Reporting and Multimedia Storytelling 019:088:AAA Fall 2011

Main lecture:
Wednesdays 9:30 to 10:20 101 BCSB
Instructor: Lisa Weaver
Office Hours: W332 open lab hours tbd

Sections: (all sections meet in the Adler Journalism Building W332)

088: A01  Lisa Weaver  W 10:30A to 12:20P
088: A02  Melissa Tully  W 12:30P to 2:20P
088: A03  Nicholas Bergus  Th 9:30A to 11:20A
088: A04  Gregory Johnson  Th 1:30P to 3:20P
088: A05  Lisa Weaver  Th 3:30P to 5:20P

Note: See the Semester Schedule Outline, the last page of the syllabus, for the semester schedule. This is subject to change as equipment availability and section instructor preference may dictate, although the general grading parameters will remain as described herein.

Course Description:
Reporting and Multimedia Storytelling teaches the principles of creating and maintaining a WordPress website, then introduces production skills for displaying your multimedia reporting projects on your sites. Multimedia projects will incorporate text, still images, video and data tools such as timelines and interactive maps. You will apply the standards of journalistic reporting and writing to your work throughout the semester. The course goal is to teach writing and multimedia skills that are relevant to communications professions beyond journalism, and to prepare you for more advanced work in upper level SJMC courses that utilize multimedia.

Required technology:
500 gigabyte or larger (1 Terabyte) external hard drive. It is not advisable to save your files on the desktops or on your allocated server space.

SD camera cards minimum 8 gigabyte, preferably 16 gigabyte or larger. School-provided cameras do come with 8-gigabyte cards, but with the large number of students who will use the cameras, downloading files from the card each time before returning the camera (and the card) is not feasible. You will be bound to loose files this way.

All other equipment and software used for the class will be provided.

Required texts: (both are available at University Bookstore)
Journalism Next by Mark Briggs
ISBN: 978-1-60426-560-6

The Associated Press Stylebook 2010
ISBN: 978-0-917360-54-1

Assignment Descriptions:
Below are descriptions for the eight major assignments and for the final project. There will be ample explanation about these assignments in advance, and possibly slight changes to be announced in class.

**Assignment #1: Observational Writing.** Minimum 500 words, AP Style, published to the blog. This is intended to be observational reporting about an event or a specific location witnessed by the reporter. The information should be relevant and informative. Interviews or quotes, nut graphs or a particular type of lede is not necessary. However, you are encouraged to write first paragraphs that are engaging for the reader.

**Assignment #2: Reaction Story.** Minimum 500 words, AP Style, published to the blog. The purpose of this assignment is to get you used to interviewing people on a specific topic, as well as to get you used to using AP Style for proper quotation format. The story is what is called a “reaction” story, which consists primarily of several short interviews about what people think about a particular event or topic of interest.

**Assignment #3: Twitter or Cover It Live (Live Blogging) (section instructors choose.)**

*Twitter:* The purpose of the Twitter assignment is to familiarize you with following a group of people, companies or institutions, preferably a combination of all three, that generate information relevant to your beat or interest area. Follow a minimum of 20 Tweeters (30-30) whom you have selected for a week. Your final assignment consists of two parts: 1) A list of the Twitter addresses and who they are or whom they represent. 2) A 300-word summary, published to the blog, about what you learned about your beat by following your sources on Twitter. Try to pick out a few Tweeters who you would contact directly (via phone or email) to confirm information that you first read on the Tweet. Articulate why verification with the source is necessary. Also describe the Tweets or information that seem to be common knowledge in your topic area. In short, you’re writing a description of how you would handle these social media sources if you regularly covered a beat.

*Cover It Live:* This is a group assignment. Likely the section will be divided into two groups, each of which will be assigned a live event to “cover” using Cover It Live. Some of you will be writer/producers (who post the “news” about the event as it happens and moderate the discussion) while others will be members of the public observing the event and interacting with the writer/producers. You will access the Cover It Live interface through the blog for your section.

**Assignment #4: Audio Interview Assignment.** The goal of this assignment is to conduct an interview in the Q & A (question and answer) format. You will use a digital audio recorder and edit the interview using the Audacity program. Aim for 4 to 5 minutes running time of the final edit. The interview must be relevant to a topic in the news or issue about which your interviewee is an expert. No interviews with roommates about their life story. It must reflect a process of question and answer, so avoid long monologues in which the interviewee rambles on. Of course to some extent you can edit around that, but the point is that the end product includes the combination of you the interviewer and your subject the interviewee.
Assignment #5: Still Image Slide Show. The goal of this assignment is to take a series of still images (minimum 8 maximum 10) of a single topic and edit them into a slideshow in a way that effectively tells a visual story. This assignment will reflect the basics of framing for good photographs, a sense of the best order in which to display them, and last not but least text descriptions for either each photo or for the photos as a group written in AP Style. Full and accurate names of people and places are expected. Instructors will have a choice of having you use either (Adobe) Sound Slides or (Adobe) Light room; both programs are loaded on to the Macs in W332. You will use the Canon D-60s to shoot your stills. Extra-credit for projects with accompanying audio of either subject or reporter narration. (Using D-60 onboard microphone).

Assignment #6: Video Project: The goal of this assignment is to learn the basics of a video news package and to publish the package, with a text summary written in AP Style, on the blog. You will use the Canon 60D’s in video mode to shoot your stories, which will include b-roll of your story, some interviews (SOT) and a script, or your narration, which you will record. You will use Final Cut Pro to edit your package. Total running time minimum 1:45 maximum 2:30.

Assignment #7: Video For Multimedia: For this assignment you will use a slightly different edit of your assignment #6 package, with changes based on the critiques your instructor gives you. The goal of the assignment is to use the Compressor program, which is loaded onto each Mac, to reduce the bit size of the project appropriate to be viewed on mobile devices. You will load the compressed video onto the blog, and then try to view and play it using a mobile device. (Note this assignment does not require original reporting or recording of material, so that you have time to work on your final project.)

Assignment #8: Timelines: For this assignment you will use either the Vuvox or Dipity Timeline or Google Maps programs to create an interactive media element which will supplement a 300-400 word text story to be published on the blog. You may use images and information from the still image slide show assignment or, for the text portion, you may use material that has previously been reported so long as your text description specifies where the story originally appeared.

To clarify: The text and images may be derivative but the interactive element must be the result of your own work. You will embed your Vuvox or Dipity or Google projects into your blog. (Note this assignment does not require original reporting, so that you have time to work on your final project.)

Final Project: (This will be counted as the final grade and will be due by the end of the finals time period allocated to the class. There is no class or section meeting during finals week; rather it is simply the due date for the final project to be published to the blog.)

The final project must be comprised of material reported and produced especially for the final project. You cannot recycle an earlier project or pull visual material from other sources. You get to choose which two components, or two “mediums” you use. Some examples may include:
• Primarily a text story (500-600 words) with an interactive timeline or similar interactive media element.

• Primarily a still image story (minimum 10 photos) in a slide show format with accompanying audio.

• Primarily a video package (2:30 to 3:00 running time) with a text summary of the story.

GRADING OVERVIEW:

Introduction to Multimedia Storytelling is a 3-credit course with two components, a weekly lecture for the larger group and a weekly lab session in a smaller group. Reporting and Multimedia Storytelling (088:AAA) is the once-per-week lecture, which meets Wednesday mornings from 9:30 to 10:20 in 101 BCSB. Then your section (088: A01, A02, A03, A04 or A05) meets in a smaller group in the Mac lab in W332.

The sections are essentially media labs where you will spend most of your time producing multimedia. Your work in the lab and the assignments that your instructor gives you account for all 3 credits worth of your the grade.

Attendance in the weekly lecture is mandatory in order to earn a full attendance grade for your lab sessions. Attendance, in other words, is shared between the weekly lecture and the media labs.

While the labs are designed to prepare you for your assignments, you should expect to spend significant time outside of the lab sessions in order to complete most assignments. It is not a reasonable expectation that you will complete all your assignments during the lab sessions. There will be adequate open lab hours throughout the week in W332 for you to work on assignments.

GRADING ALLOCATION:

Attendance: Weekly lecture and the lab session  10%

Zero to 2 unexcused absences = 10%
3 to 5 unexcused absences = 5%
6 or more unexcused absences = 0%

In-class exercises and/or participation: 8%
Grading parameters to be determined by instructor. Mostly exercises in the lab section or homework that is not the major assignments.

Assignments: Total of 8 as described on the syllabus. Each = 8% = 64%

Final Project: 18%
Grading scale for Assignments, Final Project and Final Grade

95% and greater A
90 to 94% A-
85 to 89% B+
80% to 84% B
75% to 79% B-
70% to 74% C+
65% to 69% C
60% to 64% C-
55% to 59% D
54% and below F

Semester Schedule Outline: Please note that section activities are determined by your section instructors, as are deadlines for the Assignments. This is a general guideline for the progress of the semester, and does not obligate instructors to this exact schedule. Stay in touch with your section instructor about details.

<table>
<thead>
<tr>
<th>Week</th>
<th>Lecture (50 minutes)</th>
<th>Section Activity (1 hr. 50 minutes)</th>
<th>Assignments</th>
<th>Assigned Readings from texts.</th>
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</thead>
<tbody>
<tr>
<td></td>
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<td><strong>Section Activities</strong> may be graded as in-class exercises or homework. Descriptions below are suggestions, not required.</td>
<td>Assignments are given the week indicated, then due following week (suggested) or as section instructor determines.</td>
<td>See wiki for supplements, most are optional per instructor</td>
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<tr>
<td>Week 1: Introduction</td>
<td>Lecture: 8.24</td>
<td>Show the Wiki Discuss external hard drive and SD cards Discuss points from <em>Online Journalism</em> Ch. 7 to apply toward observational writing assignment</td>
<td>Observational writing assignment (1) (due week 2 when blogs are up)</td>
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<td>Introduction to course</td>
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<td>NPR New Media Listen, discuss</td>
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<tr>
<th>Week 2: Blogging Basics/ Blogging and Social Media for Journalists</th>
<th>Lecture 8.31</th>
<th>Launch WordPress.com individual blogs&lt;br&gt;Using social media as a source and verification&lt;br&gt;Blog Tsunami Arab Spring Verification</th>
<th>Post observational story on the blog, use AP Style&lt;br&gt;Goal is to get started on basic blog look and managing links; blogroll and RSS feeds. Complete by week 3 section. Instructors See 8.31 lab session notes.</th>
<th>Journalism Next: Ch. 1: We Are All Web Workers Now (required)</th>
<th>Journalism Next: Ch. 2: Advanced Blogging (required)</th>
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<tr>
<td><strong>Week 3: Social Media Reporting</strong></td>
<td>Lecture 9.7</td>
<td>Interviewing exercise in sections, write stories with proper quote format on blogs.</td>
<td>Reaction story (2) 500 words publish to blog.</td>
<td>Online Journalism Ch. 7: Writing and Editing Online (required)</td>
<td>Week 3 social media reporting readings on wiki (optional).</td>
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<tr>
<td><strong>Week 4: Social Media Reporting/Blogging</strong></td>
<td>Lecture 9.14</td>
<td>CoveritLive overview Set up accounts for writers, designate audience bloggers OR Twitter feeds. See wiki Twitter How To URL to devise an in-class exercise.</td>
<td>Live Blogging Assignment (3) (each section may choose their own event to blog) OR Twitter Feeds Assignment</td>
<td>Online Journalism Ch. 5 Using Online Reporting (required)</td>
<td>Wiki: Twitter readings (optional)</td>
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<tr>
<td>Week 5: Audio Recording</td>
<td>Lecture 9.21</td>
<td>Field interviewing for sound bites</td>
<td>Audio interview Assignment (4) Edited audio Q and A publish to blog</td>
<td>Journalism Next Ch. 7 Making Audio Journalism Visible (required)</td>
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<td>Week 6: Audio Editing</td>
<td>Lecture 9.28</td>
<td>A01, A05 Demo H2 Zooms Recording/Audacity editing exercise</td>
<td>Slide Show Assignment (5) 8-10 photos arranged</td>
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<td>Week 7: Still images</td>
<td>Lecture 10.5</td>
<td>A02, 03, 04</td>
<td>Slideshows Due for A01, A05</td>
<td>JournalisNext Ch. 6 Visual Storytelling with Photographs (required)</td>
<td>Week 6, 7 Wiki: Taking Good Stills (optional per instructor)</td>
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<tr>
<td>Guest: Paul Jensen on photo editing for slideshows</td>
<td><a href="#">Audio project due</a></td>
<td>Introduction to Canon D-60 for Still photos. Photoshop or Lightroom using provided stills on desktop folder.</td>
<td>Audio project due Introduction to Canon D-60 for Still photos. Photosh</td>
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<td>Slideshows Due for A01, A05</td>
<td>in a slideshow. (Audio recorded on Zooms)</td>
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<td>Week 8: Video</td>
<td>Lecture 10.12</td>
<td>A01, A05</td>
<td>Slideshows Due for A02, A03, A04</td>
<td>JournalisNext Ch. 8 Telling Stories with Video (required)</td>
<td>Week 7, 8, 9 wiki readings (optional per instructor)</td>
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<td>Rotate among sections to allocate equipment</td>
<td>Video: Basic visual grammar</td>
<td>Intro to video function on Canon D-60. In-class shooting exercise, <strong>note</strong> they need cameras in class. Shoot test material for Final Cut.</td>
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<td>A01, A05</td>
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<td>Video Assignment (6) due for A01, A05</td>
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<td>Week 9: Video Shooting/Edit</td>
<td>Lecture 10.19</td>
<td>A02, 03, 04</td>
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<td>Week 9: wiki Learn to Shoot Video (optional per instructor)</td>
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| Guest Charles Munro: Writing for broadcast | Intro to video function on Canon D-60. In-class shooting exercise, **note** they need cameras in class. Shoot test material for Final Cut. | | | | }

<p>| Week 10: Video Editing | Lecture 10.26 | A02, 03, 04 | Video Assignment (6) due for A01, A05 | |
| Guest Ryan Formanek of Catchfire Media | Transfer video from SD card to Final Cut. | | | | |</p>
<table>
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<tr>
<th>Week 11: More Video Editing</th>
<th>Lecture 11.2 Alternate Catchfire guest or TBD</th>
<th>All sections use lab time to work on Final Cut</th>
<th>Video Assignment (6) due for A02, A03, A04</th>
<th>Week 11 Wiki Final Cut Pro How To (optional per instructor)</th>
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<td><strong>Week 12: Video for Mobile Devices</strong></td>
<td>Lecture 11.9 Choosing the best medium for the story</td>
<td>Using Compressor program for cross screen and mobile web design</td>
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<td><strong>Week 13: Data Driven Journalism</strong></td>
<td>Lecture 11.16 Interactive tools to help with data driven journalism (Other instructors guest?)</td>
<td>Vuvox and Google Maps exercise in class (see Wiki readings) Dipity Timelines optional</td>
<td>Mobile Device Video Assignments (7)</td>
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<td><strong>THANKSGIVING BREAK</strong></td>
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<td><strong>Week 14: Multimedia package/final project</strong></td>
<td>Lecture 11.30 Showcase best assignments for each section</td>
<td>Lab time: Free to work on final multimedia package.</td>
<td>Timeline Assignments (8) (Collaborative in groups of 3-4)</td>
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<tr>
<td><strong>Week 15:</strong></td>
<td>Lecture 12.7</td>
<td>Lab time: Free to work on final multimedia package</td>
<td>Final Multimedia packages (9) are due on Word Press blogs by 5pm on the finals slot allocated for the course.</td>
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EQUIPMENT ROTATION

Audio: Weeks 5 and 6

There are 46 H2 Zooms in equipment checkout, which have to be shared with other courses. The following rotation schedule is designed to leave some of the audio recorders available for non-multimedia classes.

Each section up to 19 students = average 18 divide by 2 (teams of 2 students) = 9 Zooms per section = 9 Zooms x 5 sections = 45 Zooms spread out over a 2-week period.

Inevitably not all students can double up for individual assignments on one checkout cycle, but let’s aim for getting most of the students in each section to form teams of 2 and rotate the assignment among the sections:

- Week 5 sections A01, A05 (max. 38 students) (Please stress to the teams/individuals to return the equipment by the start of the following week so that the other sections will have enough)
- Week 6 sections A02, A03 and A04 (max. 57 students)

Video: Weeks 8 and 9

A total of 48 Canon D-60s is available to the multimedia sections. I anticipate less ability to team up for more complex video projects. On the other hand week 12 can be considered a catch-up week for those who have real difficulty with Final Cut or getting the project shot.

All teams or individuals should have checked out a Canon D-60 camera outfitted with the external audio mixer and a tripod before that week’s section meeting, and bring the equipment to class. Please advise them to return the equipment later the same day and check out the equipment again prior to whatever event or feature they want to shoot for the video assignment.

- Week 8: Sections A01, A05 check out cameras for section meeting, return same day. (Lisa’s)
- Week 9: Sections A02, A03, A04 check out cameras for section meeting, return same day.

The Iowa Dozen (practices specific to the School of Journalism and Communication)
As one of more than 104 programs in journalism and mass communication accredited by the Accrediting Council for Education in Journalism and Mass Communication (ACEJMC), we must assess student learning to assure that each of our graduates meets the following standards.

Note that the first 3 points will be a part of how the mid-term paper, final paper and in-class presentations will be evaluated. Points 6 onward are values that the course aspires to support.

We learn to ...

1. Write correctly, clearly and well. (papers, presentations)
2. Conduct research and gather information responsibly. (papers, presentations)
3. Edit and evaluate carefully. (papers, presentations)

We value ...

6. Free speech and First Amendment principles for all individuals and groups.
7. A diverse global community.
8. Creativity and independence.

We explore ...

10. Theories and concepts.
11. The history, structure and economy of media institutions
12. The role of media in shaping cultures.

The College of Liberal Arts and Sciences:
Policies and Procedures

Administrative Home
The College of Liberal Arts and Sciences is the administrative home of this course and governs matters such as the add/drop deadlines, the second-grade-only option, and other related issues. Different colleges may have different policies. Questions may be addressed to 120 Schaeffer Hall or see the CLAS Student Academic Handbook [www.clas.uiowa.edu/students/academic_handbook/index.shtml].

Electronic Communication
University policy specifies that students are responsible for all official correspondences sent to their University of Iowa e-mail address (@uiowa.edu). Faculty and students should use this account for correspondences. (Operations Manual, III.15.2. Scroll down to k.11.)

Academic Fraud
Plagiarism and any other activities when students present work that is not their own are academic fraud. Academic fraud is a serious matter and is reported to the departmental DEO and to the Associate Dean for Undergraduate Programs and Curriculum. Instructors and DEOs decide on appropriate consequences at the departmental level while the
Associate Dean enforces additional consequences at the collegiate level. See the CLAS Student Academic Handbook.

Making a Suggestion or a Complaint
Students with a suggestion or complaint should first visit the instructor, then the course supervisor, and then the departmental DEO. Complaints must be made within six months of the incident. See the CLAS Student Academic Handbook.

Accommodations for Disabilities
A student seeking academic accommodations should first register with Student Disability Services and then meet privately with the course instructor to make particular arrangements. See www.uiowa.edu/~sds/ for more information.

Understanding Sexual Harassment
Sexual harassment subverts the mission of the University and threatens the well-being of students, faculty, and staff. All members of the UI community have a responsibility to uphold this mission and to contribute to a safe environment that enhances learning. Incidents of sexual harassment should be reported immediately. See the UI Comprehensive Guide on Sexual Harassment at www.uiowa.edu/~eod/policies/sexual-harassment-guide/index.html for assistance, definitions, and the full University policy.

Reacting Safely to Severe Weather
In severe weather, class members should seek appropriate shelter immediately, leaving the classroom if necessary. The class will continue if possible when the event is over. (Operations Manual, Part IV, 16. See items e, h, and i.)

*The CLAS policy statements have been summarized from the web pages of the College of Liberal Arts and Sciences.