



## **JOUR 321: Visual Journalism 2 Units**

**Fall 2018 – Thursday 12:30 p.m. – 2:10 p.m.**

**Section:** 21171D

**Location:** ANN 307

**Instructor: David Matorin**

**Office Hours:** Thursdays, 2:10-3:10 p.m. and by arrangement.

**Contact Info:** [matorin@usc.edu](mailto:matorin@usc.edu); [davidmatorin@gmail.com](mailto:davidmatorin@gmail.com); 917.710.1660

### **Course Description**

Students will gain an understanding of visual journalism through theory and practical application while exploring current and emerging story forms. Students will learn video for digital platforms, principles of photography, design for web and mobile platforms, and the roles each play in interactive and engaging storytelling. An emphasis will be placed on narrative, documentary-style video and visual stories for web and social media.

Students also will learn elements of design related to typography, layout, engagement and user interface as they apply to journalistic story forms across platforms. Social media will also be an integral outlet for photo and video stories. In addition to providing you with skills necessary to produce journalistic multimedia stories, including videos and audio slideshows, we will also cover an introduction to principles of digital news design, interactivity and presentation. Ethical, legal and social issues affecting visual journalists will be discussed.

We will take a practical, hands-on approach in this class. An introduction to photo, audio and video editing software will be provided.

A modern mobile device or tablet device with a camera such as the iPhone 7 Plus or Samsung Galaxy S8, will be used as a primary content gathering device in the class. The device, mobile apps (shooting, editing and special purpose) and additional equipment are also major topics addressed during the course. You are required to have specific mobile journalism accessories, including an external mic, gorillapod, and headphones. Virtually all assignments for this class may be done on your modern mobile device. Using DSLRs are optional for video assignments. There will be a section on this course that introduces students to basics of DSLR cameras and its functions.

### **Overall Learning Objectives and Assessment**

- Students will learn and practice the skills to create short, narrative style video journalism content for web and social platforms.
- Students will be able to demonstrate an understanding of the principles of photojournalism, including composition, framing, light, color, editing and depth of field.
- Students will learn how to use video, audio and graphic elements to create and design news and information for the web, social media and mobile devices.
- Students will demonstrate the ability to work as a journalist with industry-standard DSLR and mobile gear to enhance and tell compelling stories using a variety of mobile apps and techniques.
- Students will demonstrate a basic understanding of principles of news design, interactivity and engagement.
- Students will understand ethical codes of professional journalists, and legal issues involved in visual journalism.

## Description of Assignments

We will focus on creating and publishing multimedia stories. Your multimedia stories must be local, campus or community-related. You will work individually on most projects, but may also be assigned to work in teams for some assignments. As part of this class, students will complete a combination of the following: A major video story for the web or social media, photo series for the web or social media, audio slideshow assignment for Web or social media, photo narrative assignment on Instagram, design assignment, and miscellaneous class assignments. At your instructor's discretion, some assignments may be in coordination with your writing and reporting classes and/or the Annenberg Media Center.

Assignments will be published natively to social media platforms and/or using Adobe Spark Page.

## Grading

### Breakdown of Grade

Final Project: Video stories (narrative)	25%
Audio slideshow	20%
Design assignments	15%
Misc. assignments	5%
Instagram assignments	15%
Quizzes	10%
Class participation	10%
<b>TOTAL</b>	<b>100%</b>

## Grading Scale

The final letter grade will be calculated as such:

95% to 100%: A	80% to 83%: B-	67% to 69%: D+
90% to 94%: A-	77% to 79%: C+	64% to 66%: D
87% to 89%: B+	74% to 76%: C	60% to 63%: D-
84% to 86%: B	70% to 73%: C-	0% to 59%: F

## Grading Standards

Telling compelling stories is critical for your assignments. Strong characters, visuals and good reporting is essential for your projects. In addition to the concepts above and those covered in lectures and readings, assignments will be graded on accuracy, grammar, spelling, AP style, clarity, deadlines, conciseness, structure, proper punctuation, quality of interviews/reporting and use of quotes (if applicable), use/number/quality of sources, attribution, research, objectivity, etc. You must abide by the Society of Professional Journalists Code of Ethics (<http://www.spj.org/ethicscode.asp>), NPPA (<https://nppa.org/ethics>), SND (<http://www.snd.org>) and the RTNDA Code of Ethics ([http://www.rtdna.org/content/rtdna\\_code\\_of\\_ethics#.VTNMjltAwUU](http://www.rtdna.org/content/rtdna_code_of_ethics#.VTNMjltAwUU)). Grading will be based on the quality of work and application of principles and concepts learned in class and from required readings. Criteria for grading also includes quality of audio, storytelling, accuracy, technical quality. Grading will also be based on meeting deadlines. Late work is not accepted in this class. For story assignments, publishable work taking into account audience, engagement and platform/outlet will receive an A. Content with minor errors will receive a B. Stories with several errors will receive a C. Stories with many errors will receive a D. Any assignment with a Gross Factual Error (GFE, such as a name misspelling or incorrect fact) will receive an F.

## Assignment Submission Policy

- A. All assignments are due on the dates specified. Lacking prior discussion and agreement with the instructor, late assignments will automatically be given a grade of F.
- B. Assignments must be submitted via Blackboard and/or the Media Center unless otherwise indicated by your instructor.
- C. Assignments are due before the start of class on the date indicated unless otherwise indicated by your instructor.

## VI. Required Readings and Supplementary Materials

Videojournalism: Multimedia Storytelling by Kenneth Kobre ISBN-13:  
978-0240814650  
ISBN-10: 0240814657

The Non-Designer's Design Book (Non Designer's Design Book), by Robin Williams. ISBN-13: 978-0133966152  
ISBN-10: 0133966151

Readings will be posted weekly on the class Facebook page. Students are responsible for reading articles posted by professors and commenting/participating in Facebook and in-class discussions on readings.

**Resources:** Helpful websites.

Kobre Guide: <http://kobreguide.com> Neiman

Lab: <http://www.niemanlab.org/> Instagram

Blog: <http://blog.instagram.com/> Media Storm:  
[mediastorm.com](http://mediastorm.com)

NPPA: <https://nppa.org> SPJ:

<http://www.spj.org> SND:

<http://www.snd.org>

BBC Social Media Academy: <http://www.bbc.co.uk/academy/journalism/skills/social-media>

Media Shift: <http://www.pbs.org/mediashift/>

Journalist's Toolbox: <http://www.journaliststoolbox.org/archive/mobile-journalism/>

NewsWhip: <https://www.newswhip.com/>

## VII. Laptop Policy

All undergraduate and graduate Annenberg majors and minors are required to have a PC or Apple laptop that can be used in Annenberg classes. Please refer to the [Annenberg Digital Lounge](#) for more information. To connect to USC's Secure Wireless network, please visit USC's [Information Technology Services](#) website.

### VIII. Add/Drop Dates for Session 001 (15 weeks: 8/20/18 – 11/30/18)

**Friday, September 7:** Last day to register and add classes for Session 001

**Friday, September 7:** Last day to drop a class without a mark of "W," except for Monday-only classes, and receive a refund for Session 001

**Tuesday, September 11:** Last day to drop a Monday-only class without a mark of "W" and receive a refund for Session 001

**Friday, October 5:** Last day to drop a course without a mark of "W" on the transcript for Session 001. [Please drop any course by the end of week three (or the 20 percent mark of the session) to avoid tuition charges.]

**Friday, October 5:** Last day to change pass/no pass to letter grade for Session 001. [All major and minor courses must be taken for a letter grade.]

**Friday, November 9:** Last day to drop a class with a mark of "W" for Session 001

### VIII. Course Schedule: A Weekly Breakdown

Important note to students: Be advised that this syllabus is subject to change - and probably will change - based on the progress of the class, news events, and/or guest speaker availability.

	Topics/Daily Activities	Readings and Homework	Deliverable/Due Dates
<b>Week 1</b> 8/23	<p>Syllabus, Class Projects, Semester Overview, Intros, Ethics (NPPA), Journalism and photojournalism/designers (SND) professional responsibilities.</p> <p>What makes a good photograph? Composition, rule of thirds, depth of field.</p> <p>Portraits/variety of shots/wides/close/establishing</p> <p>In-class activity: Create Instagram account branding</p>	<p>Kobre, Chapters 1 and 2</p> <p>Web article: <a href="#">We are in the early stages of a visual revolution in journalism</a></p>	<p>Sign up for class Instagram. You'll post to this account and use your own name as a one of the hashtags.</p> <p>Instagram class account info TBA.</p> <p>ASSIGNMENT: In class portrait assignment.</p>
<b>Week 2</b> 8/30	<p>Photo tools: Using mobile device to take photos. Writing captions.</p>	<p>Kobre: Chapters 3 and 4</p>	<p>ASSIGNMENT: Instagram Narratives Assignment</p>

	<p>Mobile apps: Lightroom, Instagram.</p> <p>Examples: National Geographic.</p> <p>Note: Students they may bring in their own DSLR for next week.</p>	<p>Web article: <a href="#">NPR Photo Guidelines</a></p>	<p>Use the Instagram carousel feature, with written narrative for this assignment. Theme: USC Life.</p> <p>QUIZ on readings.</p>
<b>Week 3</b> 9/6	<p>Using a DSLR. ISO, aperture, and lenses. Capturing moments in photojournalism. Light and color.</p> <p>How mobile and DSLR differs.</p>	<p>Kobre: Chapter 5 and 6</p> <p>Web article: <a href="#">Instagram for Journalists</a></p>	<p>ASSIGNMENT: DSLR photo in class assignment. Shoot portraits.</p> <p>QUIZ on readings.</p>
<b>Week 4</b> 9/13	<p>Ethics for visual journalists.</p> <p>Lightroom for mobile. Toning, cropping, resolution, formats with</p>	<p>Kobre: Chapter 7</p> <p>Web article: <a href="#">Why Instagram is this journalist's favorite tool</a></p>	<p>ASSIGNMENT: Photo editing assignment in class. Take class assignment from previous week and edit it in Lightroom.</p> <p>QUIZ on readings.</p>
<b>Week 5</b> 9/20	<p>Blending stills and audio (audio slideshows). Interviewing with a focus on audio for multimedia.</p> <p>APPS: Voice Recorder Pro, etc.</p> <p>Becoming familiar with audio equipment for your phone and DSLR.</p> <p>APPS: Hokusai or other audio app</p>	<p>Kobre: Chapter 8 and 9</p> <p>Web article: <a href="#">How to tell powerful narratives on Instagram</a></p>	<p>ASSIGNMENT: Audio carousel assignment for Instagram. Theme: Fear</p> <p>(Start on interviews for audio slideshow; One character; portraits, wide/close/5shots; Shoot with mobile)</p> <p>One minute length. This will be for Instagram in 1x1 (square format).</p> <p>QUIZ on readings.</p>
<b>Week 6</b> 9/27	<p>Covering breaking news and sports using visuals.</p> <p>Best practices for visuals on Twitter.</p>	<p>Kobre: Chapter 10 and 11</p> <p>Web article: <a href="#">Can audio go viral on Facebook?</a></p>	<p>ASSIGNMENT: Work on audio slideshow assignment</p> <p>QUIZ on readings.</p>

<b>Week 7</b> 10/4	<p>Basic audio editing with Adobe Audition. Editing audio on your mobile device.</p> <p>Audition training in class and edit audio for homework.</p> <p>APPS: Quik for audio slideshows (and video).</p>	<p>Web reading: <a href="#">Welcome to Quik</a></p> <p>Web reading: <a href="#">Creating YouTube channels</a></p>	<p>ASSIGNMENT: Using your mobile device, cover a news or sports event and create a thread featuring visuals that would be suitable for Twitter. Be sure to use image specs for Twitter. You may use Lightroom, Adobe Spark Post or other apps approved by your instructor. This assignment should be shot and edited on mobile. Keep it simple. (DUE NEXT WEEK BY START OF CLASS).</p> <p>ASSIGNMENT: Work on audio slideshow assignment</p>
<b>Week 8</b> 10/11	<p>Editing video with Premiere. (JEDI training)</p> <p>Telling stories with video. Narrative storytelling examples.</p>	<p>Kobre: Chapter 12 and 13</p> <p>Web Reading: <a href="#">Video on Mobile</a></p> <p>Optional Reading: <a href="#">Mobile Journalism and Accessibility</a></p>	

<p><b>Week 9</b> 10/18</p>	<p>The basics of the five shots.</p> <p>Using mobile device for shooting sequences. Developing character based stories. Setting a scene.</p> <p>APPS: FilmMicPro</p> <p>Discuss final project specs.</p>	<p>Kobre: Chapter 14 and 15</p> <p>Web reading: <a href="#">Project Blueprint</a></p>	<p>ASSIGNMENT: Shoot a video sequence using the 5-shot method; Theme (for this assignment and for the final project): Adversity.</p> <p>One minute of footage containing sequences due on one character. Shoot 1x1 (square) for Instagram. Must have written narrative. This project must tie into your final project, which will be a 2-3 minute social video for Facebook.</p> <p>ASSIGNMENT: Work on written and verbal pitch for final project.</p> <p>QUIZ on readings.</p>
<p><b>Week 10</b> 10/25</p>	<p>Video on the web and social media. Story arc. Emotion-bait. Audience first focus.</p> <p>Verbal pitches and written pitches due.</p>	<p>Kobre: Chapter 16</p> <p>Web Reading: <a href="#">10 lessons in social video</a></p>	<p>ASSIGNMENT: Work on final project (social video for FB with the theme of adversity).</p> <p>QUIZ on readings.</p>
<p><b>Week 11</b> 11/1</p>	<p>The Stories Format: Using Instagram Stories.</p> <p>Editing video on your mobile device. Editing on mobile with Quik or similar app.</p>	<p>Williams , Chapters 1, 2, 3</p> <p>Web Reading: <a href="#">How publishers are using Instagram Stories</a></p>	<p>ASSIGNMENT: Work on final project (social video for FB with the theme of adversity).</p> <p>ASSIGNMENT: Instagram Story on final project (behind the scenes or idea approved by instructor).</p> <p>QUIZ on readings.</p>

<b>Week 12</b> 11/8	Principles of News Design. Designing graphics with Infogram	Williams, Chapters 4, 5, 6  Web Reading: <a href="#">How journalists can best use Facebook and Instagram</a> (Complete only one course)  Web reading: <a href="#">How the NY Times is incorporating design into audience research</a>	ASSIGNMENT: News design assignment: Produce an infographic related to your final project using Infogram.  ASSIGNMENT: Work on final project (social video for FB with the theme of adversity).  QUIZ on readings.
<b>Week 13</b> 11/15	Typography and color basics; Intro to Adobe Spark Page and Canva mobile app		ASSIGNMENT: News design assignment: Using Adobe Spark Page, design a website with the best work from this semester (leaving a spot for your final project). This will be due on the final exam date.  EXTRA CREDIT: Canva promo poster QUIZ on readings.
<b>Week 14</b> 11/22	No Class: Thanksgiving Break  Work on final projects		
<b>Week 15</b> 11/26-11/30	Telling interactive and engaging stories across platforms with a focus on presentation and user experience. What's next in visual journalism? VR, GoPro, 360 video. Final reflections. Pre-screenings of videos.	Web reading: <a href="#">NY Times redesign</a>  Optional reading: <a href="#">A Guide to Journalism and Design</a>	DUE: Video draft (final project) due to instructor.  ASSIGNMENT: 360 photo assignment in class.  ASSIGNMENT: Work on final video projects.  ASSIGNMENT: Work on portfolio pages with Adobe Spark Page.  QUIZ on readings.



<b>FINAL EXAM Period</b>	Final Project due (social video for Facebook); Adobe Spark Page portfolio link due.		Final Project due in Blackboard.
Tuesday, December 11, 11 a.m.- 1 p.m.	Summative Experience		

## IX. Policies and Procedures

### Internships

The value of professional internships as part of the overall educational experience of our students has long been recognized by the School of Journalism. Accordingly, while internships are not required for successful completion of this course, any student enrolled in this course that undertakes and completes an approved, non-paid internship during this semester shall earn academic extra credit herein of an amount equal to 1 percent of the total available semester points for this course. To receive instructor approval, a student must request an internship letter from the Annenberg Career Development Office and bring it to the instructor to sign by the end of the third week of classes.

The student must submit the signed letter to the media organization, along with the evaluation form provided by the Career Development Office. The form should be filled out by the intern supervisor and returned to the instructor at the end of the semester. No credit will be given if an evaluation form is not turned into the instructor by the last day of class. Note: The internship must be unpaid and can only be applied to one journalism class.

### Statement on Academic Conduct and Support Systems

#### a. Academic Conduct

##### Plagiarism

Presenting someone else's ideas as your own, either verbatim or recast in your own words - is a serious academic offense with serious consequences. Please familiarize yourself with the discussion of plagiarism in SCampus in Section 11, Behavior Violating University Standards <https://scampus.usc.edu/b/11-00-behavior-violating-university-standards-and-appropriate-sanctions/>. Other forms of academic dishonesty are equally unacceptable. See additional information in SCampus and university policies on scientific misconduct, <http://policy.usc.edu/scientific-misconduct/>.

##### USC School of Journalism Policy on Academic Integrity

The following is the USC Annenberg School of Journalism's policy on academic integrity and repeated in the syllabus for every course in the school:

"Since its founding, the USC School of Journalism has maintained a commitment to the highest standards of ethical conduct and academic excellence. Any student found plagiarizing, fabricating, cheating on examinations, and/or purchasing papers or other assignments faces sanctions ranging from an 'F' on the assignment to dismissal from the School of Journalism. All academic integrity violations will be reported to the office of Student Judicial Affairs & Community Standards (SJACS), as per university policy, as well as journalism school administrators."

In addition, it is assumed that the work you submit for this course is work you have produced entirely by yourself, and has not been previously produced by you for submission in another course or Learning Lab, without approval of the instructor.

## **b. Support Systems**

Student Counseling Services (SCS) – (213) 740-7711 – 24/7 on call

Free and confidential mental health treatment for students, including short-term psychotherapy, group counseling, stress fitness workshops, and crisis intervention. [engemannshc.usc.edu/counseling](http://engemannshc.usc.edu/counseling)

National Suicide Prevention Lifeline – 1 (800) 273-8255

Provides free and confidential emotional support to people in suicidal crisis or emotional distress 24 hours a day, 7 days a week. [www.suicidepreventionlifeline.org](http://www.suicidepreventionlifeline.org)

Relationship and Sexual Violence Prevention Services (RSVP) – (213) 740-4900 – 24/7 on call

Free and confidential therapy services, workshops, and training for situations related to gender-based harm. [engemannshc.usc.edu/rsvp](http://engemannshc.usc.edu/rsvp)

Sexual Assault Resource Center

For more information about how to get help or help a survivor, rights, reporting options, and additional resources, visit the website: [sarc.usc.edu](http://sarc.usc.edu)

Office of Equity and Diversity (OED)/Title IX Compliance – (213) 740-5086

Works with faculty, staff, visitors, applicants, and students around issues of protected class. [equity.usc.edu](http://equity.usc.edu)

Bias Assessment Response and Support

Incidents of bias, hate crimes and microaggressions need to be reported allowing for appropriate investigation and response. [studentaffairs.usc.edu/bias-assessment-response-support](http://studentaffairs.usc.edu/bias-assessment-response-support)

The Office of Disability Services and Programs

Provides certification for students with disabilities and helps arrange relevant accommodations. [dsp.usc.edu](http://dsp.usc.edu)

Student Support and Advocacy – (213) 821-4710

Assists students and families in resolving complex issues adversely affecting their success as a student EX: personal, financial, and academic. [studentaffairs.usc.edu/sssa](http://studentaffairs.usc.edu/sssa)

Diversity at USC

Information on events, programs and training, the Diversity Task Force (including representatives for each school), chronology, participation, and various resources for students. [diversity.usc.edu](http://diversity.usc.edu)

USC Emergency Information

Provides safety and other updates, including ways in which instruction will be continued if an officially declared emergency makes travel to campus infeasible. [emergency.usc.edu](http://emergency.usc.edu)

USC Department of Public Safety – UPC: (213) 740-4321 – HSC: (323) 442-1000 – 24-hour emergency or to report a crime. Provides overall safety to USC community. [dps.usc.edu](http://dps.usc.edu)

## **X. About Your Instructor**

**David Matorin** is a video journalist and film professional with deep experience telling stories for online publications, national news organizations, and international broadcast outlets. Specialized in documentary video for the web and social media, his projects for The Wall Street Journal, The Intercept/Field of Vision, and The Criterion Collection have garnered Webby, Oscar and Independent Spirit awards and nominations. He is also a contributing writer to online and print publications including The Wall Street Journal and Art in America.