

## **JMC 425 – Online Media Spring Semester 2009**

**Dr. Serena Carpenter**

**Time: T/Th 1:30-3:20 Honors**

**Location: Cronkite 316**

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**Office hours: Rm. #385, Tues. 9:30-11:30pm, Thurs. 9:30-12:30pm**

**Prerequisites and expectations:** This class is required of all journalism majors in the new curriculum. Students must be in the professional program and have completed JMC 201. The expectation is that incoming students are proficient in the fundamentals of journalism (newsworthiness, accuracy, fairness and ability to work on deadline). Students do not have to have online experience or knowledge in order to take this course.

**Course goals:** This class will introduce students to journalism in an online environment. Students will gain an understanding of the capabilities and attributes of good online journalism, including interactivity, functionality, navigation and innovation. Students will learn how to “think online,” identifying and developing multimedia stories and practicing the fundamentals of editing and creating effective web packages. While some technological skills will be taught, this is first and foremost a journalism class, with an emphasis on journalistic rather than technical skills.

*At the end of the semester, students should “know” the following:*

- A solid understanding of online journalism
- What journalists are doing online and where the industry is headed
- How to identify multimedia stories and what works online (news judgment)
- The importance of immediacy, interactivity, multimedia, navigation and innovation
- Basic copyright laws. This means all work must be original.
- Professional standards and expectations — working on deadline, teamwork, accuracy, flexibility and openness to new technology and approaches to communicating with the public

*At the end of the semester, students should “know how to do” the following:*

- How to write and edit for the Web
- How to tell stories visually
- How to shoot visuals
- Basic HTML, including links and images
- Basic Web design
- Basic Photoshop

**Possible course changes:** The professor may make changes in the class syllabus and course schedule as the semester progresses. This class reflects the present state of flux occurring in journalism, and thus students should be prepared for changes to occur throughout the semester because this syllabus changes every semester.

**Supplemental text and materials:** It is also mandatory that you purchase a portable hard drive for this class. Since your work will be done using Final Cut PRO and our classroom will not be available at all times, the ability to take your project to another lab

to edit will be necessary. The hard drive should be a **FireWire 400, not just USB**, and the size of the drive should be **at least 100 GB**, and must be **Mac/PC compatible**. Try Fry's, B&H Photo Video, or Amazon. It is recommended that you buy a Maxtor, LaCie, or Seagate external hard drive. You will also need a pair of headphones. Any standard headphone will work for this class.

To save you money, there is no required text for this class. It is recommended that you buy a **three-ring binder** to hold the readings and handouts for this class. But there are resources available, and I suggest that you read the Mark Briggs online text to help you out.

1. Lynda (online video tutorials) <http://www.lynda.com/>
2. PDF book is Journalism 2.0 by Mark Briggs. You can download the book at [http://www.kcnn.org/resources/journalism\\_20\\_pdfs/](http://www.kcnn.org/resources/journalism_20_pdfs/)
3. Online Journalism Review "How-To" Guides <http://www.ojr.org/ojr/wiki/>
4. Journalist's Toolbox <http://www.journaliststoolbox.org/>

**Equipment Checkout:** Students in designated classes will be able to check out equipment, including digital cameras, audio recorders, video cameras and tripods. It is your responsibility to ensure that you have all of the necessary equipment. Equipment can be checked out for a maximum of 24-36 hours from Room 608 on the sixth floor. You can check out equipment over the weekend if you pick up the camera after 3 p.m. and bring back by 10 a.m. that following Monday. If you are one minute late, your check out privileges will be revoked. You are strongly encouraged to reserve equipment well before you need it. Equipment can be reserved by stopping by Room 608 or by calling 602.496.5253. Hours are Mon-Thur 8 a.m.-10 p.m., Friday 8 a.m.-7 p.m., and Sat. 10 a.m.-5 p.m.

**Classroom etiquette:** Cell phones and any other mobile devices must be turned off during class time. Drinks and food are not allowed in the classroom. Please arrive to class on time and listen respectfully while the instructor, guest lecturer or other students are speaking. This also includes not checking email or other social networking sites. Use of these devices or the internet during lectures **will affect your final grade**. If you finish your assignment early, you can go online for personal reasons, however if you are doing this during class, you will be docked points each time. If you do not actively participate in class discussions, you will also be docked.

**Attendance:** You are expected to be in every class and you are expected to arrive on time. There are no excused absences. More than two absences will result in a minimum of a full-grade penalty on your semester grade. Tardiness is considered the same as an absence, and **will affect your final grade**. If you are late, you will be docked participation points and if you are extremely late, it will be marked as an absence.

**Deadlines:** Since this is a journalism class, deadlines are important, and you are expected to meet them. Homework is due at the **beginning of each class** without exception. Assignments handed in one day, one hour or one minute late will receive two full grade deductions. There are no exceptions.

This is a class where you will learn a new technology almost every week. Thus, if you plan to do your assignment last minute and you are unfamiliar with the technology, there

is a good chance you will be late. You should allot yourself enough time to be able to ask the teacher a question if a problem should occur, or allot yourself enough time to research how to troubleshoot the problem. This happens to everyone!

**Academic Integrity:** Adhering to a high ethical standard is of special importance in the world of journalism, where reliability and credibility are the cornerstones of the field. Therefore, the Cronkite School has adopted a “zero tolerance” policy on academic dishonesty. If any student is found to have engaged in academic dishonesty in any form - including but not limited to cheating, plagiarizing and fabricating - that student will receive a grade of XE for the class and will be dismissed from the Walter Cronkite School of Journalism and Mass Communication. Reinstatement will not be considered. There will be no exceptions. At the beginning of every Cronkite class, each student will be given a copy of the full academic integrity policy, along with accompanying information on plagiarism. Students must sign a pledge that indicates they have read and understood the material and agree to abide by the policy.

**Cronkitezine:** If your work is of high quality, it will be published on the Cronkitezine online magazine. You can access it at <http://cronkitezine.asu.edu/fall2007/index.html>.

**Assignments:** You will be given in-class assignments and exercises, as well as outside of class assignments. You will have to complete some of the work on your personal computer or in a computer lab. Unless specified in the syllabus, all work must be printed and turned in at the beginning of class.

All papers must be typed. **Save all of your homework on a flash drive** and your personal computer. At least once a year, a student’s computer crashes and they lose all of their work. In the online world, it is imperative to back up your work.

You also will work on a final project that will pull together the skills you learn in this class. The instructor will divide the class into teams. Each person is required to pull her/his own weight.

**Reading Assignments:** These are listed on the day that they are due. It is your responsibility to look ahead to the next class period to determine what should be read for that day’s class. You will also receive handouts on required readings as well.

**Quizzes:** There are no tests in this class, but there will be quizzes on material covered in class and in your reading. The quizzes will usually test whether you read the assigned material for that day.

**Lab Hours:** Lab hours on weekends in the Cronkite building are from 10 a.m.-10 p.m. Please check the sheet outside the door during the weekdays to see when labs are open. There are also edit bays on the 6<sup>th</sup> floor for your use. The equipment checkout room 616 is open from Mon.- Thur. 8am-10pm, Fri 8am-7pm, and Sat. 12p-6pm.

**Grading:** Grading of assignments, exercises and the final project will be based on your ideas, work ethic, meeting deadlines, quality of writing, grammar and spelling as well as your understanding of the Web fundamentals outlined under course goals. Individual assignments and the final grade will be graded as follows:

97-100% = A+ (you're a multimedia rock star)  
94-96% = A  
90-93% = A-  
87-89% = B+  
84-86% = B (very competent)  
80-83% = B-  
77-79% = C+  
74-76% = C (average)  
60-69% = D (come see me)  
59% and below = E (come see me)

## ASSIGNMENTS

### Points

In-class assignments

Quizzes

Participation: 27 classes X 2 points =54 points

Four blog posts and comments: 100 points

Online Article: 100 points

Video for Online Article: 65 points

Banner: 20 points

Social media assignment: 100

Professional Web site: 150 points

Final team project: 150 points

Belief statement: 30 points

### **Blog Assignment:**

Four blog entries must be completed on time. Blog entries should demonstrate that you are an expert or that you care about a particular topic. Examples of topics include technology, sports, politics, etc. Remember you want to pick a topic that is unique and the sets you apart from other bloggers. Your blog posts should reflect what you have learned in class.

Remember to keep your blog posts short. Add detail via hyperlinks. Write a SEO friendly headline using keywords related to your post. You should also show a good command of Standard English and have some flair and originality. This should be a reflection of you and your passion, not another person's words. Remember the world of blogging is about sharing information. Do not hesitate to talk about someone else's blog including linking to it. You cannot use copyrighted material.

### **Grading Criteria**

Total: 100 points

- 10 points - content – relevant to blog's focus? Timely? Meaning links?
  - 4 points – short sentences? Short paragraphs? Is it properly tagged and categorized? Good headline?
  - 3 points -- "Wow!" factor: Does the post provide some educational information for the reader? Does it provide additional resources? Does it use links to attribute to compelling resources?
  - 3 points – writing and style, mechanics, grammar, spelling
  - 5 points each - Comments – you must comment on other blogs related to your blog topic. Comments must add value to the post and invite reflection/conversation. So there should not be “good job” or “nice post.” On the due date of when each blog post is due, you must email me: 1) the name of the blog you commented on, 2) the URL, 3) the date of you comment, and 4) your actual comment. You must comment on at least four different blogs throughout the semester.
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### **Online Article Assignment:**

Group members will each write a story under the same theme decided upon by the group. The story will be 300-800 words and include an information box. At the end of the story, you must suggest a pull quote and provide URLs for hyperlinks that will be used later for your online story.

#### **Examples**

<http://cronkitezine.asu.edu/spring2008/stroke.html>

<http://cronkitezine.asu.edu/spring2008/skatepark.html>

#### **Grading Criteria**

Total: 100 points

- 63 points – journalistic considerations and compatibility with story, links, multiple sources, storytelling, headline, summary deck
  - 5 points – meaningful hyperlinks
  - 2 points - pull quote suggestions
  - 20 points - info box
  - 10 points – grammar, AP, spelling, writing and style
- 

### **Video Sidebar Assignment:**

You will shoot, edit and prepare video for the web to supplement your text stories. It can be interviews, b-roll, and or a short story.

#### **Examples**

Broll <http://www.newscientist.com/article/dn13554>

Interviews <http://www.madison.com/wsj/projects/hiphop/index.html>

#### **Grading Criteria**

Total: 65 points

- 10 points – journalistic considerations and compatibility with story
  - 15 points – editing basics
  - 20 points – video quality
  - 15 points – audio quality
  - 5 points – writing and style, mechanics, grammar, spelling
- 

### **Social Media Assignment:**

Employers are increasingly attracted to people who understand how to use social media to promote their site. Most traffic to information organizations comes from other search engines or sites. This assignment pushes you to use the web to attract employer to your blog and build your e-Brand. This assignment requires you to **promote both your name and your blog online**. This skill is becoming increasingly important for pr professionals, entrepreneurs and journalists.

1. Sign up your name for multiple sites that push your full name further on Google. The name of the sites will be provided, but these sites must promote

a professional image of yourself. This includes being present on social networking sites, promoting yourself as an expert, and networking with others. You should provide information that promotes yourself as an expert and someone who is attractive to employers.

2. Develop a personal brand statement
3. Promote your blog following guidelines provided in class. For example, interact with other blog, post notices when you post on Facebook, Twitter, Digg, Fark, Stumbleupon, add your blog to blog search engines, etc.
4. You will hand in a reflection paper of lessons learned, your understanding of e-Branding, URLs of your Web sites, specifics about how you promoted your blog, the results of your work, and future plans. This paper must be at least 4-pages double-spaced.

### Resources

“Starting a business”

[http://www.impressionsmag.com/impressions/content\\_display/industry-news/e3ibe5cac8525fe7c59d2c7cb17d7a2e781](http://www.impressionsmag.com/impressions/content_display/industry-news/e3ibe5cac8525fe7c59d2c7cb17d7a2e781)

“Wal-Mart Enlists Bloggers in P.R. Campaign”

[http://www.nytimes.com/2006/03/07/technology/07blog.html?\\_r=1&scp=14&sq=promoting%20online%20image&st=Search](http://www.nytimes.com/2006/03/07/technology/07blog.html?_r=1&scp=14&sq=promoting%20online%20image&st=Search)

### Grading Criteria

Total: 20 points

- 40 points – promotion of your name
- 40 points – promotion of blog
- 20 points – paper, writing and style, mechanics, grammar, spelling

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### **Banner Assignment:**

A banner is the first object people see that gives them an impression of your Web site. It is usually the most creative element of the Web site, and thus requires more time to create than any other element of your Web site. It will be featured on every single page.

### Examples

Designing a Web site banner <http://www.entheosweb.com/photoshop/banner.asp>

### Photoshop Banner

#### Photoshop Logo

1. This banner will be used for your professional site. Think about a professional color, muted colors or black is best.
2. Must save it as a .jpg and .psd file

### Grading Criteria

Total: 20 points

- 10 points -- typography, color, layout, graphics
- 5 points -- "Wow!" factor: Will a potential employer be impressed? Is it original? Does it look professional? Does it do a good job of reflecting what you what potential employers to see? Does it look credible?

- 5 points – Brief: writing and style, mechanics, grammar, spelling
- 

### **Group Project:**

This assignment requires **solid reporting**. This means research, aggregating data, making phone calls, etc. The journalistic and storytelling aspects are more important to me than the technical requirements, thus, I will apply more weight to those aspects when grading. **In a team, you should double-check each other's work.** You must attribute information. Label your project folder "final\_project." All of the work must be your own. Do not take elements from the web.

The assignment requires these elements. Remember to save everything in one folder. Label everything properly. Package elements include:

- 1) Create a Web page that is 950 pixels wide
  - 2) At least 5 pages
  - 3) Stories 300-800 words in length
  - 4) Use meaningful hyperlinks
  - 5) One main story with sidebar stories
  - 6) Well-framed photo(s) must be "prepared for the web" in Photoshop, not Dreamweaver
  - 7) Video elements (story, interviews, b-roll)
  - 8) Multiple sources
  - 9) Interactive elements
- 

### **Online Portfolio:**

This is a portfolio that demonstrates the breadth of your Web and communication skills. This will be the individual final project for this class.

### **Examples**

<http://www.kottke.org/portfolio/portfolio.html>

<http://samuelhoodburke.com/default.aspx>

### **Contents of the Portfolio**

1. A home page or introduction page that introduces the site and your work.
2. A brief biography of yourself including the site purpose
3. Contact information for yourself on a separate page
4. Employers should be able download a PDF copy of your resume
5. A page of work examples
6. A Home button on each page
7. Photos and videos must be prepared for the web
8. Your design work **MUST BE** original. Copying someone else's page layouts is worthless (and earns zero points), because you're supposed to be demonstrating **YOUR OWN** design skills.
9. **Meeting the deadline** is necessary. Late assignments always receive a zero.

### **Grading Criteria**

Total: 150 points

- skillful use of color, typography, white space, no CRAP (principles of web design)
  - "Wow!" factor: Will a potential employer be impressed? Is it original?
  - correct (standards compliant) use of HTML or XHTML and CSS
  - writing and style, mechanics, grammar, spelling (errors can make someone decide not to hire you)
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### **Belief Statement Assignment:**

Your belief statement reflects your beliefs, your philosophy, and your life's purpose.

### **Examples**

<http://www.youtube.com/user/MizzouBelieve>

### **Grading Criteria**

Total: 30 points

- thoughtfulness, articulate, etc.
  - writing and style, mechanics, grammar, spelling (errors can make someone decide not to hire you)
  - you can earn 20 extra credit points if you turn this statement into a video
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**Extra credit:** You can earn 20 points of extra credit:

- Continue writing your blog. Each post must have at least one meaningful link. You are required to write at least 12 posts including the four you have already written. This should not be done at the very end of the semester. Each post should be well thought out and edited. Do not take material from other people's Web sites and post it on your blog. The post should be your original creation. It is encouraged to record video and take pictures, and incorporate them. If you want to include information from another Web site, you can only link to their Web site. This practice is encouraged. Also, many employers indicate that they prefer students to blog.

## Class Schedule

### WEEK 1

#### Class 1 – Jan. 20

**Lecture:** 1) You, me, and the syllabus, 2) survey of skills and background, 3) discussion of expectations of the class

**Lab:** Write an essay on your beliefs. You will refine your thoughts and tweak them throughout the semester.

#### Class 2 – Jan. 22

**Lecture:** 1) The purpose of blogs, 2) equipment checkout policy, 3) copyright material, 4) RSS feeds

**Lab:** Discuss blogs

**Assignment:** Read the “State of the Blogosphere.”

<http://technorati.com/blogging/state-of-the-blogosphere/>

“When Journalists Blog” <http://nieman.harvard.edu/reportsitem.aspx?id=100696>

“Blogging for PR”

<http://www.webpronews.com/insiderreports/2004/10/12/blogging-for-pr>

**Due:** First draft of essay, double-spaced and printed to hand into the professor.

### WEEK 2

#### Class 1 – Jan. 27

**Lecture:** Setting up your blog, blogroll, and RSS

**Lab and Assignment:** Come to class with a *topic*, *personal photo* and a *name* for your blog to create your first blog post. The names must include the “title of the blog” and “what you want your URL to be” (e.g., [www.onlinejournalism.com](http://www.onlinejournalism.com)). Keep your URL simple. I do not want blogs about your personal life; it must be professional and focused on one topic. The purpose is to promote yourself as an expert in a topic area. You should be prepared to begin writing your first blog post during this class period. To further prepare, find blogs that relate to your topic.

#### Class 2 – Jan. 29

**Lecture:** 1) online journalism jobs and 2) discuss group projects including the assignment of text stories (one main story with sidebars), and 3) storyboarding

**Due:** Your **first blog post** and a **minimum of 3 blogs for your blogroll** are due.

### WEEK 3

#### Class 1 – Feb. 3

**Lecture:** 1) writing for the web (hyperlinks, summary decks, headlines), 2) SEO, and 3) mashups

**Assignment:**

“The Ten Mistakes” <http://www.holtuncensored.com/hu/the-ten-mistakes/>

“Linking in Journalism”

[http://www.nytimes.com/2008/10/13/business/media/13reach.html?\\_r=4&ref=media&oref=slogin&oref=slogin&oref=slogin](http://www.nytimes.com/2008/10/13/business/media/13reach.html?_r=4&ref=media&oref=slogin&oref=slogin&oref=slogin)

“H is for Hypertext: What Makes a Good Link”

<http://www.poynter.org/column.asp?id=52&aid=127952>

“Twelve Tips for Optimizing your Site for Search Engines”

<http://www.kcnn.org/modules/seo/>

**Due:** Pitch ideas for your group project.

## **Class 2 – Feb. 5**

**Lecture:** 1) promoting your blog, 2) social networking, and 3) using social media

**Lab:** Critique your classmate’s blog posts to help them better their blog and analyze citizen journalism sites and sign up your name for to promote yourself professionally on the web.

**Assignment:** “Networking News” <http://www.ajr.org/Article.asp?id=4646>

“Older adults among newer members on social networking sites”

[http://www.usatoday.com/tech/hotsites/2009-01-14-social-networking\\_N.htm](http://www.usatoday.com/tech/hotsites/2009-01-14-social-networking_N.htm)

“Digging Into Social Media to Build a Newspaper Audience”

<http://nieman.harvard.edu/reportsitem.aspx?id=100697>

**Due:** Your second blog post

## **WEEK 4**

### **Class 1 – Feb. 10 2-3:20**

**Lecture:** Mark Hinojosa, Director of New Media for the Detroit News. The reader-centric newsroom. <http://www.markhinojosa.com/>

### **Class 2 – Feb.12**

**Lecture:** 1) comments, 2) using Twitter, and 3) citizen journalism

**Lab:** In class, read the comments located adjacent to several news stories or pr blogs. Write a 1.5 double-spaced reaction paper. Identify their value, concerns, interesting elements, and the interaction of journalists. You will need to make comparisons on how blog and story comments differ. Sign up for a Twitter account.

**Due:** Your third blog post

**Assignment:** “Tips for Beginners”

<http://www.nytimes.com/2009/01/15/technology/personaltech/15pogue-email.html?em>

“Trying again” <http://www.ajr.org/Article.asp?id=4633>

“Citizen Media: Fad or Future of Journalism”

[http://www.kcnn.org/research/citizen\\_media\\_report/](http://www.kcnn.org/research/citizen_media_report/)

## **WEEK 5**

### **Class 1 – Feb. 17**

**Lecture:** 1) how to compose photos, 2) how to use a digital camera, and 3) using the Student/Class server to save and submit work.

**Lab:** Shoot properly three framed photos that tell a story and shoot one creative photo. The three photos should be related to one another (Wide, Medium, Close). Photos should be uploaded to the server in your folder. The best photos will be judged by the class.

## **Class 2 – Feb. 19**

**Lecture:** 1) online video trends 2) broadcast v. online, and 3) visual communication

**Assignment:** “The Video Explosion” <http://www.ajr.org/Article.asp?id=4428>.

Following class, please reserve a camera and other equipment for Feb. 24, Feb. 26, and Mar.3 for this class. Check out cameras before arriving to class. You will need sony handycam, tripod, wireless lav, handheld mic, and mini to xlr mic cable. Bring your external hard drive as well during those times.

**Due:** Your fourth blog post

## **WEEK 6**

### **Class 1 – Feb. 24**

**Lecture:** 1) framing interviews with consumer cameras and 2) microphone basics

**Lab:** Interview a classmate with a video camera on your belief statement. Must check out camera equipment before class begins.

**Assignment:** Bring headphones to class.

**Due:** Online Article

### **Class 2 – Feb. 26**

**Lecture:** 1) shooting b-roll and sequences and 2) editing video.

**Lab:** Shoot two separate sequences of your partner in class. Nothing can be staged and it must be on a tripod.

**Assignment:** Bring headphones to class.

**Due:** Bring an idea to class for a video for your online articles. Also bring an idea for photos for your project. The photos can be adjacent to a text story or for a slideshow.

**Due:** Online video sidebar idea

## **WEEK 7**

### **Class 1 – Mar. 3**

**Lecture:** 1) using Final Cut Pro, 2) saving video, 3) preparing and uploading video to YouTube, and 4) encoding and publishing Flash video

**Lab:** Editing and uploading video. Bring headphones and your tapes to class.

**Assignment:** Bring headphones to class.

**Supplemental:** Ken Stone’s Final Cut Pro

[http://www.kenstone.net/fcp\\_homepage/fcp\\_homepage\\_index.html](http://www.kenstone.net/fcp_homepage/fcp_homepage_index.html)

### **Class 2 – Mar. 5**

**Lecture:** 1) edit video

**Lab:** Your group project video must be shot and ready to bring into FCP.

**Due:** Your unedited video to accompany your text stories

## **WEEK 8**

### **Class 1 – Mar. 17**

**Lecture:** 1) critique video and photos and 2) preparing photos for the web using Photoshop

**Assignment and Lab:** Bring photos from video shoot and photos that you will use for your personal page.

### **Class 2 – Mar. 19**

**Lecture:** 1) Creating panoramic photos and 2) saving and labeling files for the web

**Lab:** Shoot a panorama and begin creating a logo

**Supplemental:** The Options Bar

<http://www.photoshopessentials.com/photoshop-text/photoshop-text-options-bar.php>

Character Palette <http://www.photoshopessentials.com/photoshop-text/photoshop-text-character-palette.php>

Introducing Photoshop Layers

<http://www.photoshopessentials.com/basics/layers/layers-intro.php>

**Assignment:** Teams check out a camera and tripod before class. Logo Typeface and Art <http://www.peachpit.com/articles/article.aspx?p=20939&seqNum=4>

## **WEEK 9**

### **Class 1 – Mar. 24**

**Lecture:** 1) typography

To a “T” and Typomania [http://www.typeculture.com/academic\\_resource/movies/](http://www.typeculture.com/academic_resource/movies/)

**Lab:** Create logo in class

### **Class 2 – Mar. 26**

**Lab:** Create banner for your personal page and your group project if you have time.

**Due:** Social media assignment

## **WEEK 10**

### **Class 1 – Mar. 31**

**Lecture:** 1) Web site design (colors, layout, and navigability) and 2) the index page

**Lab:** Evaluating Web sites for perceived credibility. You will review a site for credibility and answer questions provided by me. You will address the three areas: content, presentation, and authority. You will turn in a 2 page double-spaced paper written in paragraph format as opposed to list style.

**Assignment:** Photographic Palettes <http://24ways.org/2006/photographic-palettes>

### **Class 2 – Apr. 2**

**Lecture:** 1) HTML/CSS and 2) TextWrangler or Notepad

**Lab:** Practice coding

**Assignment:** Basis HTML [http://www.j-learning.org/build\\_it/page/basic\\_html/](http://www.j-learning.org/build_it/page/basic_html/)

**Lab:** Bring quality digital version of your resume to class to format with bullets, lists

**Due:** Banner

#### **WEEK 11**

##### **Class 1 – Apr. 7**

**Lecture and Lab:** 1) using Dreamweaver and 2) setting up your folders for your portfolios, and 3) Converting Word documents into PDFs

**Assignment:** Using Dreamweaver

<http://multimedia.journalism.berkeley.edu/tutorials/webdesign/dreamweaver/>

**Due:** Bring in materials for your portfolios. This includes Word documents, photos of yourself, articles, and videos.

##### **Class 2 – Apr. 9**

**Lab and Lecture:** 1) audio and media player 2) using digital audio recorders, 3) converting WMA audio files, 4) comparing Audacity, GarageBand, and Soundtrack

#### **WEEK 12**

##### **Class 1 – Apr. 14**

**Lecture and Lab:** 1) Web page creation

##### **Class 2 – Apr. 16**

**Lecture and Lab:** 1) Web page creation and 2) begin portfolios

#### **Week 13**

##### **Class 1- Apr. 21**

**Lecture and Lab:** Work on portfolios

##### **Class 2- Apr. 23**

**Lecture and Lab:** Work on portfolios

**Due:** Revised beliefs essay

#### **Week 14**

##### **Class 1 – Apr. 28**

**Lecture and Lab:** Work on portfolios or group projects

##### **Class 2 – Apr. 30**

**Lecture and Lab:** Work on portfolios or group projects

#### **Week 15**

##### **Class 1 – May 5**

**Lecture and Lab:** Work on portfolios or group projects. If you would like feedback, have a draft of your site complete by this time.

#### **Group Projects and Portfolios Due**

**DUE** Tuesday, May 12, 1210-2pm

## Online Media Survey

NAME: \_\_\_\_\_

EMAIL: \_\_\_\_\_

PHONE: \_\_\_\_\_

WEB PAGE: \_\_\_\_\_

1. Which best describes your general attitude toward digital technology:
  - a. I run screaming from the room
  - b. I am intrigued but technology hates me (even my toaster)
  - c. I like to dabble, but want to learn more
  - d. I am a full-blown digital geek
  
2. Which of the following do you use PERSONALLY (please circle all that apply)?
  - a. Digital camera
  - b. Digital videocamera
  - c. Digital audio recorder
  - d. Audio editing program
  - f. Video editing program
  - g. Photo editing program
  
3. SHOOTING VIDEO: I would consider myself:
  - a. a novice
  - b. a skilled amateur
  - c. a professional
  - d. an expert
  
4. EDITING VIDEO/AUDIO: I would consider myself:
  - a. a novice
  - b. a skilled amateur
  - c. a professional
  - d. an expert
  
5. WEB : I would consider myself:
  - a. a novice
  - b. a skilled amateur
  - c. a professional
  - d. an expert
  
6. PLATFORM: Mac vs PC:
  - a. I am a devout Mac person
  - b. I love PCs
  - c. I can use both

7. SOFTWARE: Please use an X to show you have some experience with the program and XX to show significant experience:

STILL IMAGES

- Photoshop Elements
- Photoshop
- Fireworks
- Paint Shop Pro
- Illustrator

WEB

- Dreamweaver
- GoLive
- Front Page
- Homesite

VIDEO/SLIDESHOWS

- Adobe Premiere Elements
- Adobe Premiere Pro
- Adobe After Effects
- Final Cut Express
- Final Cut Pro
- Ulead Studio
- Vegas
- Avid
- Windows Movie Maker
- iMovie
- Soundslides

SOUND

- Pro Tools
- Cakewalk
- Garage Band
- Acid Pro
- Audicity
- Soundtrack Pro

ANIMATION

- Flash

WEB PRODUCTION

- Sorenson Squeeze
- Discreet Cleaner
- FTP (WS-FTP, Fetch, Cute-FTP or Firefox FTP) X

8. What have you produced using these tools?

9. What concerns do you have with regards to this class?

10. What would like to get from this class?

11. What journalism, newer media or public relations experience do you have?

12. What kind of job are you looking for following graduation?