

MEJO 780

FOUNDATIONS OF VISUAL JOURNALISM

Summer II 2023 / M-F 9:45 - 11:15 am / Carroll Hall Room 60

INSTRUCTORS

Scott Geier (he/him) scgeier@live.unc.edu
Carroll Hall, 390

Chad Heartwood (he/him) chadheartwood@unc.edu
Carroll Hall, 211

OFFICE HOURS

Chad Heartwood will be available Mondays and Wednesday from 11:30 – 12:30 and after class as needed.

Scott Geier will be available M-F from 11:15 am – 1:00 pm.

COURSE DESCRIPTION

This course will teach you the foundational skills and concepts you will need to succeed in the Video Journalism and Interactive Journalism MA programs. The course will be divided into two sections, one focusing on interactive journalism and the other on visual (photography and video) storytelling. Combined you will leave this course, in five weeks, with the ability to hit the ground running when the fall semester begins.

In the Video section of this class, we will produce a character-driven video story. To make that happen we will lay a solid foundation of visual communication tools. In this course you will explore, understand and think critically about:

- HDSLR equipment and exposure
- An introduction to Premiere Pro
- Composition, light and moment in photography and video storytelling

- Filming vérité documentary footage
- The art and technique of Interviewing
- Basic skills in video editing
- Story concept and structure
- The impact of visual storytelling

The Interactive journalism section of this class will focus on multimedia authoring tools that provide communicators with some of the most powerful and effective storytelling options available. The ability to use these tools resourcefully and proficiently is an even greater asset. The goal of this class, therefore, is to help you gain knowledge of both these aspects. You will examine and understand the value of interactive journalism in the industry and begin to develop the skills to execute your ideas.

Topics we will cover include:

- Graphic Design
- Data Visualization
- User Interface/User Experience (UI/UX)
- HTML & CSS
- JavaScript-based plug-n-play web apps
- How to get a website on the Internet

You will spend 12 days with each instructor. See the Course Schedule below for details.

ASSIGNMENTS

Video Project

Theme: A Maker

Parameters: 3-4 minutes, film at least 10 scenes, one interview

Interactive Project

Theme: An expanded version of the topic raised in your video project

Parameters: A multi-page website built with HTML, CSS, Flourish charts, and/or plug-n-play web apps

In-Class Exercises

Photo Scavenger Hunt

Interviewing: Technique and Technical

Filming Sequences: Theme: Play

Design an Infographic using Illustrator and Canva

Design a website prototype with Adobe XD

Create a portfolio website with HTML & CSS

Important Note: No photographs or video footage (unless using archival content) taken before the class begins will be accepted. You cannot begin photographing or filming an assignment until I give out the assignment in class. This is a documentary photography/videography class. That means - except for portraits and interviews - you may not “set up” or “stage” pictures. No “posing” people.

ASSESSMENT

Your success in this course will be determined by participation as well as completion and effort on assignments. There will be smaller assignments, exercises and two main projects. Finally, it is crucial that you take part in critiques and informal class discussions. Learning comes through communicating and teaching others. To facilitate this process, each class may begin with a brief, student-led review of the material we discussed in the previous session. Each student will lead at least one review during the course of the summer session. This will be part of your participation grade. Attendance, of course, plays into this; if you are absent without excuse and your number comes up for leading the next class review, you'll be unable to contribute.

DEADLINES

Please note that deadlines are absolute. Extensions will only be granted because of extenuating circumstances (e.g., illness, etc.), and you must notify me as soon as you are aware of the problem. Your workload -- either in

this class or in combination with others -- is not an extenuating circumstance. Unexcused failure to submit your work by the deadline will result in a 10-point deduction for each 24-hour period.

GRADE SCALE

H High Pass – Clear Excellence

P Pass – Entirely Satisfactory
Graduate Work

L Low Pass – Inadequate Graduate
Work

F Fail

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:

Instructors 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), instructors

determine their own approach to missed classes and make-up assessments and assignments.

The field of journalism requires that we give it everything we can. The rewards are great, but the demands are high. It is critical that you attend every class. You CANNOT miss a class in order to photograph/film an assignment. You must be in class to present your work for critique. You will be allowed 1 unexcused absences; after that 2 percentage points will be deducted from your FINAL GRADE. If your semester average is 91% and you miss 2 classes, your final average would be 89%. Please communicate with me if circumstances arise that require you to miss class.

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.

INCLUSIVE AND ACCEPTING SPACE

Everyone is welcome here. Bigotry and sexism are not welcome here. We may have difficult discussions in this class, and as that happens 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, gender variance, 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. Both instructors prefer the pronouns he/him/his.

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.

SPECIAL ACCOMODATIONS

If you require special accommodations to attend or participate in this course, please let the instructor know as soon as possible. If you need information about disabilities visit the Accessibility Services website at

<https://accessibility.unc.edu/>

COUNSELING & 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), Report and Response Coordinators in the Equal Opportunity and Compliance Office (reportandresponse@unc.edu), Counseling and Psychological Services (confidential), or the Gender Violence Services Coordinators (gvsc@unc.edu; confidential) to discuss your specific needs. Additional resources are available at 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) or the [Equal Opportunity and Compliance Office](#), or online to the EOC at <https://eoc.unc.edu/report-an-incident/>.

DIVERSITY

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.

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 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.

SYLLABUS CHANGES

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

SCHEDULE - SUMMER 2023

June 25 TOPIC: WEB DESIGN DEADLINES:	26 FDOC Course Intro + Video Intro ---	27 VIDEO HUNT ASSIGN: Video Story ---	28 STORY VS PROFILE INTRO PPRO ----	29 SEQUENCES AND SCENES VERITE SCENE EDITING ASSIGN: Sequence Ex ---	30 STORY PITCH DAY DUE: Sequence Ex ---	July 1
2 TOPIC: HTML/CSS DEADLINES:	3 INTERVIEWING + SCRIPTS ASSIGN: INTVW ---	4 Independence Day (no class) ---	5 DUE: INTVW DUE: Scene 1 ---	6 DUE: Scene 2 ---	7 Radio Cut ---	8

9	10	11	12	13	14	15
TOPIC: HTML/CSS DEADLINES:	GRAPHIC DESIGN BASICS ---	INFOGRAPHICS ---	DATA VIZ --- Graphics exercise	DATA VIZ ----	UI/UX --- Data viz exercise	
16	17	18	19	20	21	22
TOPIC: WordPress DEADLINES:	UI/UX ---	HTML ---	CSS ---	CSS ---	SERVER DAY ---	
23	24	25	26	27	28	29
TOPIC: JavaScript DEADLINES:	JS APPS --- Portfolio website	ROUGH CUT V1 ---	ROUGH CUT V2 ---	LDOC Lab time --- Video Fine Cuts DUE	Reading Day ---	
30	31					
DEADLINES:	FINAL EXAM At 8:00 am --- Final project webpage due					