

# INTRODUCTION TO DIGITAL STORYTELLING

UNC-Chapel Hill | Hussman School of Journalism and Media | MEJO 121 | 8

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

TTh 12:30pm - 1:45pm

In-person meetings in **CA 253** with the possibility of some synchronous or asynchronous lectures

## 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 white balance, 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.

### 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/equipment-room/instruction-manuals](http://guides.lib.unc.edu/equipment-room/instruction-manuals).

## 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.

## Attendance

### University Policy:

No right or privilege exists that permits a student to be absent from any class meetings, except for these University Approved Absences:

1. Authorized University activities
2. Disability/religious observance/pregnancy, as required by law and approved by [Accessibility Resources and Service](#) and/or the [Equal Opportunity and Compliance Office \(EOC\)](#)
3. Significant health condition and/or personal/family emergency as approved by the [Office of the Dean of Students](#), [Gender Violence Service Coordinators](#), and/or the [Equal Opportunity and Compliance Office \(EOC\)](#).

### Class Policy:

Instructor may work with students to meet attendance needs that do not fall within University approved absences. For situations when an absence is not University approved (e.g., a job interview or club activity), instructor will determine their own approach to missed classes and make-up assessments and assignments.

Please communicate with me early about potential absences. Please be aware that you are bound by the Honor Code when making a request for a University approved absence.

(source: <http://catalog.unc.edu/policies-procedures/attendance-grading-examination/>)

## 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 any 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:

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| <ul style="list-style-type: none"> <li>● A = 93-100%,</li> <li>● A- = 90-92%,</li> <li>● B+ = 87-89%,</li> <li>● B = 83-86%,</li> <li>● B- = 80-82%,</li> <li>● C+ = 77-79%,</li> </ul> | <ul style="list-style-type: none"> <li>● C = 73-76%,</li> <li>● C- = 70-72%,</li> <li>● D+ = 67-69%,</li> <li>● D = 60-66%</li> <li>● F = 59% or below</li> </ul> |
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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 exercises / homework (may include exercises, assignments, forum posts, and other homework)                             | 10% |
| Video Project 1: Radio Cut (edited a-roll of your micro documentary)   | 15% |
| Video Project 2: Final Video (complete version of your micro documentary, including a-roll from Radio Cut as well as b-roll) | 25% |

|  |            |
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| <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. You are expected to produce your own work in this class. 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 or Senior Associate Dean Tuggle, or you may 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.

## ARS

The University of North Carolina at 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 barriers to fully accessing University courses, programs and activities.

Accommodations are determined through the Office of Accessibility Resources and Service (ARS) for individuals with documented qualifying disabilities in accordance with applicable state and federal laws. See the ARS Website for contact information: [ars.unc.edu](http://ars.unc.edu) or email [ars@unc.edu](mailto:ars@unc.edu). Please contact ARS as early in the semester as possible.

## Counseling and Psychological Services

CAPS is strongly committed to addressing the mental health needs of a diverse student body through timely access to consultation and connection to clinically appropriate services, whether for short or long-term needs. Go to their

website: [caps.unc.edu](https://caps.unc.edu) or visit their facilities on the third floor of the Campus Health Services building for a walk-in evaluation to learn more.

## Title IX

Any student who is impacted by discrimination, harassment, interpersonal (relationship) violence, sexual violence, sexual exploitation, or stalking is encouraged to seek resources on campus or in the community. Reports can be made online to the EOC at [eoc.unc.edu/report-an-incident](https://eoc.unc.edu/report-an-incident). Please contact the University's Title IX Coordinator (Elizabeth Hall, interim - [titleixcoordinator@unc.edu](mailto:titleixcoordinator@unc.edu)), Report and Response Coordinators in the Equal Opportunity and Compliance Office ([reportandresponse@unc.edu](mailto:reportandresponse@unc.edu)), Counseling and Psychological Services (confidential), or the Gender Violence Services Coordinators ([gvsc@unc.edu](mailto:gvsc@unc.edu); confidential) to discuss your specific needs. Additional resources are available at [safe.unc.edu](https://safe.unc.edu).

## Policy on Non-Discrimination

The University is committed to providing an inclusive and welcoming environment for all members of our community and to ensuring that educational and employment decisions are based on individuals' abilities and qualifications. Consistent with this principle and applicable laws, the [University's Policy Statement on Non-Discrimination](#) offers access to its educational programs and activities as well as employment terms and conditions without respect to race, color, gender, national origin, age, religion, creed, genetic information, disability, veteran's status, sexual orientation, gender identity or gender expression. Such a policy ensures that only relevant factors are considered and that equitable and consistent standards of conduct and performance are applied.

If you are experiencing harassment or discrimination, you can seek assistance and file a report through the Report and Response Coordinators (see contact info at [safe.unc.edu](https://safe.unc.edu)) or the [Equal Opportunity and Compliance Office](#), or online to the EOC at [eoc.unc.edu/report-an-incident](https://eoc.unc.edu/report-an-incident).

## Diversity Statement

I strive to make this classroom an inclusive space for all students. Please let me know if there is anything I can do to improve; I appreciate any suggestions. More broadly, our school has adopted diversity and inclusion [mission and vision statements](#) with accompanying goals. These complement the University policy on [prohibiting harassment and discrimination](#). In summary, 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. The Dean of Students (Suite 1106, Student Academic Services Building, CB# 5100, 450 Ridge Road, Chapel Hill, NC 27599-5100 or [919] 966-4042) has been designated to handle inquiries regarding the University's nondiscrimination policies.

## Mask Use

All enrolled students are required to wear a mask covering your mouth and nose at all times in our classroom. This requirement is to protect our educational community—your classmates and me—as we learn together. If you choose not to wear a mask, or wear it improperly, I will ask you to leave immediately, and I will submit a report to the [Office of Student Conduct](#). At that point you will be disenrolled from this course for the protection of our educational community. Students who have an authorized accommodation from Accessibility Resources and Service have an exception. For additional information, see [carolinatogether.unc.edu/university-guidelines-for-facemasks](https://carolinatogether.unc.edu/university-guidelines-for-facemasks).

## Syllabus Changes

The instructor reserves the right to make changes to the syllabus, including project due dates and test dates. These changes will be announced as early as possible.

## Tentative Course Schedule: *(subject to change)*

| Date |          | Schedule / Roadmap  |
|------|----------|---|
| 1    | Th: 8/19 | <p><b>Class:</b></p> <ul style="list-style-type: none"> <li>★ Introductions</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    | Tu: 8/24 | <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 brainstorming (start thinking about your micro doc &amp; subject)</li> <li>★ Start on music video assignment</li> <li>★ Rewatch <a href="#">Roping the wind</a></li> <li>★ Read advice from previous sections (<a href="#">1</a> &amp; <a href="#">2</a>)</li> </ul>  |
|      | Th: 8/26 | <p><b>Class:</b></p> <ul style="list-style-type: none"> <li>★ Final project ideas + example student video</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 project idea. It’s okay to regroup at this point! Questions to consider <a href="#">here</a></li> <li>★ Finish music video exercise. <b>Due Tuesday, 8/31 by 12pm</b> via Sakai</li> <li>★ Make sure all of your video gear has arrived and is functional. Bring gear to class Tuesday, 8/31</li> <li>★ One-on-One meeting sign-ups for Thursday, 9/2 <a href="#">here</a></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 &amp; whether you are using FiLMiC Pro).</li> <li>★ If using FiLMiC Pro, <a href="#">read FiLMiC Pro Quick Start Guide</a>.</li> </ul> |

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| 3 | Tu: 8/31 | <p><b>Class:</b></p> <ul style="list-style-type: none"> <li>★ Lecture: white balance, exposure, light, and focus – possibly asynchronous</li> <li>★ Class exercise (group fieldwork scavenger hunt)</li> <li>★ Katie “on call” during normal class time to answer questions</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 for Thursday if you haven’t already, and be ready to informally pitch your story idea</li> </ul> |
|   | Th: 9/2  | <p><b>Class:</b></p> <ul style="list-style-type: none"> <li>★ Group brainstorming and pitching</li> <li>★ One-on-one meetings</li> </ul> <p><b>Homework:</b></p> <ul style="list-style-type: none"> <li>★ Complete class exercise from Tuesday.</li> </ul>  |
| 4 | Tu: 9/7  | <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>★ Incorporate feedback from one-on-one meetings &amp; thoughts on theme into your story idea. (Not turned in.)</li> <li>★ Finish fieldwork video exercise. Due Thursday at 12pm via Sakai.</li> </ul>   |
|   | Th: 9/9  | <p><b>Class:</b></p> <ul style="list-style-type: none"> <li>★ Review Radio Cut PDF + Truth, Lies &amp; Haiku exercise</li> <li>★ Lecture: Sequencing / Composition Errors + Audio</li> </ul> <p><b>Homework:</b></p> <ul style="list-style-type: none"> <li>★ Prepare/begin 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> </ul>   |
| 5 | Tu: 9/14 | <p><b>Class:</b></p> <ul style="list-style-type: none"> <li>★ Video stories</li> </ul>  |



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|   |          | <ul style="list-style-type: none"> <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. Due Thursday, 9/16 at 12pm</li> <li>★ Radio Cut planning and pre-interview</li> </ul>  |
|   | Th: 9/16 | <p><b>Class:</b></p> <ul style="list-style-type: none"> <li>★ Lecture/Activity: Theme, Interview, and Drafting narrative</li> <li>★ Brainstorming/group 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; article on interviewing</li> <li>★ Please fill out an anonymous feedback form for me!</li> <li>★ Pre-interview if you haven't already. Plan Radio Cut story.</li> </ul>  |
| 6 | Tu: 9/21 | <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> |
|   | Th: 9/23 | <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 Tuesday's editing day 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>  |
| 7 | Tu: 9/28 | <p><b>Class:</b></p> <ul style="list-style-type: none"> <li>★ Radio Cut work day.</li> <li>★ <b>Optional</b> check-in meetings (sign up if you want to talk)</li> </ul>   |

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|   |           | <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 Thursday (9/30) at 12pm via Sakai. It does <b>not</b> have to be finalized or completely edited. You just need to show your progress from this lab time.</li> <li>★ Your <b>rough cut</b> (aka rough draft) of your Radio Cut is due at the beginning of class on Thursday. This does <b>not</b> get turned in on Sakai. Instead, have it accessible on Vimeo or YouTube and linked to on this Google Sheet by the start of class</li> </ul>   |
|   | Th: 9/30  | <p><b>Class / Crit:</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, reshoot as needed. Radio Cut due next Thursday.</li> <li>★ Start shooting b-roll for your Final Video</li> </ul>   |
| 8 | Tu: 10/5  | <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 – activity</li> </ul> <p><b>Homework:</b></p> <ul style="list-style-type: none"> <li>★ <b>Final Radio Cut due Thursday (10/7) 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>  |
|   | Th: 10/7  | <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; Asynchronous Film 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 documentaries: <ul style="list-style-type: none"> <li>○ A Love Song for Latasha by Sophia Nahli Allison (on Netflix*)</li> <li>○ <a href="#">I, Destini</a> by Nicholas Pilarski &amp; Destini Riley</li> </ul> </li> </ul> |
| 9 | Tu: 10/12 | <p><b>University Day</b></p> <ul style="list-style-type: none"> <li>★ No class, no assignments</li> </ul>  |

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|    | Th: 10/14 | <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)</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 Tuesday (10/19). Put a link to your Vimeo on this class Google Sheet.</li> <li>★ <a href="#">Lower thirds tutorial</a></li> </ul> |
| 10 | Tu: 10/19 | <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>★ <i>REMINDER: Final Video due Thursday (10/28) via Sakai.</i></li> <li>★ Enjoy Fall Break</li> </ul>   |
|    | Th: 10/21 | <p><b>Fall Break:</b></p> <ul style="list-style-type: none"> <li>★ <i>Class does not meet</i></li> </ul>  |
| 11 | Tu: 10/26 | <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>★ <i>REMINDER: Final Video due Thursday (10/28) via Sakai.</i></li> </ul>   |
|    | Th: 10/28 | <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>★ Finish purchasing domain and server space through GoDaddy. We will connect to WordPress together as a class next week.</li> </ul>  |

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| 12 | Tu: 11/2  | <p><b>Class:</b></p> <ul style="list-style-type: none"> <li>★ Finalize domain and server space set-up and connect to WordPress.</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 Thursday</li> </ul>   |
|    | Th: 11/4  | <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 Thursday, 11/11 via Sakai</li> <li>★ Review WordPress Portfolio Project PDF in Sakai. Come to class Tuesday with questions, and brainstorm portfolio content before class. If you want to propose an alternative theme, do so here by Wednesday, 11/10 at midnight. We will vote as a class on Thursday, 11/11.</li> <li>★ Make sure your website hosting/domain is set up for class. Can you log in to WordPress and reach the dashboard?</li> </ul> |
| 13 | Tu: 11/9  | <p><b>Class:</b></p> <ul style="list-style-type: none"> <li>★ (Very) Intro to WordPress</li> <li>★ Review of the HTML+CSS HW assignment with in-class work time</li> </ul> <p><b>Homework:</b></p> <ul style="list-style-type: none"> <li>★ HTML + CSS homework assignment due Thursday, 11/11 via Sakai</li> <li>★ Gather content for your Portfolio website. Again, if you want to propose an alternative theme to Kale, do so here by Wednesday, 11/10 at midnight. We will vote as a class on Thursday, 11/11.</li> </ul>  |
|    | Th: 11/11 | <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<br/>(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></li> </ul>  |

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|    |   | <ul style="list-style-type: none"> <li>○ Working with Blocks in the Block Editor (#3)</li> <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>   |
| 14 | Tu: 11/16                                   | <p><b>Class:</b></p> <ul style="list-style-type: none"> <li>★ Review of Final Project (Digital Story page + 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> |
|    | Th: 11/18                                   | <p><b>Class:</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>  |
| 15 | Tu: 11/23                                   | <p><b>Class:</b></p> <ul style="list-style-type: none"> <li>★ Critique day (possibly remote &amp; synchronous)</li> </ul> <p><b>Homework:</b></p> <ul style="list-style-type: none"> <li>★ <i>Final WordPress Assignment due <b>Wednesday 12/1 at 11:55pm</b> via Sakai</i></li> </ul>   |
|    | Th: 11/25                                   | <p><b>Thanksgiving Holiday:</b></p> <ul style="list-style-type: none"> <li>★ <i>Class does not meet</i></li> <li>★ <i>Final WordPress Assignment due <b>Wednesday 12/1 at 11:55pm</b> via Sakai</i></li> </ul>   |
| 16 | <p>Tu: 11/30</p> <p>(Last day of class)</p> | <p><b>Class:</b></p> <ul style="list-style-type: none"> <li>★ LDOC</li> <li>★ Brainstorming exercise</li> <li>★ Final exam work time &amp; group discussion</li> </ul>   |

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|    |                | <b>Homework:</b><br>★ Work on your final! |
| 17 | <b>F: 12/3</b> | 12pm-3pm Exam Period                      |