JOU 4341C
MULTIMEDIA CAPSTONE
JOURNALISM AND PUBLIC STORYTELLING VIA MOBILE VIRTUAL REALITY
SCHOOL OF COMMUNICATION + JOURNALISM (AS OF JULY 1, 2016)
FLORIDA INTERNATIONAL UNIVERSITY
SUMMER 2016

Tuesdays and Thursdays
9 a.m. to 1 p.m.
AC2 129, Hubert 124, & AC2 167, the Mobile Virtual Reality (MVR) Lab

(Updated June 22, 2016)
(FOLLOW THE PROGRESS AT ROBERTGUTSCHEJR.COM/MVR)

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Individual workshop hours: By appointment

About Your Professor
Dr. Gutsche has been a journalist since 1996, having written for *The Washington Post*, *Chicago Tribune*, the *Wisconsin State Journal*, and other regional and local publications. His scholarship surrounds cultural and social meanings of news, particularly in terms of how news media demarcate space and characterize place. He is the author and editor of four books and more than a dozen journal articles, an affiliated faculty member with Florida International University's African and African Diaspora Studies Program, and was a Research Scholar at the Donald W. Reynolds Journalism Institute at the University of Missouri in 2015-2016.

Course Overview
A recent talk given by Knight Foundation officers and digital content creators of Human Rights Watch in Miami highlighted the fact that very soon, 50 percent of all content at *The New York Times* will be digital and visual in nature, with much of that work being created with virtual reality and 3D components. This class is designed to prepare students for heightened technical skills in digital storytelling, to enhance the technological production of digital work, and to improve innovations in digital storytelling that students will be able to express in trade and professional publications, as well as in faculty-led, refereed articles. Questions for both practice and scholarship that students will explore include:

- To what degree does VR/3D target messages at specific audiences while still keeping objectivity of the reporting?
- To what degree can VR/3D enter the voice of the storyteller into the reporting as a means of engagement?

- How can journalists and strategic communicators use VR/3D to include graphics and text as data points, perhaps including questions and user comments?
- To what degree does the interjection of self in to VR/3D storytelling guide people to particular messages?
- What ethical and legal challenges exist in the use of the platforms to report and deliver information?

This course, therefore, will lead to two major outcomes:

1. A VR/3D product that introduces users to the interactive and daily experiences of sea level rise, a story that has since been difficult to tell given the "hidden" nature of rising seas in South Florida

2. A VR/3D product of the interior and main exhibit of the Coral Gables Museum in relationship to immigrant communities

From these experiences, students will be able to learn about and discuss issues of:
- New technologies in the advancement of digital storytelling through virtual reality
- The creation of journalistic narratives and the cultural meanings assigned to them
- Multifaceted approaches to user testing and interpretation of audience reception
- Challenges of public journalism in a digital age

This class is an experiment, the first time an FIU course is designed around using virtual reality technologies to create public journalism and digital storytelling related to changing communities and environments. Slight changes in dates and tasks will occur.

Students should make themselves aware of the experience of using virtual reality and consider sitting down when viewing virtual reality or otherwise understand potential health effects of using this technology: vrs.org.uk/virtual-reality/human-factors-and-user-studies.html. Please discuss with your instructor if you have concerns.

Project Partners
- FIU School of Communication + Journalism (SCJ)
- FIU SCJ Mobile Virtual Reality Lab
- Coral Gables Museum: coralgablesmuseum.org
- FIU Coral Gables Virtual History project: http://maps.fiu.edu/cgm/
- FIU Sea Level Solutions Center: slsc.fiu.edu/solutions-center
- FIU SCJ Media Innovation Incubator Lab
- eyesontherise.org

Student Learning Objectives
1. Examine current understandings of journalism in a digital age
2. Identify and critique methods for examining the role of journalistic traits in content creation

3. Execute community based journalism via digital innovation
4. Analyze audience methods and forms of analysis through critical and cultural explanations identified in current scholarship
5. Express issues of power, economy, and reception through clear and critical forms of language and argument

Applying Student Learning Objectives
Students can see in the schedule below how these objectives are applied through a written "purpose" for that course period, assignments, readings, and discussion topics.

Required Material & Readings
1. *Visual Culture for a Global Audience,* Gutsche and Rafikova, 97815165041078 (students.universityreaders.com/store)
2. Google Cardboard Viewer, knoxlabs.com/products/knox-v2
3. (at least) 1T drive
4. Other readings, as assigned and at robertgutschejr.com/mvrresources/

All readings related to the class, which will also be the subject of assessment, will be due the Thursday of each week unless otherwise discussed in class. Assignments are listed in the course schedule; specific deadlines for that week will be discussed in class.

Assignments/Assessments (1,000 points possible)
Students will contribute to two major virtual reality projects at the end of the semester, described above. Students will be assessed individually four times within each category based upon their contribution to the group/course efforts, with each of the assignments proving a possible 50 points. Specifics of each assessment will be given within the course. Students are responsible for keeping track of their grades throughout the semester. Points will be assigned based upon answers to the questions in the course rubric related to each assessment:

1. Journalistic Research and Reporting (50 points x 4)
2. Storyboard and Narrative (50 points x 4)
3. Incorporation of Technology (50 points x 4)
4. Community Involvement and Participation (50 points x 4)
5. Reflection and Application (50 points x 4)

The following grade scale will be used as a guideline for determining final grades:

A	=	93-100
A-	=	90-92
B+	=	87-89
B	=	83-86
B-	=	80-82
C	=	70-79
F	=	71 or below

Extra Credit
None

Groups and Responsibilities
Professor/team lead: provide funding and university support for lab and individual projects; oversee technological innovation and collaboration with community and university stakeholders; manage groups

Public communication: branding and communicating the effort via technological integration into affordable public options; creating and updating video and language for public consumption; coordinate efforts with faculty and community members; assist other groups as needed

Technology and integration: prepare and develop lab space and technology and facilitate production of stories with projects; assist other groups as needed

Museum project: facilitate relationships with publics and experts to create narratives via technology; write and produce scripts and narratives; become subject experts and source experts for narratives; assist other groups as needed

Sea level rise project: facilitate relationships with publics and experts to create narratives via technology; write and produce scripts and narratives; become subject experts and source experts for narratives; assist other groups as needed

Attendance Policy
Traffic and rain are not appropriate explanations for lateness or absences. We live in Miami. Therefore, students are allowed two unexcused absences. Every absence after that reduces the student's final grade by half a grade. In other words, an A would become an A-. Additionally, two tardies will equal an absence; attendance is taking immediately at the beginning of class. **Students should also not arrive late to class.** Students late to exams will not be admitted and must wait for the professor outside of the classroom before entering. Students late or absent for quizzes or other in-class work will not be able to complete the work, unless it comports with the late work policy, below.

Makeup/Late Work
Excused absences involve true emergencies (i.e. illness or death in the family, or otherwise according to FIU policy). In order to receive consideration for an excused absence, you must do several things:

1) It is your responsibility to get in touch with me within one business day in the event you qualify for a makeup exam or quiz in order to be considered for makeup or to have a late assignment graded. Otherwise, all missed work will receive a zero.

2) You must provide appropriate documentation. In the case of a medical emergency, you need a doctor or hospital note that says you could not attend class on that date. In the case of a death (family emergency), you need to provide something documenting the dates and your relationship to the deceased, such as an obituary or funeral program.

Examples of unacceptable documentation include a note saying you were seen by a doctor or health center, airline tickets to a family event, etc. Other absences that will not count as excused include family events (wedding, family trip, etc.), conflicts with other classes or school related activities (such as grammar exams or reviews), car trouble, a work conflict or an internship obligation. Failure to provide appropriate documentation means the absence will not be excused.

Accommodations for Students with Disabilities
The Disability Resource Center collaborates with students, faculty, staff, and community members to create diverse learning environments that are usable, equitable, inclusive and sustainable. The DRC provides FIU students with disabilities the necessary support to successfully complete their education and participate in activities available to all students. If you have a diagnosed disability and plan to utilize academic accommodations, please contact the Center at 305-348-3532 or visit them at the Graham Center GC 190. Students are encouraged to register with Student Disability Services to verify their eligibility for appropriate accommodations. **Requests for academic accommodations need to be made to me during the first class. Accommodations made mid-course are not retro-active.**

Course Schedule

Week 1
Purpose: Learning Outcome 1, 2, 4

Activities
Introduction to course, lab, and equipment
Experience VR production and interaction
Begin teambuilding and project planning for sea level rise and museum projects
Work with stakeholders (GIS Center, Museum) to conduct research related to project location and narratives
Examine cultural meanings of visual media

Readings
Gutsche and Rafikova, Introduction
Article: *The Case for Reparations,* Coates

"Knight Foundation report addresses opportunities and challenges in virtual reality journalism"

"Journalism: How one university used virtual worlds to tell true stories"
Covering Miami's rising seas: Sensors, public data and politics

Assignments
Community Involvement and Participation 1
Reflection and Application 1
Incorporation of Technology 1
Storyboard and Narrative 1

Week 2
Purpose: Learning Outcomes 2, 3, 4

Activities
Enhance learning of lab possibilities and technology
Visit location for shoot, editing of projects
Examine cultural meanings of visual media

Readings
Gutsche and Rafikova, Section 1

Niblock S. (2015). From the high group to the swamp: A model for immersive journalism research. *Journal of Applied Journalism & Media Studies, 4(2)*, 223-237.

Dowd, C. (2016). The new order of news and social media enterprises: Visualisations, linked data, and new methods and practices in journalism. *Communication Research and Practice, 2(1)*, 97-110.

Assignments
Journalistic Research and Reporting 1
Storyboard and Narrative 2
Community Involvement and Participation 2

Week 3
Purpose: Learning Outcomes 3, 4, 5

Activities
Enhance learning of lab possibilities and technology
Edit and reshoot test VR via storyboard, storytelling, narrative, textual integration for sea level rise project
Edit and reshoot test VR via storyboard, storytelling, narrative, textual integration for museum project
Assess journalistic production and value of VR
Examine cultural meanings of visual media

Readings
Gutsche and Rafikova, Section 2

Immersive journalism: Immersive journalism virtual reality for the first-person experience of news

Huang, Y. C., Backman, K. F., Backman, SJ., & Chang, L. L. (2016). Exploring the implications of virtual reality technology in tourism marketing: An integrated research framework. *International Journal of Tourism Research, 18(2)*, 116-128.

Assignments:
Incorporation of Technology 2

Reflection and Application 2
Storyboard and Narrative 3

Week 4
Purpose: Learning Outcomes 1, 3, 4, 5

PROJECT 1 DUE (TUESDAY)

Activities
Enhance production value of museum project
Examine role of textual elements in projects
Examine cultural meanings of visual media

Readings
Gutsche and Rafikova, Section 3

Assignments
Journalistic Research and Reporting 2
Incorporation of Technology 3
Journalistic Research and Reporting 3

Week 5
Purpose: Learning Outcomes 3, 5

PROJECT 2 DUE (TUESDAY)

Activities
Enhance production value of museum project
Examine role of textual elements in projects
Examine cultural meanings of visual media
Create new sea level rise project

Readings
Gutsche and Rafikova, Section 4

Assignments
Community Involvement and Participation 3
Reflection and Application 3
Journalistic Research and Reporting 4
Storyboard and Narrative 4

Week 6
Purpose: Learning Outcomes 2, 4

Activities
Enhance production value of museum project
Examine role of textual elements in projects
Examine cultural meanings of visual media

Readings
Gutsche and Rafikova, Conclusion (Due Tuesday)

Assignments
Community Involvement and Participation 4
Incorporation of Technology 4
Journalistic Research and Reporting 4
Reflection and Application 4

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ASSESSMENT RUBRIC

NAME _____

Journalistic Research and Reporting (50 points x 4) ROUND _____ SCORE _____
To what degree was the contribution accurate?
To what degree was the contribution complete?
To what degree was the contribution presented on-deadline?

Storyboard and Narrative (50 points x 4) ROUND _____ SCORE _____
To what degree was the contribution relevant?
To what degree was the contribution accurate and of strong journalistic quality?
To what degree was the contribution creative and engaging?
To what degree was the contribution presented on-deadline?

Incorporation of Technology (50 points x 4) ROUND _____ SCORE _____
To what degree did the contribution integrate various forms of storytelling?
To what degree was the incorporation meaningful?
To what degree was the incorporation completed successfully?

Community Involvement & Participation (50 points x 4) ROUND ____ SCORE _____
To what degree was the involvement meaningful?
To what degree was the involvement respectful and impactful?
To what degree was the involvement and participation measurable?

Reflection and Application (50 points x 4) ROUND _____ SCORE _____
To what degree was the reflection based in conceptual meaning?
To what degree was the reflection successful in meeting deadline and expectations?
To what degree was application of cultural meaning recognizable?