

SEMESTER AT SEA COURSE SYLLABUS

Colorado State University, Academic Partner

Voyage:	Fall 2022
Discipline:	Journalism and Media Communication
Course Number and Title:	JTC 326 Online Storytelling and Audience Engagement
Division:	Upper
Faculty Name:	Jayne Cabbage
Semester Credit Hours:	3

Prerequisites: The standard CSU prerequisite – one (1) lower-division newswriting course AND one (1) lower-division visual communication course – has been waived by the instructor.

COURSE DESCRIPTION

By enrolling in JTC 326 Students will be able to produce compelling, well-constructed stories online and on social networking platforms or video-logging sites. Students enrolled in this course will take their video production skills from mediocre to great. They will also be afforded the opportunity to develop important skills in researching, writing and video editing. This course and related assignments will help students construct professional quality video for personal and online stories and with compelling storylines designed for heightened audience engagement. Students will learn to write scripts with conversational language, create a video montage, and use audio to construct digital articles for an online magazine, social networking site and other digital media projects. Upon completion of the course students will be able to use script, audio and video to compose digital stories, and also develop engaging and creative social media campaigns. During the semester, students will produce an original long-form video project on an approved topic of great importance to them and which is related to their travel experiences. They will also be able to determine the connection between online user engagement and experience and how these experiences relate to the process of newsgathering and journalistic function in society.

LEARNING OBJECTIVES

By the end of this class students will be able to:

1. Understand and apply the basic components of digital/online storytelling.
2. Demonstrate basic video production skills required for video production and creation.
3. Demonstrate basic audio production skills and application via the creation of a podcast and other audio recordings.
4. Demonstrate basic script writing ability via the video project script.
5. Critically evaluate the efficacy of self and peer reviewed digital assignments using concepts and production skills acquired in the course.
6. Apply all concepts, theories and digital production techniques via final digital media project.

REQUIRED TEXTBOOKS

AUTHOR: Seth Gitner

TITLE: Multimedia Storytelling for Digital Communication in a Multiplatform World

PUBLISHER: Routledge

ISBN: 978-1138855762

DATE/EDITION: 2015—1st Edition

AUTHOR: Scott A. Kuehn and James Andrew

TITLE: The Basics of Media Writing: A Strategic Approach

PUBLISHER: CQ Press

ISBN: 978-1506308104

DATE/EDITION: 2016—1st Edition

TOPICAL OUTLINE OF COURSE

Embarkation Day — September 9

1: Class introduction; Syllabus; Assignment Review/Beats Overview

2: Writing for the Internet—A Primer
Review of Listicle Assignment and Rubric

3: Storytelling for the Internet—A Primer
Workshopping Exercise

4: Overview of Social Media for Digital Production
Review of Opinion Rubric

5: Social Media: Reporting and Content Creation
Social Media Analytics and Dashboards

6: Social Media Verification and Leadership
Review of Q&A Rubric

7: Social Media: Personal Brand Building
Formation of Workshop Groups

8: Transmedia: Overview and Examples
Review of Visual Storytelling Rubric (Workshop Groups)

9: Story vs. Narrative
Social Media Verification/Assignment Practice
(Workshop Groups)

10: Reporting Story (Part 1)
Social Media Verification

11: Reporting Story (Part 2)
(Workshop Groups)

12: Video-based Storytelling
Review of Transmedia Project Rubric
(Workshop Groups)

13: Audio-based Storytelling
Transmedia Brainstorming
(Workshop Groups)

14: Mobile Journalism (MoJo): Design-Based Storytelling
Review of Life Narrative Project Rubric
Video Capture Primer
Transmedia Story Ideas Due

15: Mobile Journalism (MoJo): Tools of the Trade & Mobile Journalism: Designing for Mobile
Audio Capture Primer

16: Future of Media: Content Marketing/Native Advertising
Video Editing

17: Virtual Reality and 360 Video Techniques
Instructor Conference with Students

18: Wearables and the Internet of Things
Written Draft of Transmedia Project Due

19: Analytics
Instructor Writing Meeting

20: Social Media Tactics
Transmedia Outline Workshop
Video Draft of Transmedia Project Due

21: Algorithmic Journalism
Transmedia Outline Workshop

22: Q&A Session with Instructor
Podcast Draft of Transmedia Project Due

23: Writing Meeting with Instructor

24: Lecture (Open Q&A)/Video Finalization

25—FINAL CLASS: Video Project Screenings

Disembarkation Day – December 22

FIELD WORK

Semester at Sea® field experiences allow for an unparalleled opportunity to compare, contrast, and synthesize the different cultures and countries encountered over the course of the voyage. In addition to the one field class, students will complete a Comparative Experiential Project that span multiple countries.

Field Class & Assignment

STUDENTS: Field Class proposals listed below are not finalized. Confirmed ports, dates, and times will be posted to the [Fall 22 Courses and Field Class page](#) when available.

Field Class attendance is mandatory for all students enrolled in this course. Do not book individual travel plans or a Semester at Sea sponsored trip on the day of your field class.
Field Classes constitute 20% of the contact hours for each course.

Field Class Title: The Art of the Video Sequence

Outcomes:

This assignment is designed to help students to think of creative ways to advance their video stories. Often it is falsely presumed that adding more variety and camera movement to a video will advance the movement of the story. All professional videographers understand the value of a video sequence; a three-step storytelling process with a beginning, middle and end, designed to advance their video, while at the same time providing minute detail of a particular event as a part of the larger story. Video editing can play a strong part in the success of this process as well. For this particular assignment, and field experience, students will select a location (an outdoor market, concert, or other in-country process) and film (with permission of subjects), a video sequence for incorporation into their personal experience videos and their promotional videos as a part of the course requirements.

Activities:

The video sequence can be filmed at a local market, shopping center, during a university exchange, at a tourist center, on a bus trip, community meetings, trips to museums and historical landmarks. This assignment can also incorporate any number of activities, which are embedded into an in-country experience or port of call.

Assessment:

The final project for this course will include a video on students' personal experience and another promotional video for Semester At Sea. The ability to highlight specific experiences using the video sequence will make the videos much more appealing to audiences and compelling to the students themselves when they watch their final projects in years to come.

Comparative Experiential Project

The CEP is the required comparative assignment that span multiple countries. The Comparative Experiential Project constitutes at least 5% of the grade for each course.

The Comparative Experiential Project or CEP for this course: Students will be asked to document media encounters in port. Because most ports are not English speaking, most documentation will focus on visual media. The role of global media especially that exported from the United States will be examined. We will also examine the role of censorship. Evaluation will be a short photographic compilation with a brief written analysis and conclusion.

METHODS OF EVALUATION

10% Written Story and Portrait
15% Interactive Element and Website/Blog
20% Midterm–Podcast
30% Final–The Transmedia Project
20% Field Class & Field Class Assignment
5% Comparative Experiential Project

GRADING SCALE

The following Grading Scale is utilized for student evaluation. Pass/Fail is not an option for Semester at Sea® coursework. Note that C-, D+ and D- grades are also not assigned on Semester at Sea® in accordance with the grading system at Colorado State University (the academic partner institution).

Pluses and minuses are awarded as follows on a 100% scale:

<u>Excellent</u>	<u>Good</u>	<u>Satisfactory/Poor</u>	<u>Failing</u>
97-100%: A+	87-89%: B+	77-79%: C+	Less than 60%: F
93-96%: A	83-86%: B	70-76%: C	
90-92%: A-	80-82%: B-	60-69%: D	

ATTENDANCE/ENGAGEMENT IN THE ACADEMIC PROGRAM

Attendance in all Semester at Sea® classes, including the Field Class, is mandatory. Students must inform their instructors prior to any unanticipated absence and take the initiative to make up missed work in a timely fashion. Instructors must make reasonable efforts to enable students to make up work which must be accomplished under the instructor's supervision (e.g., examinations, laboratories). In the event of a conflict in regard to this policy, individuals may appeal using established CSU procedures.

CLASSROOM CLIMATE

Semester at Sea® is committed to the Voyage Community Values. Consequently, the classroom environment is founded on mutual respect, community, and an aim toward equity. The Voyage Community Values support the creation of a collaborative and vibrant community. Our community is the foundation of our learning, critical inquiry, and discovery. Each member of this course has a responsibility to uphold these values when engaging with one another.

With that, please review the following Voyage Community Values:

- **Well-Being:** We commit to the health, safety and well-being of ourselves, all members of our voyage community, *and* members of the communities we will visit.
- **Interconnectedness:** We understand our actions and attitudes have an impact locally and globally. We always seek to positively affect the planet and the people around us near and far.
- **Respect:** We honor the inherent dignity of *all people* with an abiding commitment to freedom of expression, scholarly discourse and the advancement of knowledge. We have the right to be treated, and the responsibility to treat others, with fairness and equity.
- **Inclusion:** We ensure inclusive environments that welcome, value, affirm and embrace *all people* within the shipboard community and in each country we visit.
- **Integrity:** We are honest and ethical in all of our interactions, including our academic work. We hold ourselves accountable for our actions.
- **Excellence:** We model the highest academic standards of preparation, inquiry and knowledge and consistently seek to understand complex issues and express informed opinions with courage and conviction.

LEARNING ACCOMMODATIONS

Semester at Sea® provides academic accommodations for students with diagnosed learning disabilities, in accordance with ADA guidelines. Students who will need accommodations in a class, should contact ISE to discuss their individual needs. Any accommodation must be discussed in a timely manner prior to implementation.

A letter from students' home institutions verifying the accommodations received on their home campuses (dated within the last three years) is required before any accommodation is provided on the ship. Students must submit verification of accommodations to their Student Services advisor as soon as possible, but no later than two months prior to the voyage. More details can be found within the **Course Registration Packet**, posted to the student portal prior to registration.

STUDENT CONDUCT CODE

The foundation of a university is truth and knowledge, each of which relies in a fundamental manner upon academic integrity and is diminished significantly by academic misconduct. Academic integrity is conceptualized as doing and taking credit for one's own work. A pervasive attitude promoting academic integrity enhances the sense of community and adds value to the educational process. All within the University are affected by the cooperative commitment to academic integrity. All Semester at Sea[®] courses adhere to this Academic Integrity Policy and Student Conduct Code.

Depending on the nature of the assignment or exam, the faculty member may require a written declaration of the following honor pledge: "I have not given, received, or used any unauthorized assistance on this exam/assignment."

RESERVE BOOKS FOR THE LIBRARY

None

FILMS

None

ELECTRONIC COURSE MATERIALS

None