VIDEO/GRAPHIC INFORMATION GATHERING
SPRING 2016 SEMESTER   syllabus online @ tinyurl.com/221-spring16

Japanese people view a computer graphic video, using projection-mapping technology, beamed on the Urakami Cathedral in Nagasaki in 2014.   (TORU HANAI/Reuters/Corbis)

Introduction

Welcome to the first class of its kind at the UNC School of Media and Journalism. You have been chosen to be part of this new experimental class. Our simple goals are to give you overview of reporting and storytelling using video and graphics, and to introduce you to how to present your stories online.

This course introduces students to some of the tools and skills needed to engage in multimedia storytelling in online environments. Emphasis is placed on demystifying the technical aspects of audiovisual information packaging by engaging in hands-on video,

graphic and web exercises. This course is ultimately intended to give students insight into the skill sets needed for the various professions in media and journalism.

Classrooms and time

Section 221.1 meets in **CA 132**. Section 221.8 meeting in **CA 268**. When joint classes are held, they will be in CA 132 .
Both classes meet from 9:30-10:45 a.m. on Tuesdays and Thursdays.

Professors

Francesca R. Dillman Carpentier
(audio and video instruction)
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Laura A. Ruel
(web and graphics instruction)
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Office Hours: Wednesdays 11 a.m.- Noon and by appointment

Required Supplies

SDHC memory card at least 16GB (can use 8GB if necessary). Should be Class 10 and say it can store HD video.

USB flash drive (or thumb drive) or other external hard drive with at least 64 GB capacity.

Headphones with a standard mini jack (any headphones you might use with your phone or mp3 player will do).

Domain name. You will need to purchase a domain name for the Web/Graphics part of this class. *(approximately $5-10 for one year)*

Server space: You also will need to purchase server space. More details will be provided in class. *(approximately $8-10 a month with a 3 month minimum or about $30)*

NOTE THAT textbooks are not required for this class. For the Web/Graphics section of the course, the **technical** lessons will be primarily based on the [Web Design and Development program](#) from the University of Washington as well as tutorials from [Lynda.com](#) and articles, lessons from selected online sources.

Course Goals

The School of Journalism and Mass Communication's accrediting body outlines a number of values you should be aware of and competencies you should be able to demonstrate by the time you graduate from our program. Learn more about them here:

[http://www2.ku.edu/~acejmc/PROGRAM/PRINCIPLES.SHTML - vals&comps](http://www2.ku.edu/~acejmc/PROGRAM/PRINCIPLES.SHTML)

No single course could possibly give you all of these values and competencies, but collectively, our classes are designed to build your abilities in each of these areas. In this class, we will address a number of the values and competencies, with special emphasis on the last six bullet dots under "Professional values and competencies" in the link above.

 In particular, we will be focused on the last competency listed, regarding the application of tools and technologies.

- You will learn to recognize, use, and know the functions and limitations of the equipment and software introduced in class.

- You will be able to critique others' work based on technical quality, aesthetics, and story flow.

- You will be able to plan and execute a short, clean, logically-flowing product.

- You gain a number of the skills and experience needed for entry level web design and development careers.

- You will be able to use a variety of the strategies and tools to create websites.

- You will develop awareness and appreciation of the many ways people access the web and will be able to create a standards-based website that can be accessed by the full spectrum of web access technologies.

Throughout this class, we will discuss how to best engage audiences using the tools you are learning. Clear, ethical and engaging storytelling is the ultimate course goal.

Attendance Policy

Similar to having personal time off (PTO) at work, you are allotted two absences without need to justify or explain your reasons for missed class. Similar to extending beyond one's allotted PTO, any additional absence past the two allotted days will result in a half-grade deduction (e.g., a B becomes a B- at three absences) for each additional day of absence. As this course is project-based and cumulative in its delivery of technical information, it is important to attend each scheduled course day to receive new information and to practice new skills.

Late Assignments

Accepting late assignments is unfair to the students who have sacrificed to turn theirs in on time. An automatic 10% deduction will be applied to each assignment turned in after the class period it is due, provided the assignment is turned in on the same day it is due. An additional 10% deduction will be applied for each subsequent 24 hours that pass after the due date/time (i.e., 10% is taken off for each day).

Grading

You are graded according to the highest professional standards. The breakdown in percentages is listed below.

- **F** = 59% or below,
- **D-** = 60-62%,
- **D**= 63-66%,
- **D+** = 67-69%,
- **C-** = 70-72%,
- **C** = 73-76%,
- **C+** = 77-79%,
- **B-** = 80-82%,
- **B** = 83-86%,
- **B+** = 87-89%,
- **A-** = 90-92%,
- **A** = 93-100%,

Below is a guideline for how grades are described within this course:

- **D, D-, or F,** needs to consider a different field
- **D+**, did not demonstrate understanding of the basics but tried
- **C-**, has glimpses of potential in a limited range
- **C**, acceptable work, follows instructions, understands basics, does the minimum to pass
- **C+**, good in one area of work, but consistent problems with another area
- **B-**, needs a bit more polish, pretty good handle on things, participates in class, does more than the minimum
- **B**, solid effort, would have no problem recommending this person
- **B+**, very good performance, consistently does more than required, a self-starter, would get an unqualified job recommendation
- **A-**, stands out, good attitude, work is impressive in quality, very few problems, works like career depends on it
- **A**, nearly perfect in execution, quality of work is exceptional

Honor Code

It is expected that each student in this class will conduct him/herself within the guidelines of the Honor System (http://honor.unc.edu). All academic work should be done with the high level of honesty and integrity that this University demands. If you have any questions about your responsibility or your instructor's responsibility as a faculty member under the Honor Code, please feel able to see the course instructor, speak with the senior associate dean of undergraduate studies in this school, and/or speak with a representative of the Student Attorney Office or the Office of the Dean of Students.

Seeking Help

If you need individual assistance, it is your responsibility to meet with the instructor. If you are serious about wanting to improve your performance in the course, the time to seek help is as soon as you are aware of the problem, whether the problem is difficulty with course material, a disability, or an illness. Please feel able to contact the course instructor as soon as you perceive any warning signs of things that might adversely affect your class performance or final grade.

Diversity

 The University's policy on Prohibiting Harassment and Discrimination is outlined in the 2011-2012 Undergraduate Bulletin at http://www.unc.edu/ugradbulletin/. UNC is committed to providing an inclusive and welcoming environment for all members of our community and does not discriminate in offering access to its educational programs and activities on the basis of age, gender, race, color, national origin, religion, creed, disability, veteran's status, sexual orientation, gender identity, or gender expression.

 In this course, you are encouraged to represent diverse populations, diverse viewpoints, and diversity of perspective in your own work. You are also asked to be sensitive to the various backgrounds, perspectives, origins, and situations represented by the students in the course, the students, faculty, and staff at this university, and the residents of this state.

Special Needs

The University of North Carolina – Chapel Hill facilitates the implementation of reasonable accommodations, including resources and services, for students with disabilities, chronic medical conditions, a temporary disability or pregnancy complications resulting in difficulties with accessing learning opportunities.

All accommodations are coordinated through the Accessibility Resources and Service (ARS) Office. In the first instance please visit their website at http://accessibility.unc.edu, call the office at 919-962-8300, or email accessibility@unc.edu. A student is welcome to initiate the registration process at any time. However, the process can take time. ARS is particularly busy in the run-up to Finals and during Finals. Students submitting Self-ID forms at that time are unlikely to have accommodations set until the following semester.

Please contact ARS as early in the semester as possible.

Grading Criteria

- **In-class exercises/quizzes/homework:** 20% of final grade
- **Video project 1:** 15% of final grade
- **Video project 2:** 15% of final grade
- **Web project:** 15% of final grade
- **Graphic project:** 15% of final grade
- **Final project:** 20% of final grade

Rubrics for each criteria will be provided at the time each project is assigned. Aside from quizzes (that will require you have done the assigned reading/viewing), your in-class exercises and homework grades will be largely based on effort and completion.

Tentative Course Schedule *(subject to change)*

Week	Date	Topic
1	1/12	**Joint class** • Review syllabus • Review equipment policy • Get form for equipment checkout in Equipment Room (Carroll Rm 239 - equipment room hours posted on door) • Take [assessment quiz](#) (not for credit) **Homework** Read/view/explore these stories: • [CBS Evening News' "On the Road: Ohio boy pays it forward with found fortune" (Emmy winner, Outstanding Feature Story in Regularly Scheduled Newscast 2015)](#) • [PBS NewsHour's "Diving into the Philippines' dangerous underwater mines" (Emmy winner, Outstanding Investigative Journalism in Regularly Scheduled Newscast 2015)](#) • [NBC Nightly News' "Downhill spiral: America's heroin epidemic" (Emmy winner, Best Story in a Regularly Scheduled Newscast 2015)](#) • [The Guardian and The Texas Observer "Beyond the border: The US' deadly immigration crisis" (Emmy winner, New Approaches: Current News Coverage 2015)](#) • [Mediastorm's "The Long Night" (NPPA winner, Best of Photojournalism for Documentary Multimedia Story and Best Use of the Web)](#) • [PBS' "New season of NATURE: Sneak preview" (Emmy winner, Outstanding Promotional Announcement 2015)](#) • [What Does Gun Violence Really Cost? Mother Jones, (Online News Association winner, Explanatory Reporting. Medium, 2015)](#) • [Outer Space's Big Questions, NationalGeographic.com, (SND Best of Digital Design Competition winner for Features, 2014](#)) • [Intensive care for a damaged dome, washingtonpost.com, (Winner, SND's Best of Digital Design Competition, Use of multimedia, 2014)](#)
	1/14	**Joint class** • [Exploring different storytelling techniques](#) and understanding where your interests lie. • Introduction to final project (Theme: Food)

		Homework • Begin to research and think about final project ideas
2	1/19	**Joint class** • Modeling a successful final project ([presentation](#)) • Final project questions **Homework** • Complete [final project idea sheet](#) for THREE ideas

	1/21	**Video class**
		• [Basic camera usage - Visual composition and framing](#)
		• Assign camera teams
		   ○ **Check out a camera kit and tripod and bring to next class period**
		   ○ **Bring memory card (unwrapped or unboxed) to next class period**
		
		Video homework
		Read through the following websites
		• Composition and Graphics—Composition–Setting the Scene (http://www.cybercollege.com/tvp022.htm)
		• Composition and Graphics—Elements of Composition I (http://www.cybercollege.com/tvp023.htm)
		• Composition and Graphics—Elements of Composition II (http://www.cybercollege.com/tvp024.htm)
		• Composition and Graphics—Elements of Composition III (http://www.cybercollege.com/tvp025.htm)
		
		Sign up for equipment room with camera team
		• Turn in form for equipment checkout in Equipment Room (Carroll Rm 239 - equipment room hours posted on door)
		
		Web/graphics class
		• Designing and Planning Web Pages
		• Understanding how the web works
		• Setting up a website
		• Uploading to your website
		• Feedback on final project ideas
		
		Web/graphics homework
		• Complete all four modules in [Unit 1](#).
		• View: [Color, Contrast and Dimension in News Design](#) from NewsU at [Poynter.org](#).

3	1/26	**Video class** • [Camera orientation - Mechanics](#) • Bring assigned camera kit with tripod • Bring memory card and headphones **Video homework** • Practice camera movements, recording footage on own --- **Web/graphics class** • **ASSIGN:** Web assignment • Color and typography in web storytelling • Web standards you must know • Website planning and organization **Web/graphics homework** • Complete first six modules of [Unit 2](#)

	1/28	**Video class**
		• [Camera orientation - Light and color mechanics](#)
		  ○ Baselight, backlight issues, color cast
		  ○ White-balancing and exposure adjustments
		• Bring assigned camera kit and tripod
		• Bring memory card and headphones
		• **ASSIGN:** [Video scavenger hunt exercise](#)
		
		Video homework
		• Review and practice scavenger hunt exercise
		
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		Web/graphics class
		• Understanding how the web works
		• Working with HTML
		• Creating a web page
		
		Web/graphics homework
		• Complete first six modules of [Unit 3](#)

4	2/2	**Video class**
		• Quiz on Elements of Composition readings
		• [Basic camera usage - Light and color considerations](#)
		  ○ [Finding the light](#)
		  ○ Lighting with Light Kits
		• Bring assigned camera kit and tripod
		• Bring memory card and headphones
		
		Video homework

		• Complete scavenger hunt footage on own memory card **Web/graphics class** • Formatting web pages using CSS • CSS exercise **Web/graphics homework** • Complete first four modules of Unit 4

	2/4	**Video class**
		• Interviews and soundbites
		   ○ Clean audio, video framing, lighting
		• Bring assigned camera kit and tripod with microphone cable and microphone
		   ○ In-class team audio exercise today
		• Bring memory card and headphones
		• **DEADLINE:** Turn in video scavenger hunt in Dropbox
		
		Video class homework
		• **ASSIGN:** Shoot interview for story
		
		Web/graphics class
		• Introduction to Illustrator tools
		• Designing poster frames
		
		Web/graphics homework
		Watch:
		• Lynda.com tutorial: Getting Started in Graphic Design with Kristin Ellison
		Watch (and do exercises):
		• Lynda.com tutorial: Up and Running with Illustrator with Deke McClelland
		Read (and explore examples in articles):
		• AP advises journalists to 'Consider using alternative story forms' by Andrew Beaujon
		• Infographics to explain, data visualizations to explore by Alberto Cairo
		• What's the difference between an Infographic and a Data Visualisation? by Jack Hagley

5	2/9	**Video class** • Storyboarding - sequencing and matching action ○ B-roll, continuity introduction • Bring paper and pen or pencil if desired (for drawing) • (storyboard corresponds with interview) **Video class homework**

		• Complete interview for story Also read through the following websites • Video Editing—Continuity Editing (http://www.cybercollege.com/tvp050.htm) • Video Editing—Solving Continuity Problems • (http://www.cybercollege.com/tvp052.htm) • Video Editing—Technical Continuity • (http://www.cybercollege.com/tvp053.htm) **Web/graphics class** • Exploring types of graphics • Creating a simple ASF **Web/graphics homework** • Complete Web assignment - due next class
	2/11	**Video class** • Shoot-to-edit (Gathering b-roll and sound) ○ **Quiz** on Continuity Editing readings • **ASSIGN:** Matched action class assignment footage • Bring assigned camera kit and tripod, microphone and microphone cable • Bring memory card and headphones • **DEADLINE:** Turn in interview footage to Dropbox **Video class homework** • Complete gathering footage for matched action assignment • **ASSIGN:** Begin gathering b-roll for final project **Web/graphics class** • **DEADLINE:** for Web assignment • **ASSIGN:** Graphic assignment • Graphic idea development **Web/graphics homework** • Complete all three modules of Unit 5 • Watch *introduction videos only* of Unit 6 and Unit 7
6	2/16	**Video class** • Editing orientation - Mechanics • Introduction to Adobe Premiere • Bring memory card and headphones • **DEADLINE:** Bring matched action footage to class • **ASSIGN:** Edit matched action class assignment using the b-roll for matched action class assignment

		Video class homework
		- Complete editing matched action - Complete gathering b-roll for final project (Editing tutorials can be found on YouTube or through AdobeTV at http://tv.adobe.com/show/learn-premiere-pro-cs6/) **Web/graphics class** - Understanding and using scripts - Setting up your UNC Wordpress site **Web/graphics homework** - Complete your Wordpress site and email your site's URL to lruel@unc.edu - Continue to work on graphic assignment
	2/18	**Video class** - Editing to the interview - Transitions and continuity considerations - Working in Adobe Premiere - Bring memory card and headphones (use gathered footage for final project) **DEADLINE:** Turn in edited matched action video in Dropbox **DEADLINE:** Bring interview footage to class **DEADLINE:** Bring final project b-roll to class **Web/graphics class** - Graphic research - Uploading your graphic and embedding a video link on your website **Web/graphics homework** - Continue to work on graphic assignment
7	2/23	**Video class** - Basic video effects - Simple image motion and manipulation - Polishing video - Color correction and audio smoothing - Working in Adobe Premiere - Bring memory card and headphones (use gathered footage for final project) **Web/graphics class** - Web and graphic design review in class: What questions do you have?

		Web/graphics homework • Continue to work on graphic assignment

	2/25	**Video class**
		• Exporting and uploading
		  ○ Exporting videos in .mov format, H.264 video codec
		  ○ Uploading to Vimeo
		• Working in Adobe Premiere
		• Bring memory card and headphones
		• (use gathered footage for final project)
		
		Video class homework
		• **DEADLINE:** Finish editing video story, export as .mov and upload to Vimeo, provide public link to Vimeo video
		  ○ Due at end of today's class
		
		Web/graphics class
		• **DEADLINE:** Graphic assignment due at end of today's class
		
		Web/graphics homework
		• Prepare (equipment, cards, etc.) for video section of class

8	3/1	**INSTRUCTORS SWITCH CLASSROOMS** **Section 221.1 does Web/Graphics** **Section 22.8 does Video** **BEGIN PART TWO OF COURSE** *Syllabus will be similar to weeks 1-7, with modifications based on what we have learned from first group. This will be updated before the switch happens.*
	3/3	
9	3/8	
	3/10	
10	3/15	**No Class - Spring Break**
	3/17	**No Class - Spring Break**
11	3/22	

	3/24	
12	3/29	
	3/31	
13	4/5	
	4/7	
14	4/12	
	4/14	
15	4/19	
	4/21	**Joint class** • Final project lab time
16	4/26	**Joint class** • Final project lab time
FINAL EXAM PERIOD	**8-11 a.m. on Tues., May 3**	**Joint class** • Take (ungraded) assessment test • **Present final projects** *(guidelines for presentation will be provided in class).*