

This is a generic version of the actual syllabus available the first day of class or shortly before.

New York University, College of Arts and Science Syllabus
Journalistic Inquiry: Multimedia (JOUR-UA 102)

Welcome to Journalistic Inquiry: Multimedia!

Course Goal:

The goal of the course is for students to become competent multimedia and creative journalists, who can tell engaging and editorially sound stories using photographs, audio or video.

Course Description:

In this class, students will learn the necessary skills to tell multimedia stories. Students will master the fundamentals of photo, audio and video journalism. Students will learn how to report news and features stories, using photographs, video and audio, with the emphasis on story-telling techniques. The course will cover how to develop story ideas, reporting techniques, scripting, audio and visual digital editing, and multimedia story-telling structures. The course will be divided into three segments: audio, photography, and video designed for web production. Classes will incorporate lectures, including the “best practices” in audio and video; class discussion, one-on-one feedback from the instructor and critiques of students’ work and in and out-of-class assignments. Ethical and copyright issues involved in multimedia reporting will also be explored in the class.

Students will leave this class with a digital portfolio website of their work. In addition to class attendance and participation, students will need to budget time outside of class to report, produce and edit their work.

Rules of the Road:

Welcome! We are all here to learn and improve our reporting and multimedia skills. In this class we will give each other constant feedback, so please be respectful with each other. And dare greatly. You are in school, so you have the liberty to try new approaches/ ideas. If the experiment doesn’t work, trust me, you will still learn a ton from the experience. We only learn when we push ourselves outside our comfort zone and I hope you will try to do that in this class.

In preparation for your employment as journalists, in this class I will treat you as if you were already a professional journalist. It pains me to spell out the next six points - they are obvious in a working situation, but I want to be clear:

- a) Late assignments will not be accepted, reviewed, nor critiqued. I do not chase down students for their work. If you need an extension of a deadline, you must email me at least 48 hours before deadline, tell me why you might miss the deadline and present a solution. Please note that the pitch, one-on-one workshop and screening sessions are FINAL deadlines. Those deadlines are non-negotiable and you have to present whatever you have at that moment.
- b) Tardiness is not acceptable. It is disruptive to the class and highly offensive to me and your classmates. If you are late to more than one class, your grade will be affected.
- c) Class attendance is mandatory and you cannot miss class to work on assignments for this or for another class. If you are ill and can't make it to class, please notify me the day of your absence before class begins. If you miss more than three classes, you will fail this class. If you miss a class, I unfortunately won't be able to make that class up for you in private sessions or office hours. Please reach out to your classmates.
- d) Please refrain from using your phones during class time. It is distracting and disrespectful to guests, the instructor and your classmates. We take at least one break per class during which you are of course free to check your emails, make phone calls etc. You are paying good money for this program - please don't waste it by being distracted.
- e) Since we are doing a lot of exercises in class, I cannot guarantee we will split for breaks at a certain time. Therefore, please do not schedule anything - even phone calls - during our class time. Depending on how fast we get through the material, we might also need a few minutes after our official class time to finish.
- f) **Free Pass:** Because we are all human, everyone gets **one** free pass. Be it being late to class, missing a deadline etc. After you used your free pass though, your next tardiness (being late for class, missing a deadline etc.) will negatively affect your grade.

Equipment Room:

While enrolled in a multimedia class at NYU Journalism, students are eligible to check out equipment from the equipment room, aka "the cage." They have two options to open an account:

- **\$150 CHECK:** In order to use the equipment room, students can either leave a check or money order of \$150 made out to New York University as a deposit in the equipment room. If the student doesn't break or lose equipment, the check or money order will be returned to them at the end of the term. Students choosing this option take on responsibility for the full value of the gear they rent.
- **OR BUY INSURANCE:** Students can purchase [College Student Insurance](#) for a full year, which will not only cover the gear they check out from the equipment room, but also personal items like laptops, cell phones, etc. The insurance plan -- which must include an \$60 "endorsement" (see attached photo) -- costs \$155 total to insure your personal property and borrowed equipment. The deductible on the plan is \$500. (Students who choose the insurance plan, don't need to leave a \$150 check or money

order.)

In addition to demonstrations in class, there are amazing online resources to assist you in learning how to use NYU cameras, audio recorders, and Adobe Premiere. A terrific guide for all NYU Journalism gear and software is available [here](#). More great resources such as Lynda Trainings, Archival Footage and Stock Music are available [here](#). If you need individual support outside of class, [Adrian](#) and [Devin](#) are available weekdays.

What you will need for this class (for more details, see the [Technology Guide](#)):

<https://docs.google.com/a/nyu.edu/document/d/1BclJXukz2ThvmA6wQ-fOikWec9ZMacAdGayp7bHe2SU/edit?usp=sharing>

- Portable external hard drive
- SD Card
- At least four AA batteries (for microphones, audio recorders, etc.)
- Smartphone and various apps for mobile media production, details to be announced
- Students will also set up a digital portfolio website for their own work and use various social media platforms like Twitter, Instagram etc.

Technical Problems: In this class, I am here to help you learn to help yourself. If you hit a technical problem, chances are somebody has had the same problem before.

First step: **google the problem**

Second step: post your question/problem on slack Third step: email [Adrian](#) or [Devin](#) (and please cc me)

Fourth step: reach out to me (I will try to get back to you within 24 hours)

Ethics: The Institute has a zero-tolerance policy on plagiarism, fabrication or any other type of misrepresentation; all are grounds for failing the course. Photos and videos must be yours. Be sure to read the Handbook for Students: <http://journalism.nyu.edu/about-us/resources/ethics>

Students with Disabilities: Students with disabilities will be accommodated according to her or his needs. Please discuss any disabilities with the professor during the first week of class. A letter explaining any disability can be obtained at the Henry and Lucy Moses Center for Students with Disabilities (CDS), located at 726 Broadway; Phone: 212-998-4980.

Communication: Please be in touch via slack or email with me throughout the class. When you send in your scripts or pitches, it might be a good time to let me know if you haven't understood something in class or if you have a complaint about the class. This is your chance to let me know. I will build in your feedback in the following sessions or contact you privately. Please also let me know if you are struggling with a particular story. It is way better to notify me early if you are struggling with an assignment rather than letting me know at the last minute, when there is very little time to help you. Over the course of the class it is mandatory for every student to meet with me at least once.

By its nature, journalism is fluid and subject to fast paced changes. So go with the flow and refer to this Google Doc DAILY for updates. I will highlight changes in the document in yellow.

You can find class materials via a shared googledrive folder.

Grading: Final grades will be based on completion of your assignments. You will also be graded in terms of effort, professionalism, merit of your work, level of improvement over the course of the semester, handling of feedback and contributions to the class, which includes attendance and timeliness. This class functions as a team and to work effectively everyone must come to class prepared, hand in assignments on time, do the readings and fully participate.

Grading Policy

A (1,000-940 points) A- (939-900 points)

Student work is exceptional, and meets deadline and publication criteria. Class participation is outstanding during discussions and critiques. Student not only understands the material at a high level but also assists fellow classmates in need.

B+ (899-870 points) B (869-840 points) B- (839-800 points)

Student has successfully completed all class projects. Student work is near to industry standards for publication, though requires more edits. Student did not contribute to all discussions and critiques either because of lack of participation in-class or unexcused absences.

C+ (799-770 points) C (769-740 points) C- (739-700 points)

Student has only a satisfactory completion of all class projects. Student work does not meet industry standards, and requires significant edits. Student missed multiple in-class discussions and critiques either because of lack of participation in-class or unexcused absences.

D (699-680 points)

Student did not complete all class projects. Student missed multiple in-class discussions and critiques either because of lack of participation in-class or unexcused absences. Student did not adequately respond to the instructor's feedback to make their work publishable.

F (679 points and below)

Student did not complete all class projects. Student missed multiple in-class discussions and critiques either because of lack of participation in-class or unexcused absences. Student did not adequately respond to the instructor's feedback to make their work publishable. Student may have also been found guilty of an ethical breach such as libel or plagiarism.

Grading Components

- Class Participation (250 points)
- Assignment: Photo with Caption - HONY (50 points)
- Assignment: Photo Series - A Day in the life of (100 points)
- Assignment: Audio - Action (50 points)
- Assignment: Audio - Profile (100 points)
- Assignment: Video Profile (75 points)
- Assignment: 60 Seconds Odd Job Rough Cut (50 points)
- Assignment: 60 Seconds Odd Job (125 points)
- Assignment: Final Video Rough Cut (50 points)
- Assignment: Final Video and Website (150 points)

***** Assignments:

→ **Deadline for all assignments is Mondays at noon (no exceptions!)**

Photography

- **Assignment with your smartphone:** Take photos of rush hour in NYC; file photo to Instagram with hashtags #rushhourNYC #multimedia_reporting #location
- **+++Assignment:** Use your DSLR camera and tell a “Humans of New York” story with portrait and caption; file to Instagram with hashtags #HONY #reporting_multimedia #location
- **+++Assignment:** Photo series with “a day in a life of” → present it as a slideshow on your own website

Audio

- **Assignment:** Students record an action unfolding in distinct sounds >45 seconds (barista making coffee; opening a door and sitting down; riding the subway; please, no New York city sirens)
- **+++Assignment:** Sound-rich profile piece with narration and “soft” newspeg → take us to a place where you have never been before or cover a news event (AP Daybook or “showtime” in the subway)

Video:

- **Assignment:** students produce video profiles of each other
- **Assignment:** Short (<less than 60 seconds long) *Odd Job* video piece a la [60 Seconds Docs](#) (merging action sequences with audio), file to Instagram with hashtags #reporting_multimedia #OddJob
- **+++Assignment:** Final video project which will be produced in pairs in the field, though each student will submit their own final video; video style can be correspondent driven like 60

Minutes or Vice on HBO; or more character-driven like New York Times doc video; the video has to be between 2:30-5 minutes in length with a news peg, narration and multiple sources. You have to publish the final project to your own portfolio website. The final project also has to have a social media component: show how you could showcase the video on Facebook, snapchat, instagram, as a listicle etc.

Website:

- **Assignment:** Build a portfolio website with your own work and present your final video piece and all your other multimedia pieces on the site

For assignments marked with +++ students are required to submit a source list with name, phone and email address of their sources.

For audio and video pieces, students are required to bring a script to the one-on-one instructor feedback sessions in class and submit a script by deadline for in-class critiques.

Detailed Schedule

Week 1

Bring smartphone with built-in camera

- Introduction of instructor and students. Course overview.
- What is photojournalism?
- Elements of Composition
- Smartphone Camera Training
- How to research your first assignment and the legality of photography in public places

Assignments:

- Set up a public Instagram if you haven't already
- Take at least 10 environmental photos of #rushhour in NYC and submit your best three to Instagram; the three should be different in location or different compositional approaches to one location. Please use the following hashtags: #rushhourNYC #reporting_multimedia #location

Week 2

Bring Rebel DSLR camera with 18-55mm lens, tripod, SD card and external hard drive to class

Due: #rushhour assignment

- Critique of #rushhour photos
- DSLR Camera Training
- Preview final photo assignment: "a day in a life of"

- Captions in photojournalism
- How to find a story idea and what's a newspeg?
- How to pitch a story

Assignment: come up with ideas for your final photo project

Week 3

Bring Rebel DSLR camera with 18-55mm lens, tripod, SD card and external hard drive to class

- Review: DSLR camera training
- Portrait exercise in class (dress appropriately!)
- Editing and Toning with Lightroom → tone your portrait photos
- Ethics in photojournalism
- Pitch idea for final photo project and how to report a story

Assignment: use your DSLR camera and tell a “Humans of New York” story with portrait photo and caption; file to Instagram and file a screenshot of photo and caption to this form.

Week 4

Bring DSLR camera, SD card to class and external hard drive to class

Due: #HumansOfNewYork portrait

- Critique of #HumansOfNewYork assignment
- Review: toning in Lightroom
- How to use social media as a journalist (find story ideas and promote your work)
- How to build your portfolio website in wordpress and medium
- Update on final photo projects

Assignment: photo series “a day in a life of” → make it into a slideshow for your website

Week 5

Bring audio recorder, SD card to class and external harddrive to class

Due: photo series “a day in a life of”

- Critique of photo series “a day in a life of”
- Microphone and audio recorder training
- Exercise: students interview each other about their favorite place when they were growing up
- Premiere audio training; students cut the interviews of each other
- The importance of NAT sound

Assignment: students record an action unfolding in distinct sounds >45 seconds

Week 6

Bring audio recorder, SD card and external harddrive to class

Due: sound assignment

- Students guess distinct sounds
- Review: audio in Premiere
- How to write narration for audio → add narration to your audio profile of a fellow student
- How to produce sound-rich profile pitches and how to structure a radio story

Assignment: sound-rich profile piece with narration and “soft” newspeg

Week 7

Bring video recorder, SD card and external harddrive to class

Due: sound-rich profile piece with narration and “soft” newspeg

- One-on-one audio consultations with instructor
- What’s video good at? What’s video bad at?
- Video Camera Training and interview shotstraining
- Preview video assignment: “OddJobs”

Assignment: final submission of sound-rich profile piece with narration and “soft” newspeg; email self-assessment to instructor via this form.

Week 8

Bring video recorder, SD card and external hard drive to class

Due: final submission of sound-rich profile piece with narration and “soft” newspeg

- Audio profile critique
- Review: camera training
- Exercise: shoot an action sequence in class and interview each other
- Edit video in Premiere
- Pitch 60-Seconds Docs ideas

Assignment: Students produce video profiles of each other

Week 9

Bring video recorder, SD card and external hard drive to class

Due: student video profiles

- How to structure a video story
- Review: edit video in Premiere
- Advanced Editing Techniques

- Exercise in class: students finish editing their profiles of each other
- Student profiles review

Assignment: 60 Seconds Doc assignment

Week 10

Bring video recorder, SD card and external hard drive to class

Due: 60 Seconds Doc assignment

- One-on-one 60 Seconds doc consultations with instructor
- Exercise: How to do stand-ups
- Pitch your final project idea including social media components

Assignment: final 60 Seconds Doc assignment

Week 11

Bring video recorder, SD card and external hard drive to class

Due: final 60 Seconds Doc assignment

- Critique 60 Seconds Doc
- Exercise: how to write narration for broadcast
- Review stand-ups
- How to pitch and write an email to an editor

Assignment: write an email to an editor pitching your final project; work on your final project

Week 12

Bring external hard drive to class

Due: write an email to an editor pitching your final project; final project

- Review: wordpress and medium pages
- Copyright
- How to edit with music
- One-on-one video consultations with instructor

Assignment: peer review of email to editors; work on your final project

Week 13

Bring external hard drive to class

Due: Final project

- Fact-checking module

- One-on-one video consultations with instructor
- ***Optional Wordpress consultations and open labtime

Assignment: Work on your final project

Week 14

Bring external hard drive to class

Due: Final project

- Students present their final projects to a panel of social media editors and visual journalists

Suggested Texts:

- Tompkins, Al. *Aim for the Heart: Write, Shoot, Report and Produce for TV and Multimedia*. CQ Press, 2nd edition, 2012.
- [The Multimedia Journalist: Storytelling for Today's Media Landscape](#), Jennifer George-Palilonis, Oxford University Press, 2012
- [Think Point Shoot: Media Ethics, Technology and Global Change](#) by Annette Danto, Mobina Hashmi and Lonnie Isabel
- [How to Shoot Video that Doesn't Suck](#) by Steve Stockman
- [News to Me](#) by Barry Newman
- [Talk Straight, Listen Carefully: The Art of Interviewing](#) by M.L. Stein and Susan Paterno, Wiley Blackwell
- [Feature and Narrative Storytelling for Multimedia Journalists, 1](#) by Duy Linh Tu

Other teaching resources:

- Guidelines for Multimedia Proficiency by Cindy McAdams <http://mindymcadams.com/tojou/2009/now-printable-reporters-guide-to-multimedia-proficiency/>
- MediaStorm Field Guide to powerful Multimedia Storytelling; Available on iTunes: <http://mediastorm.com/train/product/field-guide>
- Poynter: <http://www.poynter.org/how-tos/digital-strategies/10535/tip-sheets-online-multimedia-1998-2010/>
- Poynter: newsU: <http://www.newsu.org/courses/> multimedia, broadcast and photojournalism
Code of Best Practices in Fair Use for Online Video; Center for Social Media American University <http://www.centerforsocialmedia.org/fair-use/related-materials/codes/code-best-practices-fair-use-online-video>
- <http://www.imagejunkies.com/>: TV Camerawork and Multimedia Journalism: for Professionals by Professionals