

**New York University**  
Arthur L. Carter Journalism Institute  
Syllabus JOUR-UA 102 002

**REPORTING: MULTIMEDIA**

**Fall 2019**

Professor: Carol Cassidy

T 11:00 AM-2:40 PM, September 3 through December 10, 2019

20 Cooper Square, 654

To contact professor: [carol.cassidy@nyu.edu](mailto:carol.cassidy@nyu.edu)

20 Cooper Square, [office room TBA]

Office hours: Tuesdays, before or after class, by appointment

### **Course Description**

Multimedia skills have become essential to journalism. In this class, students will master the fundamentals of photo, audio and video journalism. The goal of the course is for students to become competent multimedia journalists, who can tell engaging and editorially sound stories using photographs, video and audio, with the emphasis on storytelling techniques.

### **Learning Objectives**

In this course, students will:

- Demonstrate awareness of journalism's core ethical values
- Write clear, accurate and engaging prose in an audience-appropriate manner
- Demonstrate critical thinking, independence, and creativity appropriate to the role of journalism in a democratic society
- Interview subjects, conduct research, and evaluate information
- Work ethically in pursuit of truth, accuracy, fairness, and diverse perspectives
- Use technological tools as appropriate to master the fundamentals of photo, audio and video journalism

### **Course Structure**

We will cover:

- multimedia story ideas
- pitching a story
- reporting
- interviewing
- shooting
- sound recording

- editing
- composition

Using:

- lectures
- “best practice” analysis and examples of excellence
- in-class exercises
- class discussions
- one-to-one feedback from the instructor
- in-class critiques of student work
- discussion of ethical dilemmas

Students will build a digital portfolio website.

In addition to class attendance and participation, students will need to budget time outside of class to report, produce and edit their work.

## **Course Requirements**

You may have some or no experience. No experience is required! Start where you are and work to improve your reporting and multimedia production skills. Assignments are designed to work for all skill levels. We will give each other constant feedback, so please be respectful. This work requires courage and a commitment to continual practice.

**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.

**Diversity and Inclusion:** The Institute is committed to creating an inclusive learning environment. The Institute embraces a notion of intellectual community enriched and enhanced by diversity along a number of dimensions.

**NYU’s Calendar Policy on Religious Holidays:** NYU’s Calendar Policy on Religious Holidays states that members of any religious group may, without penalty, absent themselves from classes when required in compliance with their religious obligations. Please notify me in advance of religious holidays that might coincide with deadlines for the class to schedule mutually acceptable alternatives.

Communication: Please be in touch via email with me throughout the class. It is your responsibility to let me know if you haven't understood something in class or if you have a complaint about the class. Please also let me know if you are struggling with a particular story. It is far 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.

**What you will need for this class** (for more details, see the [Technology Guide](#)):  
[https://docs.google.com/a/nyu.edu/document/d/1BclJXukz2ThvmA6wQ-fOikWec9ZMacAdGa\\_yp7bHe2SU/edit?usp=sharing](https://docs.google.com/a/nyu.edu/document/d/1BclJXukz2ThvmA6wQ-fOikWec9ZMacAdGa_yp7bHe2SU/edit?usp=sharing)

- Portable external harddrive
- SD Card
- At least four AA batteries (for microphones, audio recorders, etc.)
- Students will also set up a digital portfolio website for their own work and use various social media platforms like Twitter, Instagram etc.

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.)

If you have any questions about the equipment room and rules, [email James Berry](#).

**Technical Problems:** You are guaranteed to encounter technical problems! They are expected in multimedia production at all levels. I am here to help you learn to help yourself. You have many sources for help.

**First step:** Google the problem. Producers are incredibly generous and it is likely that someone encountered your problem previously, solved it, and posted their solution.

**Second step:** email Adrian or Devin (and please cc me) or email me or come to my office hours (I will try to get back to you within 24 hours).

## Course Policies

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.

Lateness 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.

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 for notes.

Please refrain from using your phones or your laptops during class time. It is distracting you and people around you and it prevents you from learning. 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.

Since you will have multiple shots at getting a good grade in the class, please note, there are no extra credit opportunities.

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.

Resources: 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 and Archival Footage are available here. If you need individual support outside of class, Adrian and Devin are available weekdays.

Here is a [tutorial for the Zoom H5 audio recorder](#).

If 20 Cooper Square is not open, here are other NYU computer labs with Premiere (just FYI: they might have a newer version of Premiere than at 20 Cooper Square): <https://www.nyu.edu/life/information-technology/locations-and-facilities/student-technology-centers.html>

## Grading

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 and fully participate.

While much of what we will learn will be technical skills, our top priority is to learn and practice the essentials of multimedia storytelling. While the basics can be discussed in our classroom setting, and we will devote time to watching examples of excellence, these skills are best learned by doing.

### Grading Policy

A (1,000–950 points) A– (949–900 points)

Student work or level of improvement is exceptional. 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 school's standards, though requires more edits. Student did not contribute to all discussions and critiques either because of lack of participation or unexcused absences.

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

Student has only satisfactory completion of all class projects. Student work does not meet the school's standards and requires significant edits. Student missed multiple in-class discussions and critiques either because of lack of participation or unexcused absences. Student did not adequately respond to the instructor's feedback to improve their work.

F (699 points and below)

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

### Grading Components

- Class Participation (120 points)
- Assignment: Photo Safari: Daylight (10 points)
- Assignment: Portrait photo (10 points)
- Assignment: Rush Hour photo (20 points)
- Assignment: Photo Essay Pitch (10 points)

- Assignment: Three-photo essay with captions (100 points)
- Assignment: Audio – Action (max 1 minute) (30 points)
- Assignment: Audio – Profile of a classmate (max 1 minute)(120 points)
- Assignment: Audio – Fully-developed pitch, audio profile (20 points)
- +++Assignment: Audio – Journalistic Radio Profile (max 2 minutes) + Still Image Portrait (125 points)
- Assignment: Video – Action (max 1 minute)(20 points)
- Assignment: Video Profile of classmate (max 1 minute)(120 points)
- Assignment: Video – Fully-developed pitch for Odd Jobs Video (20 points)
- Assignment: Odd Jobs Video Rough Cut + script (50 points)
- +++Assignment: Odd Jobs Video (max 2 minutes)(175 points)
- Assignment: Final website with photo, audio and video projects (50 points)

For assignments marked with +++ students are required to submit a source list with name, phone number or 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.

Assignments:

→ **Deadline for all assignments is Tuesdays at 8am** (except otherwise noted in the syllabus)

Grading Rubric: Journalistic Radio Profile (125 points)

	Needs improvement	Satisfactory	Exceeds Expectations	Max
Idea/Originality/ Access	0-10	11-20	21-30	30
Follows best practices/ directions	0-10	11-20	21-30	30
Technical Mastery in the field	0-6	7-14	15-20	20

Technical Mastery in post-production	0-10	11-20	21-30	30
Narration	0-5	6-10	11-15	15

Grading Rubric: Odd Jobs Video (175 points)

	Needs improvement	Satisfactory	Exceeds Expectations	Max
Idea/Originality/ Access	0-12	13-26	27-40	40
Follows best practices/ directions	0-12	13-26	27-40	40
Technical Mastery in the field	0-10	11-20	21-30	30
Technical mastery in post-production	0-12	13-26	27-40	40
Action Sequencing	0-5	6-10	11-15	15
Interview shot	0-3	4-6	7-10	10

**9/3/2019      Intro Still Images/ Class 1**

Bring Rebel DSLR camera with 18–55mm lens, photo tripod and empty SD card to class

Introduction of instructor and students. Course overview.

- What is photojournalism?
- Elements of Composition
- **DSLR Camera Training** including white balance
- WMD action sequences explained

Assignment:

- Take at least 20 practice photos with the DSLR camera. Choose three favorite photos demonstrating your understanding of a WIDE, MEDIUM, DETAIL Action Sequence. Please bring all of your photos on your SD card to class.

**9/10/2019      Still Image Portraits/Class 2**

Bring Rebel DSLR camera with 18–55mm lens, photo tripod, SD card with your photos and SD card reader AND LIGHTS to class (for in-class portrait shots).

- Review: DSLR camera training
- How to shoot portraits
- Portrait exercise in class
- Captions in photojournalism
- Ethics in photojournalism
- Intro Wix web design
- How to upload photos to your website and submit a link via NYU Classes in the appropriate assignment tab
- How to research your next assignment and the legality of photography in public places (Rush Hour)

Assignment:

- Take at least three photos on the theme Rush Hour in NYC; the three photos must be wide, medium, detail shots taken in one location. Upload your best photo with caption to your website, and send a link to your site via NYU Classes in the appropriate assignment tab. ALSO: draft an idea for your Photo Essay assignment.

**9/17/2019      Photo Essay/Class 3**

Bring SD card and external hard drive with your photos to class. Due for Critique: Rush Hour photos

- ETHICS around photo editing
- Best Practices Photo Essay
- How to find a story idea and what's a newspeg?
- Ethics question: Can we do stories about our friends and family members?

Assignment: Shoot and edit your photo essay. The photo essay must consist of three photos – one of them a portrait; all three photos must have captions. The essay must be uploaded to your website. Send a link to your site via NYU Classes assignment tab.

#### **9/24/2019    Intro Audio/Class 4**

Bring audio zoom recorder, shotgun microphone, SD card, AA batteries and external hard drive to class (make sure to format your hard drive before you come to class for a mac using disk utility).

Due: photo essay on your website

- Review: Photo Essays
- How to take better photos with our phones
- Microphone and audio recorder training; the importance of NAT sound
- Exercise: Vox pop and room tone
- Preview of Radio Profile Assignment – best practices
- How to pitch a story

Assignments:

- Record an action unfolding in distinct sounds >60 seconds
- Research and contact folks to profile for your journalistic

radio profile

- [Tutorial for Zoom H5 audio recorder.](#)

#### **10/1/2019    Intro Premiere Pro Editing with Audio/Class 5**

Adrian Premiere Pro Demo, 90 mins, in-class edit of audio action sequence, 1-min. Hands-on practice editing this sequence.

Bring SD card, headphones and external hard drive to class (audio zoom recorder, shotgun microphone is optional)

Bring to class: recorded action sound

- Review: Microphone and audio recorder training; the importance of NAT sound
- Premiere training for audio
- In-class exercise: editing your action sounds
- Pitch idea for journalistic radio profile and how to report that story

- How to structure a radio story

Assignments:

- Record your action sound and interview for your audio profile of a classmate and bring the raw audio files to class.

**10/8/2019 Audio Profiles/ Class 6**

Bring recorded audio of your classmate on SD card, transcription of the interview, audio recorder, shotgun microphone, headphones and external hard drive to class.

- How to structure a radio story
- Review: Premiere
- Final journalistic radio profile pitches (required: name of the person you are profiling, contact info and confirmed access)
- How to write narration for audio and how to format a script
- In-class exercise: edit your audio profile of a classmate (layering of audio)

Premiere Cheat-sheet (for video and audio): <https://journalism.nyu.edu/wp-content/uploads/Intro-to-Premiere-Updated-Feb-22-2016.pdf>

Premiere re-cap via NYU Home/Lynda (you have to be logged in via nyu home): <https://www.lynda.com/Premiere-Pro-tutorials/Premiere-Pro-CC-2018-Essential-Training-Basics/624346-2.html?org=nyu.edu>

- Chapter 2: Getting to Know Adobe Premiere Pro
- Chapter 3: Setting Up and Organizing Your Media (only: Importing Media Using the Media Browser)
- Chapter 4: Basic Editing
- Chapter 7: Basic Audio Editing

**10/15/2019 NO CLASS**

**10/22/2019 Audio Profiles, more/Class 7**

Critique of classmate radio profiles

- Questions about your journalistic 2-min radio profiles
- Assignment: record and edit your journalistic radio profile + one still portrait photo of subject. Post to your website and send a link to our site via NYU Classes.

Assignment details: Sound-rich journalistic radio profile

- Bring your finished piece (including narration, soundbites, action sounds and audio mix) as wav, mp3 or aiff. I suggest bringing it on a USB thumb drive, on a laptop or uploading it to your NYU google drive before coming to the meeting.
- you need to bring a printed script with soundbites and narration of your journalistic radio profile written out to our edit → no exceptions!
- [Example of a script](#) (you have to be logged in with your nyu home account to access it)
- No phone tape – make sure you meet your sources in person to get the best audio quality
- Take at least one photo of your subject to accompany the audio story on your website (can be taken with your cellphone)

**10/29/2019 Intro Video/Class 8**

Due: Journalistic radio profile on your website

- [Critique: Journalistic radio profile](#)
- One-to-one meetings with instructor, opportunity to revise radio profile.
- (If you want to pitch your classmate and/or journalistic radio profile to WNYU – please email the Associate News Director ([associatenews@wnyu.org](mailto:associatenews@wnyu.org)) – they want to hear from you.)

Bring video camera (Vixia), tripod, microphone and SD card to class

- Judging a good video story idea
- Preview Odd Job (final video) assignment
- Video Camera Training – [Vixia Cheat Sheet](#)

**11/5/2019 Video, more/Class 9**

Bring video camera, microphone, tripod, SD card, SD card reader and external hard drive to class

- Review: camera training – [Vixia Cheat Sheet](#)
- Composition for Video
- Action sequences
- Exercise in class: shooting action – jam and crackers
- Exercise in class: edit your action video
- group people in teams for video profiles shoot

Assignment: shoot and edit a video action sequence with natural sound. Post to your website and send a link to our site via NYU Classes.

**11/12/2019 Video Interviews/Class 10**

Bring camera, microphone (lavaliere microphone), one LED light (including stand), tripod, SD card and external hard drive to class.

Due: video action sequence

- Review: video action sequences
- Brainstorm Odd Job ideas
- How to shoot and light an interview

- Exercise in class: lighting an interview

Assignment: Students shoot video profiles of each other and bring footage to class on external hard drive. (You must profile a different student than you did for audio.)

### **11/19/2019 Video Interviews, Editing/Class 11**

Bring SD card, headphones and external hard drive with your footage of your classmate to class

- Odd Job pitch
- Best Practices: Advanced Editing Techniques
- Still photos in Premiere
- Exercise in class: students finish editing their video profiles of each other

Assignment: finish and submit your video profile. Get started shooting your Odd Jobs video

### **11/26/2019 Video Pitches/Class 12**

Bring external hard drive to class.

Due: Video Profiles of Student Colleague

- Critique of Video Profiles of Student Colleague
- Review: editing
- Updates on Odd Jobs videos
- Best Practices: Ethics handbooks from different news organizations
- Titles in Premiere
- Copyright

Assignment: Work on your final project and website.

### **12/3/2019 Video Works in Progress/Class 13**

Due: Odd Jobs video, rough cut. Bring external hard drive with all materials in Premiere and script to workshop with instructor

- One-to-one in-class consultations with instructor while others edit

Assignment: Finish your Odd Jobs video, script and your website.

### **12/10/2019 Final Presentations/Class 14**

Due: Odd Jobs video, script and website

- Presentation of FINISHED Odd Jobs video AND your website
- Course Evaluations

## Additional Resources:

PITCHING – resources:

Sample Pitches from This American Life: <http://www.thisamericanlife.org/about/submissions/sample-pitches>

Do's and don'ts in the pitching world: <https://niemanstoryboard.org/stories/the-pitch-pacific-standards-executive-editor-shares-some-dos-and-donts/?fbclid=IwAR1YQTvR2wDg9m-OV8t1KP0FgYFq2ZysqbWVc7ZDjKer73UaMRE6iKIKH2U>

Open Notebook is the best: <https://theopennotebook.com/?fbclid=IwAR1sLUfW9uYwiT2T1sLdNL0jXDqgTBvYM-Ki-xG03gYG eUy7208gn9vPIzs>

How to Pitch AJ Labs: [https://medium.com/@ajlabs/how-to-pitch-to-al-jazeera-com-da2f9fe45489?fbclid=IwAR1YQT\\_vR2wDg9m-OV8t1KP0FgYFq2ZysqbWVc7ZDjKer73UaMRE6iKIKH2U](https://medium.com/@ajlabs/how-to-pitch-to-al-jazeera-com-da2f9fe45489?fbclid=IwAR1YQT_vR2wDg9m-OV8t1KP0FgYFq2ZysqbWVc7ZDjKer73UaMRE6iKIKH2U)

Pitching to Marie Claire: [https://niemanstoryboard.org/stories/the-pitch-hate-to-wait-a-marie-claire-editor-answers-pitch-emails-within-48-hours/?fbclid=IwAR2F5ixiZ2fOs6dq31YYMoHRYHS3Qi\\_vdbMv0dp\\_RAHF2MZ39ubA0m2BFpQ](https://niemanstoryboard.org/stories/the-pitch-hate-to-wait-a-marie-claire-editor-answers-pitch-emails-within-48-hours/?fbclid=IwAR2F5ixiZ2fOs6dq31YYMoHRYHS3Qi_vdbMv0dp_RAHF2MZ39ubA0m2BFpQ)

## Web Resources

The following are news publications, magazines, journals, blogs, and other providers of content focused on New York City and/or New York State politics, policy.

- [Times Union |Capitol Confidential](http://blog.timesunion.com/capitol): [blog.timesunion.com/capitol](http://blog.timesunion.com/capitol)
- [Center for an Urban Future](http://nycfuture.org): [nycfuture.org](http://nycfuture.org)
- [Chalkbeat |New York](http://chalkbeat.org/ny): [chalkbeat.org/ny](http://chalkbeat.org/ny)
- [Citizens Budget Commission](http://cbcny.org): [cbcny.org](http://cbcny.org)
- [City & State New York](http://cityandstateny.com): [cityandstateny.com](http://cityandstateny.com)
- [Curbed](http://curbed.com): [curbed.com](http://curbed.com)
- [New York |Daily Intelligencer](http://nymag.com/daily/intelligencer): [nymag.com/daily/intelligencer](http://nymag.com/daily/intelligencer)
- [Daily Politics \(NY Daily News blog\)](http://www.nydailynews.com/news/politics/): <http://www.nydailynews.com/news/politics/>
- [Department of City Planning](http://nyc.gov/planning): [nyc.gov/planning](http://nyc.gov/planning)

- [Empire Center for Public Policy: empirecenter.org](http://empirecenter.org)
- [Fiscal Policy Institute: fiscalpolicy.org](http://fiscalpolicy.org)
- [Gotham Gazette: gothamgazette.com](http://gothamgazette.com)
- [Gothamist: gothamist.com](http://gothamist.com)
- [Manhattan Institute for Policy Research: manhattan-institute.org](http://manhattan-institute.org)
- [Mayor's Office of Management and Budget: www1.nyc.gov/site/omb/index.page](http://www1.nyc.gov/site/omb/index.page)
- [Museum of the City of New York | The Greatest Grid: thegreatestgrid.mcnyc.org](http://thegreatestgrid.mcnyc.org)
- [New York Post: nypost.com](http://nypost.com)
- [Next City: nextcity.org](http://nextcity.org)
- [Independent Budget Office of the City of New York: ibo.nyc.ny.us](http://ibo.nyc.ny.us)
- [Daily News | Big Town, Big Time: An Amazing History of NYC: interactive.nydailynews.com/project/archive/amazing-history-nyc](http://interactive.nydailynews.com/project/archive/amazing-history-nyc)
- [NYU Furman Center for Real Estate & Urban Policy: furmancenter.org](http://furmancenter.org)
- [NYU Rudin Center for Transportation Policy & Management: wagner.nyu.edu/rudincenter](http://wagner.nyu.edu/rudincenter)
- [Office of the New York State Comptroller: osc.state.ny.us](http://osc.state.ny.us)
- [Observer | Politics: observer.com/politics](http://observer.com/politics)
- [Politico: politico.com](http://politico.com)
- [The Center for New York City Affairs at The New School: centernyc.org](http://centernyc.org)
- [The New York Times | N.Y.: nytimes.com/section/nyregion](http://nytimes.com/section/nyregion)

#### 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

Video Sources (this changes frequently):

Prelinger Archive: collection of over 60,000 "ephemeral" (advertising, educational, industrial, and amateur) films. Your right to use these films is granted by the Creative Commons Public Domain license: <https://archive.org/details/prelinger>

Videvo – Great selection of Creative Commons 3.0 video clips that you can download for your videos: <http://www.videvo.net/>

XStockVideo – Not all of the video is HD, but there is a good amount of great video to be found on this site: <http://www.xstockvideo.com/>

Videezy – Not a large selection of video, but what they have is great looking and free: <http://www.videezy.com/>

Free Footage HD – <http://www.free-hd-footage.com/>

NASA Video – All free footage with credit. All of it is beautiful space related footage. [http://www.nasa.gov/multimedia/hd/HDGalleryCollection\\_archive\\_1.html](http://www.nasa.gov/multimedia/hd/HDGalleryCollection_archive_1.html)

Beachfront B-Roll – This site has a bunch of visual elements to add on top of b roll. Light leaks, gas flares, etc.: <http://www.beachfrontbroll.com/>

Footage Crate – Lots of visual elements again, but also has some free stock footage: <http://footagecrate.com/stock.html>

Open Footage – Awesome place for timelapse videos, mostly free, some videos require credits: <http://www.openfootage.net/>

CuteStockVideo – This site has some great hd video if you dig: <http://www.cutestockfootage.com/index.php?svideo=1>

OrangeHD – This is a youtube account of creative commons licensed videos: <https://www.youtube.com/user/orangeHDcom>

Vimeo Stock Footage – These are curated stock footage channels on vimeo. Not much, but what they have doesn't look particularly "stock": <https://vimeo.com/groups/stockfootage/videos>; <https://vimeo.com/groups/freehd/>

Neo's Clips – This site has tons of videos, lots of digging required to find what you're

looking for though: <http://thecliparchive.com/>

AlltheFreeStock – This site has a list of a lot of sites that offer free video, audio, mages and music: <http://allthefreestock.com/>