

MMC 5006 Intro to Multimedia

Spring 2020

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Course Website: <http://elearning.ufl.edu/>

Course Description: As the media landscape continues to shift and change with the advent of new technology, it is imperative that those working with media messages thoroughly understand the digital world in terms of creating digital content and creating content that resonates with all kinds of audiences through different media. Intro to Multimedia takes the traditional craft and attributes of telling stories and merges them with new techniques to create diverse digital media.

This course is designed to provide students a new skillset in digital storytelling ideas, production, and analysis. In this course students will develop skills to produce creative online stories that will reverberate with the widest audience possible. Creating impactful stories will require a new understanding and thought process of how digital stories differ from those in print, radio and television. To do this, we will look at the changing roles of storytellers in news, promotion, and public relations and marketing while discussing and analyzing media consumption habits that encourage a seamless transition from active audience member to creator.

Intro to Multimedia will include aspects of advertising, journalism and public relations to better understand online trends and viral content. It will further help students learn how to tailor their messages to reach audiences in new ways that will stick in the minds of the targeted audience. In order to do this, we will focus on three core concepts simultaneously: creativity, production and distribution. Through these three concepts, this course will enhance students' base knowledge of the technological media landscape, culminating in the ability to see an idea, nurture it in an original way, and create content unique to and most effective in the desired online medium.

Course Objectives:

- Understand and examine the new tenets of storytelling in the digital age through thoughtful analysis of trends, topics, consumption and digital tools used.
- Analyze the changing roles of storytellers for news, businesses and nonprofit organizations.
- Increase ability to come up with big, original ideas and creatively tell them to reach the broadest audience.
- Use a broad set of digital tools (Adobe Creative Cloud) to engage in the construction and dissemination of knowledge
- Incorporate a mixture of images, text, sound, audio narration, video and/or music to tell a story.

Required Texts:

Storytelling through Video: 7 Steps for Producing & Promoting Content

https://www.amazon.com/Storytelling-Through-Video-Producing-Promoting/dp/1088510639/ref=sr_1_1?crd=3A8PRYHIZUBC9&keywords=storytelling+through+video&qid=1576101772&srefix=storytelling+through%2Caps%2C210&sr=8-1

Patrick Fuller

Unleash the Power of Storytelling: Win Hearts, Change Minds, Get Results

https://www.amazon.com/Unleash-Power-Storytelling-Hearts-Results/dp/0991081420/ref=asc_df_0991081420/?tag=hyprod-20&linkCode=df0&hvadid=266118767273&hvpos=1o1&hvnetw=g&hvrnd=2850168255644607422&hvpone=&hvptwo=&hvqmt=&hvdev=c&hvdvcmdl=&hvlocint=&hvlocphy=9011701&hvta rgid=aud-801381245258;pla-494661943115&psc=1

Rob Biesenbach

Recommended Texts:

Multimedia Storytelling for Digital Communicators in a Multiplatform World

Seth Gitner

https://www.amazon.com/dp/B010VJ93WA/ref=rdr_kindle_ext_tmb.

Additional resources:

LinkedIn tutorials on [Adobe Audition](#) and [Adobe Premiere](#) .

Other readings listed in course calendar.

Prerequisite knowledge and skills: a basic understanding of a smartphone for photo and video will be required for this course.

Software Needed: Audio recording software for iPhone / Android with the ability to transfer files to your computer.

[Adobe Audition and Adobe Premiere](#) (I suggest signing up for the education price of Adobe Creative Cloud for the semester). If you are already well-versed in another editing software, you may use that program instead if you wish, but the resources and lectures will only cover the Adobe platforms.

Instructional Methods: This course will be taught entirely online with prerecorded and live lectures. There will be at least one lecture a week, sometimes two. We may have live events during the semester.

There are detailed descriptions of the assignments on the course website and outlines of them in the syllabus.

COURSE POLICIES:

Attendance Policy: Students are required to watch all lectures and sign onto the course site at least once each day, Monday - Friday, to check for course updates in the announcements and discussion section of the site.

Late Work and Make-up Policy: Deadlines are critical to this class. All work is due on or before the due date. Extensions for deadlines will only be for preapproved emergencies. Minor inconveniences such as family vacation or minor illness are not valid reasons for extensions. Late work will be graded at a 10-point reduction per day. The new lecture week begins on Mondays, which is also when most assignments from the previous week are due.

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>

Grading: Your work will be evaluated according to this distribution:

Photo journal and discussion (5 percent)

Creative story discussion (5 percent)

Short social media story and explanation (5 percent)

Web writing assignment (10 percent)

30-second to 1-minute silent video story (10 percent)

Final project idea discussion (5 percent)

30-60 second video with audio and transitions (10 percent)

Final project outline (5 percent)

Social media teasers (a :10 video that would go on Snapchat or Instagram; a silent video for Facebook of any length, two tweets, a five-panel story for Instagram or Snapchat and a FB photo post [a :60 story for Twitter or Instagram EXTRA CREDIT.]) (10 percent)

Final project script (10 percent)

A 3:00 video package with accompanying multimedia social network messages (25 percent)

The final grade will be awarded as follows:

A	100%	to	93%
A-	< 92%	to	90%
B+	< 90%	to	87%
B	< 87%	to	83%
B-	< 82%	to	80%
C+	< 80%	to	77%
C	< 77%	to	73%
C-	< 72%	to	70%

D+	< 70%	to	67%
D	< 67%	to	63%
D-	< 62%	to	60%
F	< 59%	to	0%

Assignments:

- **Photo journal and Discussion:**

Take 10 photographs throughout one day that you will compile and share on your Medium Page if you have one. (Then post the link in the discussion section on Canvas). If you don't yet have a Medium page, post the photos directly in canvas in the discussion section. You can upload multiple files by clicking on the right-hand side where it says "insert content into page". Click on images, and upload from there. These photos will tell the story of your day. Make them as compelling as possible. The story should be told in images only – no words. Just the ten pictures. They can be of people, places, objects, landscapes. They can be of you. They can be anything. Tell your story.

- Find your moments
- Fill the frame
- Use your lighting
- Think about distance, background and angle

After the photos are compiled and uploaded into the Discussion board, find two of your classmates' projects. Look at their photos and describe their story **as you perceive it** from their photos in 100-200 words. Remember, the audience members in multimedia are active participants, so when you tell a story, it is not just how you are producing it but how they are receiving it that counts.

Visual Journal Rubric	90-100, Excellent	80-89, Good	70-79, Satisfactory	Less than 70, Unsatisfactory
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Photo content and creativity: 40%	The pictures taken convey a full day and creatively express a message easily ascertained	The pictures taken convey important parts of the day and express a message	The pictures taken convey parts of the day and express a partial message	The pictures taken leave the audience confused as to purpose
Photo structure: 15%	All technical aspects: frame, light, distance, background, angle are utilized in each shot	Most technical aspects: frame, light, distance, background, angle are utilized in most shots	Some technical aspects: frame, light, distance, background, angle are utilized in some shots	Structural aspects of photography are not taken into consideration
Variety of shots 15%	Photos are a strong mix of people, places, objects, landscapes and actions	Photos are a mix of people, places, objects, landscapes and actions	Photos show most of the following: people, places, objects, landscapes and actions	Photos are only of one or two types.
Commenting 30%	Thoughtful and expressive feedback left on two students' projects.	Feedback left on two students' projects.	Some attempt at feedback made.	Comments not relevant at all or not done.

- **Creative Story Discussion**

Submit to Canvas an example of a story that moved you, caused you to take action and do something. This can be an advertisement that got you to buy a product (give the specific reason why), or a news story about an event that caused you to search for more details, or something you saw online that made you give to an organization. Analyze its structure. What was the story arc, the setting, the characters like? What techniques were used to get the narrative across? What type of conflict was present?

Whatever the story may be, post your example and corresponding analysis to the discussion board, AND to me via assignments and explain why it was creative and why you took action.

Creative Story Rubric	90-100, Excellent	80-89, Good	70-79, Satisfactory	Less than 70, Unsatisfactory
Topic: 20%	Story chosen is important and relevant and uses a multimedia technique	Story chosen is important and relevant	Story chosen is somewhat relevant	Story is old or traditional with no digital creativity
Insight: 30%	Explanation of story and meaning is clear and moving	Explanation of story and meaning is clear	Explanation of story and meaning is attempted	Explanation of story and meaning lacks clarity
Creativity: 20%	Story and content is creative, well explained, and well executed.	Story and content is creative, and well explained.	Story and content is fairly creative, and explained to some extent.	Gaps in the explanation of the story's creativity.
Writing 20%	Precise syntax and superior usage of grammar, punctuation and spelling result in a coherent and intelligible piece of work.	Syntax is clear and the relatively few grammar, punctuation or spelling errors do not impede understanding.	Syntax is clear but contains multiple grammar, punctuation or spelling errors.	Syntax is not always clear with grammar, punctuation and spelling errors noticeable. This may disrupt understanding.
Comments 10%	Two consider-ate comments.	Two comments	One comment	Not done

Social Media Story:

Create a short story on social media—about an issue that’s important to you. Use any platform or tools you want: Twitter, YouTube, Facebook, Instagram, Tumblr, a blog or website, your Medium page, Snapchat, TikTok, etc. and post your story there. The value this is that it is real. You will get to see people react. I can grade you on social media, but I’m one person and to learn to write for an audience that includes more than your professor, you have to practice writing for that audience. Also, the formatting and style of each network is in place easily on that network. The length will depend on the story you choose and the platform on which you choose to tell it. Use any type of media you want: video, audio, photos, infographic, accompanying words. Nothing that will disappear in 24 hours. Share the link to the story in the discussion board section of Canvas with an explanation as to why you chose the tools and platform you did to tell your story, and why that story would be important to your audience.

Social Media Story Rubric	90-100, Excellent	80-89, Good	70-79, Satisfactory	Less than 70, Unsatisfactory
Topic: 20%	Story chosen is important and relevant and uses a multimedia technique	Story chosen is important and relevant	Story chosen is somewhat relevant	Story is old or traditional with no digital creativity
Execution: 30%	The story uses applicable social media storytelling techniques and seamlessly integrates content and platform	The story uses some social media storytelling techniques and attempts to integrate content and platform	The story attempts to use social media storytelling techniques	The story and platform are not made to work together in a comprehensible way.
Content and creativity: 30%	Story and content is	Story and content is	Material submitted is a	Story and content is not

relevant to the type of story discussed in class, and is told creatively.	somewhat relevant to the type of story discussed in class, and is told fairly creatively.	story, but not relevant to our class material. An attempt at creativity is made.	relevant to the type of story discussed in class, or is lacking in any originality or creativity.
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**Message:
20%**

Message is clear, superior usage of grammar, punctuation and spelling (if written) result in a coherent and intelligible piece of work.	Message is fairly clear and the relatively few grammar, punctuation or spelling errors (if written) do not impede understanding.	Message can be made out but contains multiple errors.	Message is not always clear with grammar, punctuation and spelling errors noticeable (if written), or other impediments to understanding.
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4) Web writing:

Write a piece on a topic of your choosing in a category of your choosing made for an online audience—can be an op-ed, an essay, a reported piece, a feature, whatever you prefer. Make sure you cite at least one outside article within the piece. You may embed tweets or other forms of social media within the piece as well for extra points. Once written, pitch to publications discussed with your professor for publication. Published pieces will get an A.

Web writing Rubric

90-100, Excellent

80-89, Good

70-79, Satisfactory

Less than 70, Unsatisfactory

**Topic:
15%**

Story chosen is important and relevant

Story chosen is somewhat important and relevant

Story chosen is either

Story is not suitable for a web writing

			important or relevant	
Creativity: 25%	Story is creatively told with imagery and multimedia (photos and/or video/sound).	Story is creatively told with imagery and some multimedia	Story is fairly creatively told with some imagery	Story is not creative or contains no imagery or multimedia
Content 30%	Persuasive point made with multiple techniques and in multiple ways	Persuasive point made with some techniques and in some ways.	Persuasive point considered.	Story is not relevant to the type of story topics discussed in class.
Writing 20%	Written for web with essayistic and journalistic components. Includes appropriate syntax and grammar.	Written for web with some essayistic and journalistic components. Includes appropriate grammar.	Written for web. Includes attempt at appropriate syntax and grammar.	Essay not fit for web writing.
Publication: 10%	Piece is accepted and printed in publication.	Piece is considered by editors in at least one publication.	There is a record of pitch attempts to publications.	Publication is not attempted

5) Soundless story:

Use your phone or camera to shoot a short event meant to push a brand or product. On social media, new ads are video-based, but unless the user clicks, the sound is off. This means you must have compelling video without audio to get the click. Some examples of this are [this Walgreens commercial](#), [this BuzzFeed quiz](#), [this random video of a cat falling](#). In each, you want to see the full thing, you want to understand the story

more fully, it entices you to click. But you still get an understanding of what is happening without sound. We will not use sound in this assignment, so during the shoot, make sure you get a variety of shots, wide shots, tight shots, cutaways, slow zooms, tilts, pans, different angles, etc., to keep the viewer interested. Do whatever you can to get your story across. Edit your video pieces into a 30-second to one-minute seamless video using whatever editing system you prefer (Lynda/LinkedIn goes over Adobe Premiere).

Upload it to assignments.

30-60 second video Rubric	90-100, Excellent	80-89, Good	70-79, Satisfactory	Less than 70, Unsatisfactory
Topic: 15%	Story/brand chosen is important and relevant	Story/brand chosen is somewhat important and relevant	Story/brand chosen is either important or relevant	Story/brand is not suitable for a video
Editing: 30%	Video is clear and you can see the subject. Variety of shots used. It is 30-60 seconds long.	Video is clear and you can see the subject. It is 30-60 seconds long.	Video is fairly clear, with a few jumps or unnecessary cuts. It is about 30-60 seconds long.	Cuts are jumpy, screen goes to black or time requirements not met.
Content and creativity: 25%	Story and content is relevant to the type of story topics discussed in class, and is delivered in a creative manner.	Story and content is somewhat relevant to the type of story topics discussed in class, and is delivered in a creative manner.	Material submitted is a story, but not relevant to our class material. It is somewhat creative.	Story and content is not relevant to the type of story topics discussed in class. It lacks creativity.
Videography	Videography is steady, shots	Videography is fairly steady,	Videography is somewhat	Videography is shaky, not

30%	are well-thought-out and have purpose, video tells story seamlessly.	shots are thought-out and have purpose, video tells story.	steady, some shots are thought-out, video attempts to tell story.	thought out, or not convincing as a story.
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6) Final Project ideas

Brainstorm ideas for final project which will be a multi-media story told in video format and posted to YouTube (you'll have to make a channel, if you don't have one. [Here's how.](#) complete with ideas for teaser elements such as compelling tweets that make people interested in the broader story, Facebook statuses that use imagery and conversation threads to get people talking about the story, 10-15 second video hits on Instagram or Facebook composed of your best bit of the story, etc. These are called teasers, or promos.

Come up with three different story ideas and post them to Canvas, telling us what the stories are, why you want to tell them, what their purpose is, what you want the audience to get out of it, and how you want the audience to react. Then comment on two of your classmates' brainstorms. 80 percent of this assignment will be the ideas, 20 percent the comments you give.

(REMINDER: FINAL ASSIGNMENT: 3:00 minute video story. The topic of the final project must be approved by the professor. This is a culmination of all that you will learn in Intro to Multimedia. The video must include interviews, b-roll, transitions ending credits and good audio. You will turn in the video with a description on Canvas via a YouTube URL.)

Comments on two classmates' ideas.

Final Project Ideas Rubric	90-100, Excellent	80-89, Good	70-79, Satisfactory	Less than 70, Unsatisfactory
Topic and creativity: 20%	Three stories chosen are important, relevant, and	Three stories chosen are important and relevant and	At least two stories chosen that are	Stories are old or traditional with no digital creativity; or

	uses a multimedia technique creatively	somewhat creative	somewhat relevant.	only one story idea submitted.
Insight: 30%	Explanation of stories and meaning are clear and moving	Explanation of stories and meaning are clear	Explanation of stories and meaning are attempted	Explanation of stories and meaning lack clarity
Content 30%	Story and content is relevant to the type of story topics discussed in class.	Story and content is somewhat relevant to the type of story topics discussed in class.	Material submitted is a story, but not relevant to our class material.	Story and content is not relevant to the type of story topics discussed in class.
Comments 20%	Thoughtful and expressive feedback left on two students' projects.	Feedback left on two students' projects.	Some attempt at feedback made.	Comments not done.

7) 60-second video:

Write, shoot and edit a 60-second video using an establishing shot, a tight shot of action, natural sound, voice overs and a sound-bite. You will need to have a rudimentary script for this, but it doesn't have to be turned in separately. The video can be a profile on an artist, chef, etc., or a how-to video, explaining a basic life-set skill: car washing, yard work, gardening, etc.

Determine your final project idea and submit it on Canvas.

60 second video Rubric	90-100, Excellent	80-89, Good	70-79, Satisfactory	Less than 70, Unsatisfactory
Topic and creativity: 15%	Story chosen is a profile or a how-to relevant and creatively expressed	Story chosen is relevant and somewhat creatively expressed	Story chosen is somewhat relevant	Story is not suitable for a video
Editing: 30%	Video is clear. Variety of shots edited in a way that arcs the story. Sound is mixed in well. It is 60 seconds long.	Video is clear. Variety of shots used. Sound is mixed in. It is 60 seconds long.	Video is fairly clear, with a few jumps or unnecessary cuts. Sound is fairly well mixed in. It is about 60 seconds long.	Cuts are jumpy, screen goes to black, audio jumpy or not working, or time requirements not met.
Content 25%	Story and content is relevant to the type of story topics discussed in lecture.	Story and content is somewhat relevant to the type of story topics discussed in lecture.	Material submitted is a story, but not relevant to our class material.	Story and content is not relevant to the type of story topics discussed in lecture.
Videography 30%	Videography is steady, shots are well-thought-out and have purpose, video tells story seamlessly.	Videography is fairly steady, shots are thought-out and have purpose, video tells story.	Videography is somewhat steady, some shots are thought-out, video attempts to tell story.	Videography is shaky, not thought out, or not convincing as a story.

8) Project outline

Set the groundwork for your final project: line up interviews and mark them down on a calendar or in a timeline schema, along with why you are interviewing them, write a story arc or outline, brainstorm video shots and any still photography, consider the type of audio you want, and the places you'll have to go to get the best pieces for this story.

Don't lose sight of your goal. Why are you telling the story?

Upload a detailed outline and timeline to Canvas.

Final Project outline Rubric	90-100, Excellent	80-89, Good	70-79, Satisfactory	Less than 70, Unsatisfactory
Topic: 20%	Story chosen has meaning and uses a multimedia technique.	Story chosen is important and relevant.	Story chosen is somewhat relevant. Health topic attempted.	Story is old or traditional with no digital creativity
Insight: 30%	Explanation of story and meaning is clear and moving	Explanation of story and meaning is clear	Explanation of story and meaning is attempted	Explanation of story and meaning lacks clarity
Content 30%	Story and content is relevant to the type of story topics discussed in class.	Story and content is somewhat relevant to the type of story topics discussed in class.	Material submitted is a story, but not relevant to our class material.	Story and content is not relevant to the type of story topics discussed in class.
Creativity 20%	The story has many creative elements that utilize the multimedia techniques discussed, including video,	The story has creative elements that utilize some multimedia techniques discussed, including video,	The story has some creative elements that utilize the multimedia techniques discussed, including video,	The story has is missing creative elements that utilize the multimedia techniques discussed, including video,

audio and written elements.

audio and written elements.

audio and written elements.

audio and written elements.

10) Teasers

Produce teaser elements for your final project that will interest your audience in your story. Compose two written Tweets, a :10 story that would go on Snapchat or Instagram; a silent story for Facebook of any length, and a Facebook status update with a photo. Upload these to Canvas. EXTRA CREDIT: a :60 story for Twitter or Instagram

Upload to social media and provide those links as well.

Social Media Teaser Rubric	90-100, Excellent	80-89, Good	70-79, Satisfactory	Less than 70, Unsatisfactory
Topic: 20%	Teasers chosen are relevant to story and uses a multimedia technique	Teasers chosen are relevant to story	Teasers chosen are somewhat relevant	Teasers are traditional with no digital creativity or not relevant
Video components: 30%	The teasers use applicable social media storytelling techniques and compel audience toward story	The teasers use some social media storytelling techniques and attempt to compel audience toward story	The teasers attempt to use social media storytelling techniques	The teasers and platform are not made to work together in a comprehensible way.
Message and sharability 30%	Teaser is interesting and makes the audience want	Teaser content is fairly interesting to the audience, and	Teaser content is somewhat interesting to the audience	Teaser content creates no interest in the story being told.

	to see the full story.	entices them to learn more.		
Written components 20%	Precise syntax and superior usage of grammar, punctuation and spelling result in a coherent and intelligible piece of work.	Syntax is clear and the relatively few grammar, punctuation or spelling errors do not impede understanding.	Syntax is clear but contains multiple grammar, punctuation or spelling errors.	Syntax is not always clear with grammar, punctuation and spelling errors noticeable. This may disrupt understanding.

10) Project script

Remember to use visual cues, time-codes, video shot descriptions, and script commands. Leave blanks if you don't have sound bites yet, but leave space for when you'd like them to be.

Upload them to assignments on Canvas.

Project Script Rubric	90-100, Excellent	80-89, Good	70-79, Satisfactory	Less than 70, Unsatisfactory
Topic: 15%	Story chosen is shareable and relevant	Story chosen is relevant	Story chosen is somewhat relevant	Story is not suitable for a video
Writing: 40%	Writing is clear and concise with a good mix of voice over and soundbites. Natural sound is used and	Writing is clear with a mix of voice over and soundbites.	Writing attempts to outline full story and use sound appropriately.	Script writing sloppy and out of order. Needs editing.

	marked appropriately.			
Content 30%	Content and sound are relevant to the story, and mixed seamlessly.	Content and sound are relevant to the story.	Content or sound attempt to be relevant to the story.	Content and sound chosen not relevant to story.
Structure 15%	Cues are used well and in the right sections. Time cues are there when necessary.	Cues are used well and in the right sections.	Cues are used.	No cues given.

11) Final Project

3:00 minute video story. The topic of the final project must be approved by the professor. This is a culmination of all that you will learn in Digital Storytelling. The video must include interviews, b-roll, transitions ending credits and good audio. You will turn in the video with a description on Canvas via a YouTube URL.) HARD OUT.

3:00 video project	90-100, Excellent	80-89, Good	70-79, Satisfactory	Less than 70, Unsatisfactory
Creativity: 20%	Competently describes and contextualizes subject matter of assignment in a creative, attention-grabbing way.	Capably describes subject matter of assignment with some context in a creative way.	Describes subject matter that is vaguely aligned with assignment and is fairly creative.	Fails to fully describe subject matter of assignment or fails to contextualize it creatively.

Originality: 15%	Content is original and insightful and is 3:00 in length and includes multiple b-roll shots and natural sound that fits with the story.	Content original and is 3:00 in length and includes a b-roll shot and natural sound.	Content is fairly original but is not the correct length.	Content is unoriginal, stilted and is not 3:00 in length.
Content: 15%	Script, video and audio are relevant to the story topic.	Script, video and audio are somewhat relevant to the story topic.	Script, video and audio are not defined in a clear way.	Content and sound chosen not relevant to story.
Technical: 35%	Audio is recorded in a quiet space and content is easily understandable. Video is clear and you can see the subject	Audio is recorded in a semi-quiet space but you can still hear the content. Video is somewhat clear and the subject is in frame.	Audio is somewhat clear but outside noises are distracting to listener. Video is somewhat clear, but background is distracting.	Audio is not clear and you cannot understand what is being said. Video is not clear and you cannot make out the subject.
Writing: 15%	Precise syntax and superior usage of grammar, punctuation and spelling result in a coherent and intelligible piece of work.	Syntax is clear and the relatively few grammar, punctuation or spelling errors do not impede understanding.	Syntax is clear but contains multiple grammar, punctuation or spelling errors.	Syntax is not always clear with grammar, punctuation and spelling errors noticeable. This may disrupt understanding.

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.

University counseling services and mental health services: Counseling and Wellness resources [http://www.counseling.ufl.edu/cwc/](http://www.counseling.ufl.edu/cwc/Default.aspx) Default.aspx 352-392-1575

****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. I will provide timely feedback and will be available daily for any questions or concerns by email or phone, or through Canvas.

Getting Help: For issues with technical difficulties for E-learning in Sakai, please contact the UF Help Desk at: # Learning-support@ufl.edu # (352) 392-HELP - select option 2 #<https://lss.at.ufl.edu/help.shtml>

** Any requests for make-ups due to technical issues MUST be accompanied by the ticket number received from LSS when the problem was reported to them. The ticket number will document the time and date of the problem. You MUST e-mail your instructor within 24 hours of the technical difficulty if you wish to request a make-up.

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

Counseling and Wellness resources <http://www.counseling.ufl.edu/cwc/Default.aspx>
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 visit <http://www.distance.ufl.edu/student-complaints> to submit a complaint.

Course Evaluation: “Students in this class are participating in a new course evaluation system called GatorEvals. The new evaluation system is designed to be more informative to instructors so that teaching effectiveness is enhanced and to be more seamlessly linked to UF’s Canvas e-learning management system. Students can complete their evaluations through the email they receive from GatorEvals, or in their Canvas course menu under GatorEvals.”

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 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

Week 1 Introduction

Monday, Jan. 6 – Friday, Jan. 10

Lecture: Explanation of syllabus and course, overview of effective storytelling

Reading: Fuller: Chapter 1

Biesenbach: Introduction

Assignment: Post an introduction to the discussion board about yourself, your interests and why you are here. DUE MON. JAN. 13

Week 2 Visuals

Monday, Jan. 13 – Friday, Jan. 17

Lecture: How to use visuals and photos to tell a story, to explore contextual angles and create a story arc using framing, lighting, background, action, and other visual techniques.

Reading: Fuller: Chapter 2

Biesenbach: Chapter 1

Optional Reading: [10 quick tips for taking better photos with your iPhone](#)
[Photo gallery: tips for better iPhone photos](#)
[How to take better photos with your Android phone](#)

Gitner: Ch. 1

Assignment: Photo journal DUE TUESDAY, JAN. 21

Week 3 Creativity in storytelling

Tuesday, Jan. 21 – Friday, Jan. 24

Lecture: what makes a story, how to find stories, how to tell them, the power of you: authenticity, garnering goodwill within your audience, lifting up others and how it helps your work

Reading: Biesenbach: Chapters 2 and 3

Optional Reading: [15unconventional story methods](#)
[Dynamic Storytelling: The Rebirth of Multimedia Experiences](#)
Gitner: Chapter 2

Assignment: Creative story discussion DUE MONDAY, JAN. 27, Comments DUE WEDNESDAY, JAN. 29

Week 4 Where and how to tell a story

Monday, Jan. 27 – Friday, Jan. 31

Lecture: how to determine the best platform for different messages, what is your responsibility to your audience, setting agenda and tone, how to best utilize social media platforms like Twitter, Facebook, Instagram, Snapchat, YouTube and others, how to use your network to promote your story from drawing board to final product

Reading: Fuller: Chapter 3

Biesenbach: Chapters 4 and 5

Optional reading:

[Has Twitter changed as a storytelling medium](#)
[Gather around, folks, for a magic Twitter story](#)
[The science of storytelling through Facebook](#)
[Brilliant examples of storytelling on instagram](#)

Gitner: Chapter 4

Assignment: Social media short story DUE MONDAY, FEB. 3

Week 5 Web writing

Monday, Feb. 3 – Friday, Feb. 7

Lecture: ethics in web writing, straight news, op-eds, hot takes

Blogging, internet etiquette

Required reading:

Biesenbach: Chapters 8 and 9

Read NYT's [READERS' GUIDE \(Links to an external site.\)](#)[Links to an external site.](#)

Read NYT'S [The Blur Between Analysis and Opinion \(Links to an external site.\)](#)[Links to an external site.](#)

Read [A DEFENCE OF POLEMICS \(Links to an external site.\)](#)[Links to an external site.](#)

Assignment: Web writing assignment DUE MONDAY, FEB. 10

Week 6 Pitching

Monday, Feb. 10 – Friday, Feb. 14

Reading: Biesenbach: Chapters 6 and 7

Lecture: Pitching etiquette, how to form a pitch, how to send a pitch, who to send a pitch to, how to sell your story.

Assignment: Evidence of pitch attempts due by MONDAY, FEB. 17. Leave them in a comment on your web writing story in the Assignment page in Canvas. Publication accepted until the end of semester. Grade will change accordingly.

Week 7 Framing a video story

Monday, Feb. 17 – Friday, Feb. 21

Lecture: Tips on shooting, then editing in Premiere. How to gather the video for your story. How to find the right shots, the right moments. The technical aspects of shooting. How to prepare for potential mistakes. How to get the video from the camera to the editing bay.

LinkedIn Tutorial:

[Launching Premiere Pro and touring the interface – Basic editing](#)

These topics include how to launch the program, how to import and organize clips, how to select shots, and how to edit them together in a timeline. Watch them all or choose the ones important to you.

Reading: Fuller, Chapter 4

Biesenbach: Chapter 10

Optional Reading: Gitner: Chapter 3, Chapter 5

Resources: [115 Premier pro videos every video editor should watch](#)

Assignment: Silent video editing project. DUE MONDAY, FEB. 24

Week 8 Videography

Monday, Feb. 24 – Friday, Feb. 28

Guest Lecture: Christopher Wood, News12 Connecticut videographer. Nuts and bolts of shooting and editing in a newsroom.

Reading: Fuller, Chapter 5

[A step-by-step guide to shooting iPhone video](#)

[Cover your backside with b-roll](#)

Assignment: Three multi-media story ideas to be posted in Discussion. DUE MONDAY, MARCH 9. Comments on two classmates' ideas. DUE WED. MARCH. 11

SPRING BREAK

Week 9: Videography 2

Monday, Mar. 9 – Friday, Mar. 13

Live lecture: how to premiere pro

Lecture: types of video shots for different stories and what they evoke, tips for operating smart phones and video cameras for interviewing purposes, how to go from a story idea to a shoot, to interviews and b-roll, to script writing to voice overs, to editing, to production.

Reading: Fuller, Chapter 6

[How to edit videos with premiere pro](#)

Optional Reading: Gitner, Chapter 6

Assignment: start working on your 60-second video (NOT DUE), Final Project idea (in comment) DUE MONDAY, MAR. 16

Week 10 Video Editing

Monday, Mar. 16 – Friday, Mar. 20

Lecture: How to edit using advanced videography and non-linear editing techniques. Why and when to use such techniques. The rules of editing and when to break them.

Reading: Fuller, Chapter 7

Lynda.com tutorials:

[Adding B-roll to your interviews - Conclusion](#)

The topics here include patching video over sound bites, editing touches and finesse, edit adjustments, and adding special effects. Use any or all of them you need.

Assignment: 60-second video, DUE MONDAY, MAR. 23

Week 11 Multimedia storytelling basics

Monday, Mar. 23 – Friday, Mar. 27

Lecture: Different types of multimedia stories and how to tell them in a compelling way. How using multimedia can help push your messages forward.

Reading: Fuller, Chapter 8

Biesenbach: Chapter 12

Optional Reading: Gitner, Chapter 8

[How to shoot a news report for TV](#)

[How to write a news package](#)

[Writing for broadcast](#)

Assignment: Final project outline and timeline. DUE MONDAY, MAR. 30

Week 12 Script Writing and Media and marketing

Monday, Mar. 30 – Friday, Apr. 3

Lecture: Script writing, how to do it. Examples of scripts from news packages, from advertisements, from documentary shorts, from fictional shorts. Broadcast script writing What the abbreviations mean. How to note b-roll, sots, and VO. When to cover SOTs, and how to indicate in the script.

Reading: Biesenbach: Chapter 11

Optional Reading: Gitner: Chapter 7

Assignment: Start working on your scripts. NOTHING DUE

Week 13 Tweaking video, edits and scripts

Monday, Apr. 6 – Friday, Apr. 10

Live Lecture: Live lecture to answer questions particularly on shooting, editing, ideas and structure. Going over the final project in detail from start to finish, outlining expectations, timelines and considerations students should take into account.

Reading: Biesenbach: Chapter 13

Optional Reading: Gitner, Chapter 9

Assignment: Project Scripts DUE MONDAY, APR. 13

Week 14 Getting everything together

Monday, Apr. 13 – Friday, Apr. 17

Lecture: How, when, where to publish teasers for the story, bits of the story, and all of the story. How to drive traffic. Who is your core audience? How do they get their information? Strategic publishing. How these elements must interact with the story script. Twitter, Tumblr, Facebook threads, etc., and how to use them. How to use multimedia to push a brand, to use analytics and to engage in strategic communications

Reading: Fuller, Chapter 9

Biesenbach: Chapter 14

[13 quick ways to drive traffic to your blog in minutes](#)

[How to tell your brand story on social media](#)

Optional Reading:

[Message and media: hook line and sinker](#)

[How social media is reviving the teaser campaign](#)

Assignment: Social media teasers DUE MONDAY, APR. 20

Week 15 Look to the future

Monday, Apr. 20 – Wednesday, Apr. 22

Lecture: The future of digital storytelling

Reading: Fuller, Chapter 10

<https://www.socialmediatoday.com/news/the-biggest-social-media-changes-so-far-in-2018-and-how-to-keep-up/521154/>

<https://digitalmarketinginstitute.com/en-us/blog/2018-02-24-the-battle-of-the-social-media-platforms-in-2018>

<http://www.pewinternet.org/2018/03/01/social-media-use-in-2018/>

Assignment: Work on final projects

Final project DUE WEDNESDAY, APR. 22

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.