

JOUR 3280 Syllabus

Grady College of Journalism and Mass Communication

Spring 2019

Instructor

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Other times by appointment. Available by phone most days and evenings until 11pm.

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 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 132 Journalism Building

Day/Time: TTH 2:00pm – 3:15pm

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 at least one news package that deals with a local event or issue.

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 covered include:

- Video file formats
- 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
- Principles of continuity editing
- Organizing files and projects for post-production
- 3-point editing and basic trimming
- 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:** Carefully 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'm usually here from 9:30am to 5:30pm each day and can be reached when away from the office.

3. **Your Textbook:** All required reading material and video tutorials are on my [Shumway Video](#) site – bookmark it! I also have a [Slack group](#) for this class. I'll post your grades on the [ELC system](#)

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 lavalier microphone for recording interviews is best.
- **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. The [University System of Georgia offers the best price on Adobe software for students.](#)

5. Need-based request for technology assistance:

If you have a serious financial need and want to request assistance from the department, meet with your professor privately to go over the procedures.

6. Recommended Equipment:

- **External Hard Drive** – a USB 3.0 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.

You will also have access to lights kits from the Field Equipment Supply Room (FESR). Print and sign the **Statement of Responsibility** (page 6) to become eligible to check out Grady College equipment.

No Outside Projects: You cannot use Grady College equipment for projects unrelated to class assignments! Anyone caught doing this will be removed from the class and will receive a "WF".

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. Points:

Video Aesthetics	20 points
Interview (raw clips)	20 points
B-roll (raw clips)	20 points
Ethics/Terminology Quiz	20 points
Editing Test 1	25 points
PKG 1 (PKG w/narration)	75 points
Editing Test 2	25 points
PKG 2 (nat sound PKG)	70 points
Participation & Professionalism	25 points
Total Possible	300 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, class or income.

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:** I expect students to attend all classes and be on time – period! I don't deal with excused or unexcused absences. They're just absences. Either you're in class or you're not.

Here's the complete policy:

Absences: You are allowed **TWO free** absences. There's no penalty for these absences. BUT If you have a third absence, your grade for Participation and Professionalism will suffer. The max points you could earn drops from 25 to 15. If you are absent a fourth time, the max points goes down to 10! If you are absent a fifth time, I will just withdraw you from the class.

Advice: Save your free absences for sudden illness, emergencies, family trips or that day when you just want to blow off class.

DON'T ask me what we did in class on a day you were absent. It's your responsibility to keep up with assignments and find out what we did in class. It's posted on the calendar and you can check with a classmate.

Tardy: No freebies here. Being late to class will cost you points on your grade. I will deduct 5 points from your final grade for each day you're late.

Abuse of the policy: Students who abuse the attendance policy will be considered to have committed academic misconduct.

5. Banned Devices:

When class begins, you must put away laptops, tablets and cell phones. 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 (which would count as an unexcused absence.)

6. **Communication Etiquette:** I prefer to communicate with you in person, but if you need to contact me via phone, text message or e-mail, please be professional and adhere to the following guidelines:

- a. **Do not** send messages asking what we did in class on a day you were absent (or not paying attention). You can ask a classmate for that information: or better yet, check the syllabus and the calendar for any material related to that day's session.
- b. **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.
- c. **Do not panic** if I don't respond immediately to your message. I might be busy, or away from my computer/phone. I'll always do my best to respond in a timely manner, but sometimes it might take me 12 to 24 hours to get back to you.

7. **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. That includes people who aren't connected to UGA. You should report news about important issues and events that affect a wide range of people living in this community. Get outside the campus bubble and find stories that impact the local citizens.
- 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. If your story is good enough, it might be published or broadcast on **Grady Newsource**. Work under the assumption that you're reporting actual news for an actual audience.
- 3) **Participation.** I do not want to see "reporter involvement" of this sort in stories. Don't pitch a story about a softball team if you also play on that 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 of some organization, you can't do a story about them. It's a conflict of interest --- period! I'm not telling you not to pet a

cat during a standup on abandoned pets. I am telling you not to do a story about the animal shelter if you also work there. If there's a great story involving some group you're affiliated with, you should tell a classmate – who's not affiliated with the group – about it. Let them do the story if it's that important.

- 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. Needless to say, 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 arts 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 salesman's 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.** We do not submit interview questions in advance without the permission of your professor or executive producer. We DO give the subject a general idea what we 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 good guys and bad guys. 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 directly from a newspaper or 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 you don't copy other stories for our newscasts or web site without first verifying the information. 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 broadcast news 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.
- 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.



Statement of Responsibility

1. I, _____, state that I am enrolled in _____ for the _____ semester, 20____, and I have permission from instructor _____ to use Grady College equipment only for **class assignments** or **college-authorized projects**.

2. I agree to the following:
 - A. I will be fully responsible for all equipment and accessories that are issued to me. The Field Equipment Supply Room (FESR) staff will maintain a record of major pieces of equipment that I check out.
 - B. I will inspect equipment during check out and report any missing or damaged items to the FESR staff. If I encounter an equipment failure or malfunction during use, I will not attempt to repair equipment myself, nor will I allow others who are not Grady faculty or staff to attempt to repair equipment. When returning equipment, I will report ALL equipment problems and missing items to the FESR staff.
 - C. I WILL PAY FOR ALL REPAIRS AND/OR REPLACEMENT OF EQUIPMENT THAT IS DAMAGED OR LOST WHILE ISSUED TO ME. Grady College will be responsible for equipment failure due to normal use, considered to be natural wear and tear.
 - D. I understand that if I do not return the equipment to the FESR when the FESR schedules me to return the equipment - and I do not contact the FESR to request an extension – I will be fined \$50 for each day the gear is overdue. Failure to pay any outstanding fines by the end of semester can result in grades being held until payment is received.

3. My local address and contact information:
E-mail: _____ Street: _____
City, State: _____
Zip code: _____
Phone#: _____

4. My permanent address:
Street: _____
City, State: _____
Zip code: _____
Phone#: _____

Student Signature: _____ Date: _____

Instructor Initials: _____ Date: _____



COURSE RELEASE, WAIVER OF LIABILITY, AND COVENANT NOT TO SUE

(READ CAREFULLY BEFORE SIGNING)

I, _____, hereby acknowledge my awareness that my participation in the course _____ may expose me to risk of property damage, bodily or personal injury, including death. I understand that my participation may include the following duties which may include, but are not limited, to the following: participating in small and large group discussions, travel to locations within/off campus, working with large equipment, working with/around high electrical output, working with/around inflammable materials.

I understand that the risks that I may encounter include, but are not limited to injury from falls; inclement weather, injury from animal or insect bites; cuts; abrasions and puncture wounds, broken bones; muscle strains and sprains; and exposure to contagious diseases which may cause death, property damage to car and other personal property, parking tickets and towing, as well as other risks to person and property that may not be foreseeable. I have been informed and understand that there are inherent risks and dangers involved in this activity. I knowingly and freely assume any and all such risks and voluntarily participate in this activity.

In addition, I understand that none of the following entities provide insurance coverage for my participation in the course _____ the Grady College of Journalism and Mass Communication, the Department of Journalism, the University of Georgia, or the Board of Regents of the University System of Georgia. I also understand that it is highly recommended that I obtain my own health, car, and property insurance.

In exchange for the use of equipment, materials, supplies and for being allowed to participate in this event, I hereby release and forever discharge the University of Georgia, the Board of Regents of the University System of Georgia, their members individually and their officers, agents and employees from any and all claims, demands, rights, expenses, actions, and causes of action, of whatever kind, arising from or by reason of any personal injury, bodily injury, property damage, or the consequences thereof, whether foreseeable or not, resulting from or in any way connected with my participation in this activity.

I further covenant and agree that for the consideration stated above, I will hold forever harmless and will not take legal action against the University of Georgia, the Board of Regents of the University System of Georgia, its members individually, and their officers, agents, and employees for any claim for damages arising or growing out of my participation in this activity whether caused by negligence or otherwise.

I certify that I am at least 18 years of age. This consent is given freely and voluntarily by me without coercion, duress, threat or promise of any kind. I certify that I understand and have read the above carefully before signing.

SIGNATURE OF STUDENT

DATE

PRINTED NAME