In *Reporting: Multimedia* students will learn how to report news and features stories, using photographs, video and audio, with the emphasis on storytelling techniques. The course will cover how to develop story ideas, reporting techniques, scripting, audio and visual digital editing, and multimedia storytelling structures.

*Reporting: Multimedia* would 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, and in and out-of-class assignments. Ethical and copyright issues involved in multimedia reporting will also be explored in the class. Over the course of 14 weeks students will complete all the required assignments with Sylvan’s approval.

Students will be required to produce:

- a personal website to showcase classwork (digital portfolio for all work)
- photographs
- a slideshow
- an audio piece
- Several videos
- One final video or multimedia project

**Grades** Final grades will be based on completion of those assignments. Your final grade will be based on your outside-of-class assignments (50 percent) your final multimedia project (30 percent) and class participation (20 percent).

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. Your participation grade will reflect your attendance record and your verbal contributions to class discussion and critiques, compliments and ideas for other students’ work. I expect students to be fully engaged during class discussion and watch other students’ work with respect and enthusiasm. That means during class you should not have your phone out on the table, no texting, tweeting, etc.

*The Institute has a zero-tolerance policy on plagiarism, fabrication or any other type of misrepresentation; all are grounds for failing the course.*
Tentative Schedule

Web (1 week): During the first week of the semester, each student will buy a domain name and set up a digital portfolio website, mounted on Wordpress or a free website. Throughout the course hands-on workshops will be incorporated so students can improve their sites and learn basic html skills. During this initial week students actually go out and start recording and shooting. The course will also focus on ethics and visual literacy.

Photography (2-3 weeks): Students will learn how to use a DSLR and smartphone cameras to take high quality photographs, and to edit them and prepare them for the web using Photoshop. The emphasis will be on learning how to find and take photographs that convey information. The students will also learn the basics of what constitute a “good” photo in terms of journalistic value, and photographic composition and quality. Students will learn how to write captions that inform and amplify the story, and arrange them in a slideshow. The course will also cover ethical issues that occur with photography.

Video (5 weeks): Students will learn how to take a story idea from concept through finished piece. They will learn what stories are best told through video, and how to plan and execute the production process. Students will become capable as a “one-man band,” shooting, reporting and editing news stories. They will learn how to edit on Adobe premiere or Final Cut, producing a 2:30-minute video. This module will incorporate fundamentals of framing, lighting, composition, and sequencing as well as video story-telling techniques.

Audio (2 weeks): Students will learn how to tell stories using audio and photography, including the use of professional recorders to report news and features, conduct interviews, gather ambient sound, and edit this material into radio pieces and short segments that can be inserted into a written story. Students will also learn how to edit and produce a 3-minute audio slide show.

Final Project (throughout and last few weeks) Students will pitch and produce a multi-media piece that will include video and still images. The project will show that they understand the principles of how to work with images and sound. The piece will include at least 2:30 minutes of video, in one or more pieces.

***This syllabus is subject to change and adjustments. *** Throughout the course I will invite guests to come speak about topics like SEO, Social Media, careers in digital journalism and storytelling techniques. Since these guests will be working journalists we'll need to be flexible with our schedule.
**Class 1, Sept. 2:** Intros. Overview/history of digital reporting; ethical issues. Deciding the best way to report news/features. Discuss class goals and first assignment.

*In class:*
Talk portfolios, bios, resumes and beats.

**Assignment 1 – due in following class:**
1) Set up website for your digital portfolio! (A skeleton to show for next class and continue to tweak.) Email me your resume (**asap** so I can review/advise.
   
   Follow these instructions:
2) Set up Twitter and Instagram if you haven't already
3) Set up YouTube or Vimeo (figure out a way to remember all your passwords)
4) Buy supplies for class:
   - One 16 G SD Card – Class 10 (for photos)
   - One 32 G SD Card – Class 10 (for videos)
   - One 500G Hard drive that has 7200 RPM
   (buy collegestudentinsurance.com insurance or get check deposit for equipment)
5) Check out a Canon DSLR before Sept. 9 class. Bring it with you.

**Skim:**
Kovach: Intro
George-Palilonis -Multimedia Journalist: Chapter 1, Defining Multimedia Content

**Sept. 7:** Labor Day – no class

**Class 2, Sept. 9: (Sunset 7:43)** Portfolio review and photography basics. Photography Basics: framing, composition, lighting, angles.

**Assignment 2:** Shoot scheduled news event- Sept. 11 memorials. Conduct at least three interviews. Find a STORY. Take lots of pictures. Tweet and Instagram 1 picture with 140-character or less caption! (Use verbs, names, spell check!) Tweet it to me @SylvanSolloway (Save your materials for the next 300-word assignment.)
-George-Palilonis Multimedia Journalist Ch. 7 Photojournalism
-Aim for the Heart – Tomkins Ch. 8 The Vital Role of Lighting

**Class 3, Sept. 14: (Sunset 7:35)** Check out everyone's tweets and stories. Talk about how it went – and how to expand them into 300-word pieces with three photos. Live practice. Take headshots. (Dress professionally!)

**Assignment 3:** Expand your Sept. 11 photo assignments into full 300-word stories with three pictures. Create the stories and post them to your Web portfolio.
-Bring in a news photo that struck you and explain how it did. (Email me link.)
Class 4, Sept. 16 (Sunset 7:31) Photo 2. How to take photos with visual impact; Photoshop and ethics. Look at photos that other students picked as favorites and their 300-word stories with three photos. Pitch ideas for your photo feature. Look at AP daybook, etc. (Should be an event or a community to cover.)

Assignment 4: Shoot feature for slideshow and compile it in Adobe Premiere or iMovie or the program of your choice. (Perhaps a widget on your portfolio page.)
Read: https://nppa.org/competitions/best-of-photojournalism
-Tomkins – Ch. 7 Why Pictures Are So Powerful
*Check out video camera for Sept. 21 class

Class 5, Sept. 21 (7:23) :Look at everyone’s slide shows. Discuss adding movement to photos. Intro to video, shots, live interview demo. Now shoot! Interview each other.

Assignment 5: Gather materials to create a video profile of each other. Get b-roll, etc.

Class 6, Sept. 23 (7:19) (Yom Kippur): Grab additional b-roll shots if needed. Edit in class. Discuss video scripting/writing for video. Plan Pope visit coverage.

Tomkins – Ch. 1 Finding Focus

Class 7, Sept. 28 (7:11): View Pope stories and discuss ways to expand. In class edit time. Discuss scripting.

Assignment 7: Expand your Pope story to 1:30. Watch TV news stories and pick a favorite. Why? Email link.

Class 8, Sept. 30 (7:07): Live group shoot or stand-up workshop.

Assignment 8: Shoot live event
Read: http://www.nieman.harvard.edu/reports/professor.aspx?id=100047
http://mediastorm.com/training/a-thousand-more
http://mediastorm.com/training/the-amazing-amy
http://espn.go.com/espn/eticket/worldtriathlon

Class 9, Oct. 5: Discuss how to edit the piece. Editing basics. In class lab.

Assignment 9: Finalize edits

Class 10, Oct. 7: Show your pieces. Turn in scripts. Pitch next story – feature. Can include Voiceover and stand-up or be a documentary-style natural sound package (no reporter track or stand-up.)
Assignment 10: Shoot your feature piece.
Read: National Film Board of Canada [http://www.nfb.ca/interactive/]
Interactive Narratives [http://www.interactivenarratives.org/]

Oct. 12: Fall recess – no class

Class 11, Oct. 13 (This is a Monday class on a Tuesday!): Bring in rough edit of your feature and script.

Assignment 11: Revise your feature for class. Revise your final pitch.

Class 12, Oct. 14: Show revisions. Discuss planning the shoot and storyboard.

Assignment 12: Pitch final project
Read: [http://multimedia.journalism.berkeley.edu/tutorials/starttofinish/storyboarding/]

Class 13, Oct. 19: Discuss final projects and plan.

Assignment 13: Start lining up interviews and shooting stuff for final.

Class 14, Oct. 21: Discuss/show what you have

Assignment 14: Start shooting final project
Read: [http://mediastorm.com/pub/projects]
[www.Nyt.com/video]
[www.60minutes.com]
[http://www.pbs.org/wgbh/pages/frontline/view]
[http://tv.nppa.org/2013-results-solo-video-contest/]
-Tomkins: Ch. 11 – The Sound of the Story

Class 15, Oct. 26: Audio 1. Intro to audio. Interviewing. Nat Sound to drive story (without pictures!)

Assignment 15: Shoot audio and photos of event. Edit 60-second audio-only piece.
Take pictures, but think about how you’ll layer them on later. Make audio rich enough to stand alone.

Class 16, Oct. 28: Use class time to edit. Listen to each other’s edits. Add photos.
Storytelling techniques: Sounds with photos.

Assignment 16: Finalize edits and upload to your website.
-George-Pallonitis – Ch. 8 Audio
Read: [http://prx.org]
[http://transom.org]
Shoot photos and audio for slideshow. Edit 1:30-2:00 minute piece.
**Class 17, Nov. 2:** Listen/watch to final audio edits. Discuss creating Vox pop – create an audio piece that is on a hot topic. Politics and news. Discuss ethics. Cover election.

**Assignment 17:** Record MOS interviews and create rough edit. Video or audio. Read: [http://interactivenarratives.org](http://interactivenarratives.org)  

**Class 18, Nov. 4:** Politics and news. Discuss ethics and coverage. Writing. Objectivity. Phrasing.

**Assignment 18:** Check in on your final project. Create dummy script.

**Class 19, Nov. 9:** Guest speaker? Read dummy scripts. Discuss progress.

**Assignment 19:** Create outline for your final project. Find samples you want to emulate.

**Class 20, Nov. 11:** Creating a narrative. Show visual models for your project.

**Assignment 20:** Show finished features and discuss final project plans.  

**Class 21, Nov. 16:** Guest speaker.

**Assignment 21:** Pick your best sound bites. Plan visuals.

**Class 22, Nov. 18:** Final Project 1. Rough cut of final project.

**Assignment 22:** Edit footage  

**Class 23, Nov. 23:** Guest speaker.

**Assignment 23:**

**Nov. 25:** Thanksgiving – no class

**Class 24, Nov. 30:** Work from home. Email me progress report on your final piece.

**Assignment 24:** Create rough cut of final project!

**Class 25, Dec. 2:** Final Project 2. Edit 1 of final project. Additional in-class lab time.

**Assignment 25:** Shoot additional footage  
Class 26, Dec. 7: Rough cut party!

Assignment 26: Adjust your pieces. Fix up your Website portfolios.

Class 27, Dec. 9: Final Project 3. Final edit.

Assignment 27: Complete editing and post to website

Class 28, Dec. 14: Show off final portfolios.

Assignment 28: Relax!! – You’re done and have an awesome portfolio!
Suggested Texts:


- Feature and Narrative Storytelling for Multimedia Journalists, 1 by DuyLinhTu

- How to Shoot Video that Doesn't Suck by Steve Stockman

Other teaching resources:

- Guidelines for Multimedia Proficiency by Cindy McAdams

- MediaStorm Field Guide to powerful Multimedia Storytelling
  Available on iTunes


- Poynter: newsU: [http://www.newsu.org/courses/](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