

Advanced Multimedia Journalism

8 TO 9:15 A.M. MONDAYS & WEDNESDAYS IN LA4 102

Overview

This course explores the theory and practice of creating digital content. It focuses on the application of advanced digital journalism techniques, including search engine optimization. Students are expected to produce work that reflects professional editorial decisions, style and presentation. Students should have solid basic computer skills before enrolling.

PREREQUISITES

- ◇ Journalism 120: News Writing and Ethics
- ◇ Journalism 240: Multimedia Storytelling

Student Learning Outcomes

Students who successfully complete Journalism 340 will be able to:

- Create and evaluate professional journalism multimedia packages;
- Use social media professionally and strategically in multimedia story production;
- Conceptualize, design and build webpages using HTML/CSS;
- Analyze web traffic, evaluate outcomes and employ techniques for improving traffic using Search Engine Optimization;
- Use data visualization tools to create infographics;
- Demonstrate advanced audio and video storytelling skills;
- Apply ethical and legal principles to digital journalism practices and projects.

Course expectations

Reading and homework assignments must be completed before class. In-class assignments are due by the end of the class session, unless told otherwise. Homework assignments are due on the date given when assigned. Accuracy is paramount. Never fabricate information or violate copyright law. Each assignment will be returned with feedback.



Instructor

Todd Henneman

Office hours

LA4 205A

Office hours

Mondays & Wednesdays
9:30 a.m. to 11:30 a.m.
or by appointment

Email

todd.henneman@csulb.edu

Landline

(562) 985-4360

REQUIRED TOOLS

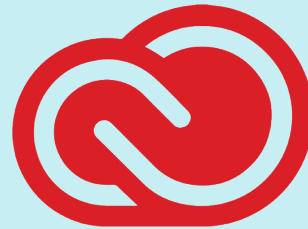
- Smartphone
- USB drive of 2 GB or more to store your files
- SDHC memory card
- Professional "selfie" stick
- Headphones to monitor sound quality

REQUIRED READING

This course does not have a textbook. Readings and other assigned material

REQUIRED

Students will need Adobe Audition and Adobe Premiere Pro for this course. They are part of the Adobe Creative Cloud, available for a \$20 a year subscription through the university. Please see link on BeachBoard.



Learning assessment

This course includes five major homework assignments and seven "mini assignments."

This is an upper-division course that demands high standards. That means adequately completing an assignment equals a C. Superior work equals a B. Far exceeding the requirements merits an A.

I will post detailed rubrics for major homework assignments on BeachBoard. I encourage students to review them before starting an assignment.

Final course grades will be rounded up only if they're within 0.5 percentage points. For example, a final course grade of 79.6 would be rounded up to a B where as 79.4 would not. Out of fairness, I do not make exceptions to this rule.

Component	Points	
ONA presentation	25	5%
TikTok story	50	10%
Interactive data visualization	50	10%
HTML/CSS website	50	10%
Quizzes	50	10%
Mini assignments	65	15%
Podcast	100	20%
Video project	100	20%
Total	500	100%

FIVE MAJOR ASSIGNMENTS

1

PODCAST
Conceive, report and produce a podcast

2

INTERACTIVE GRAPHIC
Complement an audio story with statistics

3

HTML/CSS
Write and tailor code for a class portfolio

4

SOCIAL STORY
Tell a story on TikTok, drawing on emerging standards

5

FINAL PROJECT
Report, produce and post a video

Style guides

CSULB students have access to the [AP stylebook](#) for free through the CSULB library. Follow AP style, ensuring you adhere to recent changes. For example, updated AP style includes capitalizing Black and and not hyphenating terms such as Asian American. Consult the following guides as appropriate:

- [Disability Language Style Guide](#) (National Center on Disability and Journalism)
- [Diversity Style Guide](#) (Society of Professional Journalists)
- [Guide to Covering Asian Pacific America](#) (Asian American Journalists Association; updated soon)
- [Indigenous Media Guides](#) (Native American Journalists Association)
- [National Association of Hispanic Journalists Cultural Competence Handbook](#)
- [National Association of Black Journalists Style Guide](#)
- [The Association of LGBTQ Journalists Stylebook on LGBTQ Terminology](#)
- [Trans Journalists Style Guide](#)

Equipment checkout

Cameras, video cameras and audio kits; adapters, card readers and cables; and other tools are available to borrow from the Department of Journalism & Public Relations. Borrowing equipment is a privilege, not a right, so please be sure to treat the equipment with care. Review the checkout procedures and [online request form](#) so you know what to expect. For more information or help selecting equipment, send an email to JPR Technology Coordinator Dan Olsen at dan.olsen@csulb.edu.

Other resources for students

Please check BeachBoard for links to Student Health Services, Counseling and Psychological Services, Title IX (including support related to a sexual assault or other gender-based harm), and other support services.

Course policies

Attendance: I do not record attendance. However, we will practice skills in class needed to complete assignments. We also have several in-class "mini assignments." Certain in-class assignments will be impossible to make up if missed because they rely on working with a classmates. The only exceptions: an illness or injury with medical documentation; death, injury or serious illness of an immediate family member; religious observations; government obligation; or CSULB-sanctioned activities. See the full [university policy](#). You must make up excused assignments within three business days of your return or you forfeit the opportunity. If you are struggling, though, let me know. I care. If you simply skip a class, don't ask me if you missed "anything important." Check with a classmate.

Assignment instructions: Detailed instructions for homework assignments will be posted on BeachBoard. Take notes when we discuss assignments. Not listening to instructions, not reading instructions carefully or not being in class when we discuss assignments are not valid excuses. If something is unclear, please ask me to clarify before you submit your work.

Class schedule: Unanticipated factors could force us to adjust the course. Any changes will be posted on BeachBoard and communicated by email as well as in person, if possible.

Late assignments: Assignments will be marked down half of a letter grade for every day late. For example, 90% would become 85%. An assignment more than eight days late automatically earns a zero.

Contesting grades: Regularly check your grades on BeachBoard. Raise questions or concerns promptly. Don't wait until the last week. I only will review an individual grade within a week of posting it. Reviews could result in grades increasing or decreasing (if I catch an error that I missed before).

Extra credit: I do not offer any in upper-division courses.

Diversity: I encourage you to broaden your journalistic experiences by incorporating sources or subjects as appropriate from historically underrepresented populations.

Seat in class: Enrolled students may lose their seat by missing the first meeting without notifying the instructor. A student who attends the first class but not the second also may be dropped. After the first week, the onus shifts to you as the student to drop the course if you no longer want it.

Cheating and plagiarism: Don't do it. CSULB takes academic dishonesty seriously. Your work should be the product of your own effort alone. I encourage you to [review the policy](#).

Students with disabilities: It is the student's responsibility to inform me within the first two weeks of the semester of the need for a reasonable accommodation because of a disability. [Contact](#) the Bob Murphy Access Center, formerly known as Disabled Student Services, which provides resources.

COVID-19 policies and procedures

The university administration recommends but no longer requires masks in indoor spaces. Check the CSULB [Covid-19 microsite](#) for all policies and procedures as well as university announcements.

Schedule

(subject to change)

 indicates that the reading, podcast or video is available through BeachBoard.

MODULE: SOCIAL STORYTELLING	
WEEK 1: MONDAY/WEDNESDAY CLASSES DON'T MEET	
	Semester begins Thursday, Jan. 19.
WEEK 2: COURSE OVERVIEW & TIKTOK JOURNALISM	
Monday, Jan. 22	In-class: ⇒ Provide overview of major assignments ⇒ Review strengths of specific media elements ⇒ Watch and use prompts to analyze two TikToks assigned to you
Wednesday, Jan. 25	Before class:  Read "How TikTok personalities are making a name for themselves by delivering news to Gen Z"  Read about Marcus DiPaola  Read "How to use TikTok's green screen feature"  Read "How to Save TikTok Videos Without Posting"  [Optional] Watch "How to use TikTok app: TikTok tutorial for beginners"  [Optional] Read "How to use TikTok: Beginners start here" In-class: ⇒ Discuss TikTok assigned to you
WEEK 3: TIKTOK STORYTELLING	
Monday, Jan. 30	Before class, look at:  "How to get good lighting for TikTok videos"  "How to make your own sound on TikTok, or add music and voiceover to your videos"  "Storytelling for Vertical Platforms"  [Optional] "TikTok Growth Tips and Help" In-class mini assignment: ⇒ Practice recording TikToks ⇒ Discuss ethical issues about TikTok
Wednesday, Feb. 1	Before class, read:  TikTok's owner fires workers who gathered data on journalists  Planet Money's Jack Corbett Explains His TikTok Strategy  After launching in London, the TikTok-focused News Movement comes to the U.S.  Best Times to Post on TikTok for 2023 In-class: ⇒ Discuss ByteDance's "spying" on journalists ⇒ Discuss content strategies and ideas ⇒ Review upcoming TikTok assignment

WEEK 4: SOCIAL STORIES BEYOND TIKTOK	
Monday, Feb. 6	Before class, read: ☐ "TikTok and Instagram are the only social networks that are growing as news sources for Americans" ☐ "How The Washington Post Grew Its Instagram Following From 600K to 6M" ☐ "The data behind winning Instagram captions" ☐ "Four lessons from a new generation of Instagram editors in local newsrooms" In-class mini assignment: ⇒ Compare The Washington Post's TikTok and Instagram accounts ⇒ Take Quiz 1
Wednesday, Feb. 8	☐ "The New York Times is using Instagram slides and Twitter cards to make stories more digestible " In-class mini assignment: ⇒ Experiment with slides
MODULE: AUDIO STORYTELLING	
WEEK 5: USING AMBIENT & CHARACTERISTIC SOUNDS	
Monday, Feb. 13	Before class, read: ☐ "How podcasts are being used by journalists ..." ☐ "A master audio storyteller on how to create a powerful podcast" ☐ Begin Adobe Audition tutorial In-class: ☐ Review podcast instructions ☐ Complete mini assignment on Adobe Audition Due: TikTok story
Wednesday, Feb. 15	Before class, read: ☐ "Active sound: How to find it, record it and use it" ☐ "The steps to finding, developing and vetting news sources" ☐ [Optional] Zoom recorder guides In class: ⇒ Begin mini assignment: natural sounds
WEEK 6: AUDIO STORY STRUCTURES	
Monday, Feb. 20	Before class, read: ☐ "Understanding story structure in 4 drawings" ☐ "Understanding story structure with the 'Three Little Pigs'" In class: ⇒ Complete mini assignment: natural sounds Due: Podcast idea
Wednesday, Feb. 22	Before class, read: ☐ "Writing for the ear" ☐ "Getting used to the sound of your own voice" In class: ⇒ Look at sample scripts ⇒ Practice reading scripts ⇒ Dissect a podcast Due: Adobe Audition tutorial certificate

WEEK 7: AUDIO MIXING	
Monday, Feb. 27	Before class, read: ☐ How room tone improves your field recordings ☐ Review resources In class: ⇒ “Pod-safe” music and effects ⇒ Troubleshooting
Wednesday, March 1	Work on homework assignment Take Quiz 2
MODULE: DATA VISUALIZATION	
WEEK 8: INTERACTIVE GRAPHS AND CHARTS	
Monday, March. 6	Before class, read: ☐ “Choosing the right chart for your data” ☐ Examples posted on BeachBoard In class: ⇒ Preview the data visualization program ⇒ Look at design considerations Due: Audio story
Wednesday, March, 8	On BeachBoard: ☐ Complete tutorials and related mini assignment Note: This is a self-paced lesson; we will not meet in person
WEEK 9: OTHER INTERACTIVE VISUALIZATIONS	
Monday, March 13	In class: ⇒ Review practice visualizations ⇒ Discuss visualization assignment ⇒ Begin mini assignment on timelines
Wednesday, March 15	In class: ⇒ Complete mini assignment
MODULE: SEARCH ENGINE OPTIMIZATION & CODING	
WEEK 10: HTML FUNDAMENTALS	
Monday, March 20	Before class, read: ☐ “What is HTML?” ☐ “What Is CSS and Why Should You Use It?” ☐ “A guide to SEO for editorial teams and journalists” In class: ☐ Review practice visualizations ☐ Complete HTML Lesson 1
Wednesday, March 22	Before class, ☐ Read instruction on activating your webspace ☐ Activate your webspace In class: ⇒ Complete HTML Lesson 2 Due: Data visualization related to podcast Reminder: Begin Adobe Premiere Pro mini-course (certificate of completion due on April 3)
SPRING BREAK	
MONDAY, MARCH 27, THROUGH FRIDAY, MARCH 31	

WEEK 11: OPTIMIZING WEBPAGES & CREATING 'UTILITY' PACKAGES	
Monday, April 2	In class: ⇒ Complete CSS Lesson 1 Due: Adobe Premiere Pro certificates of completing
Wednesday, April 5	Before class, read: In class: ⇒ Complete CSS Lesson ⇒ Preview the final project ⇒ Take Quiz 3
MODULE: VIDEO EXPLAINERS	
WEEK 12: CREATING 'UTILITY' PACKAGES	
Monday, April 10	Before class: ⇒ Read "How journalists can create better explainers" ⇒ Watch at least two examples posted on BeachBoard In class: ⇒ Introduce the final project ⇒ Explain the fundamentals of explainers ⇒ Assess examples
Wednesday, April 12	No regular class because you should attend JPR Day
WEEK 13: CRAFTING VIDEO PROFILES	
Monday, April 17	In-class: ⇒ Look at how to record interviews for online ⇒ Mini assignment: Interview CSULB students
Wednesday, April 19	Before class, watch: ☐ "Basics of shooting video interviews" ☐ Variations of "person on the street" videos In-class: ⇒ Look at how to record interviews for online ⇒ Mini assignment: Interview CSULB students Due: Idea for final project
WEEK 14: VIDEO EDITING	
Monday, April 24	Before class, watch: ☐ "Grammar of video editing tutorial: Jump cuts" In class: ⇒ Review fair use of video and importance of B-roll
Wednesday, April 26	In class: ⇒ Review video editing fundamentals
WEEK 15: WRITING WEB-SMART HEADLINES	
Monday, May 1	In-class: ⇒ Explore "web-smart" headlines ⇒ Mini assignment: Practice writing headlines
Wednesday, May 3	Take Quiz 4 Course wrap-up
FINALS WEEK	
Monday, May 8	8 a.m. to 10 a.m.