

Syllabus:
J-240 section 01: Multimedia Storytelling
<<UPDATED AUG. 23, 2016>>

Spring 2016:
Tues/Thurs 2-3:15 pm
LA4 Room 107

Instructor: Chris Knap (Chris.Knap@csulb.edu)

Office hours: M-W 9-10:45 AM
LA4 Room 206F
562-985-5361

Course description:

Online journalism in all its facets is one of the most interesting, dynamic and essential parts of today's news business. In this class we'll learn the essentials of multi-modal publishing and discover how it has changed the craft of journalism. This class will build on skills you previously learned in J-120.

Course goals:

This course will emphasize a hands-on, practical approach but will also address the theory and history of online journalism. Skills studied will include writing and editing for online, photography, recording sound and capturing video. Students will learn the basic tools of web publishing and show mastery by completing several projects. Students will work in groups and individually to complete multimedia projects. While the class will include a substantial technical component, one of the main goals is to help you learn to meet deadlines.

Course outcomes:

Students who complete JOUR 240 will be able to:

- Understand the history and development of the Internet and the World Wide Web and explain their influence on journalistic storytelling and business models
- Determine the best use of media in an online setting to tell a story
- Construct stories through blog posts that adhere to AP style
- Compose photos and create photo slideshows
- Capture audio and use a sound editing program to create a podcast
- Shoot and edit video stories for use on the web
- Interpret and apply legal issues to works created, specifically copyright law
- Identify, understand, and apply ethical decision-making in multimedia storytelling

REQUIRED TEXTS

- **Journalism Next, Third Edition, by Mark Briggs (CQ Press).** This is an essential handbook for online journalists that you'll want to keep even after class is finished.
- **AP Stylebook 2015 edition** (2014, 2013 and 2012 also acceptable)
- **Student Press Law Center, Copyright Law; Electronic Freedom Foundation,** Guide to Fair Use and other articles, news stories, videos and audio shows assigned in class and posted on Beachboard

REQUIRED TOOLS:

- Flash/USB drive - 2 Gb or more suggested – to store photos, video and audio for class presentations.
- Headphones to monitor sound quality; plug-in microphone also suggested.
- High resolution camera. Most smartphone cameras are adequate although higher quality still and video cameras are available for checkout from the department.

NOTES: Audio and video camera kits, adapters, card readers, cables and other standard items are available for checkout from the Journalism Department. Equipment checkout is in office LA4-205A on a first come, first served basis Monday through Friday from 9 am to 5 pm (closed noon to 1 pm). Thursdays are typically the “crunch” day when the demand for equipment peaks—so keep that in mind.

If you have any questions, please contact Dan Olsen in 205A or at dan.olsen@csulb.edu or 562.985.5855

CLASS PARTICIPATION AND ETIQUETTE:

Students will be expected to participate in class discussion and ask questions. You will also be expected to contribute with constructive criticism to your classmates' assignments, and be open to constructive criticism from your colleagues – all while maintaining a sense of professionalism. Do not interrupt your student colleagues! Everyone's comments are welcome just take turns talking, please.

Absolutely no cell phone or social media usage or working on classwork for other classes during class time. If you're caught doing this it will affect your grade.

You are also expected to attend all class sessions unless you have a legitimate emergency and have informed your instructor. Missed classes or repeated tardy entrances will affect your grade negatively.

GRADED WORK AND ASSIGNMENTS:

This class will have four major assigned projects plus in-class exercises and other classwork. These will be graded on creativity, effort and technical mastery, but the first two will be given the most weight.

Deadlines are extremely important in online journalism. Projects turned in late immediately lose a letter grade; each additional day the project is late costs another grade. In your professional life and in this class, it is much better to turn in your project on time, even if it is a little rough, than to miss deadline. Your editor (teacher) can help you polish.

Typed assignments (e.g. scripts) should be written in Times New Roman, 12 pts, and double-spaced.

This is a preliminary description of the major assignments for the semester. Since this class is highly practical, and online storytelling tools keep evolving, details of the assignments and especially suggested tools and software may be changed, dropped or substituted by the instructor. These assignments will be discussed at length in class and any changes will be announced in class and on BeachBoard.

Assignment 1: News/feature multimedia assignment:

Students will create a news or feature multimedia package incorporating original reporting of a live event, tweets from others, photos and/or video. Your WordPress blog is suggested but you can also use Storify for this. (We will discuss in class the limitations of each format.) On your Wordpress blog the story should have at least four elements (including narrative, photo(s), video and/or hyperlinks.) On Storify it should be at least five (narrative, tweets, photos, video, etc.). This assignment will be explained more in class. *Value: 100 points.*

Assignment 2: Audio Podcast:

Students will create an original audio podcast, 5 to 10 minutes long.

- You may pair up with a classmate to do a joint podcast. In that case, the podcast should last between 10 and 15 minutes.
- The podcast may include only the student(s) speaking, or include guests/interviewees. Students should properly introduce themselves and their topic in the podcast (INTRO). Likewise, they should properly say goodbye in the podcast (OUTRO).
- The podcast should include music, either as an intro, or as short musical interludes. But songs or music should be brief segues...as this project is

supposed to showcase your skills as a podcaster. At least 60 percent of the podcast has to include people speaking from an original script.

- You'll be judged on the quality of the editing of the podcast; the quality of the recording; the quality of your speech. As noted, enterprise, and creativity are the most important measures; but we do want something that people can hear and enjoy.
- The podcast may be recorded/edited on a wide range of formats including Audacity, Adobe Audition, GarageBand or Imovie and can be turned in as an MP3, MP4 or M4a file. If it sounds good, you can play it in class and email it the format is probably fine. (mp3 has the broadest functionality).
- You must include a transcript with your audio podcast. A transcript is a word file that works like a script of your podcast. While you do not have to say things exactly as they are written on this script during your podcast, it will give listeners a general idea of how your podcast progresses.
- You must present your project in class on the due date.

Value: 150 points.

Assignment 3: Slide Show (Narrated Photo Story):

Students will create a visual story based on your own original photos.

- Multimedia slide shows tell a full story through the use of photos, narration and captions, with no body copy/story per se.
- These photos must capture an event taking place. You'll need to attend an event, on or off campus, take original pictures, and use them for your photo story. OR students may do a day-in-the-life segment or feature on an interesting person or issue. I'll be playing lots of examples in class; NPR, washingtonpost.com and civilbeat.com etc.
- Projects should contain 15 to 30 photos.
- Slideshows must have narration by the student, a subject in the project, or both.
- Projects may contain small clips of songs or full-length royalty-free songs.
- Projects should last no less than 1 minute, 45 seconds, and no more than 3 minutes.
- Students can use Soundslides, iMovie, Animoto or Adobe Premier for this project. There's at least a dozen other apps out there:
<http://www.educatorstechnology.com/2013/02/8-excellent-apps-to-create-narrated.html>
- You must present your project in class on the due date.

Value: 200 points

Assignment 4: Web Video

Students will create a news video that tells a story through video and sound

- These should be Internet news-style videos designed to be embedded in a blog or online news site.

- Video must be original and can be shot with a smartphone or digital camera (available for checkout from LA4-205A).
- Use iMovie, Adobe Premier or other video editing program to edit, clean up and add titles to your video.
- Videos should be 2-4 minutes and include live sound, interviews with story subject(s) and narration as appropriate.
- Save this on a portable (thumb) drive as an mp4 (or similar) file. Again, you must be able to play it for the class.
- You must present your project in class on the due date.

Value: 200 points

Class participation including in-class assignments, quizzes and homework:

We will be doing quite a few exercises in class during the semester, and some out-of-class (homework) assignments also. These exercises, along with class attendance and participation, will count as a major part of your final grade. In-class assignments can not be made up so attendance is important.

Value: 150 points total.

GRADING RUBRIC: CLASS PARTICIPATION	
A	Displays all of the following behaviors: Always on time and in class. Pays attention to lectures and class presentations. Asks thoughtful questions. Offers thoughtful answers. A delight to have in the class.
B	Displays most of the above behaviors but slips on one or more criteria, such as missing a few classes or reluctant participation in class discussions.
C	Often misses class or disrupts by arriving late. Does not participate in class discussions. Attention is poor, e.g. does not know the question when called upon during a lecture.
D	Frequently misses class or arrives late. Does not participate in class discussions. Never volunteers answers. When asked, cannot answer questions. May exhibit disruptive behaviors such as talking to friends or inappropriate use of computer or phone during lectures.
F	Attendance behaviors are poor. Attentive behaviors are poor. Engages in disruptive behavior, such as use of computer or phone during class for purposes other than studying MultiMedia, or talking with friends during class.

GRADING STRUCTURE: J-240	
Component	Points possible
Multimedia news/feature	100 points
Audio podcast	150 points
Narrated slide show	200 points
Internet style news video	200 points
Class exercises, quizzes and participation	150 points
TOTAL POINTS AVAILABLE	800 points

GRADING SCALE:

A: 90 to 100 percent

B: 80 to 90 percent

C: 70 to 80 percent

D: 60 to 70 percent

F: below 60 percent

Extra credit:

There will be several opportunities for extra credit including:

--Present a class tutorial/tipsheet on a software program

(Audacity, Audition, WordPress, Premier, Storify, Soundslides, iMovie

--Serve as an in-class assistant to the instructor to help those struggling with technology

--email the instructor (or bring to class) links to great blogs, podcasts, slideshows, online videos

About your instructor:

Chris Knap is an investigative reporter, feature writer and editor with 30 years of experience covering public and consumer affairs, business, legal issues, government and health. His byline has been published in more than a dozen newspapers, magazines and online news sites including The Orange County Register, The San Francisco Chronicle, The Washington Post, Cosmopolitan Magazine and Southern California Public Radio. He was a part of a three-man health-reporting team at the Register that was a finalist for a Pulitzer Prize in Explanatory Reporting in 2004.

From 2006 to 2014 Knap was the Investigations Editor at the Orange County Register, where he ran a team of investigative and political reporters who won awards and accolades from IRE, CNPA, APNEC and SABEW.

In that role he also edited the Watchdog, Government and Politics blogs and webpages at ocregister.com, at times serving as homepage editor as well.

From 2014 to 2015 Knap worked as a regional editor at Southern California Public Radio, where he edited radio and web stories on public affairs. You can read more about him on the Department of Journalism's faculty profile page at <http://www.cla.csulb.edu/departments/journalism/people/faculty/>. Knap began teaching Journalism at CSULB in 2006.

Preliminary Class Schedule:

(This is a tentative schedule. Lectures and assignments may change due to breaking news, guest speakers, or students' speed of learning. Date and time of final exam are set by the University and will not change.)

WEEK	NOTES	LECTURE TOPICS
WEEK 1	Week beginning Sunday August 21: First week of instruction	Lecture topics: Welcome and introduction to class and classmates; Syllabus; class expectations. Thursday: Origins of the Internet (video). The online newspaper won't be much competition! (clip) Introduction to concepts and technology. Reading for this week: Briggs pp 1-20.
WEEK 2	Week beginning August 28 September 4 <i>Campus Closed Monday Sept. 05 for Labor Day</i>	Lecture topics: How web pages work. HTML basics. Building your own webpage. Reading for this week: Briggs pp 20-34.
WEEK 3		Rise (and fall?) of blogging. Starting your own blog on WordPress. Reading for this week: Briggs pp 34-44.

WEEK 4	September 11	Blogging and microblogging (Part 2). How to build a great multi-media story. Interviewing basics. Lab exercise: Spot news story. Reading for this week: Briggs up to page 90 Draft multi-media stories due on your blog Tuesday for class editing session. Thursday: Hand in final (printed) multimedia story with url. Introduction to Reporting with Sound.
WEEK 5	September 18	Assignment #2: Original Podcast Podcasting basics: Sound, scripting and pacing. NPR's Fresh Air, Serial, This American Life. Lab exercise: Getting sound. Reading for this week: Briggs pp 185-214, Audio Journalism
WEEK 6	September 25	Podcasting basics (part 2): Audacity and Adobe Audition In class exercise: Podcast story lines
WEEK 7	October 2	Reading for this week Briggs pp 185--214 Podcasting (part 3): Audacity and Adobe Audition In class exercise: Sound editing
WEEK 8	October 9	Assignment Two (Podcast) due. Storytelling with photos: Tools and techniques
WEEK 9	October 16	Assignment Three: Narrated slide show Storytelling with photos: 10 Rules for Visual Storytelling (Mindy McAdams) NPR: On the road with America's Battalion Civil Beat: The Harbor
WEEK 10	October 23	Reading for this week: Briggs pp 153, 184: Visual Storytelling In class assignment: Photo shoot. Class editing session: storytelling with photos
WEEK 11	October 30	
WEEK 12	November 6 <i>Veteran's Day Observed Friday Nov. 11 -- Campus Closed</i>	Assignment Three due. Introduction: Telling stories with video Assignment Four: News/web video. Shooting your news video: Tools and techniques. In class exercise: iMovie and Adobe Premier. Reading for this week: Briggs pp 215-222; Telling stories with video
WEEK 13	November 13	
WEEK 14	November 20. <i>Thanksgiving Break is 21-25</i>	No classes this week

WEEK 15	November 27	In class exercise: Shooting raw video using smartphones. Scripting and Editing your news video. iMovie and Adobe Premiere, Final Cut Pro. In class editing: Web video story. Briggs pp 222-251; Editing video
WEEK 16	December 04: Last week of classes	Polishing your news video. In-class editing session FINAL is Thursday, December 15 12:30PM - 2:30PM All students must present their video projects during this final session!
WEEK 17	December 11: FINALS WEEK	
WEEK 18	December 18	Grades posted by Dec. 22

Addendum 1 to Course Syllabus:

Department of Journalism Policies on Grading, Conduct of Classes, Drops, Absences and Cheating

Grading: The grading policies and practices in this class are explained elsewhere in the syllabus. It is the student's responsibility to read them and to seek clarification if necessary. The student should be fully aware of what is required for success in the course, such as group participation, writing, speaking, completing assigned.

Seat in Class: An enrolled student may lose his/her seat in class if he/she misses the first class meeting without notifying the instructor. At the instructor's discretion, a student who attends the first class but not subsequent classes may also be dropped from the course.

Withdrawal from Class: Students may withdraw from a class from the third to the 12th week for "serious and compelling reasons." Normally these are defined as anything of importance that is beyond the control of the student. This includes, but is not necessarily limited to, death or serious illness in a student's immediate family or a documented change in a student's work schedule. Poor performance, tardiness and unexcused absences are not considered serious or compelling reasons beyond the student's control for purposes of withdrawing.

Absences from Class: Grades in a course may be adversely affected by absences, and students should seek clarification from the instructor regarding the course absence policy. Make-ups usually are granted in strict accordance with CSULB policy, which defines excused absences as

(1) illness or injury to the student; (2) death, injury or serious illness of an immediate family member or the like; (3) religious reasons; (4) jury duty or government obligation; (5) CSULB-sanctioned or approved activities [2002-03 Catalog, p.75]. *These and any other requests for an excused absence must be documented.*

CSULB Cheating/Plagiarism/Fabrication Policy: CSULB takes issues of academic dishonesty very seriously. If you use any deceptive or dishonest method to complete an assignment, take an exam, or gain credit in a course in any other way, or if you help someone else to do so, you are guilty of cheating. Making something up constitutes fabrication. If you use someone else's ideas or work and represent it as your own without giving credit to the source, you are guilty of plagiarism. This does not apply if the ideas are recognized as common knowledge, or if you can show that you honestly developed the ideas through your own work.

Any instructor can show you the correct ways of citing your sources, and you should use quotation marks, footnotes or endnotes and bibliographic references to give credit to your sources according to the format recommended by your instructor. The Department of Journalism has a zero-tolerance policy in these areas, and any instance of academic dishonesty -- cheating, plagiarism and/or fabrication -- may result in your failing of the assignment, immediate removal from class with a failing grade, removal from the College of Liberal Arts, expulsion from the university and/or other sanctions as the instructor deems appropriate.

Responses, Penalties and Student Rights: Students should consult the appropriate sections of the Catalog for examples of cheating, fabrication and plagiarism, and instructor and/or CSULB response options in such circumstances. The Catalog also outlines student rights.

Accommodation of students with disabilities in journalism courses:

Students with disabilities who need assistance or accommodation to participate in or benefit from university programs, services, and/or activities should inform the instructor and then contact Disabled Student Services. Students needing support services or accommodations should contact the instructor of the course within the first week of class. In addition, students should establish their eligibility for assistance by contacting the Disabled Student Services Office (Brotman Hall 270) at 562-985-5401.

Students are to provide to the instructor verification of their disability from Disabled Student Services. Typical accommodations available from Disabled Student Services, working with the journalism instructor, includes extended time for tests, test proctoring, private test rooms, note taking, Braille transcriptions, and referral for tutoring.

If the service offered is insufficient or inadequate, the student should confer with the instructor and the director of Disabled Student Services. If these efforts are unsuccessful, students have the option of directing their concerns to the Office of Equity and Diversity (University Student Union 301) at 562-985-8256. Responsibility for oversight and implementation of the Americans with Disabilities Act and the Rehabilitation Act has been delegated to the campus director for disability support and accommodation.

Addendum 2 to Course Syllabus:

Information From the Department of Journalism and Mass Communication

Advising: If you are a journalism or public relations student (major or minor), the department recommends that you see one of our advisers at least once a year. We have two experienced advisers – Professor Jennifer Fleming (Jennifer.Fleming@csulb.edu) and Professor Danny Paskin (Danny.Paskin@csulb.edu) – to assist you with your course selection, answer questions about requirements, help you stay focused on your chosen path to graduation, and offer other relevant advice. Their information and advising hours are posted around the department and available in the department office (LA4-106).

Internships: The department recommends that you pursue internships, service-learning experiences, and extra-curricular activities to enhance your career preparedness and marketability when you graduate. Employers will expect to see examples of your work; they prefer applicants with experience. Therefore, you will find all internships and job opportunities that come to the department posted on the department's BeachBoard site. A binder with hard copies of all internships is also kept in the department office for your review. In addition, internship postings are available online through the CSULB Career Development Center. Students pursuing opportunities through our BeachBoard or CDC sites should be aware that the department and CDC do not screen these opportunities for JOUR 498 credit. If you are seeking JOUR 498 credit, you must attend one of the mandatory orientations conducted the semester prior to your enrollment in JOUR 498. Students enrolled in a section of JOUR 498 will also receive advance notice of the orientations from their instructor.

Student Media: The department is home to the *Daily 49er* and *Dig Magazine* and closely tied to *KBeach Radio* and *College Beat TV*. Getting involved in student media will help you hone your skills and give you real-life experiences. Stop by the *Daily 49er* and *Dig Magazine* offices in LA4-201 and talk to the staff. Introduce yourself to the faculty advisers – Professor Barbara Kingsley-Wilson (*Daily 49er*, Barbara.Kingsley-Wilson@csulb.edu), Professor Gary Metzker (*Daily 49er* and *Dig Magazine*, Gary.Metzker@csulb.edu), Robin Jones (*Dig Magazine*, Robin.Jones@csulb.edu) and Professor John Shrader (*KBeach Radio* and *College Beat TV*, John.Shrader@csulb.edu) – who can answer any questions you may have.

Bateman Case Study Competition: Consider joining the *Bateman Case Study Competition Team*. The *Bateman Competition* (http://prssa.prsa.org/scholarships_competitions/bateman/) is a prestigious inter-collegiate contest, often called the Super Bowl of collegiate public relations competitions. It is one of the most intense and rewarding experiences for our students. Participants on the *Bateman Team* receive JOUR 485 credit. See Professor Joni Ramirez (Joni.Ramirez@csulb.edu), our *Bateman* coach, for more information.

Student Organizations: The department is home to three active student organizations – the *National Association of Black Journalists (NABJ)*, *National Association of Hispanic Journalists (NAHJ)*, *Public Relations Student Society of America (PRSSA)*, and *Society of Professional Journalists (SPJ)*. Each group has its own leaders and sponsors a variety of activities, including esteemed professionals as guest speakers. These three groups also work closely with the department to co-sponsor special events, such as Journalism and

Public Relations Day. Get involved and have a blast with your classmates! Contact the respective faculty advisers for more information: Professor Todd Henneman (Todd.Henneman@csulb.edu) for **NABJ**, Professor Danny Paskin (Danny.Paskin@csulb.edu) for **NAHJ**, Professor Soumitro Sen (Soumitro.Sen@csulb.edu) for **PRSSA**, and Professor Chris Karadjov (Chris.Karadjov@csulb.edu) or Chris.Knap@csulb.edu for **SPJ**.

Social Media: Be sure to get connected to the department's Facebook page (<https://www.facebook.com/CSULBJournalism>) and website (<http://www.cla.csulb.edu/departments/journalism/>) for photos and information about department happenings.

Office Hours: Each faculty member holds office hours to help you perform well in your classes, answer any of your questions, and offer advice. Take advantage of office hours and get to know your faculty.

Accreditation: The Department of Journalism and Mass Communication at California State University, Long Beach is accredited by the *Accrediting Council on Education in Journalism and Mass Communications* (ACEJMC, <https://www2.ku.edu/~acejmc/>). Accreditation by ACEJMC is an assurance of quality in professional education in journalism and mass communication. Students in an accredited program can expect to find a challenging curriculum, good facilities, and a competent faculty.

ACEJMC lists 12 **professional values and competencies** that must be part of the education of all journalism, public relations, and mass communication students. Each one of your required courses in the journalism major addresses at least one of the 12 professional competencies. Therefore, graduates who majored in journalism and public relations should be able to do the following:

- understand and apply the principles and laws of freedom of speech and press in the United States, as well as receive instruction in and understand the range of systems of freedom of expression around the world, including the right to dissent, to monitor and criticize power, and to assemble and petition for redress of grievances;
- demonstrate an understanding of the history and role of professionals and institutions in shaping communications;
- demonstrate an understanding of gender, race, ethnicity, sexual orientation and, as appropriate, other forms of diversity in domestic society in relation to mass communication;
- demonstrate an understanding of the diversity of peoples and cultures and of the significance and impact of mass communication in a global society;
- 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;

- conduct research and evaluate information by methods appropriate to the communications professions in which they work;
- write correctly and clearly in forms and styles appropriate for the communications professions, audiences and purposes they serve;
- critically evaluate their own work and that of others for accuracy and fairness, clarity, appropriate style and grammatical correctness;
- apply basic numerical and statistical concepts;
- apply tools and technologies appropriate for the communications professions in which they work

<<30>>

