

Eastern Illinois University  
New Course Proposal  
JOU 3002, Introduction to Multimedia Journalism

Please check one:       New course       Revised course

**PART I: CATALOG DESCRIPTION**

1. **Course prefix and number, such as ART 1000:** JOU 3002
2. **Title (may not exceed 30 characters, including spaces):** Intro to Multimedia Journalism
3. **Long title, if any (may not exceed 100 characters, including spaces):** Introduction to Multimedia Journalism
4. **Class hours per week, lab hours per week, and credit [e.g., (3-0-3)]:** 2-2-3
5. **Term(s) to be offered:**  Fall     Spring     Summer    X On demand
6. **Initial term of offering:**  Fall     Spring     Summer    **Year:** 2008
7. **Course description (not to exceed four lines):** An introduction to basic elements of multimedia journalistic reporting and storytelling, including audio, video, slideshows, and online journalism formats.
8. **Registration restrictions:**
  - a. **Identify any equivalent courses** (e.g., cross-listed course, non-honors version of an honors course).  
NA
  - b. **Prerequisite(s)**, including required test scores, courses, grades in courses, and technical skills. Indicate whether any prerequisite course(s) MAY be taken concurrently with the proposed/revised course. JOU 2101 and JOU 2950. Prerequisites may not be taken concurrently.
  - c. **Who can waive the prerequisite(s)?**  
 No one     Chair    X Instructor     Advisor     Other (Please specify)
  - d. **Co-requisites** (course(s) which MUST be taken concurrently with this one): NA
  - e. **Repeat status:**     Course may not be repeated.  
 Course may be repeated to a maximum of \_\_\_\_\_ hours or \_\_\_\_\_ times.
  - f. **Degree, college, major(s), level, or class** to which registration in the course is restricted, if any:  
NA
  - g. **Degree, college, major(s), level, or class** to be excluded from the course, if any: NA
9. **Special course attributes** [cultural diversity, general education (indicate component), honors, remedial, writing centered or writing intensive] NA
10. **Grading methods** (check all that apply):  Standard letter     C/NC     Audit     ABC/NC (“Standard letter”—i.e., ABCDF—is assumed to be the default grading method unless the course description indicates otherwise.)
11. **Instructional delivery method:**  lecture     lab     lecture/lab combined     independent study/research  
 internship     performance     practicum or clinical     study abroad     other

## **PART II: ASSURANCE OF STUDENT LEARNING**

- 1. List the student learning objectives of this course:** Students will be able to:
  - identify elements of multiple media used in journalistic storytelling.
  - critically evaluate professional journalistic multimedia packages.
  - produce audio story packages.
  - produce video story packages.
  - combine audio and still photographs to produce audio slideshows.
  - demonstrate understanding of characteristics of online journalistic storytelling.
  - produce stories for online news sites.
  - a. If this is a general education course, indicate which objectives are designed to help students achieve one or more of the following goals of general education and university-wide assessment:**
    - **EIU graduates will write and speak effectively.**
    - **EIU graduates will think critically.**
    - **EIU graduates will function as responsible citizens.**NA
  - b. If this is a graduate-level course, indicate which objectives are designed to help students achieve established goals for learning at the graduate level:**
    - **Depth of content knowledge**
    - **Effective critical thinking and problem solving**
    - **Effective oral and written communication**
    - **Advanced scholarship through research or creative activity**NA
- 2. Identify the assignments/activities the instructor will use to determine how well students attained the learning objectives:** Assignments for this class will include audio, video, and Web-based story packages; as well as quizzes; blog post critiques; exams and in-class lab assignments.
- 3. Explain how the instructor will determine students' grades for the course:** Grades for the course will be determined by examination and quality of student-produced projects using a standard grading rubric. Audio Package: 20%; Video Package: 20%; Weblog critiques: 10%; Exams: 15%; Final Multimedia Project: 30%; Attendance: 5%
- 4. For technology-delivered and other nontraditional-delivered courses/sections, address the following:**
  - a. Describe how the format/technology will be used to support and assess students' achievement of the specified learning objectives:**
  - b. Describe how the integrity of student work will be assured:**
  - c. Describe provisions for and requirements of instructor-student and student-student interaction, including the kinds of technologies that will be used to support the interaction (e.g., e-mail, web-based discussions, computer conferences, etc.):** NA

5. For courses numbered 4750-4999, specify additional or more stringent requirements for students enrolling for graduate credit. These include:
  - a. course objectives;
  - b. projects that require application and analysis of the course content; and NA
  - c. separate methods of evaluation for undergraduate and graduate students. NA
6. If applicable, indicate whether this course is writing-active, writing-intensive, or writing-centered, and describe how the course satisfies the criteria for the type of writing course identified. (See Appendix \*.) Writing Active

### **PART III: OUTLINE OF THE COURSE**

**Provide a week-by-week outline of the course's content. Specify units of time (e.g., for a 3-0-3 course, 45 fifty-minute class periods over 15 weeks) for each major topic in the outline. Provide clear and sufficient details about content and procedures so that possible questions of overlap with other courses can be addressed. For technology-delivered or other nontraditional-delivered courses/sections, explain how the course content "units" are sufficiently equivalent to the traditional on-campus semester hour units of time described above.**

Each week represents two 100-minute class periods.

- Week 1: Introduction and Overview: What is multimedia journalism? Definition of terms, history of multimedia storytelling and how the Internet has changed journalism, challenges and opportunities, and the development of multimedia journalism within media industry.
- Week 2: Conceptualizing multimedia stories: How to plan a story to incorporate several media in ways that are effective.
- Storyboard development: Planning a multimedia project through the use of storyboarding – laying the story out visually
- Week 3: Writing for the Web: How Web stories differ from print; How Web readers/viewers read stories; what SEO is and why it matters in headline writing. Hyperlinks: What are they? Why are they important? How to make them. What to link to.
- Week 4: Weblogs: weblogging conventions – blogrolls, posts, permalinks, traffic, conversation; setting up your own weblog. Implications of weblog use for journalists: Are weblogs journalism? Examples of professional journalists who blog; weblogs as watchdogs.
- Week 5: Basic audio storytelling techniques: What makes for good audio; definitions; examples of effective audio usage online. Equipment use and technical specifications: How to use a digital audio recorder; microphone basics; terminology.
- Week 6: Audio (cont.): Importing and editing audio with computer software: options available, including Garageband, Audacity, and others; basic interface conventions; basic editing; terminology; exporting.
- Week 7: Audio Slideshows: Combining audio and still photographs; planning the story; examples from industry; using Soundslides software package. Best practices for audio slideshows: Do's and don'ts; thinking about the viewer; captioning and titling.
- Week 8: Podcasting: easily distributing audio content online; definitions; how to set up a podcast; best practices; industry use and the future of podcasting.

- Week 9: Basic online video storytelling techniques: What makes for good video; definitions; examples of effective online video. Quantity vs. quality: the newspaper online video debate, making the case for quality; making the case for quantity.
- Week 10: Video equipment, what to use and when to use it; Camera basics: purchasing a camera – what to look for; microphone usage; tripods; video recording formats.
- Week 11: Video editing for online journalism: Importing video to a computer; using iMovie as a basic video editor; discussion of higher-end editing software; basic editing techniques; do's and don'ts; exporting a final video project. Flash video encoding and embedding explained: What is Flash and why is it important for video? How to encode video using Flash software; How to embed a video onto a web page; best practices.
- Week 12: Legal concerns in multimedia journalism: Copyright and ownership; release forms and when to use them; libel.
- Week 13: Ethical concerns in multimedia journalism: Privacy; Manipulation of digital images, audio and video – what's right and what's wrong with this picture?
- Week 14: Usability: Making multimedia content easy to find on your news Web site – for the present and for the future; helping readers navigate a multimedia package once they find it.
- Week 15: Packaging the multimedia story: Putting all the pieces together in one package; how to bundle story pieces effectively; Testing a package before launch; Revising a site once it's launched.

#### **PART IV: PURPOSE AND NEED**

- 1. Explain the department's rationale for developing and proposing the course.** Journalists are increasingly being asked in the professional world to produce materials across platforms, and especially online. This requires journalists to be adept at utilizing tools including audio, video and still photography in manners that were not previously required. This course will provide all journalism majors with an introduction to these tools and processes so that they can excel in the professional field.
  - a. If this is a general education course, you also must indicate the segment of the general education program into which it will be placed, and describe how the course meets the requirements of that segment.** NA
  - b. If the course or some sections of the course may be technology delivered, explain why.** NA
- 2. Justify the level of the course and any course prerequisites, co-requisites, or registration restrictions.** This course follows the basic reporting and editing courses and Introduction to Visual Communication in the journalism major sequence. Since it requires students to develop journalistic stories and use design principles in producing those packages, the level of the course is appropriate.
- 3. If the course is similar to an existing course or courses, justify its development and offering.**
  - a. If the contents substantially duplicate those of an existing course, the new proposal should be discussed with the appropriate chairpersons, deans, or curriculum committees and their responses noted in the proposal.** NA
  - b. Cite course(s) to be deleted if the new course is approved. If no deletions are planned, note the exceptional need to be met or the curricular gap to be filled.**  
NA

**4. Impact on Program(s):**

- a. **For undergraduate programs, specify whether this course will be required for a major or minor or used as an approved elective.** This course will be required of all journalism majors and minors.
- b. **For graduate programs, specify whether this course will be a core requirement for all candidates in a degree or certificate program or an approved elective.**

NA

**If the proposed course changes a major, minor, or certificate program in or outside of the department, you must submit a separate proposal requesting that change along with the course proposal. Provide a copy of the existing program in the current catalog with the requested changes noted.**

**PART V: IMPLEMENTATION**

- 1. **Faculty member(s) to whom the course may be assigned:** Bryan Murley; Brian Poulter  
**If this is a graduate course and the department does not currently offer a graduate program, it must document that it employs faculty qualified to teach graduate courses.**

- 2. **Additional costs to students:** \$60 course fee (Money will be used to purchase needed software and to purchase and maintain equipment such as video cameras, microphones, tripods, headphones, and audio recorders.)

**Include those for supplemental packets, hardware/software, or any other additional instructional, technical, or technological requirements. (Course fees must be approved by the President's Council.)**

- 3. **Text and supplementary materials to be used (Include publication dates):** Briggs, Mark (2007). *Journalism 2.0: How to Survive and Thrive*. J Lab Institute for Interactive Journalism.

**PART VI: COMMUNITY COLLEGE TRANSFER**

**If the proposed course is a 1000- or 2000-level course, state either, "A community college course may be judged equivalent to this course" OR "A community college course will not be judged equivalent to this course." A community college course will not be judged equivalent to a 3000- or 4000-level course but may be accepted as a substitute; however, upper-division credit will not be awarded. A community college course will not be judged equivalent.**

**PART VII: APPROVALS**

**Date approved by the department or school:** September 26, 2007

**Date approved by the college curriculum committee:** October 10, 2007

**Date approved by the Honors Council (if this is an honors course):**

**Date approved by CAA:**

**CGS:**