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JOUR 495.01: Audio and Video Reporting

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JOUR 495 – *Audio & Video Reporting*
Syllabus - Fall 2009 (subject to change)

Goal: This course will introduce print students to envisioning, producing and editing audio and video packages for the Web and will add multimedia storytelling into their reporting techniques.

Objectives
Students who complete this course should be able to:
1. Conceive of multimedia reports.
2. Conduct simple interviews in video and audio.
3. Gather and edit digital audio.
4. Create an audio slideshow in Soundslides.
5. Shoot and edit acceptable video for a short online clip.
6. Learn to construct and track basic scripts.
7. Evaluate story packages and explain why they work well in the medium, or why they do not.
8. Learn to light, mic and shoot footage for use on the Web and possible broadcast.

Grading options: This course must be taken for a traditional letter-grade. No credit grading is not permitted. The Montana University System's plus/minus grading system will be used in this class.

Class meets Wednesdays, 3:10-5:00 p.m., in DAH 009.

Grades
Student final grades will be made up of the following:
15% Attendance and Participation in Discussions
7% Radio Analysis
10% Trackless Profile
15% Tracked Profile
5% Slideshow Pitch and Defense
15% Slideshow Script and produced piece
8% Edited Slideshow Script
5% Final Story Pitch and Defense
25% Final Video Project

Office: Don Anderson Hall 406
Office hours are 11:00 a.m.-noon Tuesdays and Thursdays. 1:00 – 3:00 p.m. Wednesdays. I'm also available at other times by appointment.

Academic Honesty
I expect your honesty in presenting your own work for this course. Academic misconduct at The University of Montana is subject to an academic penalty ranging from failing the assignment to expulsion from the university. Students need to be

familiar with the Student Conduct Code.
http://www.umt.edu/SA/VPSA/index.cfm/page/1321

Plagiarism
As defined by "The University of Montana Student Conduct Code" plagiarism is: "Representing another person's words, ideas, data, or materials as one's own." This is strictly prohibited in this class and any case of plagiarism in this course will be subject to the penalties outlines in the student code of conduct.

Students with Disabilities
Students with disabilities will receive reasonable modifications in this course. Your responsibilities are to request them from me with sufficient advance notice, and to be prepared to provide verification of disability and its impact from Disability Services. Please speak with me after class or during my office hours to discuss the details. For more information, visit the Disability Services for Students website at http://life.umt.edu/dss.

Section One: Conceiving of the Story

September 2, 2009: Introduction to the Course. How we will build a set of skills that can plug into a variety of newsrooms and how, in addition to basic technical training, the core of this class will be teaching students how to think about stories in nonprint media.

Assigned Reading: Excerpt of The NPR Guide to Audio Journalism
http://www.press.uchicago.edu/Misc/Chicago/431789.html

Writing for Broadcast: http://www.jprof.com/wfmm7/chapter9.html

Broadcast News Writing Basics:
http://www.mashell.com/%7eparr5/news_writing.htm

Assignment: Listen to one hour of radio news ("Morning Edition" or "All Things Considered" or a radio talk show) and write a short (one page) analysis of what you heard. Come to next week's class prepared to discuss your comments.

September 9, 2009: Hear It Now. Discuss the assignment and what it means to report news for broadcast and nonprint media. This class will focus on the differences in storytelling and story structure that broadcast requires. Students will also discuss interview techniques for audio.

Assigned Reading: Television Scripts from the Reuters Handbook of Journalism:
http://handbook.reuters.com/index.php/Television_Scripts#Story_Structure

Section Two: Audio Reporting and Editing

September 16, 2009: Writing Scripts. In-class assignment to take a story from that day's Missoulian or Kaiman and turn it into a 15-second radio script. Second hour will focus on learning how to use the audio recorder and introducing audacity.

Assigned Reading: Audacity Intro --
http://www.jtoolkit.com/audio/Audacity_Guide.pdf

September 23, 2009: Recording Interviews. Students will pair off and record 5-minute interviews with one another. Students will then edit a thirty second clip stitching together two or three bites from the interview to create a short audio profile.

Assignment: Students will produce a 60- to 90-second audio trackless audio profile or report.

September 30, 2009: Adding the Track. Students will learn how to write to the bite, one of the critical skills of broadcast writing. Tracks do two important functions, they condense and organize the critical information in a way a soundbite rarely/ever can. Second they lead people up to the sound bite you do have.

Assignment: Re-edit the report/profile this time to include a track from the reporter.

Section Three: Adding the Visual

October 7, 2009: Adding the Visual. The next step to understanding multimedia storytelling is to take the audio skills and add the visual component. As an introduction to this part of the process, students will use the SoundSlides program to produce a new report that adds still images into a new audio report.

Reading Assignment: Soundslides Intro --
http://multimedia.journalism.berkeley.edu/tutorials/using-soundslides/

Assignment: Draft two one-page story pitches for an audio slideshow.

October 14, 2009: Students will bring proposals for their slideshow report to class and present them. Students and instructor will offer feedback and suggestions about what could make the slideshow better.

Assignment: Complete slideshow and submit script with photo descriptions and the track/bites.

Section Four: Scripting and Producing Video

October 21, 2009: Making the Pictures Move. With the basics of audio and the audio slideshow in hand, this week we make the conceptual jump to video. This class will explore the differences between what we have learned up to now and video production.

Assigned Reading: http://handbook.reuters.com/index.php/Pictures

Assignment: Take script from the slideshow and propose footage that would work instead of the still images.

October 28: Cameras Can Be Your Friend. This class will walk you through how to light, mic and shoot an interview with a basic camcorder. Students will also go over the Reuters Picture Guides.

November 4, 2009: During Class, students will shoot an interview, b-roll, cutaways, etc. needed to construct a piece. Students will submit this work to be critiqued.

Assignment: Draft two one-page story pitches for your final project.

November 11, 2009: NO CLASS

November 18, 2009: The Video pitch. All projects will be presented to the class and critiqued for appropriateness for a video report, realistic timeline and scope, visual ideas, etc. Students will also discuss what goes into making a strong video script and how to take the material they have shot and begun to create a report.

Reading Assignment:
http://www.cnnstudentnews.cnn.com/2000/fyi/sb/08/30/video.script.story/

Assignment: Students will shoot interviews and footage for their final project. Draft a rough script with video cues and bite transcripts.

November 25, 2009: NO CLASS

December 2, 2009: Trends in digital video. This class will introduce students to different video techniques and storytelling efforts to expose them to what newspapers, radio, Web and broadcast entities are doing to create digital videos. Scripts will be returned by the middle of this week.

Assignment: Revise scripts and submit before Week 14 Class.

December 9, 2009: Bringing it together. This session will be a general Q&A about the production of the final project, including examples from ongoing projects that other students might learn from.

Assignment: Complete Final Project by finals date Dec. 17, 2009