J115: Advanced Multimedia

Instructor: Jeremy Rue
Meeting Times: TBD
GSR: TBA

3 Units

COURSE OBJECTIVE
This course provides hands-on instruction of digital storytelling techniques, lessons on capturing multimedia, and the use of editing software. Enrollment in this course is restricted to students who have already taken and passed the fundamentals course, *Introduction to Multimedia* and *Principles of Journalistic Reporting & Writing*.

LEARNING OBJECTIVES
Instruction begins with how to properly approach a news assignment for online publication, specifically how to choose which media form—video, audio, photo, graphics or text—is best for telling a particular type of story or different segments of a story. Students also learn how to storyboard an assignment by breaking a story up into its component parts and deciding which type of media should be used to tell each part of the story. This is followed by lessons on capturing video, photo, and audio; proper technique and working with news subjects.

Students also will learn software used to edit photos, video, photo slideshows, and audio, followed by instruction on mapping software and online data visualization programs. Some basic HTML instruction will be included.
Recording hardware for this class will rely on student-owned devices—smartphones such as the iPhone or Android. Professional equipment, like a professional audio recorder or DSLR camera that students might already own, is allowed for use in this course. However, lessons will be geared toward capturing multimedia using smartphones. A laptop, or access to a computer in order to perform editing, is required.

READINGS
Required readings will be given to students in class in the form of e-mail PDFs, handouts, or hyperlinks. The following are recommended readings, of which much of the course is based on:

- *Journalism Online* by Mike Ward
- *Multimedia Journalism: A Practical Guide* by Andy Bull

WEEKLY COURSE SCHEDULE
Week 1: Introduction to Multimedia Storytelling: Approaching multimedia storytelling with a critical eye toward mode of consumption and how that influences story form on the web. What media is best used to tell a story? An analysis of how people consume news on different devices, and how that informs journalists who now make choices about how to cover a story. The class will form into teams for a group real-world reporting assignment.

Readings: KDMC tutorial: [Picking the Right Media for The Story](#); Excerpt from *Journalism Online*; Excerpt from *Principles of Multimedia Journalism*. 
Homework: Work with teammates on building a storyboard outline of the project. Who are the central characters? Using the process espoused by Leah Gentry in the reading, deconstruct–reconstruct the story into multimedia elements and be prepared to present findings to the whole class.

**Week 2: Multimedia Tools:** The next portion of the class will cover the use of multimedia tools for shooting effective video, photos, and recording audio. First, we begin with more technical competencies in order to gather clean, well produced content. Then the class will transition to covering technique; understanding how to work with subjects, interview techniques, and thinking about the arc of the story. Emphasis will be geared toward using smartphones, but students will be allowed to use their own professional camera gear, like dSLRs.

Readings: kdmc tutorials; [BBC iPhone shooting guide](https://www.bbc.com/click/iphone-shooting-guide); [WTOP iPhone reporting](https://www.wtop.com/iphone-reporting/).

Homework: Go with teams to conduct field reporting of the first assignment.

**Week 3: Editing:** This week will cover editing techniques. Much of the emphasis will be on learning video editing, and how to construct a video narrative. This is mostly due to the time-consuming nature of video, however. All media forms require a different approach to the editing process, and understanding the end-goals of the piece.

Readings: Handouts, excerpt from *Cutting Rhythms: Shaping the Film Edit*; online tutorials.

Homework: Build rough cuts to show instructor

**Week 4: Interactives:** Class will cover some basic ways to create interactive elements on the web. There will be three parts: 1) data visualizations and understanding the quantitative display of
information; 2) Timeline JS, a storytelling tool for creating chronological stories; and 3) interactive mapping, and displaying locational information on the web.

Readings: Online documentation for Google Maps Engine, Google Charts, and Timeline JS.

Homework: Complete assignment given in class for creating examples from each, and turn into bCourses.

Week 5: HTML and CSS: This class will cover the web page templates that will host the projects being performed in class. It will cover introductory HTML and CSS fundamentals, and how to embed content. There will be discussion topics on social media, SEO/SMO, the semantic web, and computational literacy.

Readings: Mozilla Developer Network HTML5 documentation; HTML5 tutorials.

Homework: Complete assignment given in class for creating basic web page.

Week 6: Production and showcase: This class will cover the workflow and production process of news packages. It will end with a showcase of the group projects performed over the last several weeks.

Readings: Handout from Journalism Next.

GRADING
The grade will be determined by four factors: 1) Attendance; 2) Online discussion forum where students should post minimally once each week; 3) In-class homework assignments; and 4) Final project.
Most homework assignments will be graded as complete/incomplete. Do the assignment, and you will get credit. The final project will be scored based on criteria given in class, which mostly consists of completeness, effectiveness, and functionality. Through multiple rough cuts and critiques, students will have ample time to improve a possible weak score. Because the final project is a team effort, every student must list their contribution in the about section.

10% — Attendance (1 point each / 18 total points)

20% — Online discussion (6 points for each week / 36 total points)

20% — Six homework assignments (6 points each / 36 total points)

50% — Final Project (90 total points)

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100% — 180 total points

CLASSROOM DECORUM POLICY
Students must turn off the ringers on their cell phones before class begins. Students may not check e-mail, social media sites like Facebook, Twitter, Reddit or other websites during the lecture portions of the class. Anyone caught visiting these sites will be publicly admonished, and will be given marks against their class participation grade at the discretion of the instructor.

INSTRUCTOR CONTACT/OFFICE HOURS
Instructor will be available during lab portions of the workshop. Graduate students assistants will also be present in the labs to answer technical questions about the software and tools.

Jeremy Rue, jrue@berkeley.edu or (510) 643-1927

Academic Dishonesty and Plagiarism
Students will abide by the Student Code of Conduct http://students.berkeley.edu/uga/conduct.asp. There is a zero-
tolerance policy for work that is submitted without proper attribution and that constitutes plagiarism. If students are unsure about the expectations regarding the Student Code of Conduct, please seek advice from the instructors.