

# 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 & Thursdays

## INSTRUCTION MODE

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

## REQUIRED EQUIPMENT

**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.

### Mirrorless Camera Kit

- Canon EOS R7 + Zoom lens

**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 Por software to review the basic and learn advanced software techniques.

### PARK LIBRARY POLICIES FOR BORROWING EQUIPMENT

1. Please return items by the due date. Once an item is overdue, it becomes available for reservation and gives others an inaccurate count of available items.
2. In accordance with the University's Asset Management Department, equipment use is restricted to students enrolled in designated Hussman School courses. Using gear for any other reason other than course assignments is a violation and could result in suspension of borrowing privileges.
3. Habitual or repeated disregard for equipment use and our policies will result in loss of access.
4. ALL GEAR IS DUE NO LATER THAN MONDAY, DEC.9<sup>TH</sup>, 2024.

### 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).

#### 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 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**

Students are expected to follow the University's [guidelines for the use of Generative AI](#).

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 assignments have a 12-hour grace period unless stated otherwise. 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.**

**Assignments and drafts due at the start of the class do not have a grace period and must be on time.**

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.

### 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%
Exercises	Low-stake Exercises	10%
A1: PSA	PSA Stages 15% PSA Final Cut 25%	40%
A 2: Promo	Promo Stages 15% Promo Final Cut 25%	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 an ad spot and 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.

## THE STUDENT CODE OF CONDUCT

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.

The Student Code of Conduct of The University of North Carolina at Chapel Hill

<https://policies.unc.edu/TDClient/2833/Portal/KB/ArticleDet?ID=152440>

Student Conduct Procedures of The University of North Carolina at Chapel Hill

<https://policies.unc.edu/TDClient/2833/Portal/KB/ArticleDet?ID=152518>

### 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](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.

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 ([gpsc@unc.edu](mailto:gpsc@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.

**FINAL EXAM DAY**

Dec. 07, Saturday, 12:00 PM

**COURSE SCHEDULE**

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

<b>Week One</b>	
	Introduction
	Camera Foundations + Lens Talk
<b>Week Two</b>	
	Workshop: Composition & Depth of the Field Practice
	Workshop: Start the E1: Selective Focus Exercise
<b>Week Three</b>	
	Public Service Announcement
<b>Week Four</b>	
	Assign Teams and Begin R&D
	Brainstorm Ideas.



	Workshop: Synopsis & AV Script
Week Five	
	Workshop: Pre-production & Project Management
	<i>PSA Project Workday - Production</i>
Week Six	
	Workshop: Edit for Story – Doing More In Premiere Pro
	PSA Editing Lab and feedback session
Week Seven	
	PSA Editing Lab and feedback session
	<i>PSA Project Workday - Post-production</i>
Week Eight	
	PSA Project Post and Fine Edit Notes – Carolina Week
	PSA Screening and Presentation Discuss: Narrative Arc + What is a Treatment? Review of the Promo project assignments, package, and stages.
Week Nine	
	Brand, Promotional, Profile, Pitch Videos
Week Ten	
	Workshop: Exploring Mirrorless Cameras
	Content Creation in AD PR - Guest Speaker
Week Eleven	
	Edit to Engage Workshop: Doing more in Premiere Pro.
	<i>Promo Project Workday - Production</i>
Week Twelve	
	Promo Project Production- Check Point
	Promo Project Production or Editing Lab
Week Thirteen	
	Editing Lab:

	Voice Over – Guest Speaker
Week Fourteen	
	Promo Package Editing Lab
	Promo Package Editing Lab
Week Fifteen	
	<i>Promo Project Workday - Post-production</i>
Week Sixteen	
LDC	Promo Video Lab + Q & A
FINAL EXAM DAY	Promo Project - Final Cut Due