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Office Hours: Online, TTh 10:00-11:00

Spring 2023  
58 Carroll Hall  
MW 10-11:50

# MEJO 584.1 INTERNATIONAL PROJECTS

## COURSE DESCRIPTION

In this class you will be a member of a multimedia team that will explore disaster recovery and environmental issues in Puerto Rico, five years after Hurricanes Maria and Irma devastated the island.

The class will be in three phases:

Pre-production before the trip, Production during our time in Puerto Rico, and Post-production after we return.

Our project must appeal to a range of audiences, with a premium on producing story packages that reach into the hearts and minds of our audience, and pushes them to connect with people and the issues they face.

We will choose 5 main topics and students will work as a story team to plan, design, and execute in-depth coverage in multiple mediums.

During the course you will work primarily as a videographer or photographer but each student will be expected to engage with their story team and in other parts of the project under the direction myself and other coaches. There will be three primary teams, Video/Photo, Design/Dev and Reporting. Professor Brooke Fisher will lead the Design/Dev team. Ryan Thornburg will lead the Reporting team.

General class topics may include:

- Traveling and working internationally
- Power dynamics, privilege and ethically accessing stories
- Working on story teams to create a multidimensional web experience
- Video storytelling
- Collaborating with a fixer and local students
- Collaborating with an organization
- Focusing on audience

## SCHEDULE:

### Video Team

#### Pre-Production Phase - January 10- March 5:

Pre-production will include research, story and sidebar budget, story development and access, web design and site development.

Photo/Video will have work on audio and video skill development through shooting/editing assignments.

The full team will meet together on some Mondays for research and coverage planning and the design/dev and photo/video sections will often meet separately for skills and production prep. Reporters will meet with the full team and meet with Ryan periodically.

#### Production Phase - March 6-14:

Production for videographers will include interviewing, transcription, script creation, daily shooting, scrubbing video selects and rough scene assembly. Photographers will be shooting essays, portrait series, galleries, time lapses, and possibly drone footage & 360 video. Expect to shoot some images to pair directly with the reporter's stories, in addition to your primary project. Both Photographers and videographers will be shooting and posting social media daily. You may also be called upon to report and gather content for text, graphics, interactives and design.

#### Post Production Phase - March 15-April 24:

Post-production will include finalizing all content edits and presentation, implementing final site design, uploading all content, promoting the project, and planning/conducting a public screening.

This phase will require much out-of-class work time, so be prepared for five weekly 5-6-hour editing sessions (lock-ins, yay!) in the evening to make this the best project possible. This is a time in which you really need to be a team player and participate in all facets of production.

## GRADING & EXPECTATIONS

We will function as a multimedia team, and as such your grade will be based on the work you produce for the project and how you function as a member of the team. Each team member will have assignments based on their specialty, but everyone will be expected to produce additional content and to help the team in a variety of ways that may change based on the dynamic nature of the project. Managing your time, meeting deadlines, following directions and **proactively** volunteering to help or lead in whatever ways possible will be important, especially in the final production phase. All of your assignments must meet the following standards to be considered for a grade of "B" or better.

The project must be:

- Completed on time, according to the assignment specifications
- Videos must be color corrected, sound mastered, exported properly, and uploaded to Vimeo

- Photos must be captioned, toned, sequenced and submitted according to specifications.
- Captions must be free of typographical, grammatical and mechanical errors.
- Blog posts and social must be submitted on schedule.
- All deliverables must be submitted properly and on time
- Your work must display a clear grasp of documentary video storytelling and ethical standards and design concepts.

When appropriate your multimedia work also will be evaluated for:

- consumer value
- storytelling quality
- creativity and innovation

Pre-Production (research, pre-production video exercises, deadlines) 20%

Final Projects (final video docs, stills and deliverables) 60%

Participation (effort, teamwork, project promotion, proactivity) 20%

## GRADING SCALE

94% and higher: A

90-93: A-

87-89: B+

84-86: B

80-83: B-

77-79: C+

74-76: C

70-73: C-

60-69: D

59% or below: F

## STORY SUNDAYS

Find one strong short doc online each week and post it to the Facebook page by 5pm Sunday, preferably docs about the environment, and people affected by climate change and other issues. After 5pm, review the stories and vote for your preference by “liking” it on the FB page. If someone else has already submitted a story you like, find another. We will often talk about the winners the following week.

## READING

There is no textbook, but I will give occasionally assign the class articles and podcasts to consume. Post a 2-3 paragraph response to the reading on the Tuesday before the next class on the Facebook page. We won't always discuss them in class, so please respond to each other and use the Facebook posts as an online discussion board.

## FINAL EXAM

The final project will count instead of a final exam, but the class will meet for a major screening and project launch in late April. Patluck will be on Saturday, April 28, at 5:30p.m.

## COURSE MATERIALS

You will need a cell phone in Puerto Rico and/or the appropriate sim card/minutes. More info soon.

You will need your own hard drive and flash drive

You will need video compatible SD cards, recommended two 128 GB or larger, and the appropriate card reader.

You can check out most of your camera gear from the school, but may need you to use appropriate/specialty gear of your own, such as lenses, camera bodies, underwater housing, audio recorders and mics, drones, Osmo Pocket, GoPro, etc.

## INCLUSIVE AND ACCEPTING SPACE

Everyone is welcome here. We may have difficult discussions in this class, and I want everyone to be mindful of the power of words and how they can impact others. Simply, be thoughtful of others and be aware of your own privilege. Professional courtesy and sensitivity are especially important with respect to individuals and topics dealing with differences of race, culture, religion, politics, sexual orientation, gender, and nationalities. Class rosters are provided to the instructor with the student's legal name. I will gladly honor your request to address you by an alternate name or gender pronoun. Please advise me of this preference early in the semester so that I may make appropriate changes to my records.

## UNIVERSITY ATTENDANCE 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).

Please communicate with me early about potential absences. I will try to work things out if you are struggling!

Please be aware that you are bound by the [Honor Code](#) when making a request for a University approved absence.

[\(http://catalog.unc.edu/policies-procedures/attendance-grading-examination/\)](http://catalog.unc.edu/policies-procedures/attendance-grading-examination/)

Attendance is necessary to succeed in this class. We will be moving steadily and covering large amounts of new information in every class. You alone are responsible for the material covered in each session. Even missing a class for a justifiable reason will require you to get the notes from someone else. Any missed class assignments will receive a zero grade. Late assignments will not be accepted unless special arrangements are made prior to the due date. Deadlines are vital to success in this industry and you are expected to make them. If there are extenuating circumstances, please communicate with me.

### HONOR CODE:

I expect that each student will conduct himself or herself within the guidelines of the University honor system (<http://honor.unc.edu>). All academic work should be done with the high levels 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 C. A. Tuggle, or you may speak with a representative of the Student Attorney Office or the Office of the Dean of Students.

### SYLLABUS CHANGES

The professor 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.

### 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: <https://ars.unc.edu> or email [ars@unc.edu](mailto:ars@unc.edu).

(source: <https://ars.unc.edu/faculty-staff/syllabus-statement>)

### 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 the website: <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 <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 <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.

## SEEKING HELP

If you need individual assistance, it's 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.

## ACCREDITATION

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

<http://www2.ku.edu/~acejmc/PROGRAM/PRINCIPLES.SHTML#vals&comps>

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.