J4146/7176 Strat Comm Techniques: Advanced Promotional Video

Instructor:
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Location: Monday, 9:00-10:45 am, 45 Walter Williams Hall

Dates: February 29-April 4, 2016

Credit: 1 hour (five week session)

Objectives: Train students in video/visual multi-platform content deployment strategies, utilizing drone, GoPro and smart phone video/visuals. Students will operate either individually or in teams and will be assigned campaigns. Assignments will include progressive story-telling and cumulative collections of campaign elements, culminating in a video/visual portfolio.

Eligibility: Open to Strategic Communication Juniors/Seniors

Pre-requisites: J2100, J2150

Course Objectives:
Create, produce and publish professional, high-definition multi-platform content using mobile devices, GoPro and Drone footage. In this course, you will learn to harness the opportunities presented by these technology-based story-telling tools.

GoPro does a great job with authentic, first-person storytelling:

https://www.youtube.com/watch?v=UAxqf5ZAssw

https://www.youtube.com/watch?v=PjGkVCAo8Fw

https://www.youtube.com/watch?v=S-zrJxsKG0o

Here’s a couple of our previous students’ projects, using GoPro:

https://www.youtube.com/watch?v=npNF2chbbAE

https://www.youtube.com/watch?v=T8aXckSFArO

Here’s some discussion on drones with branded storytelling:


http://www.wsj.com/articles/sony-to-enter-drone-market-for-business-customers-1437557475


Brands like Audi and Red Bull are getting into using drones for that added view:

https://www.youtube.com/watch?v=5CW2PfRu5_w

These are the federal regulations on drone usage:

https://www.faa.gov/uas/civil_operations/

In this course, we’ll teach you how to professionally shoot video, edit video and text, and publish to social media platforms, all around a video-centric campaign. At the end of five weeks, you’ll have a professionally produced, multi-platform campaign portfolio which you can proudly show off to anyone at the corner bar or in the corner office!

All students will be required to establish accounts on social media/apps so as a publishing platform for the content created in this class. In addition, students will be required to keep a cumulative portfolio of all assets created in class for presentation at the end of the five-week period.

Technology:
The class will use a mobile phone (preferably iOS) and will require you to BYOD (Bring Your Own Device). Students, using a mobile phone, will gather, produce and edit each of the content elements they create. Because the class is technique-based, the professor will recommend apps for the students to purchase, but not insist you do so, nor that you be required to use them. Students will be responsible for learning the technology, and throughout the course will emphasize skill acquisition.

General breakdown of the course. (All projects are due on Friday @ midnight.):

Week 1 (February 29):
Monday: How to shoot video with your phone. Class reviews techniques and goes into field. Shoot stories, learn proper lighting, sound, etc. Go on campus and shoot Mizzou landmarks. Conduct an interview about what makes these landmarks so special. Using iMovie to edit. How to edit and optimize video content/creation in your phone. What does a video-centric multi-platform campaign look like? How do you seize video as an opportunity to tell stories. Fine-tuning those editing skills and prepping for distribution to multiple platforms. Discuss which platforms optimize with which kinds of video at which point in the campaign.

Assignment: Day shoot. Shoot and edit story on your mobile device.

Week 2 (March 7):
Monday: Social Media and GoPro. Introduce integrated strategy for deploying content to social media. Learn how to use GoPro. Take GoPro out and use it, ingest video.

Assignment: Build a social media campaign around your video, delivering a strategy sheet on how you would create greater awareness on social media, including the use of hashtags and optimizing against the strengths of each social medium. (150 points – Strategy sheet)

Week 3 (March 14):
Monday: Drone. RJI’s Rick Shaw visits class to discuss rules of engagement with drone, and gives basic tutorial on how to use it. We show good industry examples of how the drone is used in content marketing and story-telling.

Assignment: Attend one of Rick’s open sessions over the next two weeks and fly the drone, with camera, to gain skills in how to utilize in a controlled setting.
**Week 4 (March 21):**
Monday: Work session. Pulling it all together. Hopefully you’ve been planning ahead, and using your creativity. What’s the very best story you can create using all the tools that are available to you. Create that story.

Assignment: In class -- troubleshoot problems on the way to creating an integrated story leveraging technology tools. Deliver social media strategy sheet. (NO CLASS ON MARCH 28 – SPRING BREAK)

**Week 5 (April 4):**
Monday: Back from Spring Break and refreshed. Big Finish. Mini-portfolio presentations. Portfolios will be contained in a Prezi, will be fully viewable on mobile, and will take into consideration both audience and measurement vehicles as well as addressing all core elements of multi-platform content plays. Class ends.

Assignment: Final Prezi presentation.
(300 points --- clarity of presentation is important, optimizing against different social media campaigns)

**Grading**
(Note: Class attendance/participation is mandatory. A miss in class session will result in a one-grade deduction per miss.)

**Assignment 1** – 200 points (Shoot and Edit/Campus)  
**Assignment 2** – 250 points (Your Day Shoot and Edit)  
**Assignment 3** – 300 points (GoPro/Drone footage assignment)  
**Assignment 4** – 150 points (Social Media Strategy Sheet)  
**Assignment 5** – 300 points (Final Prezi)

Total – 1200 points

Grading will be both merit-based, and competitive/peer-based, however weight will be given to meritorious behavior and conduct. Participation and project grades will be evaluated on both an individual and peer basis, which is to say, you will be graded on how you compete against your peers. If certain peers are outperforming the standard, they will set a higher bar for others to achieve.

**Academic Honesty**
Academic honesty is fundamental to the activities and principles of a university. All members of the academic community must be confident that each person's work has been responsibly and honorably acquired, developed and presented. Any effort to gain an advantage not given to all students is dishonest whether or not the effort is successful. The academic community regards breaches of the academic integrity rules as extremely serious matters. Sanctions for such a breach may include academic sanctions from the instructor, including failing the course for any violation, to disciplinary sanctions ranging from probation to expulsion.

Academic misconduct includes but is not limited to the following:

- Use of materials from another author without citation or attribution.
- Use of verbatim materials from another author without citation or attribution.
- Extensive use of materials from past assignments without permission of your instructor.
• Extensive use of materials from assignments in other classes without permission of your instructor.

• Fabricating information in news or feature stories, whether for publication or not.

• Fabricating sources in news or feature stories, whether for publication or not.

• Fabricating quotes in news or feature stories, whether for publication or not.

• Lack of full disclosure or permission from editors when controversial reportorial techniques, such as going undercover to get news, are used.

When in doubt about plagiarism, paraphrasing, quoting or collaboration, consult with your instructor. For closed-book exams and exercises, academic misconduct includes conferring with other class members, copying or reading someone else's test and using notes and materials without prior permission of the instructor. For open-book exams and exercises, academic misconduct includes copying or reading someone else's work.

Classroom Misconduct
Classroom misconduct is defined by the University of Missouri’s collected rules and regulations are also outlined in the M-Book Student Code of Conduct.

Classroom misconduct can include obstruction or disruption of teaching, such as late arrival or early departure or failure to turn off mobile devices unless otherwise instructed.

Classroom misconduct can also include misuse of computing resources, harassment, bullying, physical abuse or safety threats; theft; property damage; disruptive, lewd or obscene conduct; abuse of computer time; repeated failure to attend class when attendance is required; and repeated failure to participate or respond in class when class participation is required.

IMPORTANT: Entering a classroom late or leaving a classroom before the end of the period can be extremely disruptive behavior. Students are asked to arrive for class on time and to avoid early departures. This is particularly true of large lectures, where late arrivals and early departures can be most disruptive. Instructors have the right to deny students access to the classroom if they arrive late and have the right to dismiss a student from the class for early departures that result in disruptions.

Under MU policy, your instructor has the right to ask for your removal from the course for misconduct, disruptive behavior or excessive absences. The instructor then has the right to issue a grade of withdraw, withdraw failing or F. The instructor alone is responsible for assigning the grade in such circumstances.

Dishonesty and Misconduct Reporting Procedures
MU faculty are required to report all instances of academic dishonesty or classroom misconduct to the appropriate campus officials. Allegations of classroom misconduct must be reported to MU’s Office of Student Conduct. Allegations of academic misconduct must be reported to MU's Office of the Provost.

Professional Standards and Ethics
The School of Journalism is committed to the highest standards of academic and professional ethics and expects its students to adhere to those standards. Students should be familiar with the Code of Ethics of the Society of Professional Journalists and adhere to its restrictions. Students are expected to observe strict honesty in academic programs and as representatives of school-related media. Should any student be guilty of plagiarism, falsification, misrepresentation or other forms of dishonesty in any assigned work,
that student may be subject to a failing grade from the instructor and such disciplinary action as may be necessary under University regulations.

Sample Statement for Executive Order #38, Academic Inquiry, Course Discussion and Privacy

Faculty allowing recording:
University of Missouri System Executive Order No. 38 lays out principles regarding the sanctity of classroom discussions at the university. The policy is described fully in Section 200.015 of the Collected Rules and Regulations. In this class, students may make audio or video recordings of course activity unless specifically prohibited by the faculty member. However, the redistribution of audio or video recordings of statements or comments from the course to individuals who are not students in the course is prohibited without the express permission of the faculty member and of any students who are recorded. Students found to have violated this policy are subject to discipline in accordance with provisions of section 200.020 of the Collected Rules and Regulations of the University of Missouri pertaining to student conduct matters.

Faculty not allowing recording:
University of Missouri System Executive Order No. 38 lays out principles regarding the sanctity of classroom discussions at the university. The policy is described fully in section 200.015 of the Collected Rules and Regulations. In this class, students may not make audio or video recordings of course activity, except students permitted to record as an accommodation under section 240.040 of the Collected Rules. All other students who record and/or distribute audio or video recordings of class activity are subject to discipline in accordance with provisions of section 200.020 of the Collected Rules and Regulations of the University of Missouri pertaining to student conduct matters. Those students who are permitted to record are not permitted to redistribute audio or video recordings of statements or comments from the course to individuals who are not students in the course without the express permission of the faculty member and of any students who are recorded. Students found to have violated this policy are subject to discipline in accordance with provisions of section 200.020 of the Collected Rules and Regulations of the University of Missouri pertaining to student conduct matters.

Title IX Information:
The University of Missouri prohibits all forms of sex or gender discrimination, including sex-based violence. If you or someone you know has experienced sex discrimination or been harassed or assaulted, you can get help at the Relationship & Sexual Violence Prevention (RSVP) Center, a confidential resource, at rsvp@missouri.edu or (573) 882-6638, or go to www.rsvp.missouri.edu. You can also contact the Title IX Office (title9@missouri.edu; (573) 882-3880; or www.title9.missouri.edu). Because we care about our community, Mizzou employees are required to report all incidents of sex discrimination to the Title IX Office.

Students with Disabilities:
If you anticipate barriers related to the format or requirements of this course, if you have emergency medical information to share with me, or if you need to make arrangements in case the building must be evacuated, please let me know as soon as possible. If disability related accommodations are necessary (for example, a note taker, extended time on exams, captioning), please register with the MU Disability Center, S5 Memorial Union, 573-882-4696, and then notify me of your eligibility for reasonable accommodations.

Religious Holidays
Students are excused for recognized religious holidays. Let your instructor know in advance if you have a conflict.

Intellectual Pluralism
The University community welcomes intellectual diversity and respects student rights. Students who have questions concerning the atmosphere in this class (including respect for diverse opinions) may contact
your faculty chair or associate dean; or the director of the Office of Students Rights and Responsibilities (http://osrr.missouri.edu/); the MU Equity Office, or equity@missouri.edu.

All students will have the opportunity to submit an anonymous evaluation of the instructor(s) at the end of the course.

**Professional Values and Competencies:**
The Accrediting Council on Education in Journalism and Mass Communications requires that, irrespective of their particular specialization, all graduates should be aware of certain core values and competencies and be able to:

- understand and apply the principles and laws of freedom of speech and press for the country in which the institution that invites ACEJMC is located, as well as receive instruction in and understand the range of systems of freedom of expression around the world, including the right to dissent, to monitor and criticize power, and to assemble and petition for redress of grievances;
- demonstrate an understanding of the history and role of professionals and institutions in shaping communications;
- demonstrate an understanding of gender, race, ethnicity, sexual orientation and, as appropriate, other forms of diversity in domestic society in relation to mass communications;
- demonstrate an understanding of the diversity of peoples and cultures and of the significance and impact of mass communications in a global society;
- understand concepts and apply theories in the use and presentation of images and information;
- demonstrate an understanding of professional ethical principles and work ethically in pursuit of truth, accuracy, fairness and diversity;
- think critically, creatively and independently;
- conduct research and evaluate information by methods appropriate to the communications professions in which they work;
- write correctly and clearly in forms and styles appropriate for the communications professions, audiences and purposes they serve;
- critically evaluate their own work and that of others for accuracy and fairness, clarity, appropriate style and grammatical correctness;
- apply basic numerical and statistical concepts;
- apply current tools and technologies appropriate for the communications professions in which they work, and to understand the digital world.