

MEJO 584

# INTERNATIONAL PROJECTS

Spring 2023 / MW 10:00 - 11:45 AM / Carroll Hall Room 21

Final Review Date: TBD

## Interactive Instructor

Brooke Fisher

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## Volunteer Reporter Coach

Ryan Thornburg

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## COURSE DESCRIPTION

In this class you will be a member of a multimedia content gathering, editing, design and programming team that will explore an issue facing a Central American or South American country. We will travel to that country over spring break. Our project must appeal to a range of potential target audiences, with a premium on producing story packages that reach into the hearts and minds of the audience, opens them up to the connectedness of humankind and pushes them to see, feel and connect with these people a half a world away. We will also work as a team build the project's reach through legacy media, social media, data visualization, motion graphics and new technologies.

General topics will include:

- Traveling and working internationally
- Researching to understand the culture and strengthen storytelling techniques
- Working with a team of journalists to create a multidimensional web experience
- Interactive storytelling
- Collaborating with an organization
- Focusing on audience

## Interactive Team: Schedule

### Pre-Production Phase - January 9 - March 8

Pre-production will include design workshops, prototyping and design presentations to the larger group. We will hone our storytelling skills as we choose and develop an approach to the final deliverable.

### Production Phase - March 9 –18

Time on the ground in Brazil will include content gathering for text, graphics, data interactives and design.

### Post-Production Phase - March 20 - April 28

Final 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 will require much out-of-class work time, so be prepared to spend as much time as it takes to make this the best project possible. Also, this is a time in which you really need to be a team player and participate in all facets of production.

## Interactive Team: Class Schedule

The interactive team will meet in-person on Mondays with the entire team in **CA 128 Halls of Fame**. On Wednesdays, **the interactive team will meet via Zoom**. Due to this schedule, the team **must** have their cameras on during the entire Zoom meeting except for scheduled breaks. Think of it as if you had a weekly team meeting at a company with a team spread across the country working remotely.

### **Wednesday Zoom info:**

<https://unc.zoom.us/j/95618905202>

Meeting ID: 956 1890 5202

## Interactive Team: 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 you will also be expected 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 minimum basic standards to be considered for a grade of "B" or better.

The project must be:

- Completed according to the assignment specifications.
- Completed on time
- Free of typographical, grammatical and mechanical errors.
- Completed so as to evidence a clear grasp of interactive storytelling standards and design concepts.

When appropriate your multimedia work also will be evaluated for

- consumer value
- storytelling quality
- creativity and innovation

### Interactive Team: Grading Breakdown

- Pre-Production (research, pre-production interactive exercises, deadlines) 30%
- Projects (final interactives, design assets, development) 50%
- Team Player (effort, teamwork, project promotion, proactivity) 20%

### Reporting Team: Description

In this class you will be a member of a multimedia team reporting on the human impacts on the natural environment in the Galapagos Islands. You will be part of Brooke Fisher's section and meet with them during group time on Mondays. On Wednesdays, the reporters will meet with Ryan Thornburg to discuss story progress and reporting challenges. This course will cover many issues relevant to you as a reporter and future member of a newsroom, including but not limited to:

- Travel and international reporting
- Working with fixers and translators
- Working with a multi-discipline team
- Teamwork and problem-solving

Students should be prepared to:

- Meet deadlines
- Work effectively and respectfully in teams
- Think on their feet

- Balance competing priorities

### Reporting Team: Deadlines

- Jan. 11 - Finish presentations and sort out groups
- Jan. 18 - Initial story pitches
- Jan. 25 - Refine story pitches
- Feb. 1 - Share additional reporting on refined story pitches
- **Feb. 22 - DUE:** Clips research, pre-interviews, on-the-ground goals
- **March 1 - DUE:** On-the-ground interview schedule
- **March 8 - DUE:** Final reporting logistics
- **March 22 - DUE:** Story outlines
- March 29 - First story drafts
- **April 19 - DUE:** Final edited story versions

### Reporting Team: Late Assignments

This is the news -- we live and die by deadline. Your grade will be significantly docked for missing deadlines. If you think you are going to miss a deadline for reasons outside of your control, please let me know as soon as possible.

### Reporting Team: Class Schedule

The reporting team will meet in-person on Mondays with the entire team in **CA 128 Halls of Fame**. On Wednesdays, **the reporting team will meet in person in CA Room 21 from 11:00am-11:45am**. The reporting team is **encouraged to join the Zoom session with the interactive team** from 10:00am-11:00am, but this is not required.

The reporting team will meet with Ryan in CA 021 from 11:00am-11:45am on the following dates:

- Jan. 11, 18, 25
- Feb. 1 & 22
- March 1, 8

Post-trip, Ryan will schedule appointments with reporters on a 1:1 basis to help with editing stories, story planning and coordination.

## Reporting Team: Grades

All grades for the reporting team will be entered by Brooke Fisher, instructor of record, according to the grading recommendation by Ryan Thornburg, volunteer reporting coach.

- A (90 and above) - Could be published with little to no major editing
- B (80-89) - Could be published with moderate editing
- C (70-79) - Requires significant editing to be punishable
- D (60-69) - Not publishable -- poorly conceived, written, or sourced
- F (below 60): Didn't complete, or completed with major factual or ethical problem

## Reporting Team: Attendance

You should approach this class as you would a job. Only a death in your immediate family or an illness that requires seeing a doctor will be accepted as an excused absence. Since our group meets just once a week, only one unexcused absence is permitted. For each unexcused absence after that, you will lose points from your final grade. If you need to be late for any reason, please let me know in advance - otherwise, I will treat that as an unexcused absence as well.

# COURSE POLICIES

## 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-

69-60: D

59% or below: F

## 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

This course is demanding, and skills will be taught in each session that you will need to proceed with your assignments. Missing a class will leave you behind. Therefore, attendance is required, participation is expected and deadlines are absolute. That said, we are still reeling from the effects of the pandemic. If you have specific circumstances that I should be aware of, please communicate early and often and together we can work out a solution.

Each student will be allowed one unexcused absence. Additional unexcused absences will result in a reduction in your final grade. Excused absences (doctor's note or cleared with me in advance) do not affect your grade.

Additionally, you are expected to arrive to class on time. Arriving more than 15 minutes late or leaving more than 15 minutes early will count as an absence.

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.

## Expectations

Most class sessions will consist of lecture/demonstration and lab time used to work on the current assignment. Students should plan on spending a generous amount of additional lab time outside of class to complete readings, tutorials and assignments. You are expected to come to every class on time, interact with your classmates and the instructor, and work hard inside and outside of lab.

## 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 their 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.

## Mask Use

Mask use in the classroom is optional for students. We do ask that you practice healthy habits and be respectful of your fellow students. Please stay up to date with COVID-19 vaccines. If you feel unwell, **please do not attend class in-person**. You are encouraged to attend class via the classroom Zoom link if possible. For additional information, see <https://carolinatogether.unc.edu/community-standards/>.

## AEMJC Accreditation

The Hussman School of Journalism and Media accrediting body outlines several 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 several 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.