtube.com/watch?v=ICcE72RwEyc</a> Identify authentic places to show-case people</td>
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<tr>
<td>March 13-15, 2017</td>
<td>Spring Break</td>
<td>No classes. Assignment 1: practice with a camera... Shot sequences... choose the framing for an interview. Find a middle shoot and a close up... Capture ambience sounds... and some people talking... Bring all to class.</td>
<td>Send me a report from the Newsu.org course “Video-storytelling for the Web”.</td>
</tr>
<tr>
<td>March 20, 2017</td>
<td>Shooting interviews</td>
<td>Critique of b-roll and interviews shots Review Sequencing: the foundation of video storytelling</td>
<td></td>
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<tr>
<td>Date</td>
<td>Activity</td>
<td>Instructions</td>
<td>Due</td>
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| March 22, 2017  | Framing newsu.org and take the course "video-storytelling-web" work on the following segments: | ◦ Setting up the shoot  
◦ Deconstructing the story  
Lighting Basics | DUE: 2 interviews.                        |
| March 27, 2017  | Show-and-Tell Interviews                     | Remember... pre-produce your story: You will need to record sequences for your interviewees at a different time | DUE: SIX video sequences, 6* 5 shots * 10 seconds. They show and tell things that your interviewee discussed |
| March 29, 2017  | Script Writing                               |                                                                                |                                             |
| April 3, 2017   | Show-and-Tell Sequences                      | 1- Easy-to-use tools that help journalists tell better stories:                |                                             |
|                 | Data Visualization -2                       | http://knightlab.northwestern.edu                                              |                                             |
|                 |                                               | 2-The 38 best tools for data visualization                                      |                                             |
|                 |                                               | http://www.creativebloq.com/design-tools/data-visualization-712402            |                                             |
|                 |                                               | 3-BatchGeo for maps & Excel https://batchgeo.com/                              |                                             |
|                 |                                               | 4- Animation: http://www.freemake.com/blog/5-best-sites-to-make-animated-video-trouble-free/ |                                             |
| April 5, 2017   | Review: Video Scripts                        | Continue watching video tutorial on Atomic Learning  and start watching Premier Creative Cloud 2015 | Due: Script                                |
| April 10, 2017  | Review: Video Scripts                        | Read: Opening your Video. How not to lose viewers  
https://masteringmultimedia.wordpress.com/2008/06/25/opening-your-video-how-not-to-lose-viewers/ | Due: Video Story by the end of the class   |
| April 12, 2017  | Editing Workshop                             |                                                                                | Video Critics                              |
| April 17, 2017  | Editing Time                                 | Make sure your project meets the "Quality video assurance checklist"  
http://www.izzyvideo.com/quality-video-assurance-checklist/ | Due: Data Visualization Exercise          |
<table>
<thead>
<tr>
<th>April 19, 2017</th>
<th>Story Review &amp; Final touches</th>
<th>Due: Video with corrections</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Final Week:</strong></td>
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<tr>
<td><strong>Wed. April 26,</strong></td>
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<tr>
<td><strong>9:45-11:45 AM</strong></td>
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<tr>
<td><strong>Show-and-Tell:</strong></td>
<td>Websites</td>
<td></td>
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