

# VIDEO FOR MARKETING AND PUBLIC RELATIONS

MEJO 333 | Tu–Th 2-3:15 pm | 58 CA | UNC Hussman School of Journalism and Media | SP 2024

The use of video as an influential multimedia tool has significantly increased today. Learning storytelling and video production skills and understanding industry standards are essential for creating impactful narratives and moving messages for advertising and public relations. This course examines the role of video as an effective medium for telling a brand's story, building trust, and engaging with the audience to inspire action. The course offers a solid foundation for producing videos with technical and aesthetic proficiencies as a means of communication in various sectors, including corporate, non-profit, and government.

## INSTRUCTOR

Naz Knudsen (She/Her) | [nknudsen@email.unc.edu](mailto:nknudsen@email.unc.edu)

Office: CA 389 | [Virtual Office Link](#)

Office Hours: By appointment on Tuesdays 3:30-4:30 pm & Thursdays 12:30-1:30 pm

## INSTRUCTION MODE

This course is in-person. Students will have access to recordings of the presentations and workshops. If we cannot meet on campus, the class will be held on Zoom.

## REQUIRED EQUIPMENT

**A DSLR Camera Kit** to borrow at the Park Library to learn in class and use for the **class exercises and the main group project**.

- Canon 5D Mark III and Zoom Lens + Prime Lenses (50 & 85) + Tripod.
- Audio Recorders, Microphones, and LED lights.

**Smartphone Filmmaking Equipment** from MEJO121. (You only need to borrow or purchase these items if you haven't before. Financial aid funds can be used for these items.)

- A smart phone
- Tripod with a smartphone mount
- A 3.5 mm headphone jack adapter to connect 3.5mm Wired Lav Mic to the phone,

## REQUIRED PURCHASES

**SD card:** A SD card suitable for video. Example: SanDisk 64GB Extreme PRO SDXC UHS-I Memory Card .

**External Hard Drive:** Please use an external drive for video editing. (I also encourage using a secondary drive to backup all your files.)

For the group assignment, each team must always keep at least two sets of all files on two separate external drives. This offers a backup and allows you to continue making progress even if one of your team members miss a workshop or meeting.

Hard Drive specs: Minimum 64GB, must be USB 3.0 or USB-C for fast file transfer speeds.

Examples: External hard drive (1TB).

(For laptop with only USB-C ports, you will need a USB C to USB Adapter.)

### REQUIRED COMPUTER SPECS FOR VIDEO EDITING

Students must have a laptop that meets or exceeds [Carolina Computing Initiative](#) minimum specification. The Hussman School's laptop recommendations are available on [MEJO Major Admissions FAQ](#). **Tablets are not suitable for video editing.** Students must be familiar with basics of computer literacy and be comfortable using their laptop's operating systems.

### REQUIRED DIGITAL ACCESS

#### **Adobe Premiere Pro**

Follow the instructions here to create an Adobe ID with your UNC email and install the required software for free: <http://software.sites.unc.edu/software/adobe-creative-cloud/> - This process may take a few days; you may need to contact IT and since the campus IT is busy at the beginning of the semester, I strongly encourage you to get access to the software during the first week of classes.

#### **YouTube or Vimeo Account**

You will submit all the video assignments **as a link** not as a file. To do so, you must use an account to publish your videos. You can choose a free YouTube or Vimeo account.

#### **LinkedIn Learning**

Use your onyen to access LinkedIn Learning: <https://software.sites.unc.edu/linkedin/>  
Use LinkedIn learning Premiere Pro software to review the basic and learn advanced software techniques.

### 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.

### COURSE OBJECTIVES

The purpose of this course is to offer a hands-on education environment where students practice video production and storytelling techniques and learn to plan and execute short compelling video pieces for marketing and PR.

The students will:

- Evaluate different media forms to communicate a message.
- Conceptualize the filmmaking process from pre to postproduction.
- Have a clear understanding of each production stage.
- Gain technical and aesthetic proficiencies used in the media industry.
- Work collaboratively toward a common goal
- Deliver effective video products for advertising and public messaging.

## 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).

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/>)

### Class Policy:

Attending classes and participating in a collaborative learning environment is critical. The primary method of instruction for the course is in person. Therefore, students must attend classes in person and on time to be counted as present. Zoom is used to record presentation sessions to provide additional asynchronous learning material available to all students.

Outside of legitimate reasons, illness or emergencies, you are allowed TWO Unexcused absences. If you miss a session, please check the course schedule, watch the class recording, and review the asynchronous material.

## WORK ETHICS

### Independent Learning

This class is designed to offer you opportunities to practice and enhance your video storytelling and production skills. Students are expected to have basic knowledge of video making and storytelling at the level offered in MEJO 121. I will review the essentials and offer a refresher before moving on to more advanced skills. However, you must be open to working independently to remember or gain the prerequisite skills.

### Problem-solving

When working in settings similar to industry, you will encounter issues that have not yet been discussed in class. Your work depends on critical thinking, creativity, and problem-solving skills, which will improve only through hands-on experience. I encourage you to expect the unexpected and approach obstacles with a positive mindset — be driven and take pride in finding solutions.

### Teamwork

Be a responsible team player and an open communicator. Ask for help when you need it. If you are more skilled than others, help teach those skills. Be honest and fair about your contribution levels and collaboration skills. And above all, show grace toward one another.

### GENERATIVE AI

The University has a set of [guidelines for the use of Generative AI](#). **Not following these guidelines may be a reportable violation to the UNC Honor Court.** *\*The following is from university guideline.*

Generative AI tools are widely available. **Be honest** about using them for any of your assignments. Keep in mind that **AI has limitations**: AI generated results lacks context, can be inaccurate or nonsensical even though it appears otherwise. The AI output may contain biases and AI raises a wide range of intellectual property concerns.

#### Usage Philosophy:

1. AI should help you think. Not think for you. Use AI to generate ideas or troubleshoot.
2. Use AI responsibly and ethically.
3. You are responsible for your final product.
4. The use of AI must be open and documented. When submitting the assignment acknowledge the use of AI.

Example: "I used ChatGPT to trouble shoot my CSS code for this assignment."

5. Do not enter confidential or personal Data into AI tools.
6. These guidelines are in effect unless I give you specific guidelines for an assignment.

**It is your responsibility to review the full Student Generative AI Usage guidelines, [available here](#), and carefully follow them correctly.**

### ASSIGNMENTS AND GRADING POLICIES

#### Submission Format

Unless stated otherwise, all video assignments must be uploaded to YouTube/Vimeo and submitted as a link. Do not attempt to upload video files to the assignment folders, email them, or share them using file-transfer services.

#### Explanation Of Creative Work Assessment

Your grade will be based on objective and subjective criteria as it is in the industry where your delivered product, and not your efforts, are evaluated by supervisors and clients. Creative work is subjective and many of its components cannot be simply checked off. Parts of the assessment process will always be subjective, and learning to accept the outcome when it is not what we had hoped for is a necessary skill. I encourage you to shift your focus from grades to learning. The goal is not the grade but recognizing strengths and weaknesses and working toward growing as a professional.

[In my classes, no assessment or grade starts from 100. I do not award or deduct points. Your work earns credit for each requirement to the culmination of 100.](#)

## Receiving Feedback

Class workshops, critique sessions, lab times, and ungraded exercises are opportunities to receive feedback and improve your work. Please attend these sessions to ask questions. I give improvement suggestions **up to 24 hours before the original due date**. After that, I will only help with technical issues. Please do not ask for your work to be reviewed for last-minute feedback before submission. **The graded assignments are like exams. They will not be pre-graded or re-graded.**

## Late Assignments

All major assignments have a 12-hour grace period. If the assignment is due by 11:59 pm, you may turn it in before noon on the following day without penalty. After the grace period, late assignments are subject **to an automatic 10% deduction per week. Assignments turned in later than a week won't receive comprehensive feedback.**

You are always welcome to discuss legitimate circumstances. However, receiving an extension doesn't mean the work will be graded with no penalty. That wouldn't be fair to other students.

Please note that Low-stake exercises do not have a grace period.

## GRADING SCALE

Work is graded according to the highest professional standards. Each major assignment has an assignment sheet/rubric. Grades in percentages are:

- A = 93—100
- A- = 90—92.9
- B+ = 87—89.9
- B = 83—86.9
- B- = 80—82.9
- C+ = 77—79.9
- C = 73—76.9
- C- = 70—72.9
- D = 63—69.9
- F = 62 and below

## FINAL COURSE GRADES' DEFINITION

A Nearly perfect in execution, quality of work is exceptional and exceeds expectations.  
 A- Work is impressive in quality and exceeds expectations, 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- As 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

E & P	Engagement & Professionalism	10%
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Exercises	Low-stake Exercises	10%
A1: PSA	PSA Stages 10% PSA Final Cut 30%	40%
A 2: Promo	Promo Stages 10% A2: Promo Final Cut 30%	40%

**E&P:** Attendance, engagement, participation, work ethics, ungraded exercises, and completing the course evaluations affect the E&P grade. You will earn an E&P grade for the midterm and one at the end of the semester.

Note: The class sessions are designed for in-person, hands-on exercises, and collaborative learning. Only in-person attendance counts as present unless the session is designed as online for everyone.

A detailed rubric of E&P grade is provided on Canvas.

**Exercises & Assignments:** The coursework includes low-stake exercises and two major projects. The various stages of production for each of these assignments have due dates and will receive feedback and credit:

- **A1: PSA Project:** Each team will produce a 60-second Public Service Announcement about a public health concern.
- **A2: Promo Video:** Each student will choose a topic/product/client and produce a short promotional video.

**Note:** This course does not have a final exam. The final draft of A2: Promotional Video serves as the final exam and is due on the scheduled Final Exam Day.

### HONOR CODE

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 Julie Dixon-Green, or you may speak with a representative of the Student Attorney Office or the Office of the Dean of Students.

### 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.

### 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](http://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.

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.

### 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 ([gvsoc@unc.edu](mailto:gvsoc@unc.edu); confidential) to discuss your specific needs. Additional resources are available at [safe.unc.edu](http://safe.unc.edu).

### SYLLABUS CHANGES

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

### COURSE SCHEDULE

Weekly course schedule will be available on the course Canvas site and updated weekly.

### TENTATIVE SCHEDULE & WEEKLY TOPICS

<b>1</b>	Th. 01.11	Introduction
<b>2</b>	Tu.01.16	Public Service Announcement
	Th. 01.18	Camera Foundations + Lens Talk
<b>3</b>	Tu.01.23	Workshop: Composition & Depth of the Field Practice
	Th. 01.25	Workshop: E1: Selective Focus Exercise
<b>4</b>	Tu.01.30	Decide on Teams and Begin R&D Brainstorm Ideas. Narrow it down to a couple of ideas.
	Th. 02.01	Research & Development: Effective PR & Messaging - Guest Speaker
<b>5</b>	Tu.02.06	Workshop: Synopsis and Script Writing
	Th.02.08	Pre & Production Tips + Production Plan Workshop: Create a one-page production plan in class
<b>6</b>	Tu.02.13	Well-being Day
	Th.02.15	PSA Project Pre-production Lab: 1- Equipment Review: Zoom Recorder and Mics 2- Complete the AV Script in class
<b>7</b>	Tu.02.20	Voice Over in Marketing & Brand Videos - Guest Speaker
	Th, 02.22	PSA Project Production Day
<b>8</b>	Tu.02.27	PSA Project Production Lab 1- Check in to give an update on your project. 2- Begin Editing if you have footage to work on or continue filming
	Th, 02.29	Nonlinear Editing – A Refresher PSA Editing Lab
<b>9</b>	Tu.03.05	PSA Editing Lab - Feedback Session

	Th.03.07	PSA Editing Lab - Feedback Session
10	Tu.03.12	Spring Break
	Th.03.14	Spring Break
11	Tu.03.19	Brand stories promo, brand profile, pitch videos
	Th.03.21	PSA Screening and Presentations: 30 min Narrative Arc in Advertising, Treatment Brainstorm ideas for your Promo Video
12	Tu.03.26	Broadcast Standards PSA Revision – Fine Cut Editing Lab
	Th. 03.28	Well-Being Day
13	Tu.04.02	Edit to Tell a Story Workshop: Doing more in Premiere Pro
	Th.04.04	Edit to Engage Workshop: Doing more in Premiere Pro- continued E2: Ad Exercise
14	Tu.04.09	Promo Video checkpoint Workshop: AV Script
	Th.04.11	Promo Video Production Day
15	Tu.04.16	Promo Video checkpoint Promo Project Editing Lab or Filming
	Th.04.18	Promo Project Rough Cut Promo Project Editing Lab
16	Tu.04.23	Promo Project Editing Lab
	Th.04.25	Promo Project Editing Lab
17	Tu.04.30 LDC	Promo Project Last-min Q & A
Final Exam Day May 3 Friday 12:00 p.m.		Promo Videos Due

