

## OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

Note: The University reserves the right to amend course outlines as needed without notice.

<b>Course Code and Number:</b> CMNS 301		<b>Number of Credits:</b> 3 <a href="#">Course credit policy (105)</a>															
<b>Course Full Title:</b> Multimedia Journalism <b>Course Short Title:</b> <i>(Transcripts only display 30 characters. Departments may recommend a short title if one is needed. If left blank, one will be assigned.)</i>																	
<b>Faculty:</b> Faculty of Humanities		<b>Department (or program if no department):</b> Communications															
<b>Calendar Description:</b> <p>Students will apply foundational skills of researching, interviewing, and writing to the three most common digital reporting formats – photography, videography and sound. The course emphasizes adapting the tools and capabilities of digital technologies to produce examples of professionally crafted journalistic storytelling.</p> <p>Note: This course is offered as CMNS 301 and JRNL 301. Students may take only one of these for credit.</p>																	
<b>Prerequisites (or NONE):</b>		CMNS 300/JRNL 300 or 45 university-level credits including one of CMNS 125, CMNS 155, CMNS 175, or ENGL 105. Note: As of September 2021, prerequisites will change to the following: CMNS 300/JRNL 300 and one of CMNS 126, VA 119, VA 160, VA 180, FILM 260, or GD 281. Note: Students who have taken MACS 235 or ENGL 215, or have experience in journalistic writing, can request instructor approval.															
<b>Corequisites (if applicable):</b>																	
<b>Pre/corequisites (if applicable):</b>																	
<b>Antirequisite Courses</b> <i>(Cannot be taken for additional credit.)</i> Former course code/number: Cross-listed with: <b>JRNL 301</b> Dual-listed with: Equivalent course(s): <i>(If offered in the previous five years, antirequisite course(s) will be included in the calendar description as a note that students with credit for the antirequisite course(s) cannot take this course for further credit.)</i>		<b>Special Topics</b> <i>(Double-click on boxes to select.)</i> This course is offered with different topics: <input checked="" type="checkbox"/> No <input type="checkbox"/> Yes <i>(If yes, topic will be recorded when offered.)</i>															
		<b>Independent Study</b> If offered as an Independent Study course, this course may be repeated for further credit: <i>(If yes, topic will be recorded.)</i> <input checked="" type="checkbox"/> No <input type="checkbox"/> Yes, repeat(s) <input type="checkbox"/> Yes, no limit															
<b>Typical Structure of Instructional Hours</b> <table border="1"> <tr> <td>Lecture/seminar hours</td> <td>25</td> </tr> <tr> <td>Tutorials/workshops</td> <td></td> </tr> <tr> <td>Supervised laboratory hours</td> <td>20</td> </tr> <tr> <td>Experiential (field experience, practicum, internship, etc.)</td> <td></td> </tr> <tr> <td>Supervised online activities</td> <td></td> </tr> <tr> <td>Other contact hours:</td> <td></td> </tr> <tr> <td><b>Total hours</b></td> <td><b>45</b></td> </tr> </table>		Lecture/seminar hours	25	Tutorials/workshops		Supervised laboratory hours	20	Experiential (field experience, practicum, internship, etc.)		Supervised online activities		Other contact hours:		<b>Total hours</b>	<b>45</b>	<b>Transfer Credit</b> Transfer credit already exists: <i>(See <a href="http://bctransferguide.ca">bctransferguide.ca</a>.)</i> <input checked="" type="checkbox"/> No <input type="checkbox"/> Yes Submit outline for (re)articulation: <input checked="" type="checkbox"/> No <input type="checkbox"/> Yes <i>(If yes, fill in transfer credit form.)</i>	
Lecture/seminar hours	25																
Tutorials/workshops																	
Supervised laboratory hours	20																
Experiential (field experience, practicum, internship, etc.)																	
Supervised online activities																	
Other contact hours:																	
<b>Total hours</b>	<b>45</b>																
		<b>Grading System</b> <input checked="" type="checkbox"/> Letter Grades <input type="checkbox"/> Credit/No Credit															
		<b>Maximum enrolment (for information only):</b> 25 <b>Expected Frequency of Course Offerings:</b> Annually <i>(Every semester, Fall only, annually, etc.)</i>															
<b>Department / Program Head or Director:</b> Samantha Pattridge		<b>Date approved:</b> May 2020															
<b>Faculty Council approval</b>		<b>Date approved:</b> June 2, 2020															
<b>Dean/Associate VP:</b> Jaqueline Nolte		<b>Date approved:</b> June 2, 2020															
<b>Campus-Wide Consultation (CWC)</b>		<b>Date of posting:</b> June 26, 2020															
<b>Undergraduate Education Committee (UEC) approval</b>		<b>Date of meeting:</b> October 2, 2020															

**Learning Outcomes:**

Upon successful completion of this course, students will be able to:

- Research, write and edit news reports and features in a digital environment.
- Demonstrate familiarity with relevant professional, ethical and legislative standards.
- Evaluate the quality of composition in regard to both photographic and video content.
- Address the issues related to producing news for digital platforms.
- Operate as an independent multi-format reporter.
- Collaborate as a member of a multi-format reporting team.
- Create photo, radio/audio and video news items.
- Demonstrate technical proficiency in at least one of the digital reporting formats.
- Practice the common approaches to digital data presentation.
- Align and coordinate multi-format content.
- Critically evaluate the potential of emerging communication technologies for journalistic purposes.

**Prior Learning Assessment and Recognition (PLAR)**

☒ Yes      ☐ No, PLAR cannot be awarded for this course because

**Typical Instructional Methods** (*Guest lecturers, presentations, online instruction, field trips, etc.; may vary at department's discretion.*)

Lectures, labs, workshops, exercises.

**NOTE:** The following sections may vary by instructor. Please see course syllabus available from the instructor.

**Typical Text(s) and Resource Materials** (*If more space is required, download Supplemental Texts and Resource Materials form.*)

Author (surname, initials)	Title (article, book, journal, etc.)	Current ed.	Publisher	Year
1. Wenger, D.H.	Advancing the story: Quality journalism in a digital world (4th ed.)	<input type="checkbox"/>	CQ Press	2019
2. Baldwin K.	Multimedia Technologies: Designs, Tools and Applications	<input type="checkbox"/>	Willford Press	2019
3.		<input type="checkbox"/>		
4.		<input type="checkbox"/>		
5.		<input type="checkbox"/>		

**Required Additional Supplies and Materials** (*Software, hardware, tools, specialized clothing, etc.*) Access to Adobe Creative Cloud

**Typical Evaluation Methods and Weighting**

Final exam:	%	Assignments:	25%	Field experience:	%	Portfolio:	20%
Midterm exam:	%	Project:	45%	Practicum:	%	Participation::	10%
Quizzes/tests:	%	Lab work:	%	Shop work:	%	Total:	100%

**Details (if necessary):**

Using digital tools:	10%
Graphics/data visualization:	15%
Photojournalism:	15%
Radio project:	15%
TV project:	15%
Multimedia portfolio:	20%
Class participation	10%

**Typical Course Content and Topics**

Week 1	<b>Introduction to the course</b> Reviewing journalism foundations (elements of a news story, newsgathering) Using digital tools to serve quality journalism (including crowdsourcing and data mining) What changes and what stays the same?: journalism in a multimedia environment
Week 2	<b>The multimedia mindset</b> The power of multimedia Collecting information using multimedia tools Using social media to tell news stories and effectively target audiences Virtual reality as a journalist's tool Critical analysis of selected examples from multimedia coverage
Week 3-4	<b>Graphics/Data visualization</b> Why use graphics? Types of graphics Simple is better Data for graphics
Week 5-7	<b>Photojournalism</b> Images as a crucial resource for journalists DSLR cameras: strategies and strengths Smartphone cameras: strategies and strengths Using photographs to tell stories (combining images, building slideshows and adding text) DSLR and smartphone photography exercises
Week 8-9	<b>Audio: using sound to tell stories</b> Radio stories Choosing sound Writing to sound Editing audio Special story types: long-form audio and natural sound stories
Week 10-11	<b>Video: mobilizing moving images as a journalist</b> TV stories Choosing video Writing to video: "show don't tell" Editing video
Week 12-13	<b>Freelancing as a multimedia journalist</b> Branding yourself Job hunting Networking Building a multimedia portfolio