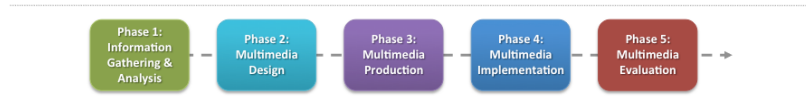


COM 301

Multimedia Story Creation Fall 2013 Syllabus

MULTIMEDIA STORYTELLING PROCESS



Dr. Dawn Francis

Assistant Professor of Communication

dawn.francis@cabrini.edu | 610-902-8379

The primary objective for this communication course is to introduce students to the elements of effective multimedia storytelling. Students will gain an appreciation for digital storytelling as a project process, as well as their role in this process. Students will learn how to research story ideas, interview sources, design compelling stories, and produce story narratives in multiple media formats. Note that students who take this course must have already completed – or be currently enrolled in – one hands-on, media-specific course (e.g., Video Production, Radio Broadcasting, Journalism, Photography) in the Communication major. This course will require students to apply their hands-on media knowledge and skills to create compelling multimedia stories.

Course Objectives

At the completion of this course, students will be able to:

- State the attributes of an effective multimedia story by examining what “good” looks like
- Explain the requisite knowledge and skills a person must possess – and the process a person must follow – to be a successful multimedia storyteller
- Describe the foundational principles of successful storytelling such as strong characters, conflict, universal themes, relevance and significance, and narrative lines
- Use effective information gathering techniques to research story elements and interview story sources
- Lead the completion of each milestone and deliverable in the multimedia storytelling process
- Produce multimedia story packages that contain a still picture slideshow with audio story, video narrative story, and video interview story
- Evaluate one’s own multimedia story outcome in order to continuously improve performance

Student Outcome

In this course, students will design and produce three increasingly more complex multimedia stories alone or in a team. Students who complete this course will appreciate the significant amount of upfront work that is required to produce a well-told story in multiple media formats. Students will also come to see multimedia storytelling as a *discovery process* rather than a purely nuts-and-bolts, production-driven process. Because the course focuses heavily on information gathering, analysis, and design, it enables students to comprehend the significance of these initial steps in the digital storytelling process.

Class Days/Time

Tuesday and Thursday: 11:05am – 12:20pm

Founder’s Hall, Room 265

Readings and Resources

- Course Textbook: *Videojournalism: Multimedia Storytelling* by Kenneth Kobre
- Kobre's companion website to his book: www.KobreGuide.com/content/videojournalism
- See additional readings, resources, and assignments provided by the course instructor in the Class Dropbox folder. (Your professor will send you an e-mail to invite you to the Dropbox folder.)
- See the raw media for the practice exercise assignments in this course in the Media Dropbox folder. (Your Professor will send you an e-mail to invite you to this Dropbox folder as well.)

Technology Requirements

- One external hard drive for Mac with a USB 3.0 interface, 500GB or 1TB (e.g., Seagate Backup Plus for Mac Portable Drive)
- One 16GB SDHC Class 6 or 10 Flash Memory Card with Card Reader (e.g., Transcend)
- One SDHC Memory Card Plastic Storage Jewel Case
- iPhone 4, 4S, or 5 (if you don't have an iPhone, you may borrow the department's Kodak PlayTouch)
- iRig app for iPhone

Professor's Office Hours/Contact Information

You can feel free to contact me outside of class in any of the following ways:

Office Phone: 610-902-8379

E-mail: dawn.francis@cabrini.edu

Office Location: Founder's Hall, Room 277

Fall 2013 Office Hours: Mondays 2-4pm, Thursdays 9-11am, and by appointment

Contact Information for Classroom Coach

Anthony Sestito is the Classroom Coach for COM 301. In this leadership role, he will assist students with questions pertaining to the story creation process and the technology used to complete each story assignment.

You may reach him in the following ways:

Mobile Phone: 856-357-0042

E-mail: ars344@cabrini.edu

Course Expectations & Policies: What It Takes to Succeed in this Class

- Attendance
Regular attendance is mandatory. You will be considered **absent** if you fail to report your absence before the start of class or show up late for class.

Absences due to illness, intercollegiate athletic events, etc., are considered "excused" absences if reported in advance via phone or via e-mail and with the appropriate doctor's note or athletic director's note. You will not be penalized for missing that class; however, you are responsible for making up any homework missed during your absence. It is up to you to find out what you must do both for the missed class as well as for the following class. Note that in-class presentations, critiques, and quizzes may not be made up. More than three absences from this class will likely result in a *substantially lower grade* or even *failure*.

- **Assignment Deadlines**

You are expected to hand in all assignments on time. If they are handed in after the due date, they will be incrementally marked down one letter grade for each day late (e.g., an A-quality assignment two days late receives a C letter grade). You may not use technology as an excuse for submitting an assignment late. Assignments handed in **later than one week** past the due date **will not be accepted**. The class has moved on in the lesson plan and you will be expected to maintain the pace.

- **Interview Sources**

The ultimate success of your story rests on you finding the appropriate people to interview for your multimedia story. These sources must have a compelling story to tell, and more importantly, they need to commit to telling you their story within a very short timeframe given your deadlines.

Projects in this course derail when interview sources fall through. (Please read that last sentence again.) That's a fact. It's also a problem. Plan to mitigate the problem by identifying 3-5 interview sources that you will contact for each story asset in this course. Include each source's contact information, a goal for your conversation, and the initial questions you plan to ask. Arrange these interviews well in advance so sources have the time set aside on their calendars.

Also note, you **may not use** your family members, your roommates, your significant other, or your best/close friends as sources for your multimedia story. It is a conflict of interest. You must keep an objective perspective when telling your multimedia stories.

- **Digital Media Challenges**

There is a second major reason why projects derail in this course. It stems from the digital media used to gather and store interviews, B-roll, still photos, ambient sound, and the like. Inevitably, SDHC cards are lost or media files disappear. To safeguard yourself against these problems, your instructor has included in this syllabus a list of technology requirements – most significantly, an external hard drive. Use this drive to: back up all your raw media files; save your media projects; store your project portfolio items; and more.

- **Class Conduct**

A classroom environment conducive to learning is one without disruption. You are asked to allow one person to speak at a time (unless engaged in group discussion), and to turn off all electronic devices that cause disruption (e.g., cell phones). Disruptive behavior will be met with reprimand. In extreme cases, it will be reported to the Academic Dean.

- **Equipment Rental Conduct**

In order to complete these multimedia storytelling projects, you will need to borrow equipment from the Communication Department. You are expected to reserve the equipment in advance and adhere to the rental policies. Failure to do so will result in a loss of privileges to use this equipment, thereby compromising your success in the course. Your instructor will hand out the Equipment Rental Agreement sheet for you to sign and return to the Communication Center Supervisor Doug Cohen. You may then reserve the equipment here: www.webreserv.com/cabrinicollegecommunicationdepartmentpa.

Academic Honesty Policy

The principal objective of the Cabrini College Academic Honesty Policy is to encourage a dynamic, open, and honest intellectual climate based on the personal and academic integrity of all members. It is the responsibility of students to help maintain the community of academic integrity. Students shall not receive credit for work that is not a product of their own efforts. For a full description of the policy, please see the Academic Affairs homepage and follow the Academic Honesty link, or see the 2013-2014 Undergraduate *Catalog*.

Academic dishonesty includes, but is not limited to:

- Plagiarism
- Cheating
- Information falsification or fabrication
- Theft or destruction of intellectual property
- Facilitation of academic dishonesty

For a first violation, the faculty member will meet with the student or otherwise communicate the charge. The faculty member will complete an Academic Honesty Violation Charge Form, stating the violation and assigning a penalty. The student should sign and date the charge form and return it to the faculty member. The student may request a hearing before the Academic Honesty Board by indicating that option on the form. For a second violation in a given course, the faculty member will follow the same procedures as in the first incident but will assign a penalty of failure of the course without privilege of withdrawal. For any second or subsequent violation during a student's academic career at Cabrini College, the Academic Honesty Board shall conduct a hearing.

- Plagiarism

Plagiarism is unacceptable and will not be tolerated. You are capable of generating your own unique thoughts and ideas. Only these "original creations" will be welcome. For all other plagiarized thoughts, expect that your professor will file the proper paperwork with Academic Affairs and follow the violation process as outlined above.

Remember that all sources, including Internet sources, must be cited appropriately when using the author's exact words or paraphrasing. Exact words must appear in quotations and their source must be cited. If you have any questions about citing sources properly, consult a faculty member, librarian, the Writing Center staff, or the APA style manual.

Disability Resource Center:

Cabrini College provides support services and appropriate accommodations for qualified students with documented disabilities. If you are a student who requires classroom or testing accommodations, please contact the Disability Resource Center by phone at 610-902-8572 or e-mail at drc@cabrini.edu. Please note that classroom or testing accommodations can only be provided to students who have Accommodation Notification Forms from the Disability Resource Center. Students are responsible for providing the instructor with the Accommodation Notification Forms and informing the instructor when they need academic adjustments.

Grading:

Your course grade will be calculated on the following:

- **Book Chapter and Website Quizzes – 10%**
Includes studying assigned chapters in the course textbook and viewing assigned websites.
- **Media Editing Practice Exercises – 15%**
Includes taking instructor-provided raw media files and editing them together in Final Cut Pro X to learn and apply the basic concepts of audio with still picture storytelling and video storytelling.
- **Project Portfolio for the 2-minute Still Picture Slideshow with Audio – 20%**
Includes the project portfolio components listed below. See the rubric on the Class Dropbox site.
- **Project Portfolio for the 3-minute Narrative Video – 25%**
Includes the project portfolio components listed below. See the rubric on the Class Dropbox site.
- **Project Portfolio for the Final Project: 4-5-minute Video Interview – 30%**
Includes the project portfolio components listed below. See the rubric on the Class Dropbox site.

Project Portfolios must contain the following items and be submitted to your professor in a small binder:

- *Project Documentation:* A project plan, research, focus statement (revised), list of sources, storyboard (revised), media list, interview protocol, script of narrative segments (if needed), summary of critiques from the rough cut, link to the final cut of the story, a completed peer evaluation form (if needed), and the multimedia components (text introduction and still pictures).
- *Reflection Paper:* A critical reflection on the project process, the final outcome, and lessons learned.

All portfolio components must be comprehensive, free of spelling, grammar, punctuation, or factual errors, and professionally presented in a small binder.

You will be graded according to the following scale:

A = 95 – 100	C+ = 77 – 79.9
A- = 90 – 94.9	C = 74 – 76.9
B+ = 87 – 89.9	C- = 70 – 73.9
B = 84 – 86.9	D+ = 65 – 69.9
B- = 80 – 83.9	D = 60 – 64.9
	F = 0 – 59.9

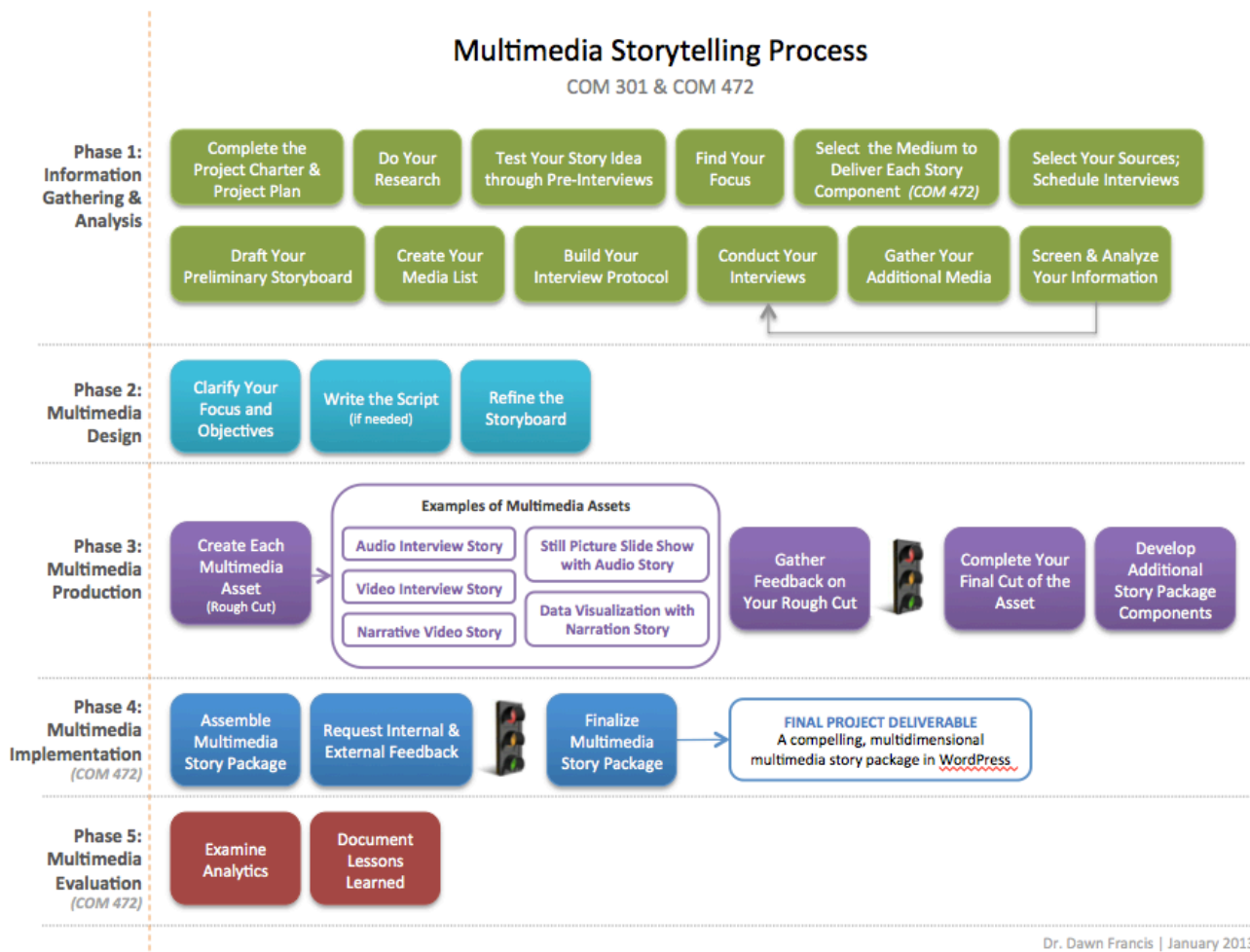
Reminder:

- The last day to drop this class without penalty is **September 4, 2013**.
- The last day to withdraw from this class is **October 28, 2013**.

NOTE: This syllabus is subject to change.

Course Schedule

The Multimedia Storytelling Process depicted below is the framework for the course schedule. In this course, students will apply this process – through Phase 3 – to three story topics in order to create well-researched and well-produced multimedia story packages. See the next several pages for the detailed course schedule.



Scheduling Notes from Academic Affairs

- Tuesday, November 12, 2013 is Cabrini Day. Cabrini Day is focused on social justice and the mission of Cabrini College. Attend Cabrini Day to hear a number of stories on leadership and social change. Most especially, be sure to attend the Rally for Change and the Keynote Session/Workshop.

DATE	IN-CLASS TOPICS	DUE BEFORE NEXT CLASS
Aug 27 Tuesday	<p>Introduce the course.</p> <p>Introduce ourselves to one another through stories.</p> <p>Define what is meant by a multimedia story.</p> <p>Review the Multimedia Storytelling Process.</p> <p>Introduce the three major story topics for the course.</p> <p>Discuss the characteristics of a good, well-told multimedia story. View examples.</p>	<ul style="list-style-type: none"> - Study these chapters in the textbook, <i>Videojournalism: Multimedia Storytelling</i>: Preface, Chapter 1 – Telling Stories. - Log on to the textbook’s companion website: www.kobreguide.com/content/videojournalism. View these stories: “The Reach of War” (narrative), “Phan Plork” (character), “Residents in both towns are crazy about football” (universal themes). Be prepared to discuss the stories on Kobre’s website.
Aug 29 Thursday	<p>Explain the Foundational Principles of Successful Storytelling.</p> <p>What makes a good story? View examples.</p> <p>Define narrative storytelling. View examples.</p> <p>Distinguish between narrative stories and news stories.</p> <ul style="list-style-type: none"> • “Most news stories are endings without beginnings attached.” – Jon Franklin, Pulitzer Prize-winning author • Don’t just share the end result, tell the audience about the actions a character took that led up to the end result <p>* Begin the 2-minute Still Picture Slideshow with Audio</p> <p>Introduce the 2-minute Still Picture Slideshow with Audio Story assignment.</p>	<ul style="list-style-type: none"> - Study Chapter 8 – Recording Sound & Chapter 9 – Combining Audio and Stills. - View the story entitled “Motel Manor” on the Kobre book companion website. - Log on to the Class Dropbox folder. Become familiar with the files there. Review the story assignments and rubrics. - Download the free iRig app for your iPhone.
Sept 3 Tuesday	<p>Introduction to Audio & Still Picture Storytelling</p> <p>Examine the components of a compelling audio and still picture story. Listen to – and view – examples.</p> <p>Discuss the purpose of natural (ambient) sound in the story.</p> <p>Consider how the story’s pictures are best used to enhance and complement the audio. Talk about transitions.</p> <p>Discuss the rule of thirds. Introduce the basics of shot sequences.</p> <p>Practice collecting ambient sound, audio interviews, scripted narration, and still photos on your iPhones or the Kodak PlayTouch.</p> <p>Set up your external hard drives; Practice off-loading your media that you captured today to your external hard drive.</p>	<ul style="list-style-type: none"> - Log on to the Media Dropbox folder. Download the Practice Audio & Still Photo Files to your external hard drive. - Read the instructions for the Practice Audio & Still Photo Assignment found in the Class Dropbox folder. - Screen the content of all the audio files and picture files. Notice that the photos work in conjunction with the audio to tell a story. Begin to think about how you might tell the story by marrying these photos to that audio story. Where are the gaps? What scripted narration will this piece need from you? - Study Chapter 4 – Producing a Story (pp. 56 – 61 only) - NOTE: Bring headphones to the next class so you can begin your editing in FCPX without disrupting your classmates.
Sept 5 Thursday	<p>In-class Exercise: Practice Audio & Still Photo Assignment (Part 1)</p> <p>Introduce the Practice Audio & Still Photo Assignment. Introduce FCPX.</p> <p>Recap the screening exercise for homework. Tie what you screened to the principles of successful storytelling and narrative writing. Who is the character in the photos? What is the plot? When does this take place? Where does it take place? Why did the character act in this manner?</p> <p>Now, think about: How might you tell the story using the still photos and audio? What gaps in the narrative did you observe? What details might you need to fill in?</p> <p>Begin to assemble this audio and still photo story in Final Cut Pro X (FCPX).</p>	<ul style="list-style-type: none"> - Finish assembling the still photos and audio files into a narrative story framework in FCPX. - View the FCPX tutorial links for help with editing the still photo and audio files. These links appear in the Class Dropbox folder. Please also consult with the Classroom Coach, as needed. The coach is available to answer your narrative storytelling and technical questions as well.

<p>Sept 10 Tuesday</p>	<p>In-class Exercise: Practice Audio & Still Photo Assignment (Part 2)</p> <p>Discuss the importance of scripted narration/VO in telling a complete story.</p> <p>Listen to your edited still photo and audio practice story. What context is missing? What ambient sound is necessary? What description can you provide that will add to the story?</p> <p>Determine the gaps between what you have currently and what is missing. Write short scripted segments to weave together your story into a cohesive whole.</p> <p>Practice recording your scripted segments using your iRig app. Learn how to bring these iRig files into FCPX.</p>	<ul style="list-style-type: none"> - Attend a Practice Audio & Still Photo Assignment Workshop led by the Classroom Coach. At this workshop, get hands-on assistance from the Coach in assembling the story as a narrative and editing it in FCPX. Those students who attend and actively participate in this workshop will get 5 extra credit points on their Practice Audio & Still Photo Assignment grade. - Complete your Practice Audio & Still Photo Assignment. Post it to our class YouTube account as the following: YourLastNamePracticeAudioPic (e.g., FrancisPracticeAudioPic).
<p>Sept 12 Thursday</p>	<p>Debrief your first practice exercise experience. Discuss your thoughts on narrative storytelling, using the medium of photo slideshow with audio, and FCPX lessons learned.</p> <p>---</p> <p>Return to the 2-minute Still Picture Slideshow with Audio Story</p> <p><i>Complete the Project Charter & Project Plan</i></p> <p>Introduce the Project Charter and Project Plan deliverables in the multimedia storytelling process.</p> <p>Begin to develop the Project Charter for this story.</p> <p>Review the instructor-created project plan for this story.</p> <p><i>Do Your Research</i></p> <p>Discuss how to move from a topic to an idea by researching and uncovering story ideas. Relate it to your 2-minute Still Picture Slideshow with Audio Story.</p> <p><i>Test your Story Idea through Pre-interviews</i></p> <p>Is there a story here? Learn how to conduct interviews in order to evaluate the story idea and determine your focus.</p>	<ul style="list-style-type: none"> - Complete the Project Charter for the 2-minute Still Picture Slideshow with Audio Story. - Study Chapter 2 – Finding and Evaluating a Story. Also, Chapter 4 (pp. 51 – 56 only). - Complete the research assignment for your 2-minute Still Picture Slideshow with Audio Story. - Test your story idea through pre-interviews. Be prepared to share the results of your pre-interviews with the class.
<p>Sept 17 Tuesday</p>	<p><i>Find Your Focus</i></p> <p>Review the qualities of an effectively focused narrative story.</p> <p>Develop a focus statement for your 2-minute Still Picture Slideshow with Audio Story.</p> <p><i>Select Your Sources; Schedule Interviews</i></p> <p>Identify 3-5 potential interview sources for the 2-minute Still Picture Slideshow with Audio Story.</p> <p><i>Draft Your Preliminary Storyboard</i></p> <p>Introduce Freytag’s Pyramid. Map this story topic to the narrative pyramid.</p> <p>Get your editor’s cap on! Envision the outcome... Create an initial storyboard showcasing your early vision of the story. Get this big picture and use it to create your media list.</p> <p><i>Create Your Media List</i></p> <p>Document the media you intend to capture in order to tell your 2-minute Still Picture Slideshow with Audio Story. Don’t forget that some of your still photos will be used in your final multimedia story package for this 2-minute Still Picture Slideshow with Audio Story.</p>	<ul style="list-style-type: none"> - Study Chapter 11 – Conducting an Interview (pp. 162-168 only) - Complete the preliminary storyboard and media list for your 2-minute Still Picture Slideshow with Audio Story. - Contact the 3-5 sources you identified for your story. Schedule your interviews now.

Sept 19 Thursday	<p><i>Build Your Interview Protocol</i></p> <p>Introduce the Interview Protocol. Discuss the types of questions to ask. Review the steps to take before, during, and after an interview. Begin drafting your Interview Protocol. Share it with peers. Get feedback.</p> <p><i>Conduct Your Interviews & Gather Your Additional Media</i></p> <p>Review logistics and production quality expectations from the rubric for the 2-minute Still Picture Slideshow with Audio Story. Recap how to use the technology to capture the ambient sound and audio interview. Practice.</p>	<ul style="list-style-type: none"> - Complete your Interview Protocol for your 2-minute Still Picture Slideshow with Audio Story. - Begin gathering your interview and additional media for the story. Your raw media elements must be captured no later than September 25th. - Be sure to save your raw media elements to your external hard drive immediately after capturing them. - Prepare for a quiz on Chapters 1, 8, 9, 4, 2, and 11. This will be an open book quiz. The quiz will contain questions pertaining to the content of these chapters, as well as the websites and multimedia examples your instructor shared with you in class.
Sept 24 Tuesday	<p>Recap & Review Session: Audio & Still Picture Storytelling</p> <p>Complete Quiz 1 on the assigned reading and websites to-date.</p> <p>Refresh on the best practices of audio and still picture storytelling to-date. View additional illustrative examples. Deconstruct them. Think like an editor.</p> <p>Review with the class any raw media elements you may have captured already for the 2-minute Still Picture Slideshow with Audio Story. Discuss.</p> <p>Ask any outstanding technical questions about media capture.</p>	<ul style="list-style-type: none"> - Complete the process of gathering the interview and additional media for the 2-minute Still Picture Slideshow with Audio Story. - Remember to save your raw media elements to your external hard drive immediately after capturing them. - Bring all captured raw media for the 2-minute Still Picture Slideshow with Audio Story to the next class with you on your external drive. Also, bring headphones so you can listen to your audio files in class and not disrupt your classmates.
Sept 26 Thursday	<p><i>Screen & Analyze Your Information</i></p> <p>Listen to the audio files you captured for this project. Make note of the good quotes that advance the story. What's missing, if anything? How will you gather additional media? Also, view the photos you captured for this project. Which ones match what the speaker is saying AND have good composition? Make note of these photos. What's missing, if anything?</p>	<ul style="list-style-type: none"> - Study Chapter 12 – Writing a Script. - Complete the process of screening and analyzing your information. Come to the next class with the quotes you plan to use in your final 2-minute Still Picture Slideshow with Audio Story.
Oct 1 Tuesday	<p><i>Clarify Your Focus and Objectives</i></p> <p>Revisit your focus statement. Has the focus shifted now that you captured your media? Review the qualities of an effectively focused story. Revise, as needed.</p> <p><i>Write the Script</i></p> <p>Introduce a narrated script. Examine how to write one and deliver one successfully. Highlight effective techniques and common pitfalls. Begin writing the script for your 2-minute Still Picture Slideshow with Audio Story.</p> <p><i>Refine the Storyboard</i></p> <p>Revisit your preliminary storyboard. Plug in your key quotes and your narrated script. Revise.</p>	<ul style="list-style-type: none"> - Complete the narrated script and revised storyboard for the 2-minute Still Picture Slideshow with Audio Story. - Record your scripted narration using iRig. Save this raw media file (or files) to your external hard drive immediately after capturing it. - Bring all your media for the 2-minute Still Picture Slideshow with Audio Story to the next class on your external hard drive. We will begin to edit all the elements together in FCPX.
Oct 3 Thursday	<p>Rough Cut Editing Session: Still Picture Slideshow with Audio Story</p> <p><i>Create Each Media Asset</i></p> <p>Begin editing a rough cut version of your 2-minute Still Picture Slideshow with Audio Story in FCPX. Be sure to follow the parameters of the story assignment as listed in the Class Dropbox folder. Your instructor and Classroom Coach will be on-hand to assist you with your editing process.</p>	<ul style="list-style-type: none"> - Complete the rough cut of the 2-minute Still Picture Slideshow with Audio Story. Post it to YouTube. - Attend a Rough Cut Workshop for this story led by the Classroom Coach. At this workshop, get hands-on assistance from the Coach in assembling the story as a narrative and editing it in FCPX. Those students who attend and actively participate in this workshop will get 5 extra credit points on their grade for this assignment.

<p>Oct 8 Tuesday</p>	<p>Rough Cut Critique Session: Still Picture Slideshow with Audio Story <i>Gather Feedback on your Rough Cut</i> Gather comments from your peers, Coach, and instructor on the rough cut of your 2-minute Still Picture Slideshow with Audio Story. You will need to document these comments for submission in your project portfolio for this story topic. <i>Complete Your Final Cut of the Asset</i> Review the expectations for the final cut of this story. Reference the project rubric in the Class Dropbox folder. Discuss the Reflection Paper assignment.</p>	<ul style="list-style-type: none"> - Revise the rough cut of the 2-minute Still Picture Slideshow with Audio Story according to the critiques. Submit the final, revised cut of the story to YouTube, as stated on the instructions for this project in the Class Dropbox. - Summarize the critiques of your rough cut into one document for submission.
<p>Oct 10 Thursday</p>	<p>Final Cut Reflection Session: Audio Story Share your lessons learned about telling stories with still photos and audio. <i>Develop Story Package Components</i> Take this final media asset and turn it into a multimedia story package by writing a 1-2 paragraph introduction to the 2-minute Still Picture Slideshow with Audio Story, and identifying 1-2 still pictures that illustrate the story as well.</p>	<ul style="list-style-type: none"> - Compile ALL project portfolio components for the 2-minute Still Picture Slideshow with Audio Story into a binder. This includes: <ul style="list-style-type: none"> o The additional multimedia story package components. Specifically, write the 1-2 paragraph introduction of the 2-minute Still Picture Slideshow with Audio Story. Identify 1-2 still photos (from within the slideshow or independent of it) that would accompany this story. (Upload these story package components to the designated Dropbox folder, too.) o The Reflection Paper on the project process, the final outcome, and lessons learned. <p>Next class: Submit your Project Portfolio binder for the 2-minute Still Picture Slideshow with Audio Story.</p>
<p>Oct 15 Tuesday</p>	<p>* Begin the 3-minute Narrative Video Story Introduce the Narrative Video Story assignment. <i>Complete the Project Charter & Project Plan</i> Review the purpose of the Project Charter and Project Plan. Review the instructor-created project plan for the Narrative Video Story. Introduction to Narrative Video Storytelling Consider how a compelling character is essential to a compelling narrative. - View examples: "Basketball Faith," "Dooty Diva," "Extreme Couponing," and "Take Care." Discuss the 5-shot sequence in detail. Introduce the purpose of B-roll and cutaway shots.</p>	<ul style="list-style-type: none"> - Study Chapter 10 – Shooting a Sequence, and Chapter 13 – Editing the Story - View all video tutorial examples under the link "How to Edit a Sequence" on the Kobre book companion website. - Complete the Project Charter for the 3-minute Narrative Video Story. - Log on to the Media Dropbox folder. Download the Practice Video Files to your external hard drive. - Read the assignment instructions for the Practice Video Assignment found in the Class Dropbox folder. - Screen the content of all the video files. Notice that there is one on-camera interview among these files, and the rest of the content is B-roll. Begin to think about how you might tell the story by marrying the B-roll with the on-camera interview. What is missing, if anything?
<p>Oct 17 Thursday</p>	<p>In-class Exercise: Practice Video Assignment Discuss the Practice Video Assignment with your instructor. Ask questions based upon your screening of the video files for homework. Work in class to begin the Practice Video Assignment using FCPX. Get assistance from your instructor, the Classroom Coach, and those students in the class who have experience using FCPX.</p>	<ul style="list-style-type: none"> - Reference the FCPX tutorial links for help with editing the Practice Video Assignment. These links appear in the Class Dropbox folder. - Attend a Practice Video Assignment Workshop taught by the Classroom Coach. At this workshop, get hands-on assistance from the Coach in assembling the story in FCPX. Those students who attend and actively participate in this workshop will get 5 extra credit points on Practice Video Assignment grade. - Complete your Practice Video Assignment. Post it to our class YouTube account as the following: YourLastNamePracticeVideo (e.g., FrancisPracticeVideo).
<p>Oct 22 Tuesday</p>	<p>Debrief your second practice exercise experience. Discuss your thoughts on narrative storytelling, using the medium of video without VO narration, and FCPX lessons learned for editing interview content and B-roll. ---</p>	<ul style="list-style-type: none"> - Complete the research assignment for your 3-minute Narrative Video Story. - Test your story idea through pre-interviews. Be prepared to share the results of your pre-interviews with the class.

	<p>Return to the 3-minute Narrative Video Story</p> <p><i>Do Your Research, Test Your Story Idea through Pre-Interviews</i></p> <p>Revisit these project process steps.</p> <p>Do you know someone with an interesting job? Is there a job or activity you want to learn more about? Brainstorm ideas.</p> <p>Conduct research: What good reporting looks like to get a compelling story for a personal narrative.</p>	
Oct 24 Thursday	<p><i>Find Your Focus</i></p> <p>Develop a focus statement for your 3-minute Narrative Video Story.</p> <p><i>Select Your Sources; Schedule Interviews</i></p> <p>Identify 3-5 potential interview sources for the story.</p> <p><i>Draft Your Preliminary Storyboard</i></p> <p>Now, get your editor's cap on again! Envision the outcome... Create an initial storyboard showcasing your early vision of the story. Get this big picture and use it to create your media list.</p> <p><i>Create Your Media List</i></p> <p>Document the media you intend to capture in order to tell your 3-minute Narrative Video Story. Don't forget to capture still photos, too, for the final multimedia story package.</p>	<ul style="list-style-type: none"> - Study Chapter 11 – Conducting an Interview (pp. 168-171 only) <p>Together with your teammate:</p> <ul style="list-style-type: none"> - Complete the preliminary storyboard and media list for your 3-minute Narrative Video Story. - Contact the 3-5 sources you identified for your story. Schedule your interviews now. <p><i>Build Your Interview Protocol</i></p> <ul style="list-style-type: none"> - Build the Interview Protocol with the end in mind. Remember your question set needs to be extremely comprehensive. You are not permitted to use scripted narration, so your questions need to evoke ALL of the story from your interview source. Consult your focus statement and preliminary storyboard. What will you have to ask to get there?
Oct 29 Tuesday	<p>Gather feedback on your Interview Protocol for the 3-minute Narrative Video Story from your peers, the coach, and your professor.</p> <p><i>Conduct Your Interviews & Gather Your Additional Media</i></p> <p>Discuss how to interview like a consultant. Practice.</p> <p>Review logistics and production quality expectations from the rubric for the 3-minute Narrative Video Story. Recap the shot sequence.</p>	<ul style="list-style-type: none"> - Begin gathering your interview, B-roll, and additional media for the story. Your raw media elements must be captured no later than November 5th. - Be sure to save your raw media elements to your external hard drive immediately after capturing them. - Prepare for a quiz on Chapters 10, 11, and 13. This will be an open book quiz. The quiz will contain questions pertaining to the content of these chapters, as well as the websites and multimedia examples your instructor shared with you in class.
Oct 31 Thursday	<p>Recap & Review Session: Narrative Video</p> <p>Complete Quiz 2 on the assigned reading and websites to-date.</p> <p>Refresh on the best practices of narrative and video storytelling to-date. View additional illustrative examples. Deconstruct them. Think like an editor.</p> <p>Review with the class any raw media elements you may have captured already for the 3-minute Narrative Video. Discuss.</p> <p>Ask any outstanding technical questions about media capture.</p>	<ul style="list-style-type: none"> - Complete the process of gathering the on-camera interview, B-roll, and additional media for the 3-minute Narrative Video Story. - Remember to save your raw media elements to your external hard drive immediately after capturing them. <p><i>Screen & Analyze Your Information</i></p> <ul style="list-style-type: none"> - Review the on-camera interview footage and B-roll shots. Make note of the good quotes that advance the story. What's missing, if anything? How will you gather additional media?
Nov 5 Tuesday	<p><i>Clarify Your Focus and Objectives</i></p> <p>Revisit your focus statement. Has the focus shifted now that you captured your media? Review the qualities of an effectively focused story. Revise, as needed.</p> <p><i>Refine the Storyboard</i></p> <p>Revisit your preliminary storyboard. Plug in your key quotes and your video shots. Revise.</p> <p>Rough Cut Editing Session: Narrative Video Story</p> <p><i>Create Each Media Asset</i></p>	<ul style="list-style-type: none"> - Complete rough cut of the 3-minute Narrative Video Story. Post it to YouTube. - Attend a Rough Cut Workshop for this story led by the Classroom Coach. At this workshop, get hands-on assistance from the Coach in assembling the story as a narrative and editing it in FCPX. Those students who attend and actively participate in this workshop will get 5 extra credit points on their grade for this assignment.

	<p>Begin editing a rough cut version of your 3-minute Narrative Video in FCPX. Be sure to follow the parameters of the story assignment as listed in the Class Dropbox folder. Your instructor and Classroom Coach will be on-hand to assist you with your editing process.</p>	
<p>Nov 7 Thursday</p>	<p>Rough Cut Critique Session: Narrative Video Story <i>Gather Feedback on your Rough Cut</i> Gather comments from your peers, Coach, and instructor on the rough cut of your 3-minute Narrative Video Story. You will need to document these comments for submission in your project portfolio for this story topic. <i>Complete Your Final Cut of the Asset</i> Review the expectations for the final cut of this story. Reference the project rubric in the Class Dropbox folder. Discuss the Reflection Paper assignment.</p>	<ul style="list-style-type: none"> - Revise the rough cut of the 3-minute Narrative Video Story according to the critiques. Submit the final, revised cut of the story to YouTube, as stated on the instructions for this project in the Class Dropbox. - Summarize the critiques of your rough cut into one document for submission. - Attend Cabrini Day on Tuesday, Nov. 12th! In particular, be sure to attend the Rally for Change and Keynote Speaker’s presentation for examples of good storytelling.
<p>Nov 14 Thursday</p>	<p>Final Cut Reflection Session: Narrative Video Story Share your lessons learned about telling personal narratives with video. <i>Develop Story Package Components</i> Take this final media asset and turn it into a multimedia story package by writing a 1-2 paragraph introduction to the 3-minute Narrative Video Story, and identifying 1-2 still pictures that illustrate the story as well. * Begin the FINAL 4-5-minute Video Interview Story Introduce the final assignment. Your professor will assign the class a topic for this final story. You will need to find a story focus within this overall topic. <i>Complete the Project Charter & Project Plan</i> Break into Groups of 2 to begin development of the Project Charter and to discuss roles and responsibilities. Review the partially-created project plan for the Video Interview Story. Work with your teammate to fill out the rest. <i>Do Your Research</i> Discuss the topic broadly. Big picture: What do we know? What do we want to know? How would we find out? <i>Test Your Story Idea through Pre-Interviews</i> Who can you reach out to in order to test your story idea? Discuss and divide up the pre-interviewing tasks.</p>	<ul style="list-style-type: none"> - Compile ALL project portfolio components for the 3-minute Narrative Video Story into a binder. This includes: <ul style="list-style-type: none"> o The additional multimedia story package components. Specifically, write the 1-2 paragraph introduction of the 3-minute Narrative Video Story. Identify 1-2 still photos (from within the slideshow or independent of it) that would accompany this story. (Upload these story package components to the designated Dropbox folder, too.) o The Reflection Paper on the project process, the final outcome, and lessons learned. Next class: Submit your Project Portfolio binder for the 3-minute Narrative Video Story. - Brainstorm the focus of your 4-5-minute Video Interview Story with your project partner. Do your research, test your idea. - Complete the Project Charter and Project Plan for the 4-5-minute Video Interview Story.
<p>Nov 19 Tuesday</p>	<p>Work with your teammate to: <i>Find Your Focus</i> Develop a focus statement for your 4-5-minute Video Interview Story. <i>Select Your Sources; Schedule Interviews</i> Identify 3-5 potential interview sources for the story. NOTE: You will each be responsible for arranging, conducting, and editing one interview. Divvy up the assignments and then each person should identify and contact 3-5 potential sources. <i>Draft Your Preliminary Storyboard</i> Now, get your editor’s cap on again! Envision the outcome. Create an initial storyboard showcasing your</p>	<p>Together with your teammate:</p> <ul style="list-style-type: none"> - Complete the preliminary storyboard and media list for your 4-5-minute Video Interview Story. - Contact the 3-5 sources you identified for your story. Schedule your interviews now. <i>Build Your Interview Protocols</i> - Build 2 separate Interview Protocols for this project – one for each of the sources. Consult the preliminary storyboard. What will you have to ask to get there?

	<p>early vision of the story. Get this big picture and use it to create your media list.</p> <p><i>Create Your Media List</i></p> <p>Document the media you intend to capture in order to tell your story. Don't forget to capture still photos, too, for the final multimedia story package.</p>	
Nov 21 Thursday	<p>Work with your teammates to:</p> <p>Gather feedback on your two Interview Protocols for the 4-5-minute Video Interview Story from your peers, the Coach, and your instructor.</p> <p>Be sure to look for evidence of research in the way the questions are asked.</p> <p><i>Conduct Your Interviews & Gather Your Additional Media</i></p> <p>Discuss where to interview each source. Setting tells a story.</p> <p>Discuss the media list and gather feedback on it. Remember this media list must include all the required media on the project – on-camera interviews, 5-shot sequence shots, B-roll, cutaways, still photos, ambient sound, and voiceover narration. Thus, it must be comprehensive.</p>	<ul style="list-style-type: none"> - Gather your interview and additional media for the story. Your raw media elements must be captured no later than December 3rd. - Be sure to save your raw media elements to your external hard drive immediately after capturing them. <p><i>Screen & Analyze Your Information</i></p> <ul style="list-style-type: none"> - Review the on-camera interviews and the B-roll / cutaway footage. Make note of the good quotes that advance the story and work well together journalistically. What's missing, if anything? How will you gather additional media?
Nov 26 Tuesday	<p>Work with your teammate to:</p> <p><i>Clarify Your Focus and Objectives</i></p> <p>Revisit your focus statement. Are there any necessary changes? Revise, as needed.</p> <p>Work with your teammates to:</p> <p><i>Write the Script</i></p> <p>Begin writing the script for your 4-5-minute Video Interview Story. Now, you're weaving together comments from two people.</p> <p><i>Refine the Storyboard</i></p> <p>Revisit your preliminary storyboard. Plug in your key quotes and your narrated script, in addition to your B-roll and cutaway shots. Revise.</p>	<p>Together with your teammate:</p> <ul style="list-style-type: none"> - Complete the narrated script and revised storyboard for the 4-5-minute Video Interview Story. - Record your scripted narration. Save this raw media file (or files) to your external hard drive immediately after capturing it. - Complete rough cut of the 4-5-minute Video Interview Story, which includes the scripted narration files. Post it to YouTube.
Dec 3 Tuesday	<p>Rough Cut Editing Session: Video Interview Story</p> <p><i>Create Each Media Asset</i></p> <p>Begin editing a rough cut version of your 4-5-minute Video Interview Story in FCPX. Be sure to follow the parameters of the story assignment as listed in the Class Dropbox folder. Your instructor and Classroom Coach will be on-hand to assist you with your editing process.</p>	<ul style="list-style-type: none"> - Complete the rough cut of the 4-5-minute Video Interview Story, which includes the scripted narration files. Post it to YouTube. - Attend a Rough Cut Workshop for this story led by the Classroom Coach. At this workshop, get hands-on assistance from the Coach in assembling the story as a narrative and editing it in FCPX. Those students who attend and actively participate in this workshop will get 5 extra credit points on their grade for this assignment.
Dec 5 Thursday	<p>Rough Cut Critique Session: Video Interview</p> <p><i>Gather Feedback on your Rough Cut</i></p> <p>Gather comments from your peers, Coach, and instructor on the rough cut of your 4-5-minute Video Interview Story. You will need to document these comments for submission in your project portfolio for this story topic.</p> <p><i>Complete Your Final Cut of the Asset</i></p> <p>Review the expectations for the final cut of this story. Reference the project rubric in the Class Dropbox folder. Discuss the Reflection Paper assignment.</p>	<p>Together with your teammate:</p> <ul style="list-style-type: none"> - Revise the rough cut of the 4-5-minute Video Interview Story according to the critiques. Submit the final, revised cut of the story to YouTube, as stated on the instructions for this project in the Class Dropbox. - Summarize the critiques of your rough cut into one document for submission. <p><i>Develop Story Package Components</i></p> <ul style="list-style-type: none"> - Take this final media asset and turn it into a multimedia story package by writing a 1-2 paragraph introduction to the 4-5-minute Video Interview Story, and identifying 1-2 still pictures

		<p>that illustrate the story as well.</p> <ul style="list-style-type: none"> - Compile ALL project portfolio components for the 4-5-minute Video Interview Story into a binder. This includes: <ul style="list-style-type: none"> o The additional multimedia story package components. Specifically, write the 1-2 paragraph introduction of the 4-5-minute Video Interview Story. Identify 1-2 still photos that would accompany this story. o The Reflection Paper on the project process, the final outcome, and lessons learned. <p><i>NOTE: Submit your Project Portfolio binder for the FINAL PROJECT: 4-5-minute Video Interview Story. (You must submit this binder at this final exam time / final meeting. No late submissions.)</i></p>
<p>Tuesday, Dec 10 at 1pm (FINAL)</p>	<p>FINAL EXAM</p> <p>Final Cut Reflection Session: Video Interview Story</p> <p>Share your final cut of the FINAL PROJECT: 4-5-minute Video Interview Story with your classmates.</p> <p>Reflect on lessons learned on this project and throughout the semester.</p> <p><i>Course Wrap-up</i></p>	

NOTE: This schedule is subject to change.