

Fall 2014

RTV 3260 Multimedia Production: Eyes on the Rise

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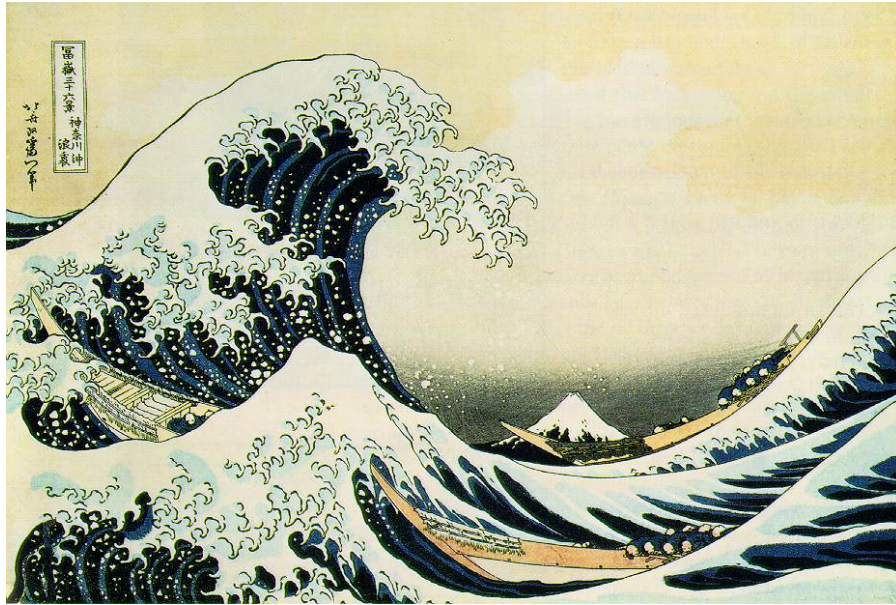


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**RTV 3260
MULTIMEDIA PRODUCTION: EYES ON THE RISE**

PART OF THE SEA LEVEL RISE: SOUTH FLORIDA PROJECT

SCHOOL OF JOURNALISM AND MASS COMMUNICATION
FLORIDA INTERNATIONAL UNIVERSITY

**FALL 2014
W 2 p.m. to 6 p.m.
(Updated Aug. 10, 2014)**

Dr. Robert Gutsche Jr.

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tedgutsche or Robert Gutsche (skype)

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Individual workshop hours: Monday 12 to 2 or by appointment

Course Overview

This course is designed to introduce students to tell stories through multimedia, regardless of whether those stories are for journalistic, advertising, or public relations purposes. This particular course section is also designed to produce content for Eyes on the Rise (eyesontherise.org), a project of the Sea Level Rise: South Florida initiative funded, in large part, by a [Challenge Fund for Innovation in Journalism Education](#) grant funded and awarded by the [Online News Association](#), the [John S. and James L. Knight Foundation](#), the [Robert R. McCormick Foundation](#), the [Excellence and Ethics in Journalism Foundation](#), the [Democracy Fund](#), and the [Rita Allen Foundation](#). The \$35,000 grant was awarded in Spring 2014 to Robert E. Gutsche, Jr., Kate MacMillin,

Susan Jacobson, and Juliet Pinto – all professors in the [School of Journalism and Mass Communication](#) at [Florida International University](#).

Students will be assigned groups and will work collaboratively. All work will be conducted outside of the class workshops. Class time will be spent reviewing work. Bringing work to edit, review, discuss will count as your participation. You are also expected to go out in search of visual storytelling methods and tools and integrating them into your projects. Students are expected to

- 1) Do the weekly readings and become experts on local communities and issues of sea level rise, as well as the technology being employed
- 2) Be on time for class and participate
- 3) Treat class as a workshop by doing the majority of work outside of class
- 4) Cull the internet for free software to conduct their work
- 5) Apply class discussion, readings, their own exposure to media to their projects to be accurate, enterprising, and professional in their work
- 6) Continue to improve each section of the class.

The first purpose of this course is to spark your creative thinking and to show your grasp of software and art to present information that could be repurposed online, in magazines, in public relations and advertising, and in journalism. The second purpose is to create high quality products. The third is to explore how the process is just as important as the product. The fourth purpose of this class is to wow me.

Readings

High Tide on Main Street: Rising Sea Level and the Coming Coastal Crisis (2nd edition), Englander, 2012, 978-0615637952

Purchase monthly subscriptions (\$25/mnth) to Lynda.com, which will teach you the software in short video chunks. Visit: <http://www.lynda.com/plans?btn=VWO212>.

These are REQUIRED readings, as well

- 1) webdesignerdepot.com
- 2) mashable.com
- 3) visualizing.org
- 4) theatlanticcities.com
- 5) slate.com

Other Material

External hard-drive of at least 500 GB compatible for MAC/PC. You will need this to use as your scratch disk for the lab computers. Do not save anything on lab hard drives.

Digital audio recorder

Digital video/still camera

Clip-on and/or handheld microphone with a mini jack

(All of this equipment can be checked out through the equipment room, once you have signed a "Release and assumption of risk" form, which is attached to the end of this syllabus).

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

These projects must appear on a Wordpress blog as a place-holder and will revolve around group efforts to meet their individual aims, from marketing & PR to journalism, assessment, and engagement. Students will decide with professor the specifics of assignments and will construct the rubric at end of syllabus together. All packages must include:

- *Video package of between 2 and 3 minutes. This must include b-roll, stand-ups, interviews and shots made with tripod, lower-thirds, transitions, and appropriate volumes, levels, and lighting. The packages must have a narrative and serve as an anchor for the other elements included in the overall project. Test Package, Package 1, and Package 2 are to be related and improved, with Package 2 being the FINAL product. Packages 3 and 4 are also related, with Package 4 being the FINAL product. Sources are to be told material may appear on eyesontherise.org and all material is to be sourced and proven with evidence in a folder. Failure to meet these requirements will result in poor evaluation of the package for the group. Meetings with the professor will determine the content of these packages.*
- *Use of photographs in either sound sounds or in stills and gallery. Quality is expected.*
- *Text. Each package is expected to have 2,000 words, which are to be presented on the web through infographics, sidebars, a main bar, and subheds, etc.*

Test Package (20 percent)

Package 1 (20 percent)

Package 2 (20 percent)

Package 3 (20 percent)

Package 4 (20 percent)

Extra Credit

I do not give extra credit assignments.

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) 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

TBA

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.

Course Schedule

1 (8/27). ABOUT THE PROJECT WEBSITE AND COMMUNITY ENGAGEMENT AND ASSESSMENT

2 (9/3). STORYTELLING

High Tide 1 to 6 Due

3 (9/10). VISUALIZATION (TEST PACKAGE DUE)

High Tide 7 to 12 Due

4 (9/17). COMMUNITY ENGAGEMENT

High Tide 13 to End Due

5 (9/24). PACKAGE! (PACKAGE 1 DUE)

Bringittogether. Video-stills-graphics-words-time-space.

6 (10/1). ASSESSMENT

7 (10/8). MESSAGING AND GOALS

8 (10/15). VIZUALIZATION II

9 (10/22). GEOGRAPHY AND PEOPLE

10 (10/29). PACKAGE! (PACKAGE 2 DUE)

11 (11/5). ASSESSMENT

Go way out or be more specific. Think deeper. This will BE a package. What do you need to start?

12 (11/12). PACKAGE! (PACKAGE 3 DUE)

Who is the audience? You should know by now. What do they need to know? How will they see/read/view/hear/think it? How do you want them to?

13 (11/19). ASSESSMENT

What tools?

14 (11/26). PACKAGE! (PACKAGE 4 DUE)

How complicated can it be? How complicated can you make it?

15 (12/3). PRESENTATIONS

Skill. You got it. Does your project?

16 (TBA) Individual group meetings

Multimedia Production Rubric

Dr. Gutsche, Fall 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 **Multimedia Production** class for the **Fall 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)