

COURSE SYLLABUS



News Video Production and Editing

Course code: JRN (259)

Semester and year: Summer 1 2019

Day and time:

Lecturer: Stephani Shelton

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Office hours: Before/after class, anytime by email, text, phone by arrangement

Semester Credits	3	Language of Instruction	English
ECTS	6	Level	Intermediate
Length	3 1/2 weeks	Pre-requisites	None
Contact hours	42 hours	Course type	JC Required, HSC, PS Elective

1. Course Description

This is very much a hands-on, workshop-type course. Students will practice scripting, shooting and editing typical hard news and feature stories using video, audio, graphics and text. Then producing their stories across all media platforms. Students with some journalism background will polish more advanced skills needed for entry level jobs; those with only a social media familiarity with shooting, writing and editing will gain basic professional skills. Covered during the course: shooting professionally with phones and cameras, video editing on professional software, ethical, factual reporting and shooting, interviewing, script writing, performance skills.

Students will focus immediately on good shooting and basic editing techniques, adding in scripting, interviewing, choosing "sound bites" and more advanced video editing. Along the way - students will become "street reporters" - sampling the techniques used by all reporters and producers to tell stories and engage audiences.

Students will edit their stories on Black Magic Design's Resolve 15 - a new and very hot professional video editing platform. Avid and Premier Pro will also be touched upon - so students will understand and use the editing techniques common to all editing platforms.

The ability to tell and produce a good news story is one used in professional social media, marketing and advertising jobs as well as journalism. Professional video editors are also in great demand in news and documentary work as well as in advertising.

2. Student Learning Outcomes

Upon completion of this course students will have a clear understanding of and practical experience in:

- using smartphones and video cameras/mics for news.
- editing video and audio on professional video editing software and creating effective graphics including text for news stories.
- Researching a video/audio news story, reporting it, setting up and conducting interviews.
- writing a news video/audio script under real-world deadlines.
- doing narration and on-camera standups.
- applying ethical journalism to everyday video news stories
- learning cooperative skills needed in the workplace.

Students will also become familiar with accepted and ethical journalistic practices and standards for all media platforms, as well as the way social media can amplify the harmful effects of "fake" news.

3. Reading Material

**** (to be revised) Students get AP Handbook & Advancing the Story from the library**

***Reading assignments will be modified so students will not have to repeat material from previous journalism courses.**

*Brad Kalbfeld, AP (Associated Press) Broadcast News

Handbook (Pages TBA) (Associated Press/McGraw-Hill USA 2001

*Debra Halpern Wenger & Deborah Potter, Advancing the Story - Second Edition; Broadcast Journalism in a Multimedia World (Pages TBA)(CQ Press USA 2012)

*Jennifer George-Palilonis, The Multimedia Journalist (TBA) (Oxford Press 2013)

*Codes of Ethics from Society of Professional Journalists and RTDNA (USA) (downloads)

*Selected online news videos, articles and handouts

4. Teaching methodology

This is a hands-on, practical course which aims for a high degree of student engagement and participation. As much as possible of the instruction and work will be done in class. Some reading and viewing of current news videos will be assigned as homework. And some final project work will also be the students' responsibility outside of class.

The early part of the course will see each class split between shooting, writing, news instruction and discussion - and video editing techniques. Later, students will be using class time and their own time to set up, shoot, write and edit graded news stories. Illustrative news videos and specific journalistic and social media practices will be introduced and discussed throughout.

There will be no written exams except perhaps a few short quizzes. Initial script writing and other skills' work will be for learning and practice. Later shooting, script writing and editing will be graded. As will a final production project which will be a completed, short, ready-for-air news or feature story. This is a course graded primarily on class participation, effort and growth in personal knowledge and skills.

Depending on the size of the class, students will work alone or in small teams using their own smartphones and laptops as well as AAU's professional-grade equipment and software. Video editing instruction will be by Frank Herold - a professional video editor and teacher. The final projects will be due at the end of the course and will serve as the final exam. The finished stories will be posted online and across social media platforms.

5. Course Schedule

A detailed description of each class is below. The class meets for three weeks plus one day. The first day of the semester, then 3 days for each of the following 3 weeks. 10 classes total. Each class runs for 4 hours. Much of the course work will be done during class time. Class descriptions are fluid and will be adjusted depending on student feedback, interests, knowledge, class discussions and participation. Guest lecturers may be added.

STUDENTS SHOULD BRING LAPTOPS, PHONES TO CLASSES. PHONES WILL NEED ENOUGH CLOUD OR PHONE STORAGE SPACE TO SHOOT AT LEAST 2 MINUTES OF VIDEO.

WEEK ONE: Thurs. May 30th

Class 1: Thurs: Basics: what do you already know? Students will quickly outline a logical sequence for 30-40 seconds of video (maybe 3 -4 related shots) and then go out on the street and shoot it with their phones. What do you want to tell us? Class and lecturer will critique. Basic shots of a news story (Pan, tilt, CU, LS etc). (Students should save video; will be used for a script in Class 2.) As time permits students view illustrative news videos and discuss basic shots and necessary journalism concepts.

Second half of class: students use their video for their first editing lesson with Resolve, learning techniques which are common to most professional video editing platforms. Guest Lecturer Frank Herold. (Assignment - conversational writing for script, structure - AP Handbook, simple story handouts).

WEEK 2: Mon. June 3rd

Class 2: Mon: Writing for broadcast and mobile - quick overview. Video news story examples. Review reading on basic news script writing and structure. Telling a visual story for TV/website/phone. Importance of emotion. Clear, concise, jargon-free, conversational language. Short, simple sentences, present (active) tense. Writing to the video. Using interview sound bites. Using natural sound. Importance of accuracy (truth), attribution and fairness. (As necessary depending on student knowledge; download ethics codes). Using the internet for fact-checking, research. List of helpful and fact-checker websites, apps. Confirmation of information. Students will write a short, 30 second script to go with their video shot in class 1. This is known as a VO (voice over). Class will critique and discuss script writing basics using professional terms (VO, SOT, B roll etc).

Second half of class - video editing instruction on Resolve will continue. Students should review today's material before the next class.

Class 3: Tues:

Using the techniques they have learned, students will again take to the streets to shoot enough phone video for a 30 second voice-over news script. They will again rough out an outline before leaving the classroom. Upon return - students will write a 30 second script, referencing their just shot video. Discussion of scripts and video. Students will be reminded to watch/read news – so they can see how the elements discussed as classes progress are actually used. Students will start thinking about writing, shooting and editing a day-of-air 2 minute story package. Further discussion of downloaded Codes of Ethics and ethical reporting, review of fairness and accuracy in writing, shooting.

Second half of class - continued video editing practice and instruction using VO script, video

Class 4: Wed: Practice script writing. Students will rough out a 1 minute script. Review elements of a news story (emotion), discuss reporters standups, story flow and repeating words, integrating natural sound, interviews, narration etc. Social Media only story (text instead of narration) Look again at some news stories as templates. Importance of recording sound. How to mic interviewee or use hand mic. Don't neglect the sound. (sign out AAU mics?) Discuss practical 2 minute story idea which will be final story project and graded at each step.

Second half of class - more editing of their 30 second scripts/videos and Resolve instruction.

Students will work over the week end on a production outline of their final project script. One or two sentences to describe the story. Then how it will be shot. Elements. B- roll, Interviews, graphics needed etc (from template). Must be simple and practical to shoot.

WEEK 2: Mon. June 10th

Class 5: (Mon) Discussion of students' final project outlines. Change story topics if necessary and rough out new outlines.

Interview techniques for short, day-of-air stories and for longer, feature stories. Interviews for news stories vs. the news interview by itself – without a script (Podcasts). Doing your homework before the interview: using the internet (Google etc.) for research, When is the pre-interview appropriate? The reporter's role as interviewer (body language, devil's advocate, staying neutral, dealing with emotion, letting people talk). The live, breaking news, on camera interview. Reporter, camera placement. Don't cross the line.

Continuing video editing instruction and practice on Resolve with Frank Herold.

Students will write a practice script based on their outlines due for class 6 discussion tomorrow. (remember standups!) It Will be graded and then the final script will be graded on the improvement from that first script. Students should also come into class 6 with production plans for their stories.

Class 6:(Tues) Discussion of practice scripts. Start working on chosen final project stories. Depending on class size students will work individually or in assigned teams. They can also CHOOSE to work in teams (2 to 3 people each). Students will use class time to organize their shooting and set up interviews. AAU cameras and mics will be signed out if not already done. Initial shooting should begin on students' own time.

Additional video editing instruction for second half of class.

Class 7: (Wed). Class time will be spent for the remainder of classes working on final project stories. Shooting, uploading video, writing scripts,

editing, graphics and text (fonts). Students will also use time outside of class if they need it. Interviews with public officials, business people, experts and such may require shooting at the interviewee's convenience.

WEEK 3: Mon. June 17th

Class 8: (Mon): Class time will be used for final editing, graphics, text overlays (fonting)

Class 9: (Tue): continuation of work on final projects.

Class 10 (Wed June 19): Last official class. End of semester. Final edited "packages" due for review at end of class.

Instructors will be available for any extra time needed outside of class for editing.

6. Course Requirements and Assessment (with estimated workloads)

Student attendance in class and active participation is the basis for all assignments and grading.

Students should expect a few short, announced or unannounced quizzes on current news and on class discussions and reading. The final story project and the amount of effort each student puts into it will replace a standard final exam.

Grading Weight: values are relative because this is an integrated course. No curve.

Assignment	Workload (average)	Weight in Final Grade	Evaluated Student Learning Outcomes
Attendance, class participation and assignments	50	40%	Responsibility, interactive learning, understanding of and experience with video reporting necessities, real-world deadline familiarity, news writing and video editing skills, knowledge of news ethics particularly with social media
Quizzes	10	10%	Familiarity with major news stories as they happen; reading material retention, ability to handle a breaking news story in a professional manner using all skills learned.
Final Project	50	50%	Working alone or with a professional team against a hard deadline, experience in several types of standard news operations jobs, shooting, writing and video editing skills, interviewing skills, overall understanding of how a news story is set up and produced. "Can do" attitude required of all successful professional journalists.
TOTAL	110 hours	100%	

7. General Requirements and School Policies

General Requirements

All coursework is governed by AAU's academic rules. Students are expected to be familiar with the academic rules available in the Codex and Student Handbook and to maintain the highest standards of honesty and academic integrity in their work.

Electronic Communication and Submission

The university and instructors shall only use students' university email address for communication. It is strongly recommended that any email communication between students and instructors take place in NEO LMS.

Each e-mail sent to an instructor that is about a new topic (meaning not a reply to an original email) shall have a new and clearly stated subject and shall have the course code in the subject, for example: "COM101-1 Mid-term Exam. Question".

All electronic submissions are carried out through NEO LMS. No substantial pieces of writing (especially take home exams and essays) can be submitted outside of NEO LMS.

Attendance

Attendance is required. The university recommends, as a minimal policy, that students who are absent 35 percent of the course should be failed (or administratively withdrawn from the course if the absences are excused).

Absence Excuse and Make-up Options

Should the student be absent from a class for relevant reasons (illness, serious family matters), s/he needs to submit an Absence Excuse Form supplemented with documents proving the reasons for absence to the Assistant Dean. Should a student be absent during the add/drop period due to a change in registration this will be an excused absence if they submit an Absence Excuse Form along with the finalized add/drop form. The form and documents must be submitted within one week of absence. If possible, it is recommended to inform the instructor about the absence in advance.

Students whose absence has been excused by the Dean are entitled to make up exams they missed provided that the nature of the exam allows for a make-up. The students are responsible for contacting their instructor within one week from the date the absence was excused, and for making arrangements with the instructor about make-up options as necessary.

Unexcused Absences

Students are allowed two unexcused absences. Absences above this number may result in failure of the course.

Late Work: No late submissions will be accepted – please follow the deadlines.

Electronic Devices

Any electronic devices (phones, tablets, laptops...) may be used only for class-related activities (taking notes, looking up related information...). Any other use will result in being marked absent and/or being expelled from the class. No electronic devices may be used during the exams.

Eating is not allowed during classes.

Cheating and Disruptive Behavior

If a student engages in disruptive or other conduct unsuitable for a classroom environment of an institution of learning, the instructor may require the student to withdraw from the room for the duration of the activity or for the day and shall report the behavior to the Dean.

Students engaging in behavior which is suggestive of cheating (e.g. whispering or passing notes) will, at a minimum, be warned. In the case of continued misbehavior the student will be expelled from the exam and the exam will be marked as failed.

Plagiarism and Academic Tutoring Center

Plagiarism is "the unauthorized use or close imitation of the language and thoughts of another author and the representation of them as one's own original work." (Random House Unabridged Dictionary, 2nd Edition, Random House, New York, 1993)

Turnitin's White Paper 'The Plagiarism Spectrum' (available at <http://go.turnitin.com/paper/plagiarism-spectrum>) identifies 10 types of plagiarism ordered from most to least severe:

1. CLONE: An act of submitting another's work, word-for-word, as one's own.
2. CTRL-C: A written piece that contains significant portions of text from a single source without alterations.
3. FIND-REPLACE: The act of changing key words and phrases but retaining the essential content of the source in a paper.
4. REMIX: An act of paraphrasing from other sources and making the content fit together seamlessly.
5. RECYCLE: The act of borrowing generously from one's own previous work without citation; To self plagiarize.
6. HYBRID: The act of combining perfectly cited sources with copied passages—without citation—in one paper.
7. MASHUP: A paper that represents a mix of copied material from several different sources without proper citation.
8. 404 ERROR: A written piece that includes citations to non-existent or inaccurate information about sources
9. AGGREGATOR: The "Aggregator" includes proper citation, but the paper contains almost no original work.
10. RE-TWEET: This paper includes proper citation, but relies too closely on the text's original wording and/or structure.

As the minimum policy the types of plagiarism from 1 through 8 results in the failing grade from the assignment and must be reported to the Dean. The Dean may initiate a disciplinary procedure pursuant to the Academic Codex. Allegations of bought papers and intentional or consistent plagiarism always entail disciplinary hearing and may result in expulsion from AAU. If unsure about technical aspects of writing, students are encouraged to consult their papers with the tutors of the AAU Academic Tutoring Center. For more information and/or to book a tutor, please contact the ATC at: <http://atc.simplybook.me/sheduler/manage/event/1/>.

Students with Disabilities

Students with disabilities are asked to contact their instructor as soon as possible to discuss reasonable accommodation.

8. Grading Scale

Letter Grade	Percentage*	Description
A	95 - 100	Excellent performance. The student has shown originality and displayed an exceptional grasp of the material and a deep analytical understanding of the subject.
A-	90 - 94	
B+	87 - 89	Good performance. The student has mastered the material, understands the subject well and has shown some originality of thought and/or considerable effort.
B	83 - 86	
B-	80 - 82	
C+	77 - 79	Fair performance. The student has acquired an acceptable understanding of the material and essential subject matter of the course, but has not succeeded in translating this understanding into consistently creative or original work.
C	73 - 76	
C-	70 - 72	
D+	65 - 69	Poor. The student has shown some understanding of the material and subject matter covered during the course. The student's work, however, has not shown enough effort or understanding to allow for a passing grade in School Required Courses. It does qualify as a passing mark for the General College Courses and Electives.
D	60 - 64	

F	0 – 59	Fail. The student has not succeeded in mastering the subject matter covered in the course.
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* Decimals should be rounded to the nearest whole number.

Prepared by and when: Stephani Shelton January 10, 2019

Approved by and when: