

INTRODUCTION TO DIGITAL STORYTELLING

UNC-Chapel Hill | School of Media and Journalism | MEJO 121 |

Welcome to this introductory media technology skills class at the UNC School of Media and Journalism. Our simple goals are to introduce you to some of the tools and skills needed to engage in multimedia storytelling in online environments. We aim to demystify the technical aspects of audiovisual information packaging by engaging in basic hands-on video and web exercises.

However, what distinguishes this class from a skills-only course is its focus on **storytelling**. We ultimately intend to provide familiarity with the tools and an understanding of how to develop a narrative story with all these tools. These are the skill sets needed for various professions in media and journalism.

Classroom and meeting time

121.4 — T/Th, 8 am — room 268

121.6 — T/Th, 9:30 am — room 268

Instructor

Katie Malloy

kmalloy@unc.edu

Office Hours: by appointment

Required Supplies

There are no textbooks for this course. However, video recording software, a domain name and server space are among the required purchases. These supplies include:

FiLMiCPro app: We require the purchase of the FiLMiC the app. FiLMiC Pro that provides the features of professional video cameras for iPhone and Android. The cost of this app is \$14.99.

More information here: <https://www.filmicpro.com/>

Domain name & hosting space.

You will need to purchase these products for the Web portion of this class for approximately \$20-\$30 for your first year. More details will be provided in class. *If you already have these products, you may reuse them for this class. Please inform instructor if this is the case.*

Headphones

Must have a standard mini jack (1/8"). Any **wired** (non-Bluetooth / not wireless) headphones you might use with your phone will work.

Smartphone

For your video assignments, you will record with your smartphone. Students who do not own a smartphone will be able to check out an iPod from the [MJ equipment room](#) to record.

Recommended Supplies

USB external hard drive / flash drive

Specs: Minimum 64GB flash drive, must be USB 3.0 for fastest file transfer speeds. *Recommended* to invest in a larger external hard drive to backup all files for this course and others.

[Click here for a link to a recommended flash drive \(64GB\).](#)

[Click here for a link to a recommended **flash drive \(128GB\).**](#)

[Click here for a link to a recommended **external hard drive \(2TB\).**](#)



Small tripod with smartphone mount

Larger tripods and phone mounts can be checked out of the [MJ equipment room](#) if you desire. A smartphone mount and tripod is a recommended purchase to allow for time and flexibility. [Link to tripod AND smartphone mount](#) (pictured)

More information will be provided in class.

Wired lavalier microphone with headphone monitoring

The on camera microphones may be used for recording interviews. However, lavalier or stick microphones will result in the best audio quality. Lavalier and stick mics are available for checkout from the [MJ equipment room](#). However, to use these with your phone an adapter is required. You may purchase the adapter or our own lav mic with headphone monitoring. [Link to lavalier microphone](#) (pictured). Cost \$29.95

More information will be provided in class.

Required Digital Access

Lynda.com (Now LinkedIn Learning)

Follow the instructions here to access Lynda.com with your onyen. <http://software.sites.unc.edu/lynda/>

Adobe Premiere

Follow the instructions here to create an Adobe ID and install the required software for free:

<http://software.sites.unc.edu/software/adobe-creative-cloud/>

YouTube or Vimeo account

You must use or create an account to publish your videos for this course. A YouTube account is included with any Gmail account, and there is no storage limit on YouTube accounts. A Vimeo account is free to create, but free accounts have restrictions on the total GB you can upload each week. Publishing your work on YouTube is easy and free, but Vimeo can have a more professional reputation.

Computer Labs

You can download some of the required software to your own laptops for the projects required in this course. You may find that Adobe Premiere runs slowly on your laptop, depending on its hardware. As a student in this course, you have access to the MJ-School's computer labs, which have all necessary required software tools installed. Find details about accessing those computer labs here: <http://jomclabaccess.web.unc.edu/>

Equipment Room

As a student in this course, you can check out equipment related to this course from the [MEJO equipment room](#), located in the Park Library. It is your responsibility to keep track of all appointments and equipment room rules, and to treat your borrowed equipment professionally and respectfully. Failure to do so may result in revoked equipment room privileges.

Course Goals

The School of Media and Journalism 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 place our emphasis on the last six bullet dots under "Professional values and competencies" in the link above.

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

- You will become familiar with the functions and limits of the equipment and software introduced in class.
- You will develop an understanding of how to evaluate technical quality and story flow.
- You will be able to plan and execute a short, clean, logically-flowing video product.
- You will be able to understand the tools needed to create a graphic story
- You will be able to use a variety of strategies and tools to create a standards-based website .

Attendance Policy

Similar to having personal time off (PTO) at work, you are allotted TWO 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- after two 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. Students who choose to miss class are responsible for understanding the topics taught that day.

Late Assignments

Accepting late assignments is unfair to the students who have sacrificed to turn their work in on time. An automatic 10 percent deduction will be applied to each assignment turned in after the time 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 percent is taken off for each day).

Independent Online Research

To teach you the necessary software tools to create your stories, this course will combine in-class demonstrations with online tutorials and videos. As beginners, it is inevitable that questions and technical problems will arise as you work with these tools. It is also not possible to cover every detail of a tool through in-class demos or assigned videos. The assignments will require you to learn how to learn new things independently, outside of direct instruction. While your instructor is always available to answer your questions and clarify any topic, this course will challenge you to troubleshoot your technical problems and figure out answers to your questions through independent online research. Before asking your question a technical or software-related question like “how do I...” or “... isn’t working”, it is expected that you will research your question online. Invest some time looking at manuals, forums and documentation sites to see if someone else has addressed your question or problem before. If you have conducted independent research online and still can’t find your answer, reach out to your instructor through email, in class, or during office hours. In addition to asking your question, share what you learned during your research, a description of your problem, and any relevant screenshots.

Grading

Work is graded according to the highest professional standards. Grades in percentages are:

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| <ul style="list-style-type: none">• A = 93-100%,• A- = 90-92%,• B+ = 87-89%,• B = 83-86%,• B- = 80-82%, | <ul style="list-style-type: none">• C+ = 77-79%,• C = 73-76%,• C- = 70-72%,• D = 60-69%,• F = 59% or below |
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Below is a guideline for how grades are described within this course:

- **A**: nearly perfect in execution, quality of work is exceptional
- **A-**: work is impressive in quality, very few problems in any area
- **B+**: very good performance, did more than required, might struggle in one area only
- **B**: solid effort, met all requirements, solid application of skill
- **B-**: needs a bit more polish, pretty good handle on things overall
- **C+**: good in one area of work, but consistent problems with another area
- **C**: followed instructions, seems to understand basics but did the minimum to pass
- **C-**: has glimpses of potential in a limited range
- **D**: did not demonstrate an understanding of the basics but tried
- **F**: did not demonstrate effort or understanding of basics, incomplete

Grading Criteria

In-class participation (see description below)	5%
Video course work (includes exercises, quizzes, and video project) Practices (avg) - 10% Exercises (x2) - 15% Video project - 20%	60%
Web/Design course work (includes exercises, quizzes and portfolio project) Homework/Exercise - 5% Portfolio Project - 15%	20%
Final project (includes final web page design and story/package integration)	15%

In-class participation is your contribution within the scope of each class period, including arriving to class on time, asking questions, offering insights during class discussions, sharing feedback with peers, and general engagement with the daily material. The quality of your participation will be assigned a letter grade based on the guidelines above at the end of the course. You may check in with your instructor at any time during the course for individual feedback about the quality of your participation.

Exercises and quizzes are assigned to familiarize you with skills needed to complete the projects and are graded on completion and execution quality. Engagement with the exercises and quizzes will prepare you to achieve better work on your projects.

The video & web projects are assigned for you to demonstrate a mastery of the skills and storytelling techniques learned in class and with the exercises.

The **final project** is an integrated package delivered via text, design and video and housed on your portfolio website. The package must contain integrated elements (story text, video and any additional elements you may choose).

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.

Tentative Course Schedule: *(subject to change)*

(Homework/Readings listed are to be completed after class that day — unless otherwise indicated)

Week	Date	Topic
1	8/20	General overview of class and policies <ul style="list-style-type: none">- Review syllabus- Take assessment quiz (not for credit)- Equipment policy and assets for class Homework: <ul style="list-style-type: none">- Read: 4 Ways to Pick the Right Medium for your story [blog]- Create Adobe ID (Watch: Getting an Adobe ID and Logging in to Adobe). If problems, visit jhelp.web.unc.edu
	8/22	Media for an objective and audience <ul style="list-style-type: none">- Video in advertising, public relations and journalism- Story angles- Choosing the right media- Final project — brainstorming & review past projects Homework: <ul style="list-style-type: none">- Read: 16 story angles that reporters relish- Read: What's your angle?- Final story idea submission (excel sheet)- Create vimeo and/or youtube account
2	8/27	Visual Composition <ul style="list-style-type: none">- Rule of Thirds- Framing- Camera Movement- Exposure, Focus, White balance- Tripod Homework: <ul style="list-style-type: none">- READ: Intro to Filmic Pro- Complete final story ideas submission (excel sheet)- Watch: Premiere Pro CC 2019 Essential Training: The Basics (Intro & Chap. 2)
	8/29	Visual Composition (cont) <ul style="list-style-type: none">- Intro to Filmic Pro- In class practice with settings

		<p>Homework</p> <ul style="list-style-type: none"> - Camera & Composition practice due by end of day - Read: FiLMiCPro v6 Quick Start Guide - Review: FiLMiCPro user manual - Watch: Premiere Pro CC 2019 Essential Training: The Basics (Chap. 3 & 4)
3	9/3	<p>Sequencing & Continuity</p> <ul style="list-style-type: none"> - Sequencing (and what is b-roll?) - Thinking about continuity <ul style="list-style-type: none"> - Avoiding jump cuts - 180-degree rule - Cutaways and insert shots <p>Homework</p> <ul style="list-style-type: none"> - Decide on sequence for next class
	9/5	<p>Sequencing & Continuity (Cont.)</p> <ul style="list-style-type: none"> - Intro to premiere - 30-second sequence <p>Homework</p> <ul style="list-style-type: none"> - Sequence practice due end of day
4	9/10	<p>Interviews: shooting and audio</p> <ul style="list-style-type: none"> - A-roll and interviewing <ul style="list-style-type: none"> - Audio & Microphones - Optimal levels for recording audio - Noticing and recording room tone (ambient noise) - Recording natural sound - Interview framing <p>Homework</p> <ul style="list-style-type: none"> - Watch: Premiere Pro CC 2019 Essential Training: The Basics (Chap. 6 & 7) - Watch: Finding the light video. - Watch: Basic Interview Lighting Techniques - SMAPP Series video
	9/12	<p>Interviews: lighting</p> <ul style="list-style-type: none"> - Basic lighting <ul style="list-style-type: none"> o Finding the light o Single-light and two-point lighting techniques - Bring assigned camera kit and tripod

		<p>Homework</p> <ul style="list-style-type: none"> - Audio gathering practice due end of day - Watch: NEEWER CN-160 Dimmable LED Review (You can check out a kit containing two of these LED lights and two stands from MEJO.) - Watch: Lowel DV Creator Light Kit - 3 point lighting technique (You can check out a Lowel Tota light and a reflector from both MEJO and MRC.) - Watch: Video Lighting Technique: Turn a Hard Light into A Soft Light
5	9/17	<p>Interviews (cont)</p> <ul style="list-style-type: none"> - Asking the right questions - Crafting a script - More Premiere <p>Homework</p> <ul style="list-style-type: none"> - Watch: Premiere Pro CC 2019 Essential Training: The Basics (Chap. 9 & 10)
	9/19	<p>Interviews/MOS work day</p> <ul style="list-style-type: none"> - Shoot MOS with partner during class
6	9/24	<p>B-roll & putting it together</p> <ul style="list-style-type: none"> - Logging interview - Shooting and editing b-roll - Editing for continuity - Edit MOS - Shot variety (in editing) - Where to make your edits - How a few frames changes everything <p>Homework</p> <ul style="list-style-type: none"> - Watch: Premiere Pro CC 2019 Essential Training: The Basics (Chap. 12 & 13) - Read: Tips for Lower Third Titles
	9/26	<p>MOS lab day</p> <ul style="list-style-type: none"> - Edit MOS <p>Homework</p> <ul style="list-style-type: none"> - MOS exercise due end of day
7	10/1	<p>Video Storytelling</p> <ul style="list-style-type: none"> - MOS review - Planning your interview & broll - Peer review of interview/story idea

	10/3	<p>Video Storytelling</p> <ul style="list-style-type: none"> - Shoot interview - Log your interview - Build your story - Solidify your broll <p>Homework</p> <ul style="list-style-type: none"> - Raw interview ready for class 10/3
8	10/8	<p>Editing with Premiere/Lab Time</p> <ul style="list-style-type: none"> - Work on raw interview edit - Techniques to add polish to your piece (color, titles) <p>Homework</p> <ul style="list-style-type: none"> - Script/Interview raw edit exercise due end of day
	10/10	<p>Editing with Premiere/Lab Time</p> <ul style="list-style-type: none"> - Work on final video project
9	10/15	<p>Lab Time</p> <ul style="list-style-type: none"> - Work on final video project
	10/17	FALL BREAK
10	10/22	<p>In-class story review & peer critiques</p> <p>Homework</p> <ul style="list-style-type: none"> - Video Project due by end of day - Read: Design Elements & Principles [article] - Read: 4 Key Principles of Web Design [blog]
	10/24	<p>Design</p> <ul style="list-style-type: none"> - Basics of good design <p>Homework</p> <ul style="list-style-type: none"> - Read: 12 Infographic Tips - Talk to the Newsroom: Graphics Director Steve Duenes [NY Times] (Note: some graphics no longer available) - 2017: The Year in Graphics - Data Visualization: Best Practices

11	10/29	<p>Design Continued/DIY Graphics</p> <ul style="list-style-type: none"> - Planning & Implementing your design - DIY design programs - Choosing sources <p>Homework</p> <ul style="list-style-type: none"> - Create 3 draft assets with DIY programs for portfolio and/or final story package (submit 1 via sakai) - Read: HTML Basics [MDN] - Read: How to Google Programming Problems Effectively [Medium] - Practice: W3School HTML practice (for your own practice after the HTML lecture)
	10/31	<p>HTML</p> <ul style="list-style-type: none"> - Learning HTML - In-class practice <p>Homework</p> <ul style="list-style-type: none"> - Read: How CSS Works [MDN] - Listen: Accessibility [Code Newbie podcast] - Practice: W3School CSS practice (For your own practice after the CSS lecture)
12	11/5	<p>CSS</p> <ul style="list-style-type: none"> - Learning CSS - Uploading to Go Daddy - In-class practice
	11/7	<p>HTML/CSS continued</p> <ul style="list-style-type: none"> - Follow-up Q&A - Lab time for web page exercise - Download WordPress <p>Homework</p> <ul style="list-style-type: none"> - Web Page exercise due by end of day - Read: What is a plugin? [WPBeginner] - How to add and use WordPress Widget [WPBeginner] - How to tell a story with your website - 3 Ways Your Web Design Can Better Connect You to Your Audience
13	11/12	<p>WordPress</p> <ul style="list-style-type: none"> - WordPress pt 1 - Planning your pages
	11/14	<p>WordPress Continued</p> <ul style="list-style-type: none"> - WordPress pt 2

		Homework <ul style="list-style-type: none"> - Site map done before next class
14	11/19	WordPress Continued <ul style="list-style-type: none"> - Get feedback from group on site - Putting it all together
	11/21	WordPress Lab Day <ul style="list-style-type: none"> - In-class time for questions and/or work on final project Homework <ul style="list-style-type: none"> - Portfolio Project due by end of day
15	11/26	Lab Day <ul style="list-style-type: none"> - In-class time for questions and/or work on final project
	11/28	THANKSGIVING BREAK
16	12/3	Lab Day <ul style="list-style-type: none"> - In-class time for questions and/or work on final project Homework <ul style="list-style-type: none"> - Final Project due by end of day
		FINAL EXAMS 121.4 - Thursday, Dec. 12 @ 8 am - room 268 121.6 - Tuesday, Dec. 10 @ 8 am - room 268