

**FLORIDA INTERNATIONAL UNIVERSITY**  
**SCHOOL OF JOURNALISM AND MASS COMMUNICATION**

**DIG 4552 - Advanced Multimedia Production (Capstone)**

**DIG 4097 – Digital Media Entrepreneurship (Capstone)**

**Summer “B” - Monday & Wednesday, 1:00pm – 5:00pm**

Section B52B & B51B, ACII 161

[gatorjbone.com/](http://gatorjbone.com/)

<https://gatorjbonecapstoneblog.wordpress.com/>

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### **Course Description**

The goal of this course is to synthesize the various analytical, critical thinking and digital storytelling skills that have been learned by Digital Media majors up to this point in their academic careers (Introduction to Digital Media, Media Theories, Multimedia Production I & II, Social Media and Globalization, Audience Analysis) and put them to use in a project-based setting. This is a senior capstone course; as such, students are expected to be self-motivated and independent. Instruction is not the main goal of this course. It is up to the students to demonstrate to the professor the breadth and depth of what they have learned during their time as digerati at the School of Communication + Journalism.

### **Course Objectives**

Students in this course are expected to show significant levels of proficiency in a number of areas related to digital media, including, but not limited to, the following:

- 1) Understanding the power, impact and potential of new forms of digital media storytelling and the ability to communicate that understanding clearly and coherently
- 2) A strong grasp of at least one web platform for digital storytelling (WordPress, Tumblr, Wix, etc.)
- 3) An ability to use social media to monitor and engage with online communities
- 4) Strong proficiency in the following areas of digital media production:
  - a. Digital video production
  - b. Digital audio production
  - c. Digital photography and editing
  - d. Non-linear digital video editing
  - e. Using infographics/data visualization to communicate complex ideas/data sets
  - f. Effectively combining above elements within a web-based platform
- 5) Synthesizing 1-4 into a single digital media storytelling effort

## Learning Outcomes

- 1) A strong comprehension of fundamental concepts in digital/new media
- 2) The ability to tell stories using multiple digital media storytelling techniques
- 3) Strong familiarity with at least one online platform used for multimedia storytelling
- 4) Thinking critically, creatively and independently about the prospects, promises and pitfalls of digital media
- 5) Writing correctly and clearly in forms and styles appropriate for communications professions, audiences, and purposes they serve.

## How the Course Will Work

During the semester, you will be working with the students from Prof. Kate MacMillin's Broadcasting Capstone course to produce a 30-minute newscast. The newscast will be recorded live-to-tape in the SJMC Studio (ACII-161/164). The newscast will contain the following broadcast elements:

- Intro/Outro/Bumps
- Packages, with anchor/reporter toss
- VOSOTS (breaking news/man on the street)
- On-set Panel discussion (2 guests/1 anchor with discussion)

The newscast will also have the following digital elements:

- Fully designed web platform for the final edited show and digital components
- Video extras to complement packages
- Digital extras to complement VOSOTS (can be video, photo gallery, maps, etc.)
- Graphic elements (includes lower thirds, animated intro/outro for show, over the shoulder graphics, and any other graphical elements as needed)

## Teams

As with nearly all media production efforts, your ability to work in teams will be an essential component of this course. Each student will need to volunteer for a specific position. The following are the positions that will need to be filled for each team:

- 1. Broadcast (these roles will be filled by students enrolled in, RTV4324 (Broadcast News Magazine))**
  - Executive Producers (Script supervisor, plan & coordinate panel discussion; oversees content and overall structure)
  - Associate Producers (Will help EP's with show format & content and will assist anchors with VO-SOT's planning)
  - Reporters (Each responsible for packages, includes writing)
  - Videographers/Editors (Each responsible for packages; may include writing)
  - Anchors- Responsible for three VOSOTS (includes writing, shooting, editing)

## 2. Digital (these are the roles that you will fill)

- Web producers (overall site design and layout)
- Web content producers/final edit (responsible for coordination of content, uploading to website, managing Google drive, editing final shows with graphics)
- Web video producers (each responsible for one video, includes shooting/editing)
- Web extras producers (with work with VOSOTS teams to come up with photo galleries, maps, infographics, VR360 components & social media components —will work closely with Anchors to produce VOSOTs)
- Graphics team members (lower thirds, animated intro/outro, graphics for on set discussion)

The number of roles is subject to change, based on course enrollment. Please note that *teamwork* is essential to producing high-quality media content. Thus, for example, if you are a reporter and finish your package quickly and it has been given final approval by the producer and professors, you will be expected to help out elsewhere.

## Grades

Your final grade will be based on a combined score from your performance on the position(s) you have held during the semester. The expectations and grading rubrics for each position are as follows (100 points total):

Participation/Attendance:	10 pts
Collaboration:	10 pts
Meeting deadlines:	20 pts
Content/quality of your contribution:	60 pts

## Evaluation

Final grades for the course will be based on a points system using the following scale:

(A)	95% – 100%	(B)	83% – 86%	(C)	70% – 76%
(A-)	90% – 94%	(B-)	80% – 82%	(D)	60% – 69%
(B+)	87% – 89%	(C+)	77% – 79%	(F)	59% or less

**Judging, like judging multimedia in the industry, is not an exact science. This class is unlike typical general education courses that might use multiple-choice exams to measure your knowledge objectively. Although there is objective scoring in the class, most multimedia assignments get grades that are subjective. That means that you or someone else may have a different opinion of the merit of your projects. But as in the industry itself, the person in charge sets the standard. In this case, it is the instructor. You can rely on your instructor to know what the standards in the industry are, and to apply them here. Please note that subjective does not mean unfair. Within the class, the same standards are applied to everyone.**

The instructor retains the right to modify this course syllabus for any reason throughout the semester provided that:

- a. Fair and adequate notice is given to enrolled students either by email, or online publishing.
- b. Modifications to the syllabus are not arbitrary or capricious.
- c. Students are not unfairly disadvantaged by mid-semester changes to grading standards, attendance standards, or performance measures.

## General Class Expectations

I try to maintain a friendly, open environment in my courses, one that encourages discussion, debate and dialogue. I firmly believe that we can all learn from each other, especially through peer critiques of our work. However, I expect everyone to be respectful, both of the instructor and each other, and to keep distractions like social networking, web surfing, or texting, to a minimum. I'm happy to go over difficult concepts as many times as necessary, but NOT if I think that no one is paying attention.

**ATTENDANCE: Attendance is mandatory! One (1) unexcused absences will be allowed during the semester. Your grade will be lowered by one-half a letter grade for every unexcused absence beyond two.** Excused absences will only be granted for sickness, injury, immediate family emergency (all of which require notification with 24 hours and documentation) and religious holidays. **Showing up for class more than 15 minutes late will be considered an absence.**

**COURSE CONTENT:** I expect **ALL** content created for this course, with the exception of archive material or stock footage or photos used with my approval, to be original and created expressly for the purpose of this class, by you.

- All video must be shot, edited and uploaded at a minimum resolution of 1920 x 1080.
- Projects that do not meet the minimum or maximum total running time (trt) will not be accepted.
- Projects that contain audio or graphics in a language other than English must first be approved.
- Projects containing copy written music will not be accepted. All music must be royalty-free.

## **Academic Misconduct Statement**

*Florida International University is a community dedicated to generating and imparting knowledge through excellent teaching and research, the rigorous and respectful exchange of ideas and community service. All students should respect the right of others to have an equitable opportunity to learn and honestly to demonstrate the quality of their learning. Therefore, all students are expected to adhere to a standard of academic conduct, which demonstrates respect for themselves, their fellow students, and the educational mission of the University. All students are deemed by the University to understand that if they are found responsible for academic misconduct, they will be subject to the Academic Misconduct procedures and sanctions, as outlined in the Student Handbook.*

*Academic Misconduct includes: Cheating – The unauthorized use of books, notes, aids, electronic sources; or assistance from another person with respect to examinations, course assignments, field service reports, class recitations; or the unauthorized possession of examination papers or course materials, whether originally authorized or not. Plagiarism – The use and appropriation of another's work without any indication of the source and the representation of such work as the student's own. Any student, who fails to give credit for ideas, expressions or materials taken from another source, including Internet sources, is responsible for plagiarism.*

### **Monday, June 19**

- Overview of course and syllabus, expectations, view last semester's shows, and studio tour.
- Basic field production, expectations for quality of work
- Research topics for first show
- Every student presents story ideas, and then we'll decide on packages/VOSOTS (preliminary)

### **Wednesday, June 21**

- ANCHOR AUDITIONS –Time TBA (ACII 161);
- Get position assignments and start to brainstorm specific segments

### **Monday, June 26**

- Begin pre-producing the shows – design graphics content
- Making contacts, setting up interviews
- Executive Producers and team start working on rundown for the show

### **Wednesday, June 28**

- Field production/shooting starts
- Producers begin writing scripts
- Digital supervisor works on graphic concepts (lower thirds, etc.)
- Production teams begin working with Josh, Wade, and me on the set and studio elements for the show

### **Monday, July 3**

- Independence Day observed (no class)

### **Wednesday, July 5**

- Field production and script writing continues
- continue working with Josh and Wade on studio elements
- Editing Packages/VOSOTS
- Practice in the studio
- Rough cuts of videos due to producers/professor

### **Monday & Wednesday, July 10 & 12**

- Final editing of all elements
- Production Teams work/record show elements in TV studio

### **Monday & Wednesday, July 17 & 19**

- Post-production of 30 minute show
- All content and graphics uploaded to website;
- Send professor a detailed report of work accomplished for the show

### **Monday & Wednesday, July 24-& 26**

- Final screening, feedback and evaluations of shows and production teams.