

## Florida International University FIU Digital Commons

---

Course Syllabi

Special Collections and University Archives

---

Spring 2015

# VIC 4001 Visual Storytelling & Production

Robert E. Gutsche Jr.

*School of Journalism and Mass Communication, Florida International University, [rgutsche@fiu.edu](mailto:rgutsche@fiu.edu)*

Follow this and additional works at: <https://digitalcommons.fiu.edu/syllabi>



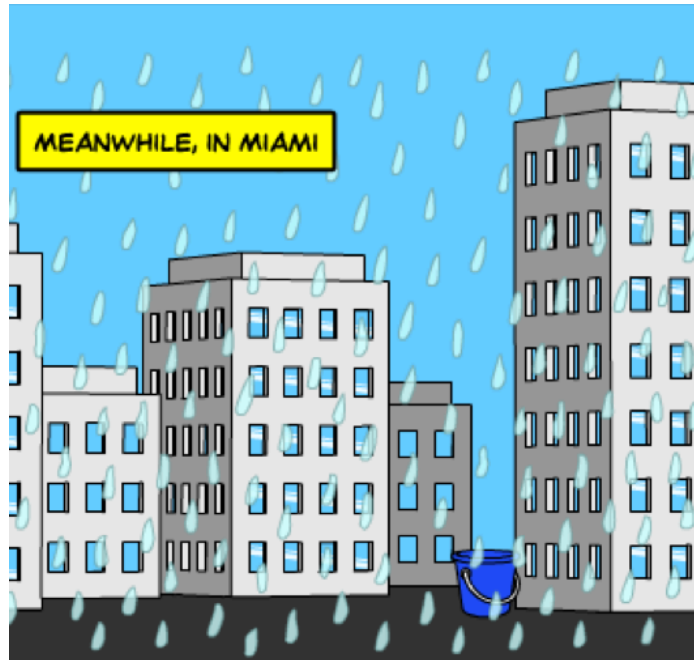
Part of the [Communication Commons](#)

---

### Recommended Citation

Gutsche, Robert E. Jr., "VIC 4001 Visual Storytelling & Production" (2015). *Course Syllabi*. 7.  
<https://digitalcommons.fiu.edu/syllabi/7>

This work is brought to you for free and open access by the Special Collections and University Archives at FIU Digital Commons. It has been accepted for inclusion in Course Syllabi by an authorized administrator of FIU Digital Commons. For more information, please contact [dcc@fiu.edu](mailto:dcc@fiu.edu).



**VIC 4001**  
**VISUAL STORYTELLING & PRODUCTION**

SCHOOL OF JOURNALISM & MASS COMMUNICATION  
FLORIDA INTERNATIONAL UNIVERSITY

**SPRING 2015**

**Tuesday/Thursday**  
**9 a.m. to 10:50 a.m.**

Dr. Robert Gutsche Jr.  
318 A, Academic 2  
608-345-0717 (cell)  
rgutsche@fiu.edu  
tedgutsche or Robert Gutsche (skype)  
robertgutschejr.com  
individual workshop hours: Tuesday/Thursday, 11 a.m. to 12:30 p.m.

**Course Overview**

Think visually.

Merge mediums.

Take risks.

Be simple.

Work.

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, 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, 6) Continue to improve each section of the class.

Projects for this course should be both journalistic and artistic and operate around questions such as: “How does \_\_\_ work?”, “What does \_\_\_ do?”, “What does \_\_\_ mean?” 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.

More specifically, this course has been designed to provide content to eyesontherise.org and other projects that are related to community and journalistic engagement. Therefore, the class will not only be focused on media production, but on community engagement related to such production. For example, the readings for this course and course objectives, assignments, and discussions will revolve around engaging with audiences, understanding audiences, and measuring audience reception to media.

## Readings

*A Transplanted Chicago: Race, Place, and the Press in Iowa City*, Gutsche, 0786473673, 2014  
(Author royalties from this book will be donated to the Community Foundation of Johnson County [Iowa])

*Understanding Comics: The Invisible Art*, McCloud, 006097625X, 1994

*Climate Changed: A Personal Journey Through the Science*, Squarzoni, 1419712551, 2014

Recommended: *This Changes Everything*, Naomi Klein; *High Tide on Main Street*, John Englander; *Making the News*, Jason Salzman

## Required Material

External 1T hard drive compatible for MAC/PC.

\*Digital audio recorder

\*Digital video/still camera

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

\*Tripod

\*This equipment can be checked out through the equipment room, once you have signed a “Release and assumption of risk” form

### **Assignments/Assessments**

*All assignments (packages) must include elements of below. These artifacts must be placed on a Wordpress blog as a place-holder. Final assignments will be presented on a tear-sheet, as discussed in class. Furthermore, the packages will involve audience/community involvement, as discussed in class and outlined in the course schedule.*

Packages will revolve around the following projects:

- Sea Level Rise
- MAST @ FIU

Package 1 (video, photo, data, text, design) (20 percent)

Package 2 (video, photo, data, text, design) (20 percent)

Package 3 (video, photo, data, text, design) (20 percent)

Package 4 (video, photo, data, text, design) (20 percent)

Attendance/Participation (20 percent)

### **Extra Credit**

None

### **Makeup/Late Work**

Excused absences involve true emergencies (i.e. illness or death in the family, or otherwise according to FIU policy). In order to receive consideration for an excused absence, you must do several things:

- 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 will receive 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. Traffic and rain are not appropriate explanations for lateness or absences. That said, if you are more than 10 minutes late, please consider not coming to class or sit in the back without making any disruption. Pop quizzes will be presented right at the start of class. If you are late, you will not be able to make-up the quiz.

### **Email Policy**

Do it

Not about grades

### **Cell Phones and Browsing**

Will be discussed in class

### **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.

### **Discussion of Sensitive Topics**

At times, conversation in the course, and in journalism, advertising and public relations, may have offensive (or uncomfortable) tones. Covering such topics is a necessary part of the journalist's role in society and dealing with these topics is an element every communication professional will face at one time or another. 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). If you have issues of concerns, I encourage you discuss them 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.

## Links

SJMC Equipment Room and Software Wiki:  
<http://fiuinfo.pbworks.com/w/page/5768851/FrontPage>

Atomic Learning, via Fiu.edu

## Schedule

### 1/13: Introduction and Risk Forms

Visit [eyesontherise.org](http://eyesontherise.org) for Mission/Goals, etc.

### 1/15: Sea Level Rise and Risk

Watch: “South Florida’s Rising Seas” at [eyesontherise.org/213-2](http://eyesontherise.org/213-2)

Visit [eyesontherise.org](http://eyesontherise.org) – About – Advisory & Readers Boards – Story Budget

### 1/20: Storytelling About Sea Level Rise (Pick a Project)

Read: Climate Changed

### 1/22: Visual Storytelling Methods/Approaches

Read: Climate Changed

- 1/27:** What's Your Climate Change Story?  
Due: Project 1: Presenting Your Project  
Read: Climate Changed
- 1/29:** Telling Stories Visually  
Finish: Climate Changed  
Due: Project 1: Presenting Your Project
- 2/3:** Identifying Audiences for Your Stories  
Read: A Transplanted Chicago, Preface and Introduction
- 2/5:** Assessing Audiences' Needs: What Stories Are Needed?  
Read: A Transplanted Chicago, Chapters 1 and 2
- 2/10:** Work Day: Meeting With Your Audiences
- 2/12:** Work Day: Sharing What Your Audiences Said  
Read: A Transplanted Chicago, Chapters 3 and 4
- 2/17:** Creating the Visuals: Engaged Multimedia Storytelling  
Read: Understanding Comics, Introduction and Chapter 1
- 2/19** TBA
- 2/24:** Presenting Your Audiences  
Due: Project 2: Tailored to Fit
- 2/26:** Presenting Your Audiences  
Due: Project 2: Tailored to Fit
- 3/3:** Framing the Narrative  
Understanding Comics, Chapters 2 Through 4
- 3/5:** Work Day
- SPRING BREAK**
- 3/17:** Preparing to Present: What Will Audiences Think?  
Due: Presentation for Audiences  
Due: Understanding Comics, Chapters 5 through 7
- 3/19:** Work Day  
Presenting To Your Audiences
- 3/24:** Digestion  
Due: Project 3: Visual Presentation of Audience Reactions
- 3/26:** Digestion

Due: Project 3: Visual Presentation of Audience Reactions

**3/31:** Recasting the Narrative

Due: A Transplanted Chicago, Chapters 5 through 7

Due: Understanding Comics, Chapters 8 and 9

**4/2:** Workshop

Due: A Transplanted Chicago, Conclusion

**4/7:** Workshop

**4/9:** Post Production

**4/14:** Post Production

**4/16:** Workshop

Due: Project 3: Visual Presentation of Audience Reactions

**4/21:** Workshop

Due: Project 3: Visual Presentation of Audience Reactions

**4/23:** Workshop

**FINALS WEEK:** TBA



**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 **Visual Storytelling** class for the Spring 2015 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)	