

JOUR 3280 Syllabus

Grady College of Journalism and Mass Communication

FALL 2020

Instructor

Chris Shumway

Contact: (office) 706-542-4977 (cell) 614-557-1197

cshumway@uga.edu

Office: 102 Journalism Building

Office Hours via Zoom: MWF 11am – noon, 3 – 4pm.
Other times by appointment.

Instructor's Background

I was a broadcast journalist for 15 years (1985 – 2000), specializing in weather forecasting, news reporting, videography and editing. I worked at TV stations in Alabama, Georgia, Texas and Ohio. After leaving TV news, I went to graduate school and worked as a writer and editor for *The New Standard*, an independent, non-commercial web site that focused on hard news reporting. I also taught courses in electronic media at Capital University in Columbus, Ohio from 2004 to 2011.

Professional Certifications: Avid Certified Instructor – Avid Media Composer; Apple Certified Pro – Final Cut Pro 7; proficient with Adobe Premiere Pro.

Education: M.A. New School University (2003), Certificate in Broadcast Meteorology, Mississippi State University (1995), B.A. Jacksonville State University (1988).

Disclaimer

This syllabus is a general plan for the course; deviations announced to the class by the instructor in person and online may be necessary.

Agreement

Please read this syllabus carefully. It is considered to be a contract between you and the instructor.

Course Information

Location: Room 510 Journalism Building

Day/Time: **TTH 2:20pm – 3:35pm, 3:55pm – 5:10pm**

Credits: 2 hours

Prerequisites: JOUR 3090 and JOUR 3190 and permission of department

Course Description

Introductory course in video production for Journalism majors. Students will develop skills in videography and video editing. The course will consist of lectures, equipment demonstrations and hands-on exercises. Students will produce news packages that cover local events or issues.

Learning Outcomes

At the completion of the course students will be able to demonstrate basic skills in videography and video editing within a news production environment. Topics and skills include:

- Use of tripods and camera supports
- Use of portable lighting equipment
- White balance, exposure and focusing techniques (using manual controls)
- Shot composition
- Shooting interviews and b-roll
- Recording audio
- Writing narration for video stories
- Organizing files and projects for post-production
- Principles of continuity editing and basic editing techniques
- Monitoring and adjusting audio levels
- Importing graphics and other supporting files
- Finishing and exporting a video

This course will also address the following professional values and competencies established by the AEJMC:

- understand concepts and apply theories in the use and presentation of images and information
- demonstrate an understanding of professional ethical principles and work ethically in pursuit of truth, accuracy, fairness and diversity
- think critically, creatively and independently
- critically evaluate their own work and that of others for accuracy and fairness, clarity, appropriate style and grammatical correctness
- apply current tools and technologies appropriate for the communications professions in which they work, and to understand the digital world

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Student Resources

1. **Yourself:** Read and review all class documents and tutorials. Ask questions in class, via email, or during my office hours. Practice on your own outside of class. You own the camera and laptop, so you should become an expert at using them!

2. **Your Instructor:** It's my job to help you succeed academically and professionally. I can usually be reached from 9:30am to 6:00pm (even later) each day. Contact me via phone, text, e-mail, Slack or Zoom.

3. **Online Modules:** All course material is posted on **ELC**. I also use a [Slack group](#) to communicate with students about important announcements and information. Make sure you keep up with both. Check them on a daily basis.

4. Required Equipment:

- **Camera** – a video camcorder with a microphone input OR a DSLR camera that also records video and has a microphone input. Cameras should record .MP4 or .MOV files on SDHC or SDXC memory cards.
- **External Microphone** – an inexpensive shotgun microphone that you can mount on the camera is the most versatile. A lavalier microphone is also an option.
- **Tripod** – lightweight, fluid head is best.
- **Headphones/earbuds** – headphones are better because they block out noise. You'll need these when recording audio and when editing.
- **SDHC cards** – must be class 10 cards
- **Laptop** – with Adobe Creative Cloud apps installed.

5. Need-based request for technology assistance:

If you have a serious financial need and want to request assistance from the department, contact me privately to go over the procedures.

6. Recommended Equipment:

- **External Hard Drive** – a USB drive with 7200rpm disk is best. You'll use it to store files for editing. Will also enable you to use a lab computer when needed.

We also have lights kits in the Field Equipment Supply Room (FESR). Print and sign the **Statement of Responsibility** (on ELC) to become eligible to check out these kits.

No Outside Projects: You cannot use Grady College equipment for projects unrelated to class assignments!

Evaluation of Student Progress

1. **Grading:** Grades are based on your ability to demonstrate professional news production techniques and the quality of your storytelling, not the amount of time you spend working on a project. **If you want to do well in this course, follow the instructions for each assignment, concentrate on the techniques and execute them properly. Don't worry about points. Worry about producing accurate, compelling and technically solid stories.**

I will change a grade only if: (a) I have made a mathematical error; or (b) I did not evaluate your work according to the professional goals established for the assignment in question. If you wish to contest a grade, submit your case in writing to me within 72 hours of the grade posting, indicating which of the above situations has occurred and why you feel your grade should be changed. If you feel that (b) is the case, you must formulate a rational argument as to why the grade is not appropriate. Your opinion or a list of excuses is not an argument.

2. Assignments and Points:

Quiz	25 points
Video Aesthetics (raw clips)	20 points
Interview (raw clips)	25 points
B-roll (raw clips)	25 points
Edit Test 1 (b-roll story)	25 points
Edit Test 2 (complete PKG)	25 points
PKG 1 script	25 points
PKG 1 (PKG w/narration)	80 points
PKG 2 (PKG w/out narration)	75 points
Participation & Professionalism	25 points
Total Possible	350 points

3. Grading Scale:

A = 94-100%	C+ = 77-79%
A- = 90-93%	C = 74-76%
B+ = 87-89%	C- = 70-73%
B = 84-86%	D = 65-69%
B- = 80-83%	F = 0-64%

Course Evaluation – Very Important

You will have the opportunity to evaluate this course and my teaching methods at the end of the semester. Please check this link to access the online course evaluation: <http://eval.franklin.uga.edu/>

Course Policies

1. **Academic Integrity:** As a UGA student, you have agreed to abide by the University's academic honesty policy, "[A Culture of Honesty](#)," and the Student Honor Code. Lack of knowledge of the academic honesty policy is not a reasonable explanation for a violation. Questions related to course assignments and the academic honesty policy should be directed to the instructor.

2. **Non-discrimination:** In accordance with University policy, I do not engage in, nor do I tolerate discrimination or harassment on the basis of race/ethnicity, religion, national origin, sex/gender, sexual orientation, age, physical or mental disability, or veteran status. In addition, I do not discriminate on the basis of political belief or economic status.

3. **Deadlines:** This is very important in the world of journalism. It is your responsibility to be familiar with all deadlines. They're posted in the Google calendar on my web site. If I decide to change a deadline, I'll pass along the information promptly. **If you miss a deadline, you get a zero for the assignment.**

4. **Attendance:** Due to the COVID-19 pandemic, my attendance policy is vastly different from previous semesters. Here are the highlights.

DO NOT ATTEND an in-person class session if you:

- test positive for COVID-19.
- have a fever, aches, chills or any other COVID-19 symptoms.
- don't have symptoms but have been in contact with someone who has symptoms or has tested positive for COVID-19.
- are registered with the UGA Disability Resources Center and have been approved for a COVID-19 accommodation, which includes an exemption from in-person classes.

5. **Social Distancing and Masks:** [You must wear a mask/face covering while in class](#) and follow social distancing rules in campus buildings.

- Stay in your assigned seat during class unless we are moving around to set up cameras and tripods. In that case, we'll spread out far enough so you can work at a safe distance from your classmates and me.
- You must also follow all the rules for newsgathering and shooting video when you are outside the classroom working on assignments.

6. Banned Devices:

When an in-person class begins, you must turn off all messaging and social media apps. No checking messages, no texting, no receiving calls. No Facebook, no Twitter. You can survive 1-2 hours disconnected from social media.



Exceptions only if you have a UGA-approved note taking disability or you are taking notes for someone through Disability Services, otherwise it's important for you to know how to take notes on paper. If you are using any device that distracts you or other students from class discussions and activities, **YOU WILL LOSE POINTS** and might be dismissed from class.

7. **Communication Etiquette:** We'll be communicating a lot online this semester via Zoom, Slack, e-mail, text (you name it), so please be professional and adhere to the following guidelines:

- Always** check the syllabus, calendar and other online resources before sending a direct message to ask about assignments or class schedules. It's likely that the answer you're looking for is already posted on Slack, ELC or my web site. If you don't find the answer or need clarification, then you can shoot me a message.
- Be clear, thoughtful, and concise** in your messages. I won't respond to messages that I cannot understand, or those with numerous misspellings, and typos. Communicate as you would in a professional environment.
- Do not panic** if I don't respond immediately. I might be away from my computer/phone. I'll always do my best to respond in a timely manner, but sometimes it might take me several hours to get back to you.

8. **Service Animals:** The University of Georgia has established a policy regarding the presence of service dogs or service dogs-in-training in the classroom. All such dogs and handlers/partners must be officially registered with the University. Only dogs and handlers/partners who comply with all aspects of the University's Service Animal policy will be permitted to attend this class.

National Press Photographers Association (NPPA) CODE OF ETHICS

Visual journalists and those who manage visual news productions are accountable for upholding the following standards in their daily work:

- 1) Be accurate and comprehensive in the representation of subjects.
- 2) Resist being manipulated by staged photo opportunities.
- 3) Be complete and provide context when photographing or recording subjects. Avoid stereotyping individuals and groups. Recognize and work to avoid presenting one's own biases in the work.
- 4) Treat all subjects with respect and dignity. Give special consideration to vulnerable subjects and compassion to victims of crime or tragedy. Intrude on private moments of grief only when the public has an overriding and justifiable need to see.
- 5) While photographing subjects do not intentionally contribute to, alter, or seek to alter or influence events.
- 6) Editing should maintain the integrity of the photographic images' content and context. Do not manipulate images or add or alter sound in any way that can mislead viewers or misrepresent subjects.
- 7) Do not pay sources or subjects or reward them materially for information or participation.
- 8) Do not accept gifts, favors, or compensation from those who might seek to influence coverage.
- 9) Do not intentionally sabotage the efforts of other journalists.

Ideally, visual journalists should:

- 1) Strive to ensure that the public's business is conducted in public. Defend the rights of access for all journalists.
- 2) Think proactively, as a student of psychology, sociology, politics and art to develop a unique vision and presentation. Work with a voracious appetite for current events and contemporary visual media.
- 3) Strive for total and unrestricted access to subjects, recommend alternatives to shallow or rushed opportunities, seek a diversity of viewpoints, and work to show unpopular or unnoticed points of view.
- 4) Avoid political, civic and business involvements or other employment that compromise or give the appearance of compromising one's own journalistic independence.
- 5) Strive to be unobtrusive and humble in dealing with subjects.
- 6) Respect the integrity of the photographic moment.
- 7) Strive by example and influence to maintain the spirit and high standards expressed in this code. When confronted with situations in which the proper action is not clear, seek the counsel of those who exhibit the highest standards of the profession. Visual journalists should continuously study their craft and the ethics that guide it.

Additional guidelines based on professional journalism practices and ethical codes.

- 1) **It's not about YOU.** It's about the **audience** (the reader/viewer)! Your job is to report the news to the people who live in the Athens-Clarke County area. This includes people who aren't connected to UGA. Get outside the campus bubble and find stories that impact the local citizens. In particular, you should look for sources who are from underrepresented groups in the community. Find people from diverse cultures and backgrounds who are underrepresented in local news reporting.
- 2) **Representation. You DO NOT** represent the University of Georgia when you are reporting the news. You are a student journalist in the Grady College of Journalism at UGA. Always identify yourself as a **student journalist** when contacting a source. Don't tell them you're just doing a class project that nobody will see. Work under the assumption that you're reporting actual news for an actual audience.
- 3) **Conflict of Interest.** Don't pitch a story about a softball team if you also play on the team. Don't do a story about a fraternity or sorority if you are also a member. Same goes for charities, volunteer groups and other organizations. If you're a member, you can't do a story about them.

- 4) **Dress.** Dress and act like a professional and people will treat you accordingly. Dress like a grubby college student, and people will treat you like an amateur. You better not appear on camera wearing a ratty T-shirt, tank top, cut off shorts or other unprofessional clothing.
- 5) **Communicating with Sources.** One of the fundamental skills of journalism is getting people to cooperate when they really don't want to or can't find the time. You have to convince them to do the interview or grant you access to their location. You'll have to develop a flair for convincing people. Do whatever it takes to get the story, but don't lie. Don't misrepresent yourself or your purpose. It sounds like a simple rule, but it is violated every semester. You have to convince people it's in their best interest to give you their side of the story, but don't trade credibility for access. **Don't promise any source that your story will turn out a certain way -- or that it will portray them in either a positive or negative light. Just work hard to get the interviews and b-roll. Be polite and clear about your purpose (to do an accurate, fair story) and let the chips fall where they may. Be professional when calling a source or sending e-mail to request an interview. Address sources by their professional title and last name. They'll be more likely to call you back.**
- 6) **Interviewing & Reporting. DO NOT** submit interview questions in advance without the permission of your professor or editor/executive producer. **DO** give the source a general idea what you will be asking them about. If they insist that you submit questions ahead of time, find someone else to interview. The major rule for all of this is to act like a professional. We are journalists. Our role in society is to report, not pick the winners and losers. I don't expect you to back down from a story because it might offend someone. I also don't expect you to try to "get" someone or embarrass them even if they've been difficult to work with. **The audience doesn't want your analysis or opinion -- they just want a clear, accurate, and fair story. They can make up their own minds after you give them the facts and present various sides of the story.**
- 7) **Sourcing and Verification. DO NOT** copy stories or information directly from any other media source. It's plagiarism and will kill your credibility. You could get badly burned if the information turns out to be inaccurate. You should obviously be reading/watching a wide variety of news to stay informed, but don't use the information without first verifying the information yourself. If WSB-TV reports that a local sheriff said or did something, don't automatically assume it's true. Call the sheriff yourself and find out what happened. Call additional sources if needed to verify information. Then you can write the story.
- 8) **Attribution.** You must identify the source of important information. If there are important facts in your story you need to tell the audience where those facts came from. This is especially true for controversial or contested information. If it's health information, or crime statistics, or economic data, you must identify the source. When writing a video story, you typically identify the source before you reveal the information. Like this: "According to the FBI, violent crime decreased in Georgia over the past five years." Or this: "The Athens-Clarke County Tax Commissioner says revenue from property taxes increased in 2013."
- 9) **Double dipping.** This is an absolute no-no. You cannot submit a story for this class that you've already produced for another class. The whole point of this course is for you to learn to shoot and edit original video news stories. If you have a story idea that you pitched in a previous class – but you never shot any video for it – then you can certainly pitch that story in this class, and then go out and shoot it. But don't ever try to turn in something you already shot/edited for another class. You must also complete all reporting and production work for all assignments during the semester. Don't bring in old raw footage and submit it for an assignment in this class.
- 10) **Trust.** It's really all about Trust. If the audience can't trust you to be a fair, accurate journalist, you have no credibility. If they think you're unfair, or reckless when it comes to checking facts, they won't read/watch your stories. I also need to be able to trust you. If you cheat on a test, fabricate information for a story, lie about contacting a source, or engage in any other shady journalistic practices, I won't be able to trust you. And if I can't trust you, I won't have anything to do with you from that point onward. No internship or job recommendations, no constructive reviews of your work, no help outside of class, and I'll be sure to report your dishonesty to my colleagues on the faculty. They, in turn, may also distance themselves from you. Don't be a pariah. Be an ethical journalist and a decent human being. If you're not sure about something, ASK before you act. I'm here to help you sort through challenging ethical dilemmas. We need to work together, not against each other.