MMC6936 Video Storytelling

Spring, 2020 4 credits

Instructor

Dr. Colleen McEdwards
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Contact

Our class Gmail account or UFL e-mail will be the best way to reach me quickly. I check e-mail regularly during business hours (expect a very quick response) and once on weekends (expect response to be delayed). Post general questions to our online discussion forum. Sometimes your colleagues will be the best resources. I will hold 1-2 optional, live, online sessions to review major assignment questions (timing TBA). I have created the following Gmail account for us at: videostorytellingmced@gmail.com. This e-mail will come directly to my phone. I will also send group e-mails from this account with UF email accounts cc'd.

Office Hours:

Monday 9-11 a.m., Wednesday 3-5 p.m., EST or by appointment on Skype, chat, WhatsApp, or good old-fashioned phone.

Instructor Bio:

I'm a recovering journalist who is thrilled to have this opportunity to teach principles and practice around something so crucial to our civilization: storytelling. As a 30-year veteran journalist and academic, I enjoy helping the next generation of communicators develop the skills needed in our digital world. My doctoral work centered on instructional design and learning technology. Connect with me on Linkedin and follow me on Twitter for job updates and trends.

Course Website and Login

Your course is on Canvas (UF e-Learning). Go to http://lss.at.ufl.edu. Click the blue e-Learning button. Login with your GatorLink account. Your course will be in the Courses menu on the left navigation. You might have to click All Courses at the bottom depending on how many courses you have taken at UF.

Contact UF Helpdesk http://helpdesk.ufl.edu/ (352) 392-HELP (4357) if you have any trouble with accessing your course.

Course Description:

Corporate messaging, branding, news and information, even self-published stories and opinions are more visible, shareable and potentially influential than ever before. Students will review and analyze traditions in storytelling and its evolution from traditional to modern-day structures. Students will examine narrative structures including character, arc, master plots and framing, and apply such

elements to communication contexts relevant to our age of rapid communication and ubiquitous information. Students will assess and create video content that forges an emotional connection and tells a story in a memorable way without sacrificing accuracy or message.

Students will examine how organizations and brands are leveraging trans-media storytelling to reach key audiences through compelling video narratives. Students will apply storytelling techniques in authentic communication contexts relevant to today's professional, digitized world. Building on students' foundation in video gathering and editing, the course requires students to storyboard, develop characters and critically evaluate elements suitable for video stories.

Course Objectives:

By the end of this course, students will be able to:

- Identify and evaluate storytelling theory and structure in a variety of media contexts.
- Describe the evolution and current role of storytelling to reach audiences and tell a brand or organization's story.
- Differentiate and tailor communication to meet the needs of different listeners.
- Identify models for story framing and master plots and their applications in professional contexts.
- Design storyboards using free wireframe and design apps to construct a visual narrative.
- Produce a rough cut and final edit using video techniques suitable for publication online (technical skills will be briefly covered separately).
- Differentiate among media appropriate for storytelling on various platforms.
- Analyze video and tailored writing to craft hooks or openings for stories to appeal to targeted audiences.
- Apply storytelling techniques to public relations formats such as pitches, news releases, social media and advocacy campaigns.

Course Expectations:

Treat this course like you would a job. You can expect a high degree of professionalism from me, and I will expect the same from you. Assignments must be completed on deadline—no exceptions without a verifiable emergency discussed in advance. **Minor medical issues, appointments and technical issues do NOT constitute verifiable emergencies. When dealing with technology, never assume things will work out. Never leave work till the last minute.** Discussion room postings are mandatory and are graded. Course elements are not limited to the Canvas course, but all platforms involving course work.

Ownership Education:

As graduate students, you are not passive participants in this course. All students in this Program have a background in marketing, advertising, public relations, journalism, or similar fields. This class allows you to not only take ownership of your educational experience but to also provide your expertise and knowledge in helping your fellow classmates. The Canvas shell will have an open Q&A thread where you should pose questions to your classmates when you have a question as it relates to an assignment or an issue that has come up at work. Your classmates along with your instructor will be able to respond to these questions and provide feedback and help. This also allows everyone to gain the same knowledge

in one location rather than the instructor responding back to just one student which limits the rest of the class from gaining this knowledge.

Required Text:

Most of our readings will be free and accessible online. Access to a device that allows you to download free apps and your UFL accounts allowing access to Lynda.com and Adobe Premier Pro are required.

There is one required textbook. It's clear, practical and worth owning.

***The Power of Visual Storytelling: How to Use Visuals, Videos, and Social Media to Market Your Brand*, Ekaterina Walter and Jessica Gioglio, 2014.**

Any simple video recording device including Flipcam, cellphone, DSLR camera, any video technology you are comfortable with and can offload to your computer. A good quality, affordable microphone and tripod are suggested but are not required.

Readings may update based on current trends and sometimes even current events. Readings will be listed in the course schedule and in each weekly module on Canvas.

Prerequisite knowledge and skills:

A basic ability to use a smartphone or other camera for photos and video is required for this course. We will cover basic editing on Adobe; however, some knowledge of video editing is needed. The ability to sort through technical issues using UFL online resources and tech support is important.

Teaching Philosophy:

Throughout my 30 years in professional media for the Canadian Broadcasting Corporation and CNN International, I've truly embraced the notion that learning is life's greatest pursuit. Covering all those global events was really, in hindsight, an act of learning. My doctoral research related to online pedagogy and adult learning modalities. We all learn in different ways and we all bring important skills and experiences to the table. I prefer to minimize passive learning formats. My teaching philosophy is grounded in experiential learning, constructivist activities and asynchronous facilitated interactions online with firm deadlines. This course will be as interactive as I can make it, and I look forward to being your facilitator.

Course Policies:

Attendance Policy:

This is an online, asynchronously delivered course. Traditional attendance will not occur; however, students are expected to sign onto the course site at least once per day, Monday-Friday, to check for updates and course content. Students are required to watch all lectures and complete all readings.

Late Work and Make-up Policy:

Deadlines are critical in this line of work and therefore, to this class. All work is due on or before the due date. Extensions for deadlines will only be for preapproved, verifiable emergencies. Minor inconveniences such as family vacation or minor illness are not valid reasons for extensions. **Technical difficulties do not constitute verifiable emergencies. Late work is not accepted in this course.** Video

posted to a non-working link will be considered late and will not be graded. I never accept assignments by e-mail. Your work will be posted online or uploaded to Canvas as directed in our course room. The new lecture week begins on Mondays.

Emergency and extenuating circumstances policy: Students who face emergencies, such as a major personal medical issue, a death in the family, serious illness of a family member, or other situations beyond their control should notify their instructors immediately. Your instructor is not able to endeavor to verify such issues: You will have to deal with the Dean of Students Office (see below).

Students are also advised to contact the Dean of Students Office if they would like more information on the medical withdrawal or drop process: https://www.dso.ufl.edu/care/medical-withdrawal-process/ .

Students MUST inform their academic advisor before dropping a course, whether for medical or non-medical reasons. Your advisor will assist with notifying professors and go over options for how to proceed with their classes. Your academic advisor is Tiffany Robbert, and she may be reached at trobbert@jou.ufl.edu .

Requirements for class attendance and make-up exams, assignments, and other work in this course are consistent with university policies that can be found in the online catalogue at:

https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx

For technical issues, contact UF helpdesk (352) 392-HELP.

Coursework Submissions:

In general, most coursework should be submitted through Canvas. Some work will be hosted online. Specific direction for each assignment will be given.

- Discussion postings   In Canvas
- Assignments   In Canvas or hosted online as directed (YouTube, Vimeo etc.)
- Final Project and peer review   Hosted Online; peer review in Canvas

Deadlines:

This class, like others, involves many deadlines. Here is a reminder: The new lecture week starts on Mondays.

Assignment discussion postings are due on or before 11:59 p.m. EST Friday of the week assigned. Comments to your classmates are due on or before 11:59 p.m. EST Sunday of week assigned.

Most major assignments are due Sunday evenings to allow plenty of weekend working time. However, particularly in fall semesters, the shorter first week requires some flexibility. Week one and two discussion forum postings may spill into the following week. Your final project rough cut and final cut may be due on a weekday to allow for time to peer review. Check the Canvas assignment folder to confirm due dates of all assignments.

Grading:

Your work will be evaluated according to this distribution:

Course Work	Percentage
Assignment discussions: Postings and substantive responses.	15 %
Video/Editing Assignments: 1. The Basic Edit 2. Story Through Stills 3. Sequences and Storytelling 4. Community/Civics and Storytelling 5. Interview and Edit 6. Explain Anything	25 %
Video Project Draft/Rough Cut 1. Storyboard (10%) 2. 2. Rough Cut/Revision (20%)	30 %
Final Video Project	20 %
Peer Reviews (final project peer review and participation/feedback throughout course)	10 %

The final grade will be awarded as follows:

A	100%	to	93%
A-	< 93%	to	90%
B+	< 90%	to	87%
B	< 87%	to	83%
B-	< 83%	to	80%
C+	< 80%	to	77%
C	< 77%	to	73%
C-	< 73%	to	70%
D+	< 70%	to	67%
D	< 67%	to	63%
D-	< 63%	to	60%
F	< 60%	to	0%

I do NOT round up to next decimal. 92.7 is an A-

Current UF grading policies for assigning grade points:
https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx

Course and Assignment Details

Weekly Lectures:

The Instructor will post a lecture video to Canvas and guest lectures throughout the course, plus two additional videos. One is an introduction to the course and course topic and the other will cover the syllabus. These videos will vary in length depending on the material. It is your responsibility to watch each of the videos. Several guest lectures from additional industry experts will be included and may vary.

There may also be 1-2 optional live lectures. These give you the chance to ask questions directly to the instructor. If you can't take part in these lectures there will be the opportunity to catch up by watching recordings. The aim for this interaction is to provide you with more skills and ideas for your assignments, particularly as we hone ideas for, and then execute the final video project.

Although it is possible to watch the pre-recorded video lectures at any time and at any pace, keeping up with the video content week-to-week according to the schedule is preferred because many build off the other along with weekly readings. Discussion requirements will follow most videos and readings to ensure completion, absorption and application of the concepts covered.

Assignment 1 The Basic Edit:

After completing Adobe Premier Pro editing training on Lynda.com, submit to Canvas an example of a short edit. You may complete as many or as few training modules as necessary, depending on your existing editing skills and familiarity with editing software. You may export and upload the Mp4 file, or submit a link to YouTube, Vimeo or other video hosting site. Your video must be playable and cannot be privacy blocked if you submit by link. Triple check. A packet of b-roll, interview, music and sound will be provided by Zip file on Canvas. Demonstrate that you have mastered a short edit (30 seconds to 1 minute), or if your editing skills are already well developed, show us your stuff!

Assignment 2 Story Through Stills:

This is an editing and visualization exercise. We will slowly wade into shooting video, but let's begin with still pictures or still shots. Use a still camera, or for those comfortable with video already, you may shoot video using still shots only (no zooms, no pans, no movement, just well-composed static framed shots). Assemble this story using 5-10 still photos or static shots using CUTS ONLY (no dissolves, no flips, no editing effects) creating a simple, elegant, aesthetically pleasing, thematic or story-oriented sequence. You may use ambient sound, or a subtle music bed (for advanced editors) but no voice over, and no dialogue or sound bites in these stills. Just images that represent a theme or story when cut together. You must use your own images. Nothing from the internet or shot by someone else.

Assignment 3 Sequences and Storytelling:

Now, let's get moving. A vital visual skill is learning to think about how specific shots fit together to tell a story. No matter what skill stage you are at, take it to the next level by shooting and editing a short sequence. Use your smartphone or video recorder of choice and shoot a person or activity requiring multiple, sequential steps. Include the elements of video sequences covered in lecture. Advanced learners may also include a short soundbite, natural sound or music (1 minute – 2 minutes long). We

will share these videos in the Canvas discussion folder for informal peer feedback. You may export and upload the Mp4 file, or submit a link to YouTube, Vimeo or other video hosting site. Your video must be playable and cannot be privacy blocked if you submit by link. Triple check.

Assignment 4 Civics and Storytelling:

Refining skills in shooting angles, sequences, and modulating background audio. Shoot and edit a short video (2-3 minutes) that features something of interest in your community. Think civics, local laws, institutions, cemeteries, town squares, churches or other points of interest. While shooting and editing, pay attention to background sound levels and practice smoothly adjusting those. Think like a reporter. Have an eye for the interesting, the unique, the important and the relevant. Or think like a public relations professional and highlight something in your community that's notable. Most of all, think like a storyteller: use your video to bring a subject to light.   A short, written explanation will also be required for this assignment (see Canvas for details and prompts).

Assignment 5 Interview and Edit:

A short interview assignment that will help you avoid mistakes later. You will shoot and edit an interview, cutting it down to a 1:30-2-minute interview with soundbites edited together using cuts only. No extra visuals, video cover or sound effects, just good, clean interview audio. You may interview any person of your choice and to keep production issues simple early in the course, you may include friends or family for this assignment. Practice is the thing here. Choose a good background, work on lighting if you are indoors, choose a quiet space if you are outdoors and experiment with how close you will need to be to your subject for good sound quality (this will depend on your equipment of choice). Though this is not an interviewing course, Canvas materials will include tips and guidance on all competencies from interviewing to editing sound bites into a package that has the arc of a story.

Assignment 5 Explain Anything:

An introduction to the immensely popular and evolving "Explainer" genre. Think social media. Think short (Twitter or Facebook) and think playable with or without sound. Review Now This News samples discussed in lecture. You may use any platform of your choice to create a 1-2 minute video, slideshow, photo essay or graphical content that tells a story, conveys information, actuality (an authentic moment on video) or short explainer. For those with advanced video and editing skills, this is a great time to try a new app such as Cameo, Adobe Slate, iMovie, Mural, Soundslides, Videolicious (covered in guest-lecture). You may export and upload the Mp4 file, or submit a link to YouTube, Vimeo or other video hosting site. Your media must be playable and cannot be privacy blocked if you submit by link. Triple check.

Assignment 6 Storyboard:

Submit to Canvas a storyboard for your proposed final projects (themes and choices will vary term-to-term) drawn on Balsamiq, Canvanizer, Padlet or other free wireframing app. You may export your wireframe/storyboard or submit a link. Include a textual description/pitch of your concept, approach, elements, and a brief synopsis of the story (300-600 words).

Assignment 7 Rough Cut:

Shooting and re-shooting takes time, so please plan accordingly in this portion of the course. We slow down quite a bit in the final weeks to allow time to research, plan shoot and revise. Submit to Canvas your rough cut of your final project video story. Produced on the platform of your choice, you are aiming for a short video story (2-4 minutes). You may export and upload the Mp4 file, or submit a link to YouTube, Vimeo or other video hosting site. Reminder: Your video must be playable and cannot be privacy blocked if you submit by link. Triple check. Informal peer review (details in Canvas).

Assignment 8 Final Project:

Revise and post to Canvas your final video project as an Mp4 or hosted video link. The subject and scope of this project varies. See Canvas for details. You will be allowed freedom to choose your project OR select from a PR-campaign focused video around a current, relevant issue. A short written portion will also be required.

Assignment 9 Peer Review:

Due last week of the term. Using a peer review template and rubric, provide constructive feedback to a course partner(s) (your instructor will assign peer review teams and provide rubric). Upload completed feedback form to Canvas. Dr. McEdwards will provide the form and assign you to a peer review team.

Discussion Postings (see details in Canvas)

Discussion postings add up to significant portion of the course grade and are designed to reinforce learning throughout the course. They are vital. We begin with a light, introductory posting on week one, after which postings become increasingly substantive and complex. The flow and content may change based on issues that arise in the course and student interests. Guidelines and rubrics for discussion postings, plus mandatory, substantive responses will be provided in Canvas. Additional postings may be required as I see issues or opportunities develop.

Additional discussion folders will be posted in Canvas for submitting video assignments for peer review. This forms part of your participation and peer review grade. It is also a fundamental way to make our course valuable and interactive. Graded as complete/incomplete.

Week 1-2: Warm up, introduction activity. Empty your purse, wallet, backpack, desk drawer or car console and use the object to tell us your story. Yes, we'll have some fun with this!

Week 4: First reading summary (based on textbook chapters 1-2 and/or other readings).

Week 6: Two Sides of a Santa Visit: A structural analysis of two stories told in two different ways: plot, arc etc. Video covered in lecture. Canvas discussion board.

Week 7: Brand like Adele: Authenticity, hooks and closings. Thematic analysis of material covered in lecture. Canvas discussion board.

Week 8: Second reading summary (based on textbook chapters 3-4 and/or other readings).

Week 9: Theoretical concepts: The master plots and story structure. Two theoretical readings this week. Canvas discussion board reading/reaction to demonstrate your understanding of storytelling theory.

Week 11: Hashing it out. Your vision, project ideas and feedback from all. This is not a firm commitment, your ideas can change, but we will submit a likely topic and plan for our final projects.

Week 12: Creating Video Stories with Impact: Sara Snyder (digital storyteller) guest lecture discussion posting. Show what you know after this special guest lecture.

Week 13: Advanced video techniques with Ben Long (CreativePro) guest lecture responses.

Weeks 14-16: Peer review share/discussion folders to provide constructive feedback to developing final projects.

Rubrics

Shooting/Editing Rubrics

After completing Adobe Premier Pro editing training on Lynda.com, submit to Canvas an example of a short edit. You may complete as many or as few training modules as necessary, depending on your existing editing skills and familiarity with editing software. You may export and upload the Mp4 file, or submit a link to YouTube, Vimeo or other video hosting site. Your video must be playable and cannot be privacy blocked if you submit by link. Triple check. A packet of b-roll, interview, music and sound will be provided by Zip file on Canvas. Demonstrate that you have mastered a short edit (1-2 minutes), or if your editing skills are already well developed, show us your stuff!

The Basic Edit Rubric

Criteria	Excellent	Good	Unsatisfactory
Length	Video is 1-2 minutes long.	Video goes over and under slightly (10-15 seconds).	Video is much shorter or longer than the required length.
Organization and story	The video contains still images and/or video edited in a story-like format or sequence which enhances the ideas presented in the video.	The video contains still images and/or video that most of the time add to the presentation. Most of the still images and/or video clips enhance the understanding of the ideas presented in the video.	The video contains still images and/or video clips that do not add to the presentation or are presented in a confusing order. The still images and/or video clips do not enhance the understanding of the ideas presented in the video.
Transitions and edits	The video contains coherent, simple transitions and edits that do not distract from the presentation. The editing is "invisible."	The video contains transitions and edits. Some of them distract from the presentation because they are numerous in type or duration.	The video does not contain any transitions and edits or contains many that are jarring, excessively moving and are very distracting from the presentation.

Audio	The video contains clear audio that significantly adds to the presentation. The audio also helps to enhance the understanding of the ideas presented in the video.	The video contains somewhat clear audio but it does not help to enhance the understanding of the ideas presented in the video.	The video contains no audio or has patches without natural sound or audio.
Overall Characterization (grade)			

Sequences and Storytelling Rubric

Take your technical skill review to the next level by shooting and editing a short sequence. Use your smartphone or video recorder of choice and shoot a person or activity requiring multiple, sequential steps. Include the elements of video sequences covered in lecture. Advanced learners may also include a short interview and natural sound or music (1 minute – 2 minutes long). You may export and upload the Mp4 file, or submit a link to YouTube, Vimeo or other video hosting site. Your video must be playable and cannot be privacy blocked if you submit by link. Triple check.

Basic Editing Rubric

Criteria	Excellent	Good	Unsatisfactory
Length	Video is 1-2 minutes long.	Video goes over and under slightly (10-15 seconds).	Video is much shorter or longer than the required length.
Organization and story	The video is edited in a sequential format that tells a short, visual story. Clear evidence of planning and repeated motions shot from different angles and dimensions creating a variety of shots and angles.	The video is edited in a sequential format that tells a short, visual story. Some evidence of planning and repeated motions shot from limited angles and dimensions creating a limited variety of shots and angles.	The video is not edited in a sequential format and does not include a variety of shots and angles.
Transitions and edits	The video contains coherent, simple transitions and edits that do not distract from the presentation. The editing is "invisible."	The video contains transitions and edits. Some of them distract from the presentation because they are numerous in type or duration.	The video does not contain any transitions and edits or contains many that are jarring, excessively moving and are very distracting from the presentation.
Audio	The video contains clear audio that	The video contains somewhat clear audio	The video contains no audio or has patches

	significantly adds to the presentation. The audio also helps to enhance the understanding of the ideas presented in the video. Narration or interview audio is not necessary. If not used, background sound is used to enhance the presentation.	but it does not help to enhance the understanding of the ideas presented in the video. Narration or interview audio is not necessary. If not used, background sound is distorted, silent and distracts from the presentation.	without natural sound or audio.
Overall Characterization (grade)			

Discussion Posting Rubric

Note about Discussion Forum Postings:

Our online discussion forum is a vital part of an online course and forms a significant portion of your grade. There are identifiable characteristics that distinguish substantive contributions from those of lesser quality. "I agree," or "Well said" are welcome terms of encouragement; however, substantive postings and replies require much more. The following criteria will be used to assess the overall quality of your postings and responses throughout the course. Non substantive would equate with a C- or lower. Limited would equate with a C grade, proficient is in the B range and exemplary signifies A level work.

Criteria	Not Substantive =10/20 points	Limited = 12/20 points	Proficient = 18/20 points	Exemplary = 20/20	Grade
Critical Analysis **(Understanding of Readings/video/other Content)**	Discussion postings show little evidence that readings/videos/content were completed or understood. Postings are largely "I agree" or "Great idea," without supporting statements with concepts from the readings, outside resources, relevant research, or specific real-life application (work experience,	Discussion postings repeat and summarize basic, correct information, but contain **one or zero references/links to readings, content or other supporting sources** and do not consider	Discussion postings display an understanding of the required readings/content and underlying concepts including correct use of terminology. **Two-three references/links to readings, content and**	Discussion postings display an excellent understanding of the required readings/content and underlying concepts including correct use of terminology. **Three or more references/links to readings,**	

	prior coursework, etc.).	alternative perspectives or connections between ideas.	**supporting sources are included.** Quotes and paraphrases are used and are attributed. Writing is strong with few or no grammatical errors.	**content and supporting sources are included.** Postings integrate other resources, relevant research, or specific real-life application to support important points. Well-edited quotes or paraphrases are attributed without grammatical errors.	
Participation in the Learning Community	Discussion postings and replies do not contribute to ongoing conversations or respond to peers' postings. There is no evidence of replies to questions. Replies are last-minute, clearly posted just before the forum closes.	Discussion postings and replies sometimes contribute to ongoing conversations as evidenced by — affirming statements or references to relevant research or, — asking related questions or, — making an oppositional statement supported by personal experience or	Discussion postings and replies consistently contribute to the class' ongoing conversations as evidenced by — affirming statements or references to relevant research or, — asking related questions or, — making an oppositional statement supported by personal	Discussion postings actively stimulate and sustain further discussion by building on peers' responses including — building a focused argument around a specific issue or — asking a new related question or — making an oppositional statement supported by personal	

		related research.	experience or related research.	experience or related research. Replies are posted consistently throughout the week or forum open period.	
Etiquette in Dialogue with Peers	Written interactions on the discussion board show disrespect for the viewpoints of others.	Some of the written interactions on the discussion board show respect and interest in the viewpoints of others.	Written interactions on the discussion board consistently show respect and interest in the viewpoints of others.	Written interactions on the discussion board always show respect and sensitivity to the viewpoints of others.	
Quality of Writing and Proofreading	Written responses contain numerous grammatical, spelling or punctuation errors. The style of writing does not facilitate effective communication.	Written responses include some grammatical, spelling or punctuation errors that distract the reader.	Written responses are largely free of grammatical, spelling or punctuation errors. The style of writing generally facilitates communication.	Written responses are free of grammatical, spelling or punctuation errors. The style of writing facilitates communication at a graduate student level.	
Overall Characterization (grade)					

Story Board Rubric

Submit to Canvas your storyboard drawn on Balsamiq, Canvanizer or other free wireframing App. You may export your wireframe/storyboard or submit a link. Include a textual description/pitch of your concept, approach, elements, and a brief synopsis of the story (300-600 words- guideline).

Criteria	Excellent	Good	Unsatisfactory
Storyboard and Structure	Complete and detailed evidence of planning throughout. Key elements and aspects of storytelling theory are considered and employed. Story board has a compelling beginning, middle and memorable ending.	Evidence of planning. Key elements and aspects of storytelling theory are considered and a clear effort has been made to include them. Story board has a strong beginning, middle and ending.	Little to no evidence of planning. Key aspects of storytelling not included.
Content and Theme	Content is clearly relevant to story and theme. Message is distinct and clear.	Content has some relevance to story and theme. Message is mainly clear.	Content has little relevance to story and theme. Message is not clear.
Written Copy	Concept is clear, story is clearly summarized, and approach is convincingly justified. Spelling and grammar is perfect.	Concept is developing, story is developing, and approach is clear. Spelling and grammar is mostly correct.	No clear story concept, approach or development is conveyed. Multiple errors impede understanding.
Attracts target demo	Demonstrates a clear understanding of the target audience and rationale for selecting this audience.	Generally the content appears to target the appropriate audience but there is some ambiguity.	Demonstrates a lack of understanding of the target audience.
Overall Characterization (grade)			

Rough Cut Rubric

Submit to Canvas your rough cut of a video story. Produced on the platform of your choice, you are aiming for a short video story (2-4 minutes). You may export and upload the Mp4 file, or submit a link to YouTube, Vimeo or other video hosting site. Reminder: Your video must be playable and cannot be privacy blocked if you submit by link. Triple check.

Criteria	Excellent	Good	Unsatisfactory
Length	Video is 2-4 minutes long.	Video goes over and under slightly (10-15 seconds).	Video is much shorter or longer than the required length.

Organization and story	The video contains still images and/or video edited in a story-like format or sequence which enhances the ideas presented in the video.	The video contains still images and/or video that most of the time add to the presentation. Most of the still images and/or video clips enhance the understanding of the ideas presented in the video.	The video contains still images and/or video clips that do not add to the presentation or are presented in a confusing order. The still images and/or video clips do not enhance the understanding of the ideas presented in the video.
Transitions and edits	The video contains coherent, simple transitions and edits that do not distract from the presentation. The editing is "invisible."	The video contains transitions and edits. Some of them distract from the presentation because they are numerous in type or duration.	The video does not contain any transitions and edits or contains many that are jarring, excessively moving and are very distracting from the presentation.
Audio	The video contains clear audio that significantly adds to the presentation. The audio also helps to enhance the understanding of the ideas presented in the video.	The video contains somewhat clear audio but it does not help to enhance the understanding of the ideas presented in the video.	The video contains no audio or has patches without natural sound or audio.
Overall Characterization (grade)			

Final Project and Peer Review Rubric

Revise and post to Canvas your final video project as an Mp4 or hosted video link.

Using a provided, peer review template and rubric, provide constructive feedback to a course partner (assigned by me). Upload completed feedback form to Canvas. A feedback form/template will be provided in Canvas.

Criteria	Excellent	Good	Unsatisfactory
Creativity – 25%	Compelling and engaging content. Complete originality in composition and delivery. Strong evidence of critical thinking skills.	Interesting content to attract audience through multi-media content. One or more elements are not original in composition, or delivery. Some	Uncreative content that lacks enough compelling content to interest audience. Multiple unoriginal elements. Little

		evidence of critical thinking skills.	evidence of critical thinking skills.
Story and Structure – 20%	Complete and detailed evidence of planning throughout. Key elements and aspects of storytelling theory are considered and employed. Story has a compelling beginning, middle and memorable ending.	Evidence of planning. Key elements and aspects of storytelling theory are considered and a clear effort has been made to include them. Story has a strong beginning, middle and ending.	Little to no evidence of planning. Key aspects of storytelling not included.
Content and Theme – 25%	Content is clearly relevant to story and theme. Message is distinct and clear.	Content has some relevance to story and theme. Message is mainly clear.	Content has little relevance to story and theme. Message is not clear.
Video and Editing – 20%	Strong use of sequences, shot variations, framing and lighting to add impact to the overall presentation. Audio is consistently clear, clean and edits are appropriate to the subject matter and do not distract. If written copy is included, spelling and grammar is perfect.	Some elements of sequences, shot variations, framing and lighting to add impact to the overall presentation. Audio is sometimes clear, clean and edits are sometimes appropriate to the subject matter and do not distract. If written copy is included spelling and grammar is mostly correct.	Few to no elements of sequences, shot variations, framing and lighting to add impact to the overall presentation. Audio is difficult to hear and edits are jarring or distracting. If written copy is included, multiple errors impede understanding.
Attracts target demo – 10%	Demonstrates a clear understanding of the target audience and rationale for selecting this audience.	Generally the content appears to target the appropriate audience but there is some ambiguity.	Demonstrates a lack of understanding of the target audience.
Overall Characterization (grade)			

Disclaimer: This syllabus represents my current plans and objectives. As we go through the semester, those plans may need to change to enhance the class learning opportunity. Such changes, communicated clearly, are not unusual and should be expected with plenty of advance notice.

University Policies

University Policy on Accommodating Students with Disabilities:

Students requesting accommodation for disabilities must first register with the Dean of Students Office (http://www.dso.ufl.edu/drc/). The Dean of Students Office will provide documentation to the student who must then provide this documentation to the instructor when requesting accommodation. You must submit this documentation prior to submitting assignments or taking the quizzes or exams. Accommodations are not retroactive, therefore, students should contact the office as soon as possible in the term for which they are seeking accommodations.

Students with Disabilities who may need accommodations in this class are encouraged to notify the instructor and contact the Disability Resource Center (DRC) so that reasonable accommodations may be implemented. DRC is located in room 001 in Reid Hall or you can contact them by phone at 352-392-8565.

Netiquette: Communication Courtesy:

All members of the class are expected to follow rules of common courtesy in all email messages, threaded discussions and chats. http://teach.ufl.edu/wp-content/uploads/2012/08/NetiquetteGuideforOnlineCourses.pdf

Class Demeanor:

Mastery in this class requires preparation, passion, and professionalism. Students are expected, within the requirements allowed by university policy, to attend class, be on time, and meet all deadlines. Work assigned in advance of class should be completed as directed. Full participation in online and live discussions, group projects, and small group activities is expected.

My role as instructor is to identify critical issues related to the course, direct you and teach relevant information, assign appropriate learning activities, create opportunities for assessing your performance, and communicate the outcomes of such assessments in a timely, informative, and professional way. Feedback is essential for you to have confidence that you have mastered the material and for me to determine that you are meeting all course requirements.

At all times it is expected you will welcome and respond professionally to assessment feedback, that you will treat your fellow students and me with respect, and that you will contribute to the success of the class as best as you can.

Other Resources:

Other are available at http://www.distance.ufl.edu/ getting-help for:

- Counseling and Wellness resources
  - http://www.counseling.ufl.edu/cwc/ 352-392-1575
- Disability resources

- Resources for handling student concerns and complaints
- Library Help Desk support

Should you have any complaints with your experience in this course please contact your program director and/or student support coordinator at distancesuppport@jou.ufl.edu or visit http://www.distance.ufl.edu/student-complaints to submit a complaint.

Course Evaluation:

Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. Guidance on how to give feedback in a professional and respectful manner is available at https://gatorevals.aa.ufl.edu/students/. Students will be notified when the evaluation period opens, and can complete evaluations through the email they receive from GatorEvals, in their Canvas course menu under GatorEvals, or via https://ufl.bluera.com/ufl/. Summaries of course evaluation results are available to students at https://gatorevals.aa.ufl.edu/public-results/.

University Policy on Academic Misconduct:

Academic honesty and integrity are fundamental values of the University community. Students should be sure that they understand the UF Student Honor Code at http://www.dso.ufl.edu/students.php

The University of Florida Honor Code was voted on and passed by the Student Body in the fall 1995 semester. The Honor Code reads as follows:

Preamble: In adopting this Honor Code, the students of the University of Florida recognize that academic honesty and integrity are fundamental values of the University community. Students who enroll at the University commit to holding themselves and their peers to the high standard of honor required by the Honor Code. Any individual who becomes aware of a violation of the Honor Code is bound by honor to take corrective action. A student-run Honor Court and faculty support are crucial to the success of the Honor Code. The quality of a University of Florida education is dependent upon the community acceptance and enforcement of the Honor Code.

The Honor Code: "We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honesty and integrity."

On all work submitted for credit by students at the University of Florida, the following pledge is either required or implied:

"On my honor, I have neither given nor received unauthorized aid in doing this assignment."

For more information about academic honesty, contact Student Judicial Affairs, P202 Peabody Hall, 352-392-1261.

Academic Honesty

All graduate students in the College of Journalism and Communications are expected to conduct themselves with the highest degree of integrity. It is the students' responsibility to ensure that they know and understand the requirements of every assignment. At a minimum, this includes avoiding the following:

Plagiarism: Plagiarism occurs when an individual presents the ideas or expressions of another as his or her own. Students must always credit others' ideas with accurate citations and must use quotation marks and citations when presenting the words of others. A thorough understanding of plagiarism is a precondition for admittance to graduate studies in the college.

Cheating: Cheating occurs when a student circumvents or ignores the rules that govern an academic assignment such as an exam or class paper. It can include using notes, in physical or electronic form, in an exam, submitting the work of another as one's own, or reusing a paper a student has composed for one class in another class. If a student is not sure about the rules that govern an assignment, it is the student's responsibility to ask for clarification from his instructor.

Misrepresenting Research Data: The integrity of data in mass communication research is a paramount issue for advancing knowledge and the credibility of our professions. For this reason any intentional 14 misrepresentation of data, or misrepresentation of the conditions or circumstances of data collection, is considered a violation of academic integrity. Misrepresenting data is a clear violation of the rules and requirements of academic integrity and honesty.

Any violation of the above stated conditions is grounds for immediate dismissal from the program and will result in revocation of the degree if the degree previously has been awarded.

Students are expected to adhere to the University of Florida Code of Conduct
https://www.dso.ufl.edu/sccr/process/student-conduct-honor-code

If you have additional questions, please refer to the Online Graduate Program Student Handbook you received when you were admitted into the Program.

Schedule

Weekly module dates:
See Canvas for detailed week-by-week content and schedule.