

Summer 2014

JOU 4341C Senior Multimedia Project

Robert E. Gutsche Jr.

School of Journalism and Mass Communication, Florida International University, rgutsche@fiu.edu

Follow this and additional works at: <https://digitalcommons.fiu.edu/syllabi>

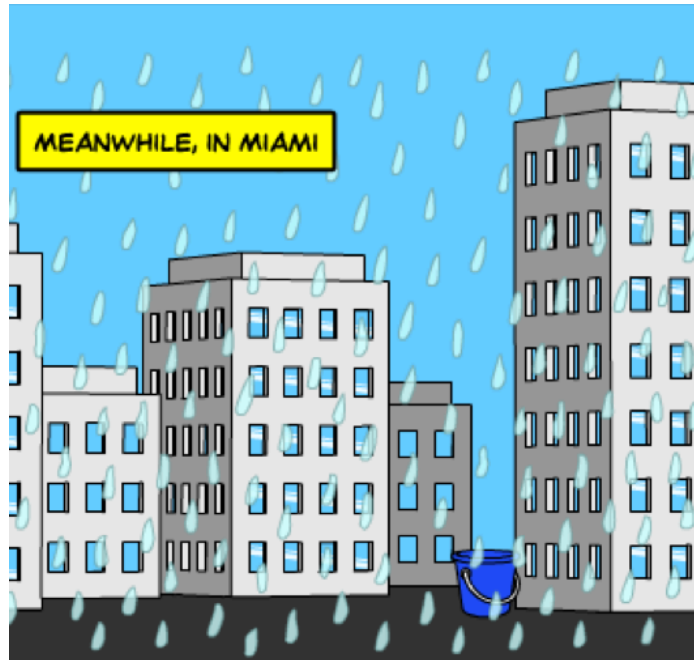


Part of the [Journalism Studies Commons](#)

Recommended Citation

Gutsche, Robert E. Jr., "JOU 4341C Senior Multimedia Project" (2014). *Course Syllabi*. 15.
<https://digitalcommons.fiu.edu/syllabi/15>

This work is brought to you for free and open access by the Special Collections and University Archives at FIU Digital Commons. It has been accepted for inclusion in Course Syllabi by an authorized administrator of FIU Digital Commons. For more information, please contact dcc@fiu.edu.



JOU 4341C
SENIOR MULTIMEDIA PROJECT: EYES ON THE RISE
PART OF THE SEA LEVEL RISE: SOUTH FLORIDA PROJECT

SCHOOL OF JOURNALISM AND MASS COMMUNICATION
FLORIDA INTERNATIONAL UNIVERSITY

SUMMER 2014
TR 10-2
(Updated May 19, 2014)

Dr. Robert Gutsche Jr.
318 A, Academic 2
608-345-0717 (cell)
rgutsche@fiu.edu
tedgutsche or Robert Gutsche (skype)
robertgutschejr.com
Individual workshop hours: R 1-3

Course Overview & Theme

Students will use this course to **collaborate** with community members, faculty, and other students in setting an editorial agenda for the Eyes on the Rise project. Students will also **create original content** that will be considered for publication with media partners and on the forthcoming project website, eyesontherise.org. From this experience, students will **experience** the basics of community journalism, media management, and will **express** their knowledge about media through assessment, interaction, and production.

Because this is the final class for the major, students are expected to treat the course as a job. Students should also be aware of the minimum grade required at the completion of this course for the course to count toward their respective programs. Finally, because this course is packed into a summer semester, students are expected to spend time outside of the classroom conducting interviews, reporting, and producing material. Quizzes in class will assess how well students are dissecting the reading material, relating the material to the course, to class lessons and discussions, to their own reporting, and to what they view in media.

Learning Objectives

- Develop news stories, from conceiving the idea to writing and reporting balanced, compelling stories for digital outlets.
- Produce news content, using writing styles from digital first publications: news, narrative and feature articles.
- Integrate written articles with digital photography, video, audio and social media.
- Demonstrate entrepreneurial skills needed for journalism in the digital age.

Required Readings (quizzes will be based on this book)

Television Field Production and Reporting (2012), Shook, et al. (6th Edition), ISBN: 0205111580.

Grading

Class is about much more than grades. However, here is how I approach them. Grades are determined by letter grades, not points. As=Excellent work; Bs=Above Average work; Cs=Average work (this is where most people operate); Ds=Below Average work; Fs=Failure to Meet any Acceptable Standards. I have (and will) provide basic rubrics with which to base your expectations. Be aware, attendance WILL result in failing grades. Also, check the minimum grade you will need not only to pass this class but to have it be considered for your degree / major / program.

Assignments Described

Students will produce the following items and will be assessed based upon the rubric at the end of the syllabus.

- Quizzes (10 for total 10 percent): There will be a short quiz based on the readings for the class and any in-class discussions and material shared. **These will occur each class (except for Week 4) and will be graded out of 10 points each.**
- Budgets (5 for total 10 percent): These will be shared budgets in Google Drive that each student will be required to produce and contribute to. Information in these

budgets will include accurate spellings of potential sources and contact information, data related to stories that might be reported, elements of citizen science and crowd hydrology that would relate to the particular stories, and forms of assessment. Budgets will be graded for their completeness, innovation, and accuracy. **Updated budgets are due June 26; July 1; July 8; July 22; July 29** and will be assigned a letter grade for improvements that have been made from class discussions, instructor suggestions, and student learning.

- Public Service Announcement (2 for total 10 percent): Eyes on the Rise will rely on public involvement. Therefore, each student is expected to write and produce a :15 second PSA for each of their two projects to advertise the journalism being produced. **Due July 3 and July 29.**

- Standup (1 for total 10 percent): While standups are expected to appear in each of the two projects produced, students will produce a 1:15 video project that features their standup. Students will be assessed on the quality of that standup and its integration into the video. **Due July 8.**

- Script/Transcript for TV (1 for total 10 percent): Scripts will be required for each of the two projects produced in this class. However, students will be assessed on an initial script and its accuracy and writing for a 1:15 video. **Due July 10.**

- Journalistic Writing for Web (1 for total 10 percent). Writing will be required for each of the two projects produced in this class. However, students will be assessed on an initial example of journalistic writing and its accuracy and style. **Due July 8.**

- Package 1 (15 percent): **Due July 10**

This will include, a final:

A PSA script and radio related to the core of the project

Journalistic writing for the web related to the core of the project

A video with b-roll, standup, voiceover, etc.

A transcript of the video narration and ins and outs related to the video

Budget for your story and other reporting you suggest

- Package 2 (25 percent). **Due July 29**

This will include, a final:

A PSA script and radio related to the core of the project

Journalistic writing for the web related to the core of the project

A video with b-roll, standup, voiceover, etc.

A transcript of the video narration and ins and outs related to the video

Budget for your story and other reporting you suggest

Extra Credit

I do not give extra credit assignments.

Late Work

Work that is not provided to the instructor by the date assigned by instructor will equate to an F for that assignment. No late work will be accepted. All assignments will be due at beginning of class unless otherwise notified in writing.

Attendance

It is a must. Attendance will be taken promptly at the beginning of class. Students have one free absence. Each absence after that will reduce the final grade by a half point. Students are also expected to stay for the entire course period and risk losing grade points for sporadic attendance. Attendance will be taken at the beginning of each class; therefore, if you are late, you will be marked absent. You must then tell me after class that you were there, and you will be marked tardy. **TWO TARDIES EQUATE TO AN ABSENCE.**

If you know of any conflicts that will make you late on a regular basis, please tell me. We will decide together whether you must change sections / drop class / make other arrangements. Your active participation in the class also contributes to the idea and action of attendance. Just showing up isn't enough, you must be an active member of the group. Finally, there will be no putting away books and papers before the end of class. We are all here until it is time to leave, and every minute of discussion and instruction is important.

1) It is your responsibility to get in touch with me within one business day in the event you qualify for a makeup exam or quiz, in order to be considered for makeup or to have a late assignment graded. Otherwise, all missed work receives a zero.

2) You must provide appropriate documentation. In the case of a medical emergency, you need a doctor or hospital note that says you could not attend class on that date. In the case of a death (family emergency), you need to provide something documenting the dates and your relationship to the deceased, such as an obituary or funeral program. Examples of unacceptable documentation include a note saying you were seen by a doctor or health center, airline tickets to a family event, etc. Other absences that will not count as excused include family events (wedding, family trip, etc.), conflicts with other classes or school related activities (such as grammar exams or reviews), car trouble, a work conflict or an internship obligation. Failure to provide appropriate documentation means the absence will not be excused.

3) Your grade will be lowered by half a letter grade for every unexcused absence. Excused absences will only be granted for hospitalization, injury, family emergency (all of which require notification with 24 hours and documentation) and religious holidays.

4) Rain and traffic are NOT acceptable excuses for tardiness or absences.

Disabilities

Students with disability concerns MUST address these with me within the first week of class. Disability accommodations that may be awarded within the semester are not retro-active, per FIU Student Disability Services.

Email Policy

Students are encouraged to email me, but not about grades, due dates (or other information that is in the syllabus). Information about what was missed in class should be first directed to another classmate.

Cell Phones and Browsing

Only in this class may you do these things until it becomes a distraction.

Attitude

It's everything. We all have bad days, but we don't need to make our own issues known to the world. If you are having troubles that you think would make their way into the classroom, please let me know. In this class, let's support each other – and that means showing respect. In fact, if you have something going on that may put you out of commission for the class period, just tell me that (I don't need to know details). Students who fail to do this will be asked to leave during that class period. Give respect. Get it.

Warning/Disclaimer

At times, conversation in the course, and in journalism as a whole, may have offensive (or uncomfortable) tones. Covering such topics is a necessary part of the journalist's role in society. Discussing these topics also is important to being a critical media user and member of society. However, this freedom to discuss issues of a sensitive nature does not allow for sexual harassment, racism and other forms of discrimination. If you have concerns about conversations in the classroom or the content shared, please discuss them with me. And, just to let you know, **in all facets of this course, you are responsible for your own education and knowledge-base.** I am here to help lead you in the "right direction(s)." That means, stopping by during workshop hours (or making appointments outside of those hours). Per School policy, all issues and concerns should be discussed with me BEFORE proceeding to the Department Chair (this is not regarding concerns of sexual harassment, of physical safety, or of individualized harassment).

Academic Honesty

Florida International University is a community dedicated to generating and imparting knowledge through excellent teaching and research, the rigorous and respectful exchange of ideas and community service. All students should respect the right of others to have an equitable opportunity to learn and honestly to demonstrate the quality of their learning.

Therefore, all students are expected to adhere to a standard of academic conduct, which demonstrates respect for themselves, their fellow students, and the educational mission of the University. All students are deemed by the University to understand that if they are found responsible for academic misconduct, they will be subject to the Academic Misconduct procedures and sanctions, as outlined in the Student Handbook.

Misconduct includes: Cheating – The unauthorized use of books, notes, aids, electronic sources; or assistance from another person with respect to examinations, course assignments, field service reports, class recitations; or the unauthorized possession of examination papers or course materials, whether originally authorized or not.

Plagiarism – The use and appropriation of another’s work without any indication of the source and the representation of such work as the student’s own. Any student who fails to give credit for ideas, expressions or materials taken from another source, including internet sources, is responsible for plagiarism.

Any student who fails to meet these expectations will not only fail the course, but will also be reported to the Chair of the Department of Journalism & Broadcasting and to the Dean of SJMC.

Schedule

Week 1 June 23: Introduction to Sea Level Rise and Civic Environmental Journalism

June 24: Information on class; grant; watch sea level rise documentary; citizen science, crowd hydrology; building budgets; begin reporting

Assignments, etc: quiz

June 26: Journalism engagement and assessment; brainstorming; production/convergence skills (Writing for TV, web, print); reporting

Readings Due: Shook, Ch 1, 2 (shots), 3 (editing), 4 (fieldwork)

Assignments, etc: Budget due; quiz

Week 2 June 30: Blending Print and Production for Interactivity

July 1: Interviews, camera work, standups; broll; infographics; begin video interviews and gathering sound, photographs, data for infographics, etc.

Readings Due: Shook Ch 5 (lighting), 6 (sound), 7 (soundbites/quotes), 8 (scripts)

Assignments, etc: Budget due; quiz

July 3: Writing scripts; advocacy journalism and investigations; Public Service Announcements; journalistic writing for web

Readings Due: Shook, Ch 9 (scripts II), 10 (writing for TV), 11 (storytelling), 12 (storytelling II)

Assignments, etc; Public Service Announcement due; quiz

Week 3 July 7: Assessing Journalism with Community Input and a Critical Lens

July 8: Assessment, measurement, audience, community involvement; connect with community partner

Readings Due: 13 (live shots), 14 (law and ethics), 15 (ethics II)

Assignments, etc: **Budget due; journalistic writing for web due; reporting and interviews due; standups due; quiz**

July 10: Updates on community partnerships; brainstorming; budgets and assessment/goals

Assignments, etc: **Contact with community due; Full transcript due; Package 1 due; quiz**

Week 4 July 14: Production

July 15: Workshop

July 17: Workshop

Week 5 July 21: What Does Our Work Mean? Assessment and Evaluation

July 22: Review and critique; planning meeting; assessing our work

Assignments, etc: **Budget due; 2 quizzes**

July 24: Meet with Aquarias students; individual meetings with students

Assignments, etc: **quiz**

Week 6 July 28: Community Measurement & Evaluation

July 29: Meet with Aquarias students; class evaluations; goals for the future/plans for fall and spring

Assignments, etc: **Budget due; Package 2 due; PSA due; quiz**

July 31: Invite community partners/Presentations for evaluation

Assignments, etc: **no quiz**

Multimedia Project Rubric
Dr. Gutsche, Summer 2014
Graded Assignments

(20 points possible in each section for total of 100 points; Please use only as a guide, not strict grading mechanism)

Overall Narrative (Meaning, Text, Style, Design)

Is there a clear story being told in all of the elements?
To what degree does the story and narrative appear on the tear sheet?
To what degree is there a balance of micro- and macro-narratives throughout?
Is there consistent and appropriate design and style throughout?
How well do limited, textual elements play into the design?

Purpose & Creativity

How well is the purpose of the project clear without excessive explanation by creator?
Is the target audience clear?
To what degree do people and sources appear as characters, not merely facts?
Is there a sense of purpose, a rationale for caring about this narrative?
To what degree is this project unique?

Images (Photo/Video)

How well do images represent the narrative's subject?
Is there a balance between explanation and description in the images?
What is the effectiveness of the techniques applied?
How well do the images capture attention and engage the viewer?

Infographic & Data Visualization

Is the graphic of the creator's own construction, creative, and clear?
Does the infographic capture someone's attention?
Does the graphic tell its own story?
How well does the graphic fit with the overall narrative?
Is the data appropriate, accurate, and well-portrayed?

X-Factors

How well does the project apply visualization techniques?
To what degree does the project allow for user interaction?
How well does the project show a "wish list" of technologically advanced visuals?
What are the specific elements that draw the most attention?

General Comments:

RELEASE AND ASSUMPTION OF RISK

I, the undersigned, being of legal age, do hereby agree and promise the following for and in consideration of my participation in the **Senior Multimedia Project** class for the **Summer 2014** semester and all activities related thereto:

I agree and acknowledge that participation in the fieldwork for this class and its related activities is of my own free will. I acknowledge that I am acting neither as an employee nor agent of the State of Florida, the Florida Board of Governors, The Florida International University Board of Trustees, Florida International University, or any of their respective officers, employees or agents.

I further acknowledge that in the course of the performance of any of the fieldwork which I have voluntarily assumed to perform during my enrollment in this class, I expose myself to risks, known and unknown, of property damage or loss, as well as personal injury that could be painful, permanently disfiguring or debilitating and fatal. I fully assume these risks, which include, but are not limited to, the risks associated with ground travel, the urban setting, visits to various facilities and communities at different times of the day and night, and the activities undertaken in connection with them.

I, FOR MYSELF, MY HEIRS, EXECUTORS, ADMINISTRATORS AND ASSIGNS AGREE TO RELEASE, WAIVE, DISCHARGE AND RELINQUISH AND TO HOLD HARMLESS THE STATE OF FLORIDA, THE FLORIDA BOARD OF GOVERNORS, THE FLORIDA INTERNATIONAL UNIVERSITY BOARD OF TRUSTEES, FLORIDA INTERNATIONAL UNIVERSITY ,AND THEIR RESPECTIVE OFFICERS, EMPLOYEES, AND AGENTS, FROM AND AGAINST ALL CLAIMS AND CAUSES OF ACTION WHICH MAY ARISE FROM MY PARTICIPATION IN THE FIELDWORK FOR THIS CLASS AND ITS RELATED ACTIVITIES OR FROM PERSONAL UNRELATED ACTIVITIES WHETHER THE SAME SHOULD ARISE BY REASON OF NEGLIGENCE OF ANYONE ORGANIZING OR PARTICIPATING IN THE FIELDWORK OR OTHERWISE, AND AGREE THAT UNDER NO CIRCUMSTANCES WILL I OR ANYONE CLAIMING THROUGH ME, PROSECUTE OR PRESENT ANY CLAIMS FOR PERSONAL OR BODILY INJURY PROPERTY DAMAGE OR LOSS, OR WRONGFUL DEATH AGAINST THE STATE OF FLORIDA, THE FLORIDA BOARD OF GOVERNORS, THE FLORIDA INTERNATIONAL UNIVERSITY BOARD OF TRUSTEES, FLORIDA INTERNATIONAL UNIVERSITY, OR THEIR RESPECTIVE OFFICERS, EMPLOYEES, OR AGENTS.

I, for myself and any others claiming through me, accept full responsibility for safety and expenses and assume the complete risk of any injury to myself or my property which may arise out of or in the course of my participation in this class fieldwork.

I expressly agree that this release and assumption of risk is intended to be as broad and inclusive as the laws of the State of Florida allow and that, if any portion of the agreement is held invalid, the balance shall notwithstanding remain in full force and effect.

I acknowledge that I have read this document carefully, fully understand all of its terms and requirements, fully agree to all conditions contained herein, voluntarily sign it and agree to perform this class fieldwork.

WITNESSES

(Signature)

(Date)

(Print Name)

(Address)

June 2014

- Library Loans
- Work
- US Holidays
- Home
- Birthdays
- Untitled

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	1	2	3	4	5

May 2014	June 2014	July 2014
S M T W T F S	S M T W T F S	S M T W T F S
1 2 3	1 2 3 4 5 6 7	1 2 3 4 5
4 5 6 7 8 9 10	8 9 10 11 12 13 14	6 7 8 9 10 11 12
11 12 13 14 15 16 17	15 16 17 18 19 20 21	13 14 15 16 17 18 19
18 19 20 21 22 23 24	22 23 24 25 26 27 28	20 21 22 23 24 25 26
25 26 27 28 29 30 31	29 30	27 28 29 30 31

July 2014

- Library Loans
- Work
- US Holidays
- Home
- Birthdays
- Untitled

June 2014							July 2014							August 2014						
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S
1	2	3	4	5	6	7	1	2	3	4	5	1	2	3	4	5	6	7	8	9
8	9	10	11	12	13	14	6	7	8	9	10	11	12	3	4	5	6	7	8	9
15	16	17	18	19	20	21	13	14	15	16	17	18	19	10	11	12	13	14	15	16
22	23	24	25	26	27	28	20	21	22	23	24	25	26	17	18	19	20	21	22	23
29	30						27	28	29	30	31	24	25	26	27	28	29	30		
													31							

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
29	30	1	2	3	4	5
		8:00 AM Budget Due; Quiz	8:00 AM PSA Due; Quiz	Independence Day		
6	7	8	9	10	11	12
		8:00 AM Writing; Budget 8:00 AM Standups; Quiz	8:00 AM Script; Package 8:00 AM Community; Quiz			
13	14	15	16	17	18	19
		8:00 AM Workshop	8:00 AM Workshop			
20	21	22	23	24	25	26
		8:00 AM Budget; 2 Quizzes	8:00 AM Quiz; Aquarius			
27	28	29	30	31	1	2
		8:00 AM Budget; Quiz 8:00 AM PSA; Package 2	8:00 AM Presentations			