

VIDEO/GRAPHIC INFORMATION GATHERING SUMMER 2017 SEMESTER

syllabus online @ tinyurl.com/summer221



Japanese people view a computer graphic video, using projection-mapping technology, beamed on the Urakami Cathedral in Nagasaki in 2014.

(TORU HANA/Reuters/Corbis)

Introduction

Welcome to this introductory media technology skills class at the UNC School of Media and Journalism. 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.

Classroom and time

- Carroll Hall, Room 58
- Monday-Friday, 1:15-2:45
- May 17-June 19

Professor

LAURA RUEL

Associate Professor, UNC-Chapel Hill

Office: 78 Carroll Hall | Phone: 919-448-8864 | E-mail: lrue@unc.edu

Office Hours: Wednesdays, 3-4 p.m. and by appointment

Teaching Assistant

SCOTT GEIER | scgeier@gmail.com



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 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. Tutorials from Lynda.com, [Code Academy](http://CodeAcademy) and W3Schools as suggested to reinforce or enhance the knowledge you gain in class. Articles and lessons from selected online sources are listed in the syllabus below.

Other useful links:

- URL for assignment hand-in: tinyurl.com/summer221sites
- Lynda.com tutorial access for UNC students: <http://software.sites.unc.edu/lynda/>
- Adobe Creative Cloud software (including Illustrator and Premiere) for UNC students: : <http://software.sites.unc.edu/software/adobe-creative-cloud/>
- UNC lab access for MJ School: <http://jomclabaccess.web.unc.edu/>

Course Goals

The School of Media and Journalism'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>

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 ONE absence without need to justify or explain your reasons for the 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

- **Participation, attendance, in-class exercises, homework:** 10% of final grade
- **Video Scavenger Hunt** 10% of final grade
- **Video interview footage:** 10% of final grade
- **Video edited story (interview with supporting b-roll footage):** 20% of final grade
- **Web project #1 (about page):** 10% of final grade
- **Web project #2 (portfolio site):** 10% of final grade
- **Graphic project:** 15% of final grade
- **Final project:** 15% of final grade

Rubrics for each item 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.

MEJO 221 Summer 2017 Schedule

YELLOW= deadlines

GRAY = what we are learning

GREEN = timing

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
14 <u>May 2017</u>	15	16 <i>Check out camera and tripod from Matt Bachman</i>	17 First day of class • Orientation • Policies • Supplies needed, etc.	18 • Learning the camera • Scavenger hunt assigned	19 • Setting up shots • Tight, medium, wide	20 DURING WEEKEND: Work on scavenger hunt
21	22 SCAVENGER HUNT FOOTAGE DUE (before class) • Learning Premiere	23 • Working in Premiere	24 Scav- hunt educated due • Developing a story • Interviewing • Lighting • ASSIGN: Video project	25 • Practice interviewing	26 • Practice Interviewing /editing Mini interview exercise due (at end of class)	27 DURING WEEKEND: Work on story interview and transcription
28	29 NO CLASS Memorial Day Holiday	30 Main interview transcription due • Editing interview a-roll.	31 • Editing interview a-roll and assessing the b-roll needs.	1 June FINAL PROJECT INTERVIEW (radio cut) DUE (before class) • Shooting b-roll	2 • Shooting b-roll and adding it to your a-roll timeline	3 DURING WEEKEND: Work on final video
4	5 FINAL VIDEO DUE (before class) • Basic web understanding • Web structure	6 • Learning HTML • About page assigned	7 • Learning CSS	8 • HTML & CSS	9 • Intro to Wordpress • Portfolio assigned	10 DURING WEEKEND: Work on about page and start portfolio site
11	12 ABOUT PAGE DUE (before class) • More on Wordpress	13 • Graphic storytelling and idea brainstorming • Graphic assigned	14 PORTFOLIO DUE (before class) • Intro to illustrator	15 • Building graphics	16 • Building graphics	17 DURING WEEKEND: Work on graphic and final project website
18	19 Last day GRAPHIC DUE (before class) • Final project site work	20	21	22 Final exam 11:30 AM – 2:30 PM: FINAL PROJECTS DUE AND PRESENTED	23	24

Tentative Course Schedule *(subject to change)*

Week	Date	Topic
1	5/17	<p>OPENING CLASS Topics:</p> <ul style="list-style-type: none"> • Take assessment quiz (not for credit) • Review syllabus • Review equipment policy • Get form for equipment checkout in Equipment Room (Carroll Rm 239 - equipment room hours posted on door) • Go over class spreadsheet (tinyurl.com/summer221sites) • Purchase URL and server space • Sign up for Vimeo account • Review final projects from past semesters. (presentation) • Understanding story (presentation) <p>Homework</p> <ul style="list-style-type: none"> • Read through the following websites <ul style="list-style-type: none"> • Composition and Graphics—Composition—Setting the Scene (http://www.cybercollege.com/tpv022.htm) • Composition and Graphics—Elements of Composition I (http://www.cybercollege.com/tpv023.htm) • Composition and Graphics—Elements of Composition II (http://www.cybercollege.com/tpv024.htm) • Composition and Graphics—Elements of Composition III (http://www.cybercollege.com/tpv025.htm) • Be sure you have checked out camera from equipment Room (Carroll Rm 239 - equipment room hours posted on door) • Charge camera battery • Bring camera, tripod to class. • Purchase memory card.
	5/18	<p>Topics:</p> <ul style="list-style-type: none"> • Understanding the camera mechanics. • Camera user guide here • Give overview of scavenger hunt • Practice shooting <p>Homework</p> <ul style="list-style-type: none"> • Work on scavenger hunt assignment
	5/19	<p>Topics:</p> <ul style="list-style-type: none"> • Visual composition - Rule of Thirds and basic framing • ASSIGN: Scavenger Hunt (see this link for overview) (grading rubric here) • Practice shooting <p>Homework</p> <ul style="list-style-type: none"> • Work on scavenger hunt assignment • Watch (30 minute prep for Monday): Lynda Tutorials from "Premiere Pro CC 2015 Essential Training": <ul style="list-style-type: none"> ○ Part one: Getting to Know the Premiere Pro Editing Environment

		<ul style="list-style-type: none"> ■ - Launching Premiere Pro and starting a project (6m 22s) ■ - Taking a tour of the Premiere Pro Interface (9m 14s) ■ - Going a bit deeper into the editing tools and layouts (5m 19s) <p style="text-align: center;">– Skip section 2 –</p> <ul style="list-style-type: none"> ● Part three: Setting Up and Organizing Your Media <ul style="list-style-type: none"> ○ Starting from scratch: Importing media (8m 40s)
2	5/22	<p>Topics:</p> <ul style="list-style-type: none"> ● The basics of Adobe Premiere ● Bring assigned camera kit with tripod <ul style="list-style-type: none"> ○ Canon Vixia HF R500 manual here ○ Bring memory card and headphones <p>Deadline for:</p> <ul style="list-style-type: none"> ● Scavenger hunt footage <p>Homework Read through the following websites</p> <ul style="list-style-type: none"> ● 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)
	5/23	<p>Topics:</p> <ul style="list-style-type: none"> ● More in-class work with Adobe Premiere ● Camera orientation <ul style="list-style-type: none"> ○ Setting up ○ Recording and reviewing footage ○ Manual focus, exposure, white-balance ● Exploring story forms (Narrative arc, diamond format) ● Sequencing (and what is b-roll?) <ul style="list-style-type: none"> ○ Thinking about continuity ○ avoiding jump cuts ○ 180 degree rule ○ Cutaways and insert shots <p>Homework</p> <ul style="list-style-type: none"> ● Continue to work on Premiere skills and scavenger hunt footage ● Continue Watching Adobe Premiere Tutorials: (Adobe Premiere)
	5/24	<p>Topics:</p> <ul style="list-style-type: none"> ● Cameras for interviewing - Using the tripod, microphones <ul style="list-style-type: none"> ○ Optimal levels for recording audio ○ Noticing and recording room tone (ambient noise) ○ Recording natural sound <p>Deadline for:</p> <ul style="list-style-type: none"> ● Scavenger hunt final footage (Export videos in .mov format, H.264 video codec)

		<p>Homework</p> <ul style="list-style-type: none"> Continue to work on shooting, interviewing and Premiere skills Continue Watching Adobe Premiere Tutorials: (Adobe Premiere)
	5/25	<p>Topics:</p> <ul style="list-style-type: none"> Developing your story Interviewing questions How to interview In-class video review and practice for recording interviews Recording footage for “teeing up” or setting up interviews In-class practice of recording interviews (Pay special attention to audio) Using lav mics ASSIGN: Final project story interview <p>Homework</p> <ul style="list-style-type: none"> Work on mini-interview assignment Continue Watching Adobe Premiere Tutorials: (Adobe Premiere)
	5/26	<p>Topics:</p> <ul style="list-style-type: none"> Shoot interview footage for story (requirements and (interview rubric here)) Basic lighting <ul style="list-style-type: none"> Finding the light Single-light and two-point lighting techniques <p>Deadline for: Mini interview footage (shot, edited and uploaded to Vimeo) by end of class (Export videos in .mov format, H.264 video codec)</p> <p>Homework:</p> <ul style="list-style-type: none"> Research for interview, collect footage, transcribe interview (interview rubric here) Continue Watching Adobe Premiere Tutorials: (Adobe Premiere)
3	5/29	NO CLASS – MEMORIAL DAY HOLIDAY
	5/30	<p>Topics:</p> <ul style="list-style-type: none"> Using transcripts to develop story scripts Editing a radio cut Working in Premiere with interview footage. <p>Homework</p> <ul style="list-style-type: none"> Do interview re-shoots as necessary Schedule and re-shoot interview as needed Continue Watching Adobe Premiere Tutorials: (Adobe Premiere) Continue editing interview (Editing tutorials can be found on YouTube or through AdobeTV at http://tv.adobe.com/show/learn-premiere-pro-cs6/)
	5/31	<p>Topics:</p> <ul style="list-style-type: none"> ASSIGN: B-roll for story <p>Deadline for:</p> <ul style="list-style-type: none"> Interview radio cut (by end of class) <p>Homework</p>

		<ul style="list-style-type: none"> • Do re-shoots as necessary • Collect b-roll for story • Continue Watching Adobe Premiere Tutorials: (Adobe Premiere) • Continue editing final story footage.
	6/1	<p>Topics:</p> <ul style="list-style-type: none"> • ASSIGN: Begin gathering b-roll for final video story (final video rubric here) • Editing orientation - Mechanics <ul style="list-style-type: none"> • Introduction to Adobe Premiere <p>Homework</p> <ul style="list-style-type: none"> • Collect b-roll for story • Do re-shoots as necessary
	6/2	<p>Topics::</p> <ul style="list-style-type: none"> • Editing - Transitions and color correction • Editing - Audio levels and contouring • Editing - Unlinking audio, Exporting video • Continued introduction to Adobe Premiere <p>Homework</p> <ul style="list-style-type: none"> • Polish Interview • Integrate b-roll with interview (final video rubric here)
4	6/5	<p>Topicsr:</p> <ul style="list-style-type: none"> • Understanding how the Web works (part 1) and (part 2) • Setting up your first webpage. • Working with an HTML editor <p>Web/graphics homework:</p> <ul style="list-style-type: none"> • Review some basic HTML code here: https://www.w3schools.com/html/html_basic.asp • Practice working with your HTML page
	6/6	<p>Topics:</p> <ul style="list-style-type: none"> • Lecture: Building a basic HTML page • ASSIGN: About assignment <p>Homework:</p> <ul style="list-style-type: none"> • Continue working on basic HTML page.
	6/7	<p>Topics:</p> <ul style="list-style-type: none"> • Lecture/hands on: working with CSS (Presentation) <p>Homework:</p> <ul style="list-style-type: none"> • Work on About page (<i>Rubric for Assignment here.</i>)
	6/8	<p>Topics:</p> <ul style="list-style-type: none"> • In-class About page work <p>Homework:</p>

		<ul style="list-style-type: none"> Continue to work on About page (<i>Rubric for Assignment here.</i>)
	6/9	<p>Topics:</p> <ul style="list-style-type: none"> Lecture: Introducing WordPress (presentation) ASSIGN: Portfolio <p>Homework:</p> <ul style="list-style-type: none"> Continue to work on About page (<i>Rubric for Assignment here.</i>) Begin working on Portfolio (<i>Rubric for Assignment here</i>)
5	6/12	<p>Topics:</p> <ul style="list-style-type: none"> More on Wordpress In class work on Portfolio (<i>Rubric for Assignment here</i>) <p>Deadline for:</p> <ul style="list-style-type: none"> About page (start of class) (<i>Rubric for Assignment here.</i>) <p>Hhomework:</p> <ul style="list-style-type: none"> Work on Portfolio (<i>Rubric for Assignment here</i>)
	6/113	<p>Topics:</p> <ul style="list-style-type: none"> In class work on Portfolio (<i>Rubric for Assignment here</i>) <p>Homework:</p> <ul style="list-style-type: none"> Complete Portfolio (<i>Rubric for Assignment here</i>) Complete Lynda.com tutorial Infographics Fundamentals
	6/14	<p>Topics:</p> <ul style="list-style-type: none"> Graphic design basics (presentation) In class work on graphic story choices ASSIGN: Graphic assignment <p>Deadline for:</p> <ul style="list-style-type: none"> Portfolio (<i>Rubric for Assignment here</i>) <p>Homework:</p> <ul style="list-style-type: none"> Determine graphic story Begin doing research, collecting assets for graphic story.
	6/15	<p>Topics:</p> <ul style="list-style-type: none"> DESIGN presentation Introduction to infographics (handout) Understanding Illustrator <p>Homework:</p> <ul style="list-style-type: none"> Begin work on Graphic assignment (Rubric for assignment here)
	6/16	<p>Topics:</p> <ul style="list-style-type: none"> More on Illustrator Discuss Final project In class work on Graphic Assignment

		<p>Homework:</p> <ul style="list-style-type: none"> • Continue work on graphic assignment • Begin work on Final Project website
6	6/19	<p>Topics:</p> <ul style="list-style-type: none"> • Discuss final project • Take assessment quiz (not for credit) <p>Deadline for:</p> <ul style="list-style-type: none"> • Graphic assignment (Rubric for assignment here) <p>Homework:</p> <ul style="list-style-type: none"> • Work on final project site
	<p>FINAL EXAM Thursday June 22 11:30 am – 2:30 pm</p>	<p>Final project presentations:</p> <ul style="list-style-type: none"> • Multimedia storytelling--integrating graphics, video, text into website. (Rubric for assignment here)