

# INTRODUCTION TO DIGITAL STORYTELLING

UNC-Chapel Hill | Hussman School of Journalism and Media | MEJO 121 | 10

Welcome to this introductory media technology skills class at the UNC Hussman School of Journalism and Media. 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 utilizing said tools. These are the skill sets needed for various professions in media and journalism.

## Instructor

Katie King

[kking7@ad.unc.edu](mailto:kking7@ad.unc.edu) | she/her/hers

Remote Office Hours: by appointment

## Classroom and meeting time

**MW 2pm - 3:15pm**

Synchronous meetings via Zoom with some asynchronous lectures and assignments

## Required Supplies

There are no textbooks for this class, but there are required purchases. Be aware that financial aid funds can be used for these items. If you believe you will have a challenge with these purchases, please contact Stephanie Willen Brown ([swbrown@unc.edu](mailto:swbrown@unc.edu)), the director of the Hussman School's Park Library.

Your required supplies include:

### Smartphone



For your video assignments, you will record with your smartphone. Please let the instructor know if you do not own a smartphone. **NOTE:** If you will be using an iPhone 7 or higher, you also need a 3.5 mm headphone jack adapter (usually included with your iPhone purchase and pictured at left) to be able to use the lavalier microphone.

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

More information here: [www.filmicpro.com](http://www.filmicpro.com).

Regardless of shooting videos with or without FiLMiC Pro, students are expected to create high-quality videos; 1080p HD, good lighting and colors, and clear audio with adequate levels. Should a student choose not to use the FiLMiC Pro app, it is their responsibility to achieve the expected standards using only their phone camera.

### Headphones

Must have a standard mini jack (1/8"). Any **wired** (non-Bluetooth / not wireless) headphones you might use with your phone will work. [Here is a recommended option](#), although standard earbuds with a mini jack also will work.

### Wired lavalier microphone with headphone monitoring

A lavalier will be needed for the best audio quality. You will need to purchase a lavalier microphone with **headphone monitoring** (pictured below). Here is the link to an option on Amazon: [Lavalier microphone](#). The cost for this one is approximately \$25.

### Tripod with smartphone mount

You will need to purchase a tripod and mount for your phone. Cost: About \$25. You may find an [example here](#) (pictured below).



### 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. You should *not* purchase these items until directed. You will receive more information before you are required to make this purchase. NOTE: *If you already have these products, you may reuse them for this class. Please inform the instructor if this is the case. Also note that it is your responsibility to cancel this service once the course is complete should you choose to do so.*

## Equipment guides

For more information and tutorials related to the 121 class equipment, please see these tutorials on the Park Library website: [guides.lib.unc.edu/mejo-equipment-room/videos](http://guides.lib.unc.edu/mejo-equipment-room/videos).

## 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 \(2TB\).](#)

## Required Digital Access

### LinkedIn Learning

Follow the instructions here to access LinkedIn Learning with your onyen. [software.sites.unc.edu/linkedin](http://software.sites.unc.edu/linkedin)

### Adobe Premiere

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

[software.sites.unc.edu/software/adobe-creative-cloud](http://software.sites.unc.edu/software/adobe-creative-cloud)

### Vimeo or YouTube 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, and

recommended, 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 has a more professional reputation.

## Course Goals and Accreditation

The Hussman School of Journalism and Media 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: [www2.ku.edu/~acejmc/PROGRAM/PRINCIPLES.SHTML#vals&comps](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 "Professional values and competencies" listed below.

- Understand concepts and apply theories in the use and presentation of images and information.
- Demonstrate an understanding of professional ethical principles and work ethically in pursuit of truth, accuracy, fairness and diversity.
- Think critically, creatively and independently.
- Apply tools and technologies appropriate for the communications professions in which they work.

## Late Assignments

Please do your best to keep up with deadlines. This is a project-based course, and all assignments—including homework—are not conducive to successful last-minute work. Assignments for this class build upon one another, meaning if you fall behind on an earlier assignment, your future work will be impacted. However, the times we live in are difficult, and your well-being is the most important thing. If you are not able to meet a deadline, please communicate with me in advance. With the exception of the final exam, if you notify me in advance that you will need an extension on an assignment, then documentation will not be required; I will simply take you at your word. However, if you do not notify me in advance, then I will require documentation (e.g., doctor's note, etc.). For work without a granted extension, an automatic 10% 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).

## Zoom/Computer Policy

If it appears that you are shopping, texting, surfing the internet, scrolling through Twitter, or doing any other activity on your computer besides class discussion and/or lecture, you will automatically be counted as absent. Note that for class Zoom meetings, you are encouraged—though absolutely not required—to join with both audio and video. Engagement in and contribution to class discussions will contribute to a large part of your participation grade.

## 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 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:

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

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

<b>In-class participation</b> (see description below)	<b>5%</b>
<b>Video exercises / homework</b> (may include exercises, assignments, forum posts, and other homework)	<b>10%</b>
<b>Video Project 1: Radio Cut</b> (edited a-roll of your micro documentary)	<b>15%</b>
<b>Video Project 2: Final Video</b> (complete version of your micro documentary, including a-roll from Radio Cut and b-roll)	<b>25%</b>
<b>Web/Design homework</b> (may include exercises, quizzes and HTML/CSS assignments)	<b>5%</b>
<b>Web/Design Portfolio Project</b> (complete WordPress Portfolio project)	<b>20%</b>
<b>Final: Multimedia Package Page</b> (the culmination of your semester's work: includes final web page design, written text, integration of your micro documentary and graphic elements, plus a presentation)	<b>20%</b>

**In-class participation** is your contribution within the scope of each class period, including arriving to live or online class meetings on time, asking questions, offering insights during class discussions, sharing feedback with peers (especially during Critique), and general engagement with the 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 other homework** 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 themselves within the guidelines of the Honor System ([honor.unc.edu](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 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 [www.unc.edu/ugradbulletin](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 [accessibility.unc.edu](http://accessibility.unc.edu), call the office at 919-962-8300, or email [accessibility@unc.edu](mailto: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)*

Date		Schedule / Roadmap
1	W: 1/20	<p><b>Class:</b></p> <ul style="list-style-type: none"> <li>★ Introductions &amp; icebreakers</li> <li>★ Syllabus review &amp; course objectives</li> <li>★ A look toward your final projects</li> </ul> <p><b>Homework:</b></p> <ul style="list-style-type: none"> <li>★ Make sure you have access to <a href="#">Adobe CreativeCloud</a> (Premiere) &amp; <a href="#">LinkedIn Learning</a></li> <li>★ Purchase required video equipment</li> <li>★ Create a free Vimeo or YouTube account (Vimeo recommended)</li> <li>★ Complete entrance survey</li> </ul>
2	M: 1/25	<p><b>Class:</b></p> <ul style="list-style-type: none"> <li>★ Introductions (again!)</li> <li>★ Final project overview + video expectations</li> <li>★ “Seeing” the technical constructs behind a story</li> <li>★ Music video assignment</li> <li>★ Brief intro to Adobe PremierePro</li> </ul> <p><b>Homework:</b></p> <ul style="list-style-type: none"> <li>★ Preliminary Story Proposal brainstorming</li> <li>★ Start on music video assignment</li> <li>★ Rewatch <a href="#">Roping the wind</a> + read advice from previous sections (1 &amp; 2)</li> </ul>
	W: 1/27	<p><b>Class:</b></p> <ul style="list-style-type: none"> <li>★ Final project ideas + example student videos</li> <li>★ Introduction to visual composition</li> <li>★ How the camera sees</li> </ul> <p><b>Homework:</b></p> <ul style="list-style-type: none"> <li>★ Hone in on a video project idea, and start working on your Preliminary Story Proposal. It’s okay to regroup at this point!</li> <li>★ Work on music video assignment</li> <li>★ Make sure all of your gear is here and functional</li> <li>★ Watch <a href="#">Shooting 101 video</a> and FiLMiC Pro tutorial for <a href="#">iOS</a> or <a href="#">Android</a> (depending on your phone model, and whether you are using FiLMiC Pro).</li> <li>★ If using FiLMiC Pro, <a href="#">read FiLMiC Pro Quick Start Guide</a>.</li> </ul>

3	M: 2/1	<p><b>Class:</b></p> <ul style="list-style-type: none"> <li>★ Lecture: white balance, exposure, light, and focus</li> <li>★ Class exercise (majority of class)</li> </ul> <p><b>Homework:</b></p> <ul style="list-style-type: none"> <li>★ Work on the class exercise + reflection, timeline, and question answers. Check Sakai for more information.</li> <li>★ Watch video on <a href="#">audio</a></li> <li>★ Sign up for a one-on-one meeting, and be ready to informally pitch your Story Proposal</li> </ul>
	W: 2/3	<p><b>Class:</b></p> <ul style="list-style-type: none"> <li>★ One-on-one meetings</li> </ul> <p><b>Homework:</b></p> <ul style="list-style-type: none"> <li>★ Complete class exercise.</li> </ul>
4	M: 2/8	<p><b>Class:</b></p> <ul style="list-style-type: none"> <li>★ Class exercise reflection &amp; touching base</li> <li>★ Lecture: Theme &amp; Storytelling</li> <li>★ Video stories</li> </ul> <p><b>Homework:</b></p> <ul style="list-style-type: none"> <li>★ Finish class exercise</li> <li>★ Revised Story Proposal; incorporate feedback from one-on-one meetings</li> </ul>
	W: 2/10	<p><b>Class:</b></p> <ul style="list-style-type: none"> <li>★ Review Radio Cut PDF + Truth, Lies &amp; Haiku exercise</li> <li>★ Lecture: Micro Docs + Interviewing + Audio</li> <li>★ Video stories</li> </ul> <p><b>Homework:</b></p> <ul style="list-style-type: none"> <li>★ Prepare/plan your Truth, Lies &amp; Haiku video</li> <li>★ Watch: <a href="#">sequencing video</a> (4 min), <a href="#">180 degree rule video</a> (2 min), <a href="#">room tone video</a> (2.5 min)</li> <li>★ Pre-interview if you haven't already. Start planning your interview (date, time, location—have a back-up plan, too!).</li> <li>★ Preliminary Story Proposal</li> </ul>
5	M: 2/15	<p><b>Wellness Day</b></p> <ul style="list-style-type: none"> <li>★ No class, no assignments</li> </ul>
	W: 2/17	

		<p><b>Class:</b></p> <ul style="list-style-type: none"> <li>★ Video stories</li> <li>★ Lecture: Micro Docs + Interviewing tips</li> <li>★ Review Final Video Project assignment</li> </ul> <p><b>Homework:</b></p> <ul style="list-style-type: none"> <li>★ Complete your Truth, Lies &amp; Haiku video</li> <li>★ Radio Cut planning and pre-interview</li> </ul>
6	M: 2/22	<p><b>Class:</b></p> <ul style="list-style-type: none"> <li>★ Lecture/Activity: Theme, Interview, and Drafting narrative</li> <li>★ Brainstorming/breakout time</li> </ul> <p><b>Homework:</b></p> <ul style="list-style-type: none"> <li>★ Read <a href="#">Notes on Spontaneous Cinematography</a> &amp; <a href="#">article on interviewing</a></li> <li>★ Pre-interview if you haven't already. Plan Radio Cut story. You should probably plan to conduct your interview this weekend.</li> </ul>
	W: 2/24	<p><b>Class:</b></p> <ul style="list-style-type: none"> <li>★ Classwide feedback</li> <li>★ Activity/Game</li> <li>★ Video stories (including student examples)</li> </ul> <p><b>Homework:</b></p> <ul style="list-style-type: none"> <li>★ Work on your Radio Cut. You should be filming your interview this weekend if you haven't already. Refer back to today's slides (linked above) and previous slides for reminders on interview set-up &amp; best practices.</li> <li>★ Recommended watch (you can watch at 2x speed) - <a href="#">Tips for filming an interview with no external lights</a></li> </ul>
7	M: 3/1	<p><b>Class:</b></p> <ul style="list-style-type: none"> <li>★ Lecture</li> <li>★ Editing &amp; transcript tips</li> </ul> <p><b>Homework:</b></p> <ul style="list-style-type: none"> <li>★ Work on Radio Cut.</li> <li>★ Sign up for an <b>optional</b> check-in meeting if you want to talk during Wednesday's asynchronous class</li> <li>★ Recommended: <ul style="list-style-type: none"> <li>○ <a href="#">NPR Training - How to edit with your ears</a></li> <li>○ <a href="#">Denoise with Premiere</a> (2 min)</li> </ul> </li> </ul>
	W: 3/3	<p><b>Class:</b></p>



		<ul style="list-style-type: none"> <li>★ Asynchronous Radio Cut work day.</li> <li>★ <b>Optional</b> check-in meetings (sign up if you want to talk)</li> </ul> <p><b>Homework:</b></p> <ul style="list-style-type: none"> <li>★ You must upload a PDF of your edited transcript <b>progress</b> by Monday (3/8) at 2pm via Sakai. It does <b>not</b> have to be finalized or completely edited. You just need to show your progress from this remote lab time.</li> <li>★ <b>Rough cut</b> (aka rough draft) of your Radio Cut due at the beginning of class on Monday. Do <b>not</b> turn in your draft on Sakai, just have it accessible on Vimeo or YouTube and linked to on this Google Sheet</li> </ul>
8	M: 3/8	<p><b>Class:</b></p> <ul style="list-style-type: none"> <li>★ Critique tips / Project requirements</li> <li>★ One-on-one written critiques</li> <li>★ Group critiques</li> </ul> <p><b>Homework:</b></p> <ul style="list-style-type: none"> <li>★ Work on your Radio Cut, incorporate your peer feedback</li> <li>★ Shoot b-roll for your Final Video.</li> </ul>
	W: 3/10	<p><b>Class:</b></p> <ul style="list-style-type: none"> <li>★ Incorporating images</li> <li>★ Lecture: Theme/Plot, Storyboarding, &amp; B-roll</li> <li>★ Interesting B-Roll in Meh Locations</li> </ul> <p><b>Homework:</b></p> <ul style="list-style-type: none"> <li>★ <b>Final Radio Cut due Monday (3/15) via Sakai.</b> Be sure to read the project PDF for full submission requirements (transcripts, b-roll lists, etc.)</li> <li>★ Shoot b-roll for your Final Video.</li> <li>★ Read: <a href="#">9 Ways to Compose a Shot Like a Pro</a></li> </ul>
9	M: 3/15	<p><b>Class:</b></p> <ul style="list-style-type: none"> <li>★ In-class workshopping <b>or</b> asynchronous film analysis (see Sakai &gt; Forums &gt; Vimeo Documentary Analysis)</li> </ul> <p><b>Homework:</b></p> <ul style="list-style-type: none"> <li>★ Work on Final Video Rough Cut. As part of your homework, reread the final video story project PDF in full.</li> <li>★ Watch these short animated documentaries: <ul style="list-style-type: none"> <li>○ <a href="#">My Grandfather's Memory Book</a> by Colin Levy</li> <li>○ <a href="#">I, Destini</a> by Nicholas Pilarski &amp; Destini Riley</li> </ul> </li> </ul>

	W: 3/17	<p><b>Class:</b></p> <ul style="list-style-type: none"> <li>★ Asynchronous final video story work day. Use this time for fieldwork or editing.</li> <li>★ <b>Optional</b> check-in meetings (sign up if you want to talk via announcement link)</li> </ul> <p><b>Homework:</b></p> <ul style="list-style-type: none"> <li>★ <b>Rough Cut</b> of your Final Video due at the beginning of class on Wednesday (3/24). Put a link to your Vimeo on this class Google Sheet.</li> </ul>
10	M: 3/22	<p><b>Class:</b></p> <ul style="list-style-type: none"> <li>★ Video tips / video review</li> <li>★ Digital stories</li> <li>★ Visual literacy / the worst website you've ever seen.</li> </ul> <p><b>Homework:</b></p> <ul style="list-style-type: none"> <li>★ <b>Rough Cut</b> of Final Video due at the beginning of class on Wednesday (3/24). Put a link to your Vimeo on this class Google Sheet.</li> <li>★ <a href="#">Lower thirds tutorial</a></li> </ul>
	W: 3/24	<p><b>Class:</b></p> <ul style="list-style-type: none"> <li>★ Critique tips / Project requirements</li> <li>★ One-on-one written critiques</li> <li>★ Group critiques</li> </ul> <p><b>Homework:</b></p> <ul style="list-style-type: none"> <li>★ <b>REMINDER: Final Video due Wednesday (3/31) via Sakai.</b></li> </ul>
11	M: 3/29	<p><b>Class:</b></p> <ul style="list-style-type: none"> <li>★ Asynchronous work day. Finalize your video projects</li> </ul> <p><b>Homework:</b></p> <ul style="list-style-type: none"> <li>★ <b>REMINDER: Final Video due Wednesday (3/31) via Sakai.</b></li> </ul>
	W: 3/31	<p><b>Class:</b></p> <ul style="list-style-type: none"> <li>★ How does the web work?</li> <li>★ "Hello, World!"</li> <li>★ Setting up domain and server space.</li> </ul> <p><b>Homework:</b></p> <ul style="list-style-type: none"> <li>★ Take a break if you can.</li> <li>★ Start brainstorming portfolio content</li> </ul>
	M: 4/5	

12		<p><b>Wellness Day</b> No class, no assignments</p>
13	<p><b>W: 4/7</b></p>	<p><b>Class:</b></p> <ul style="list-style-type: none"> <li>★ Finalize domain and server space set-up.</li> <li>★ Basic HTML</li> </ul> <p><b>Homework:</b></p> <ul style="list-style-type: none"> <li>★ Download <a href="#">Atom.io</a>. This is a text editor for basic coding.</li> <li>★ Write content (about 1-2 short paragraphs) for an About page and find a photo for that page. Have both the text and the photo accessible for class on Monday</li> </ul>
14	<p><b>M: 4/12</b></p>	<p><b>Class:</b></p> <ul style="list-style-type: none"> <li>★ Review WordPress assignment PDF</li> <li>★ Web design basics</li> <li>★ Basic CSS</li> </ul> <p><b>Homework:</b></p> <ul style="list-style-type: none"> <li>★ HTML + CSS homework assignment due Monday, 4/19 via Sakai</li> <li>★ Review Portfolio Project PDF in Sakai. Come to class Wednesday with questions, and brainstorm portfolio content over the weekend.</li> <li>★ Make sure your website hosting/domain is set up for class. Can you log into WordPress and reach the dashboard?</li> </ul>
	<p><b>W: 4/14</b></p>	<p><b>Class:</b></p> <ul style="list-style-type: none"> <li>★ Intro to WordPress</li> <li>★ Review of the HTML/CSS HW assignment</li> </ul> <p><b>Homework:</b></p> <ul style="list-style-type: none"> <li>★ HTML + CSS homework assignment due Monday, 4/19 via Sakai</li> <li>★ Gather content for your Portfolio website</li> </ul>
	<p><b>M: 4/19</b></p>	<p><b>Class:</b></p> <ul style="list-style-type: none"> <li>★ Structuring content for the web / planning your portfolio</li> <li>★ WordPress continued</li> <li>★ Find and modify one thing with CSS</li> </ul> <p><b>Homework:</b></p> <ul style="list-style-type: none"> <li>★ Work on your WordPress sites (Gather and write out your content before thinking of styling)</li> <li>★ Create a branding guide for your website</li> <li>★ LinkedIn Learning - <a href="#">WordPress Essential Training</a> <ul style="list-style-type: none"> <li>○ Working with Blocks in the Block Editor (#3)</li> </ul> </li> </ul>

		<ul style="list-style-type: none"> <li>○ Block Deep Dive (#5) - Text Blocks + Image Block</li> <li>○ Others as needed!</li> </ul> <p>★ Create an About page on your Wordpress site. You can use the written content from your HTML/CSS assignment if you wish or write something else.</p>
	W: 4/21	<p><b>Class - Asynchronous:</b></p> <ul style="list-style-type: none"> <li>★ Review of Final Project + Presentation PDF</li> <li>★ Introduction to graphics</li> <li>★ Review Canva, etc.</li> </ul> <p><b>Homework:</b></p> <ul style="list-style-type: none"> <li>★ Work on your WordPress portfolios</li> <li>★ Create a branding guide for your website</li> <li>★ Start creating your design elements with Canva (or alternative) <ul style="list-style-type: none"> <li>○ Watch <a href="#">this 15-min graphic design course from Canva</a></li> </ul> </li> <li>★ Email me the word embedded in the lecture video</li> </ul>
15	M: 4/26	<p><b>Class - Asynchronous:</b></p> <ul style="list-style-type: none"> <li>★ WordPress asynchronous work day</li> <li>★ Optional check-in meetings (sign up)</li> </ul> <p><b>Homework:</b></p> <ul style="list-style-type: none"> <li>★ Rough draft critiques of your WordPress sites next class. Link your websites here by the start of class.</li> </ul>
	W: 4/28	<p><b>Class:</b></p> <ul style="list-style-type: none"> <li>★ Critique day</li> <li>★ Optional check-in meetings</li> </ul> <p><b>Homework:</b></p> <ul style="list-style-type: none"> <li>★ <i>Final WordPress Assignment due Friday 4/30 at 11:55pm via Sakai</i></li> </ul>
16	M: 5/3	<p><b>Class:</b></p> <ul style="list-style-type: none"> <li>★ Final Project work day. Optional check-in meetings</li> </ul> <p><b>Homework:</b></p> <ul style="list-style-type: none"> <li>★ Work on your final!</li> </ul>
	W: 5/5 (Last day of class)	<p><b>Class:</b></p> <ul style="list-style-type: none"> <li>★ LDOC / Final Presentation review + brainstorming</li> </ul> <p><b>Homework:</b></p>

		★ Work on your final!
16	<b>Sa: 5/10</b>	Exam (Final Presentations) @ 12pm Submission due on Sakai by 3pm