

INTRODUCTION TO DIGITAL STORYTELLING

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

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 with all these tools. These are the skill sets needed for various professions in media and journalism.

Classroom and meeting time

Monday /Wednesday 11.00 am-12.15pm CA 268 January 10-May 10 2024
Please contact me if you cannot attend in person due to illness

Instructor

Peter Doyle
pjp500@email.unc.edu

Office Hours: Email or call me at 310 993 2763 to arrange an appointment

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 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 Peter Doyle 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.

Movie Pro app: This is a cheaper app for I-phones. It has many of the features Filmic Pro has. More information <https://apps.apple.com/us/app/moviepro-pro-video-camera/id547101144>

Headphones

Must have a standard mini jack (1/8"). Any **wired** (non-Bluetooth / not wireless) headphones you might use with your phone will work, 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 **\$20**. [Additional microphone option here](#).

Tripod with smartphone mount

You will need to purchase a tripod and mount for your phone. Cost: About **\$20**. You may find an (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. NOTE: *If you already have these products, you may reuse them for this class. Please inform Peter Doyle if this is the case.* **Also note that it is your responsibility to cancel this service once the course is complete.**

Equipment guides

For more information and tutorials related to the 121 class equipment, please see these tutorials on the Park Library.

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. <https://software.sites.unc.edu/linkedin/>

Adobe Premiere

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

<http://software.sites.unc.edu/software/adobe-creative-cloud/>

YouTube or Vimeo 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, 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 can have 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: <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

Accepting late assignments is unfair to the students who have sacrificed to turn their work in on time. An automatic 10 percent 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). In special cases where there has been an unexpected occurrence please speak to Peter Doyle

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 your question 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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|-----------------------|---------------------------|
| • A = 95-100%, | • C = 73-76%, |
| • A- = 90-95%, | • C- = 70-72%, |
| • B+ = 87-89%, | • D+ = 67-69%, |
| • B = 83-86%, | • D = 60-66% |
| • B- = 80-82%, | • F = 59% or below |
| • C+ = 77-79%, | |

Below is a guideline for how grades are described within this course:

- **A:** Meets and exceeds basic project requirements, and work is exceptional – I would be excited about hiring you. The site looks polished, and the tweaks you’ve made to the theme help make your site better and more usable. The site makes use of multiple plug-ins in ways that make sense for the content.
- **B:** Meets basic project requirements, and results are good. The site could use some small refinements.
- **C:** Fails to meet at least one of the basic project requirements. Project doesn’t stand out, and the site needs several style refinements.
- **D:** Fails to meet at least two of the basic project requirements. Project has multiple obvious flaws.
- **F:** Fails to meet at least three of the basic project requirements. Project is incomplete.

Grading Criteria

In-class participation (see description below)	5%
Video course work (includes exercises, quizzes, and video project)	50%
Web/Design course work (includes exercises, quizzes and portfolio project)	25%
Final project (includes final web page design and story/package integration)	20%

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, 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 quizzes 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).

Final Project Due Date May 6 12pm (maybe subject to change)

Honor Code

It is expected that each student in this class will conduct him/herself within the guidelines of the Honor System (<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 Peter Doyle. 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 <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 <http://accessibility.unc.edu>, call the office at 919-962-8300, or email 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.

Addendum Syllabus ChatGPT & Generative AI Guidelines:

Introduction

ChatGPT and other Generative AI (Artificial Intelligence that can produce text, images, and other media) are now widely available. These new tools are important for you to master; however, they must be used appropriately and ethically, and you must understand their limitations as you are responsible for your final product academically and in the workforce.

Generative AI ("AI" going forward) is extremely useful; however, it has the following issues:

- The output may contain biases.
- The output may be incorrect or non-existent, even though it appears to be trustworthy.
- The ownership of the output is currently a matter of debate, e.g., the U.S. trademark office will not provide a copyright to AI-generated images.

This section provides the KFBS philosophy and specific guidelines for these tools and features (increasingly, generative AI capabilities will be integrated with everyday applications).

Usage Philosophy

Usage of generative AI in your coursework is based on the following principles:

1. **AI should help you think. Not think for you.**

View these tools as a collaborator to give you ideas, perform research (in compliance with point 2 below), and analyze problems. Do not use them to do your work for you, e.g., do not enter an assignment question into ChatGPT and copy & paste the response as your answer.

2. **You are 100% responsible for your final product.**

You are the user. If the AI makes a mistake, and you use it, it's your mistake. If you don't know whether a statement about *anything* is true, then your responsibility is to research it, or to choose not to use it. You hold full responsibility for AI-generated content as if you had produced them yourself. This means ideas must be attributed, facts are true, and sources are correct.

3. **The use of AI must be open and documented**

The use of any AI in the creation of your work must be declared in your submission and explained. Details on how to source your AI usage are explained below.

4. **The course professor's guidelines supersede these guidelines.**

If the professor has not provided specific guidelines for an assignment or exam, then these guidelines apply. However, any guidelines or limits the professor declares for a submission supersede these guidelines. It is your responsibility to ensure you are following the correct guidelines.

5. **Data that is confidential or personal should not be entered into generative AI tools.**

Putting confidential or personal data into these tools exposes you and others to the loss of important information. Therefore, do not do so.

* Built off ideas and content from Sentient Syllabus. Drafted by Professor Mark McNeilly, Kenan-Flagler Business School, UNC

Guideline Specifics

Assignments

- **Writing and Presentation Assignments.** In principle you may submit material that contains AI-generated content, or is based on or derived from it, if this use is properly documented. This includes for example drafting an outline, preparing individual sections, combining elements, removing redundant parts, and compiling and annotating references. Your documentation must make the process transparent – the submission itself must meet the standards of attribution and validation.
- **Mathematical and Statistical Analysis, Data Analysis, Data Interpretation, Coding of Data, any other forms of quantification of language or concepts, etc.** Generative AI can be used for these purposes; however, the output must be verified via your own mathematical calculations and proof of work provided in your assignment.
- **Simulations.** In principle, you may use AI tools for advice, brainstorming, etc. It should not be used to find cheats or other unfair advantages. If a report is part of the assignment, your documentation of how you used AI in completing the simulation must make the process transparent.

Exams, Tests and Quizzes

- **Written Exams:** Unless explicitly allowed by the professor, the use of AI tools is NOT allowed and is considered a breach of honor code. If the use of AI tools is permitted, you must follow the standards for AI attribution, validation, and transparency below.
- **Oral exam.** The use of AI tools are NOT allowed.

Sourcing Use of AI

- **Accuracy.** Besides inventing sources, generative AI may invent facts as well. Verification is your responsibility: submitting factually wrong material will lower your grade and whether the source of the error is you or the AI makes no difference. You need to check the facts, the quotes, the arguments, the logic, and document what you did to validate your material.
- **Attribution.** All ideas that are not originally your own have a source and that source must be attributed. Please be aware that generative AI tends to invent sources. You have a two-fold obligation.
 - (1) find and attribute the original source of the idea, identify the location within the source, and provide a working link to the location, and,
 - (2) document the process by explaining how you used generative AI. For example, “ChatGPT used to outline this assignment”, “Bing Chat used to develop names for this product”, or “Midjourney used to generate this image.”
If you quote the AI itself, label it as “synthesized communication” and reference it as follows: “*Content generated in part using (AI tool name). I reviewed, edited, and revised the language. I and take ultimate responsibility for it.*”

Note that such attribution is not a valid source for facts, only for the output itself.