

JMC 305 Multimedia Journalism Fall 2017

Instructor: Dave Cornelius

Class Days & Time: M/W 1:30-3:20 p.m.

Location: Cronkite 356

Section: 74153

Instructor's Email & Phone: david.cornelius@asu.edu Mobile/Txt: 602-432-5002

Twitter: @dac59

Instructor's Office: 402K

Office hours: M/W Noon-1:00 p.m. and by appointment

Prerequisites and expectations: This course is required of all journalism majors. Students must have successfully completed JMC 110 Principles and History of Journalism as well as JMC 101 Grammar for Journalists and JMC 194 Coding for Journalists. Students do not have to have prior multimedia experience or knowledge in order to take this course.

Course goals: Our goal is to teach you the basic digital tools and knowledge you will need to be a successful journalist or communications professional. You will learn and practice creation of photos, video, audio, podcasts, infographics and maps. We will cover personal branding, Web literacy, social media, mobile reporting, SEO and Web analytics and learn about new ways that information is being delivered on the Web. You will work in teams to report and create a multimedia project, and you will create an online portfolio that you will add to over your time at the Cronkite School so that when you graduate, you will have a robust portfolio of your work to present to employers.

Required materials: There is no text for this class. However, you are required to purchase the following:

1. A 32GB USB thumb drive (costs about \$10 and available on Amazon. (Students who are going on to broadcast classes may want to purchase a USB 3 HIGH SPEED portable hard drive and Firewire 800, instead of the thumb drive. The size of the drive should be at least 500GB and must be MAC compatible and with 7200 RPM drives. We suggest this drive:
https://www.bhphotovideo.com/c/product/994690-REG/owc_other_world_computing_owcms8u3h7t1_0_mercury_on_the_go_pro_1tb.html
2. A pair of **headphones** or **ear buds**. Any standard headphone will work.

Readings: Readings will regularly be assigned using Blackboard announcements. Readings will be posted a few days ahead of when they will be due. It is your responsibility to check your email and/or Blackboard to stay up-to-date.

Any time readings are assigned, you will be required to tweet a takeaway before class. Use the class hashtag as determined by the class:

Suggested resources: In addition, these are optional readings and resources:

- American Press Institute's Need to Know newsletter. Sign up here: <http://www.americanpressinstitute.org/>
- 10,000 Words <https://twitter.com/10000words>
- Lynda (online video tutorials) <http://www.lynda.com/>
- Journalist's Toolbox <http://www.journaliststoolbox.org/>
- "We the Media: Grassroots Journalism by the People, for the People," by Dan Gillmor, <http://www.amazon.com/We-Media-Grassroots-Journalism-People/dp/0596102275>
- Nicholas Carr: "Is Google Making Us Stupid?" <http://www.theatlantic.com/magazine/archive/2008/07/is-google-making-us-stupid/306868/>
- Michael Kinsley: "Cut This Story!" <http://www.theatlantic.com/magazine/archive/2010/01/cut-this-story/307823/>
- BBC News: "What Will News Look Like in 10 Years?" <http://www.bbc.com/news/technology-31008317>
- Travis Marshall: Photojournalists move to Instagram, from Syria to Sandy. <http://www.americanphotomag.com/photojournalists-move-instagram-syria-sandy>
- National Geographic: Photo Gallery: How to Take Camera Phone Pictures. http://photography.nationalgeographic.com/photography/photo-tips/camera-phone-photos/#/fountain-portrait-england_23020_600x450.jpg
- Sam Biddle: How to make a Gif in Five Easy Steps <http://gizmodo.com/5941436/how-to-make-a-gif-in-five-easy-steps>
- Scott Mowbray: 10 easy non-technical secrets to taking better photos. http://www.huffingtonpost.com/scott-mowbray/photography-tips_b_3976628.html
- Keith Jenkins: "5 Types of Photos that Make for Strong Photo Essays, Audio Slideshows." <http://www.poynter.org/how-tos/visuals/171050/5-types-of-photos-that-make-for-strong-photo-essays-audio-slideshows/>
- Talk to the Times: One in 8 Million. http://www.nytimes.com/2009/08/03/business/media/03askthetimes.html?pagewanted=all&_r=0

*For the Times reading, specifically scroll down and read from "How does it all come together?" until the answer to the question, "How many photos do you shoot?"

**Also, watch the audio slideshow of:

- Ed Grajales: The Dictaphone Doctor:
http://www.nytimes.com/packages/html/nyregion/1-in-8-million/index.html#/ed_grajales
- Mary Elizabeth O'Donnell-Moore: The Medical Tourist
http://www.nytimes.com/packages/html/nyregion/1-in-8-million/index.html#/mary_elizabeth_odonnellmoore

Equipment: You will be able to do most of your assignments on your smart phone. If you do not have a smart phone or do want to use yours, the school has available iPods for your use as well as a handful of handy cams. Additionally, you will be able to check out stabilizers and external mics for your smart phone.

Equipment can be checked out for a maximum of 24 hours from Room 608 on the sixth floor. You may check out equipment during the weekend for the same 24-hour time period. If you are late returning equipment, your checkout privileges will be revoked. It is strongly encouraged that you reserve equipment well before you need it. Equipment can be reserved by stopping by Room 608 or by calling 602.496.5253.

All equipment, and all content captured by the equipment, is the sole property of ASU and the Cronkite School. Equipment must be used for the sole purpose of meeting the goals and objectives of this course and may not be used for other purposes. Content captured with Cronkite equipment cannot be distributed or sold without the express content of the instructor or authorized administrator. Any violation of the video usage guidelines or the Cronkite School Equipment Checkout Agreement is subject to referral to the school's Standards Committee for possible disciplinary action.

Submitting homework assignments: You will create an online portfolio where you will post your resume and samples of your work. This is also where you will submit homework assignments. You will be required to update and add to this portfolio as part of your JMC 484 internship, so it's important that you have something good to work with and that you add to it during your time at the Cronkite School. The goal is that you will have a robust and attractive portfolio that you can use for your post-graduation job search.

Computers and labs: Labs will be devoted to experiential learning or learning by doing. You will be given opportunity and time to practice what has been taught and apply it to your planned projects. However, you will need to spend additional time beyond lab hours to complete assignments and practice skills.

You may use computers in labs and editing bays any time the building is open. Computers also are available in the Student Resource Center on the second floor of the building adjacent to the First Amendment Forum. All computers in the building have the same software you will find in your classroom. Edit bays can be found on the sixth floor of the building as well as in the rear of the radio newsroom on the third floor.

Remember to back up your work. Computers are wiped clean each night, so save all of your homework on a flash or hard drive or on your portfolio page.

The Cronkite building is open from 7 a.m. to midnight, Mondays through Thursdays; 7 a.m. to 6 p.m. on Fridays; and noon to 9 p.m. on Saturdays and Sundays during the regular semester. To access the building outside of regular building hours, students may use their student ID cards at the card reader outside the front entry, then sign in with security.

Attendance and Makeup Work: The Cronkite School does not recognize excused absences and does not give makeup work. If you're absent and miss an in-class assignment, quiz or test, you will receive a zero. If you miss more than two classes, you will see your final grade drop by half a grade or two steps (a B+ would become a B-, for example) for each additional absence. Tardiness is counted the same as an absence.

Deadlines: Since this is a journalism class, deadlines are important, and you are expected to meet them. Assignments submitted even one minute past the deadline will not be accepted; they will receive a zero.

This is a class in which you will learn a new technology almost every week. If you leave your assignment to the last minute and you are unfamiliar with the technology, there is a good chance you will be late. You should allow yourself enough time to seek help from the instructor and troubleshoot the problem. Remember, things will go wrong!

Accuracy: Since accuracy is the most important aspect of journalism, we will adhere to rigid standards. Any major error of fact – a misspelled proper name, an erroneous phone number, an incorrect address, a libelous statement or a misstatement of a major fact – in other words, anything that would require a printed correction if the story were to appear in a newspaper – will result in an E (55 percent) on that assignment. Minor misspellings or errors of grammar will bring your grade down. If you are careless, you will lose points fast.

Academic Integrity: The school has a zero tolerance policy toward academic dishonesty that is enforced within every course and educational activity offered or sanctioned by the school. Any allegation of academic dishonesty will be referred to the school's Standards Committee for review and recommendation to the dean of the school. If any student is found to have engaged in academic dishonesty in any form – including but not limited to cheating, plagiarizing and fabricating – that student shall receive a grade of XE for the class and will be dismissed from the school. There will be no exceptions.

At the beginning of every Cronkite class, you will be given a copy of the full academic integrity policy, along with accompanying information on plagiarism. You must sign a pledge that indicates you have read and understood the material and agree to abide by the policy.

The policy, along with guidance on how to avoid plagiarism and fabrication, can be found at http://cronkite.asu.edu/assets/pdf/Academic_Integrity_Policy.pdf.

Diversity Principles: The Cronkite School practices inclusivity in student, staff and faculty populations in order to create an academic environment that embraces diversity of thought and acceptance of all people regardless of race, gender, age, sexual orientation or societal, political, cultural, economic, spiritual or physical differences. Read the full policy at <http://cronkite.asu.edu/about/diversity.php>.

Classroom Etiquette: Cell phones and all other mobile devices must be turned off during class. Classroom computers are to be used exclusively for classroom work, not for surfing the internet or texting friends.

Food and drink are not allowed in the classroom. Please arrive on time and listen respectfully while the instructor, guest lecturer or other students are speaking.

Use of laptops and personal electronic devices are not allowed during class except when the instructor specifies for purpose of an assignment or exercise.

Extra Credit: You may earn one extra credit point for each “Must See Mondays” lecture you attend over the course of the semester, up to a maximum of three points. These events feature prominent journalism and public relations professionals each Monday from 7-8 p.m. in the First Amendment Forum. A schedule for the spring semester will be posted on the Cronkite website at <http://cronkite.asu.edu/events/speaker>.

You must blog on any event you attend (at least 150 words) within 48 hours at <http://cronkiteconversations.asu.edu> and send the comment url for your post to your instructor. To get the url, click on the date and time stamp, then copy the url you’re taken to and send that to your instructor. Students who contribute the most blogs over the course of the semester will earn an invitation to the fall 2017 Cronkite Awards Luncheon.

The school also will offer a “90 Minute Mastery” series of interactive workshops on five Friday mornings for students interested in developing their digital and journalistic skills. You may earn 1 extra credit point for each session you attend and blog on at Cronkite Conversations.

- Sept. 15: Basic Twitter analytics
- Sept. 29: FOIA requests
- Oct 13: Adobe After Effects
- Nov. 3: The other side of the interview (when you’re being interviewed for a story... or a job)
- Nov. 17: Social network analysis with Netlytic

Your instructor may offer other extra credit options, although the total extra credit points available cannot exceed 3 percent of your final grade. Any extra credit will be offered to the class as a whole, not to individual students seeking to bolster their grades.

Rounding up Grades: Final grades will not be rounded up. Students have plenty of opportunities to improve their grades through extra credit.

ACEJMC Values and Competencies: As a member of the Accrediting Council on Education in Journalism and Mass Communication, the Cronkite School is committed to classroom learning that achieves ACEJMC professional values and competencies. These include the core areas of freedom of speech, ethics, diversity, critical thinking, research, writing and use of tools and technologies related to the field. For a full list of ACEJMC values and competencies, see <http://www2.ku.edu/~acejmc/PROGRAM/PRINCIPLES.SHTML#vals&comps>

Disability Accommodations: For special classroom accommodations, you must make a formal request through the university's Disability Resource Center (DRC). You may schedule an appointment at 480.965.1234 (voice) or 480.965.9000 (TTY). After an assessment is conducted, the DRC will provide the school with documentation for consideration.

Religious Accommodations: If you need to be absent from class due to a religious observance, notify your instructor at the beginning of the semester.

Sexual Violence or Harassment: Title IX is a federal law that provides that no person be excluded on the basis of sex from participation in, be denied benefits of, or be subjected to discrimination under any education program or activity. Both Title IX and university policy make clear that sexual violence and harassment based on sex is prohibited. Individual who believes they have been subjected to sexual violence or harassed on the basis of sex can seek support, including counseling and academic support, from the university. For information and resources, go to <https://sexualviolenceprevention.asu.edu/>

Building Hours: The Cronkite building is open from 7 a.m. to midnight Mondays through Thursdays; 7 a.m. to 6 p.m. on Fridays; and noon to 9 p.m. on Saturdays and Sundays. However, The Library & Student Resource Center on the second floor of the building is accessible on a 24/7 basis. Students may use their ASU ID cards at the card reader outside the front entry, then sign in with security. The building is closed on [university holidays](#), although students may enter on these days using their student ID cards.

Students who need after-hours access to the third-floor edit bays in the Cronkite building should complete the [After-hours Edit Bay Access Form](#).

Collaborations: All in-class and out-of-class assignments must be your own work – from concept to execution, unless some type of collaboration is specified by the instructor. Even in those cases where you are assigned to a team, not all elements of the assignment may be team-based. For instance, the assignment may call for a team discussion of a topic, but a writing assignment based on the discussion must be your individual work.

Use of Outside Work: All work, including photos, text, video and other images, submitted for this class must be your original work. You may not submit work done for any other class.

Social Media Guidelines: It's important that you know how to use social media ethically and professionally. The Cronkite School has developed standards drawn from the Poynter Institute for Media Studies and the Society of Professional Journalists. Those guidelines can be found at <https://cronkite.asu.edu/degree-programs/admissions/student-resources/social-media-guidelines>.

Newspaper Reading: To access the front pages of The New York Times, The Arizona Republic and other newspapers, go to the Newseum website: <http://www.newseum.org/todaysfrontpages/>. Use the "list" option and scroll down to find the correct state. The Newseum does not store back issues, so you must check it every day or you will miss stories. Occasionally, the Republic isn't picked up by the Newseum. In that case, you can go to the Republic website at <http://www.azcentral.com/arizonarepublic/frontpages/>. You also can subscribe to the Republic by going to: <https://fullaccess.azcentral.com/>.

Access to the electronic version of The New York Times is available via the ASU Libraries. To access [NYTimes.com](http://nytimes.com), you must initially register **while physically on any ASU campus** by following these steps:

- Go to nytimes.com/grouppass.
- Create a free [NYTimes.com](http://nytimes.com) account by logging in with your ASURite ID and password if prompted.
- Click on REGISTER and create a [NYTimes.com](http://nytimes.com) account using your ASU email address. You now should have full access to [NYTimes.com](http://nytimes.com), [INYT.com](http://inyt.com) and NYT mobile apps from any network or location. The Group Pass expires after a year but can be renewed.
- To view the front page, go to nytimes.com and make sure you are logged in, then click on "Today's Paper" right below The New York Times logo; from there click on Today's Front Pages and it gives you an option to download a PDF version.

Questions? Contact [Ask a Librarian](#)

Tests: There will be no tests (and no final).

Assignments: You will be given in-class assignments and exercises as well as assignments to be completed outside of class. You are expected to post all of your completed assignments to the personal portfolio page you create for this class.

All students will be divided into teams to work on a final project that requires them to apply the skills they have learned during the semester. You may use work submitted earlier in the semester for your final project, but you are encouraged to use your instructor's feedback to improve the work before making it part of your final project. Students will be graded on the quality of their final projects as well as their participation in and contribution to their teams.

Grading: Individual assignments and their weights follow:

5 Twitter Takeaways from recommended reading	50 points
Storify assignment	50 points
Live tweeting/mobile reporting assignment	50 points
Analytics assignment	50 points
Photo slideshow with narration/audio	75 points
Web literacy assignment	25 points
Podcasting assignment	75 points
Infographic/data visualization assignment	50 points
Video #1 (Explainer video)	75 points
Video #2 (Interview with B-roll and sequence editing)	100 points
Web banner design	25 points
Online personal portfolio	125 points
Final team project	200 points
Individual and Team Peer Reviews	50 points
Total Points	1,000 points

The final team project will be scored as follows:

- Outline or storyboard: 25 points
- Personal contribution: 50 points
- Team grade: 125 points

Scale for final course grades: A+ 97-100; A 94-96; A- 90-93; B+ 87-89; B 84-86; B- 80-83; C+ 76-79; C 70-75; D 69-60; E 59 and below.

Below is more information on key assignments. You will get more detailed information on specific requirements and how assignments will be graded prior to each assignment.

Live Tweeting/Mobile Reporting: 50 points Due: Midnight Sept. 10.

You will cover an event or report a story using a mobile phone. The event should be at least two hours in duration. You will report on the event in text as well as video (2), photos (2) and emojis (2). At least one tweet should include a direct quote with attribution using an @-mention or a first AND last name. All tweets should use hashtags and @-mentions when appropriate. Your instructor will provide some options for this assignment, although you may come up with your own pitches.

Web Analytics: 50 points Due: Midnight Sept. 24.

You will download your data from your live tweeting/mobile reporting assignment into a spreadsheet and “code” your tweets according to the variables they contain (video, emojis, hashtags, etc.) then analyze which tweets had the highest performance and what you would do to improve performance.

Web Literacy: 25 points In class exercise

You will evaluate three Web pages for credibility. You will be provided with a case study and three websites that provide information about a particular event. You will be asked to analyze the credibility of each page and whether you would use it as a source in a news story.

Infographic/Data Visualization: 50 points Due: Midnight Oct. 29.

You will create an infographic/data visualization using an out-of-the-box tool, such as Infogr.am, Visual.ly, Venngage, Easely.ly and Pictochart. The information must be accurate and presented in such a way that readers can easily understand it.

Storify: 50 points Due: Midnight Nov. 12.

You will look for trending topics related to your group project and create a Storify of information that you find and explain how you will use the information for your project.

Podcast: 75 points Due: Midnight Oct. 22.

You will record and produce a podcast on a journalistic topic that is relevant to your portfolio site or related to your group project. (Your instructor may allow you to interview a journalist about his or her career as an alternative.) You will edit the interview and upload it to SoundCloud and embed it on your portfolio page along with 100 words and an SEO-friendly headline.

Photo Slideshow with Audio: 75 points Due: Midnight Oct. 8.

You will record and produce a photo slideshow on a journalistic topic that is relevant to your portfolio site or related to your group project. The slideshow should tell an original story using photos and audio interviews. You will start by shooting 20 to 30 photos using a smart phone and recording at least one live interview and two bits of natural sound. You have the option of including free-use music as well. You will then lay the audio and the photos together using Adobe Premiere to create an audio slideshow. The slideshow should be no longer than 3 minutes (but at least 1.5 minutes) and uploaded to YouTube or Vimeo and embedded on your portfolio page.

Video No. 1: 75 points Due: Midnight Nov. 5.

You will shoot and produce an “explainer” video that will require minimal editing. The video should explain how to do something. For example, you could explain how to conduct a good interview, how to bake a cake, how to solve a math problem or how to score a field goal. It should be 1.5 minutes in length and contain at least two motion effects, three graphics that provide additional information. and two titles. It will be uploaded to your portfolio page.

Video No. 2: 100 points Due: Midnight Nov. 26.

You will produce a news or feature video for the web that includes at least one formal interview, along with relevant b-roll and narration. The video should be between two and three minutes in length. This assignment builds on the techniques learned in the first video assignment, while also strengthening video storytelling skills. The final video will be uploaded to your online portfolio. Here are two resources to use:

- B-roll: http://www.youtube.com/watch?v=7d_J3ikJTjM
- Interview/Sound on Tape:
<http://www.youtube.com/user/prvideotv#p/search/0/cKshLzAmOdM>

Web Banner Design: 25 points Due: Midnight Sept. 17.

You will create a professional-looking banner for your portfolio page using Photoshop. A tutorial on creating banners can be found here:
<http://www.entheosweb.com/photoshop/banner.asp>.

Personal Portfolio: 125 points Due: Midnight Oct. 15.

You will create a professional portfolio in WordPress. This is where you will submit most of the work for this class. Your final portfolio must consist of the following pages:

- A home page that introduces you, with at least one photo of yourself and a personalized banner
- A contact information page
- A page with a brief biography of yourself, including your career goals, and a resume
- A page of work examples that includes work from this class. You are encouraged to add other journalistic work that you have produced.

Additionally, each page must contain a home button.

Final Team Project: 200 points Due: Midnight Dec. 4.

The instructor will divide the class into groups of four or five and each group will work on a multimedia project that will serve as the final project for the course. Each project should consist of **at least**:

- Four pages
- Introductory text
- An overarching story that ties the project together (at least 800 words)
- One sidebar story (at least 400 words)
- One video element
- One photo slideshow with audio
- Two still photos with captions
- One data element or map
- Links, where appropriate
- Execution of a social media strategy — Creating account on either one or all of the social media platforms such as Instagram/Pinterest/Twitter/Facebook and establishing the project's presence/existence on there.

Even though this is a group project, each member will be evaluated separately for his or her individual contribution to the project. (See grading, above.) To determine this grade, the instructor will look at the final products of each group member on the project web page as well as the results of a confidential survey in which group members will evaluate each other's efforts.

All project topics must be approved by the instructor in advance and must have a news angle. Projects must be presented as a web package on a WordPress, Weebly, Wix, Squarespace or another platform approved by your instructor. Here are examples of previous student projects:

- weebly.com
- <http://swipeitright.wix.com/swipeitright>
- <http://exploringrooseveltrow.weebly.com>
- <http://lgbtqaz.weebly.com/>

For additional examples go to: <https://edreamconsulting.com/classroom/>

This assignment requires SOLID REPORTING. This means research, aggregating data, making phone calls, etc. The journalistic and storytelling aspects are more important than the technical requirements, thus, will carry the most weight in grading.

Do not take elements from the web. **Work must be original.** If it is of high quality and information value, it may be submitted to journalism competitions.

CLASS SCHEDULE

Note: Assignments are listed on the day they are due. It is your responsibility to look ahead to the next class period to determine what should be read for that day's class. Some readings will be provided in the form of handouts or links.

This schedule may change as the semester progresses to accommodate the needs of the class. Updates to the syllabus will be made on Blackboard. Students are responsible for checking Blackboard regularly.

WEEK 1

Date: Aug. 21: Overview

Overview of course and syllabus; survey of student skills; discussion of academic integrity policy as it relates to this class

Lab: Open WordPress & Twitter accounts; sign equipment checkout forms

Homework: Sign Academic Integrity policy; email Twitter & portfolio url to david.cornelius@asu.edu prior to the next class.

Date: Aug. 23: Branding, Mobile Devices & Personal Portfolio

Branding and its importance to journalists; setting up your online portfolio.

Your mobile device is a key acquisition tool in your arsenal if you use it properly.

Due: Academic Integrity pledge

Lab: Create four pages on your online portfolio; write "About Me" paragraph

Homework: Complete lab assignment .

Due: Midnight Aug. 27: Brand statement exercise.

WEEK 2

Date: Aug. 28: Social Media

Intro to social media; understanding social media cultures and etiquette and how social media is used by journalists; discuss live tweet/mobile reporting assignment

Homework: Work on live/tweet mobile reporting assignment

Social Media Lab: Twitter scavenger hunt in class

Homework: Select professional photo for portfolio page; work on live tweet/mobile reporting assignment.

Date: Aug. 30: HTML & CSS Review In class review

Homework: Upload resume to your portfolio;

WEEK 3

Date: Sept. 4: *Labor Day -- No Class*

Date: Sept 6: Portfolio Day

Enhancing your site; navigation, images and design basics

Lab: Practice embedding images; add your photo to portfolio page; apply tags

Homework: Work on live tweet/mobile reporting assignment, due next class. Review the following material on using Photoshop

- <http://www.photoshopessentials.com/basics/type/character-panel>
- <http://www.photoshopessentials.com/essentials/image-resizing/>
- <http://www.photoshopessentials.com/basics/layers>

Due: Midnight Sept. 10: Live tweet mobile reporting assignment

WEEK 4

Date: Sept. 11: Shooting on Your Phone

How to get good photos on your phone; angles, composition and lighting; using stabilizers/tripods

Lab: Complete banner and upload to your online portfolio.

Homework: Bring three to five high-resolution digital images to class for use in the next lab; include a variety of settings/subjects to make the most of the editing lesson.

Group Projects

Discuss group projects and review examples; brainstorm ideas; select teams

Homework: Read the following article on audio slideshows:

- "5 Types of Photos that Make for Strong Photo Essays, Audio Slideshows," Keith Jenkins, <http://www.poynter.org/how-tos/visuals/171050/5-types-of-photos-that-make-for-strong-photo-essays-audio-slideshows/>

Date: Sept. 13: Introduction to Photoshop, Creating Web Banners

Windows, layers, cropping, image sizes and resizing, text tools; look at examples of good banners & logos; discuss group projects

Lab: Practice editing in Photoshop

Homework: Design banner for your online portfolio. Read the following:

- "How to Take Camera Phone Pictures," National Geographic, http://photography.nationalgeographic.com/photography/photo-tips/camera-phone-photos/#/fountain-portrait-england_23020_600x450.jpg

- “Photojournalism in the Age of New Media,” Jared Keller, The Atlantic,
<http://www.theatlantic.com/technology/archive/2011/04/photojournalism-in-the-age-of-new-media/73083/>

Due: Midnight Sept. 17: Banner exercise.

WEEK 5

Date: Sept. 18: Photo Editing

Editing in Photoshop – color correction, brightness, contrast, cropping, resizing and writing captions

Lab: Edit photos that you bring to class

Homework: Come up with two to three ideas for group projects, due next class.

Date: Sept. 20: Web Analytics

The importance of understanding your audience; basics of web analytics.

Lab: You will download your data from your live tweeting/mobile reporting assignment into a spreadsheet and analyze which tweets had the highest performance and what you would do to improve performance.

Homework: Work on web analytics assignment,

Due: Midnight Sept. 24: Web Analytics Assignment

WEEK 6

Date: Sept. 25: Audio Slideshows

Discuss audio slideshow assignment & review examples

Assignment: Develop pitches for audio slideshow assignment, due next class. Consider how your audio slideshow could be incorporated into your final project. Read each of the following articles on audio slideshows before the next class:

- “Talk to the Times: One in 8 Million,” The New York Times,
http://www.nytimes.com/2009/08/03/business/media/03askthetimes.html?pagewanted=all&_r=0

(For the Times reading, scroll down and read from “How does it all come together?” until the answer to the question, “How many photos do you shoot?”)

- “Fair Game,” Sarah Laskow, CJR
http://www.cjr.org/cloud_control/fair_game.php

- “Fair Use Frequently Asked Questions,” Pat Aufderheide, Peter Jaszi, Maura Ugarte and Michael Miller, <http://www.cmsimpact.org/fair-use/best-practices/documentary/fair-use-frequently-asked-questions>
- “Whatever Happened to the Audio Slideshow,” <https://onlinejournalismblog.com/2016/12/13/whatever-happened-to-the-audio-slideshow/>

Date: Sept. 27: Capturing Audio & Fair Use

How to capture good audio; what topics lend themselves to audio pieces; pairing audio and visuals; discussion of copyright issues using music and photographs freely available online for slideshows

Due: Pitches for audio slideshow assignment

Lab: Take seven to eight photos of a classmate, including the five types of visuals discussed in the Poynter article, and create a slideshow in Adobe Premiere.

Homework: Work on audio slideshow assignment. View the following audio slideshows:

- “The Dictaphone Doctor,” Ed Grajales, http://www.nytimes.com/packages/html/nyregion/1-in-8-million/index.html#/ed_grajales
- “The Medical Tourist,” Mary Elizabeth O’Donnell-Moore, http://www.nytimes.com/packages/html/nyregion/1-in-8-million/index.html#/mary_elizabeth_odonnellmoore

WEEK 7

Date: Oct. 2: Editing on Adobe Premiere

Inputting audio in Adobe Premiere and editing clips; normalizing, amplifying and reducing noise

Lab: Record a minute-long interview of your peer whose photos you took in an earlier class. Once you have the interview, come back and edit it in class. Resize the photos, edit the audio and place it together.

Homework: Listen to this podcast:

- “The Alibi,” Serial: Season1, Episode1 (52 minutes) <http://serialpodcast.org/season-one/1/the-alibi>

Focus on the sounds, interviews, tone of the reporter and incorporation of music.

Date: Oct. 4: Podcasting

Producing compelling podcasts: What do we need, where can we get it, how do we produce it and how do we publish it? Deconstructing a podcast and learning how to write scripts.

Due: Audio slideshow

Lab: Practice creating a podcast; troubleshoot audio slideshow

Homework: Develop three podcast pitches and come prepared to talk about them in the next class. Pay attention to how they could fit into your group project.

Podcasting Resources

- NPR audio training resources:
<http://training.npr.org/tag/audio-101/>
- Podcasting basics --- a multi-part series that starts here:
<http://transom.org/2015/podcasting-basics-part-1-voice-recording-gear/>
(This site – Transom – is all about podcasting, so there are a ton of resources there)
- How to start your own podcast:
<http://lifehacker.com/how-to-start-your-own-podcast-1709798447>
- Instructions/tips for using music in podcasts:
<http://transom.org/2014/using-music-pat-mesiti-miller/>
- Advice from Ira Glass:
<http://lifehacker.com/im-ira-glass-host-of-this-american-life-and-this-is-h-1609562031>
- Storytelling tips and tricks:
<https://themoth.org/share-your-story/storytelling-tips-tricks>

Due: Midnight Oct. 8: Individual Peer Reviews and Audio Slideshow

WEEK 8

Date: Oct. 9: *Fall Break -- No Class*

Date: Oct. 11: Infographics & Data Visualization, Part I

Discuss and approve podcast pitches; review different kinds of infographics news companies use for storytelling purposes

Lab: Work with Google Maps, Piktochart and other infographic programs

Homework: Work on podcast. Bring to the next class two examples of infographics and be prepared to explain why they work or don't work.

Due: Midnight Oct. 15: Personal portfolio sites

WEEK 9

Date: Oct. 16: Infographics & Data Visualization, Part II

Discuss good and bad examples of infographics that students provide, focusing on clarity of information and presentation; basic design principles (typography and color); discuss infographic/data visualization assignment

Lab: Practice creating an infographic using data

Homework: Work on podcast, due next week. Research data you will need to build an infographic and develop two pitches for an infographic, due next week. Pay attention to how these could fit into your final group project.

Date: Oct. 18: Group Project Day

Lab: Work in teams to build your multimedia project site. Get an appropriate url and create the pages; develop content outline for your project, due at the end of class

Due: Infographic pitches

Homework: Watch these videos about explainer videos.

- “How Disposable Oil Wells Might Cause Earthquakes,” Joe Wertz, NPR, <https://www.youtube.com/watch?v=Abi4j58ghjA>
- “30 seconds to know: When’s the Best Time to Buy a Plane Ticket?”
- NBC News, <http://www.nbcnews.com/feature/30-seconds-to-know/video/whens-the-best-time-to-buy-a-plane-ticket-440159811931>
- “Tom Brady’s Deflategate scandal, explained,” Joseph Stromberg, Vox News, <http://www.vox.com/2015/1/21/7866121/deflated-football-patriots-cheating>

Here are more options for you to choose from:

1. John Arlia: Role of a Kicker in a football game (video and narrative)
<https://youtu.be/xAC0Q2UXgbg>
2. Grace Clark: What is a high school color guard troupe? (music and graphics)
<https://vimeo.com/191684047>
3. Andrew Krauss: How to run the QB bootleg (narrative and a white board)
https://www.youtube.com/watch?v=uFTB5N_ljfw
4. Adrienne St Clair: How to be a high school mascot (video, music and humor!)
<https://youtu.be/l2UpwDfke3s>

Read the following article before the next class:

- “How Journalists Can Create Better Explainers,” Meena Thiruvengadam, <http://www.poynter.org/how-tos/writing/202622/how-journalists-can-create-better-explainers/>

Due: Midnight Oct. 22 Podcast

WEEK 10

Date: Oct. 23: Introduction to Video

What are explainer videos and when do they work? Discuss explainer video assignment

Lab: Work on infographic assignment.

Date: Oct. 25: Video Shooting and Editing

Basics of video shooting, capturing clean audio, importing video into Adobe Premiere

Lab: Work in pairs to take a series of shots – a steady shot, 10-second shot, zoom, pan,

some b-roll

Homework: Develop two pitches for your second video assignment, due next class. Consider how your video could be incorporated into your final group project.

Due: Midnight Oct. 29: Infographic Assignment

WEEK 11

Date: Oct. 30: Video Editing Part I

Editing on Adobe Premiere; video editing basics

Due: Second video assignment pitches

Lab: Import video you shot in the last class; create a sequence with some audio and some b-roll

Homework: Work on video assignment and final group project. Read and tweet a takeaway from each of these readings on Storify using class hashtag before the next class:

- “How to: Create Stories Using Storify,” Abigail Edge,
<https://www.journalism.co.uk/skills/how-to-create-stories-using-storify/s7/a562894/>
- “How Journalists Can Use Storify to Cover Any Type of Meeting,” Elana Zak,
<http://www.adweek.com/fishbowlNY/how-to-use-storify-to-cover-a-meeting-workshop-or-event/250024>

Date: Nov. 1: New Forms of Storytelling for the Web

Storify: What is it and how does it work? Discuss Storify assignment.

Lab: Practice writing a story on Storify.

Homework: Develop an idea for a Storify based on a trending topic related to your group project and be prepared to discuss in the next class.

Due: Midnight Nov. 5: Video Assignment (explainer video)

WEEK 12

Date: Nov. 6: Web Literacy

The rise of “false news;” distinguishing credible information from information that cannot be verified or trusted; discuss Storify ideas for group project

Lab: Examine websites and determine veracity

Homework: Continue working on second video assignment and final project; work on Storify assignment. Read the following on SEO and tweet a takeaway before the next class:

- “What is SEO and How Can it Help my Website’s Google Visibility,” Natalie Lines,
<http://www.theguardian.com/small-business-network/2014/jan/16/what-is-seo-how-website-google-visibility>
- “Web Words that Lure the Readers,” Claire Cain Miller,
http://www.nytimes.com/2011/02/11/business/media/11search.html?_r=0

Date: Nov. 8: Search Engine Optimization

What it is, why it is important and how you can use it to gain a wider audience?

Lab: Evaluate the code on your portfolio site and make changes that would make it more visible in internet searches.

Homework: Continue working on second video.

Due: Midnight Nov. 12: Storify Assignment.

WEEK 13

Date: Nov. 13: Video Editing Part II

More video editing basics

Lab: Work on editing second video assignment.

Homework: Complete second video assignment; upload to portfolio page; work on group project; view the following site, created by a Cronkite class that tests apps and tools for Google, and be prepared to discuss some of your favorite tools in the next class: <http://cronkitelab.news/>

Read the following:

"The Top Apps for Journalists from 2016, ijnet,
<https://ijnet.org/en/blog/top-apps-journalists-2016>

Date: Nov. 15: New Tools

A review of some new tools that journalists can use to do their jobs better; discussion of apps and tools in assignment above.

Homework: Work on group project

Due: Midnight Nov. 19: Completion of Enterprise Peer Reviews.

WEEK 14

Date: Nov. 20: Video Critiques

Show videos in class and critique your peers

Homework: Finalize videos based on critiques

Date: Nov. 22: Lab day Work of final enterprise sites

Homework: All Tweet takeaways

Due: midnight Nov. 26: Completion of all Tweet takeaways and Video 2 News package.

Thanksgiving Holiday Nov. 23-25

WEEK 15

Date: Nov. 27: Lab Day

In class presentation of enterprise sites Complete course evaluation; work on group project.

DATE: Nov. 29: Lab Day

Finalize improvements to Enterprise site.

Last day of classes: Dec. 1

Due: Dec. 4: Final Enterprise Site