**Course Description**
This course will help you develop your technical video editing and producing skills. You’ll receive training in many of the Adobe Creative Suite’s applications, including: Photoshop, Premiere and After Effects. You’ll develop a sense of when to use each, and how to use them in tandem. Over the course of the semester, you will produce several different video projects — a social news video, an explainer video and a character-driven mini-documentary.

**Learning Objectives**
In this course, students will:
- Enhance your fluency within the Adobe Creative Suite
- Record and film stories using photo, audio, and video equipment
- Learn how to pitch and report multimedia stories using visuals and sound
- Achieve greater awareness of the kinds of choices journalists face, from small ethical decisions about reporting individual stories, to larger ones about how your representation of issues and communities has an impact.
- Demonstrate critical thinking, independence, and creativity appropriate to the role of journalism in a democratic society
- Work ethically in pursuit of truth, accuracy, fairness, and diverse perspectives

**Course Structure**
This course is taught fully online via weekly zoom meetings. During class meetings you are expected to present yourself in a professional manner and be fully engaged in the class. Please come to class prepared having read through the upcoming week’s eBook assignments. This means that you should complete the week’s readings and assignments before joining the live class session in Zoom. Class sessions will include lectures, discussions and workshops.

There is a heavy field component to this course, however, given the current health crisis, we will be adhering to NYU guidelines which can be found [here](#).

Your job will be to read/view/listen to the assigned material and produce a range of assignments. You will also be expected to participate in class discussion through Slack where you, your fellow students and faculty can share information and ideas, and publish comments. (Unlike most courses in the Arthur L. Carter Institute, this is not a reporting and writing course, although reporting and writing will be addressed.)
Readings
Video Storytelling eBook: Each chapter corresponds to a week in the semester and contains lesson and assignment pages. Lessons contained within this book, which consist of readings, videos, and images, will also be supplemented by in-class lessons and activities. Discussions occur in Slack. Your multimedia assignments will be produced in the field and filed to our Google Drive.

Course Requirements
As has been said, “Showing up is 80 percent of life.” We meet 14 times over the course of the semester. You’ll be expected to attend all class meetings over Zoom. If you are ill or have another valid reason you must miss class (death in the family, religious holiday, a massive snowstorm knocks the power out) inform your professor before class. All assignments are due by the start of class on Tuesday night. 1% point will be taken off for each day that work is late.

Grading & Assignments
- Final grades calculated as follows:
  - Social News Video: a story in 10 clips — 5%
  - Social News Video: pitch, headline, outline — 5%
  - Social News Video: 2 column script — 5%
  - Social News Video: final cut — 15%
  - Video Explainer: remote interview — 5%
  - Video Explainer: 3 column script — 5%
  - Video Explainer: final cut — 20%
  - Character-driven documentary: script — 10%
  - Character-driven documentary: final cut — 20%
- Editorial Professionalism & Participation*: 10%

Participation will be graded for:
1. Quality: Comments are original, reflective of the week’s materials, and respectful of others’ postings

2. Creativity: Comments go beyond simply answering the question and attempt to motivate the group by introducing new perspectives and examples to stimulate thought and further discussion

*Editorial Professionalism & Participation refers to the quality of your attendance, participation, and etiquette throughout the course.

Schedule
*You’ll find the reading and assignments in the Video Storytelling e-book.
<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
<th>Assignments Due</th>
</tr>
</thead>
</table>
| 09/08 | **Week 1** Introduction to Multimedia: Welcome! | ❑ Review and prep your gear  
❑ Sign up for Slack and share a video                                               |
| 09/15 | **Week 2** Social News Video: Form and Content  | ❑ Shoot 10 clips around your house, street, or neighborhood with natural sound that tell a story with a beginning, middle, and end. Have them downloaded to your computer and ready to work with in class.  
❑ Watch the 3 social videos linked in the ebook  
❑ Share one social news video you found in Slack before class                        |
| 09/22 | **Week 3** Social News Video: Pitching and Planning| ❑ Read [NPR Headline Writing Tips](#)  
❑ Share one great video headline you found in Slack before class  
❑ Social news video pitch  
❑ half page in length  
❑ Social news video headlines  
❑ 3 options  
❑ Social news video outline  
❑ ~1 page with 5 key facts                                                          |
| 09/29 | **Week 4** Social News Video: Scripting and Sharing | ❑ Social news video audio and visual elements  
❑ Social news video two column script  
❑ Come prepared to share 3 new Premiere keyboard shortcuts you learned               |
| 10/06 | **Week 5** Video Explainer: Conducting remote interviews | ❑ Social news video due  
❑ Final script  
❑ Share one Explainer video you found in Slack before class that includes a remote interview |
| 10/13 | **Week 6** Video Explainer: Scripting for explainers | ❑ Remote interview due  
❑ 5 min or less recorded clip                                                        |
<table>
<thead>
<tr>
<th>Date</th>
<th>Week</th>
<th>Topic</th>
<th>Details</th>
</tr>
</thead>
</table>
| 10/20 | Week 7 | Video Explainer: Hosting | - Explainer video pitch  
  - Summary of your idea  
  - 2 pieces of data  
  - 5 potential interviewee names and w/contact information  
  - Optional: Social news video revisions |
| 10/27 | Week 8 | Video Explainer: Motion design | - Explainer video three column script  
  - Should include on-camera hosted or off-camera VO lines  
  - Should include one of two interviewees  
  - Explainer video audio and visual elements |
| 11/03 | Week 9 | Character-driven documentary: Introduction to documentary storytelling | - Explainer video due  
  - 2 remote interviews  
  - VO or hosting lines  
  - 1 piece of data  
  - Final script |
| 11/10 | Week 10 | Character-driven documentary: Creating an audio landscape & audio recording basics | - Character-drive video pitches  
  - 3 ideas  
  - Share one character-driven mini-doc video you found in Slack before class |
| 11/17 | Week 11 | Character-driven documentary: Lighting and conducting your interview | - Optional: Explainer video revisions  
  - Character-drive video elements (photos, audio, music etc) and broll |
| 11/24 | Week 12 | Character-driven documentary: Editing scenes | - Character driven video interviews  
  - Additional broll and video elements |
| 12/01 | Week 13 | Character-driven documentary: Story promotion | - Character driven video script  
  - Continue collecting broll and elements  
  - Lower-thirds and title card |
| 12/08 | Week 14 | Final class | - Character-driven documentary due  
  - Final script  
  - 1 story promotion element  
    - Twitter thread  
    - Instagram video/story |
Accommodations
Students with disabilities that necessitate accommodations should contact and register with New York University’s Moses Center for Students with Disabilities (CSD) at 212-998-4980 or mosescsd@nyu.edu. Information about the Moses Center can be found at www.nyu.edu/csd. The Moses Center is located at 726 Broadway on the 2nd floor.

Diversity & 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.