



SYLLABUS

TITLE: Multimedia
CODE: PER 210
PREREQUISITE: PER 113
CREDITS: 3 credits | 45 contact hours | 1 term

DESCRIPTION

In this course, students will learn about the conceptualization, pre-production, production, post-production, and distribution of informative content on digital platforms for video and audio. The course exposes students to the reporter's assignments in multimedia formats. Also, it helps students develop the knowledge and skills to design and publish informative content in a visual way to be integrated with digital and social media. Likewise, the course includes conceptualizing and creating of designs applicable to web platforms and developing informative web pages, portals, editorial design, and data visualization.

JUSTIFICATION

The rise of the internet and the rapid transformation of the newsroom requires new journalists trained and practiced in the technological tools and approaches that set the information trends of the twenty-first century. Audio and video platforms —with an increasing interactivity and participation of citizens in the news guidelines— force journalists to produce multimedia content with a comprehensive context. These changes make indispensable the knowledge and application of varied skills that are what constitute the digital reporter.

COMPETENCIES

The course develops the following competencies in students:

- **Communication**
- **Entrepreneurship and innovation**
- **Research and exploration**

OBJECTIVES

After completion of the course, students will be able to:

1. Integrate the theory and practice of cyberjournalism.
2. Conceptualize comprehensive reports presented with multimedia resources.
3. Produce audio and video integrated into the new communication tools.
4. Produce animations integrated with the new communication tools.
5. Learn about the historical development of multimedia in journalism.
6. Conceptualize and create stories and designs applicable to web platforms, as well as develop informative web pages, sites, and portals.

CONTENTS

- I. Convergence in multimedia storytelling
 - A. Dynamic content and the role of the journalist
 - B. The importance of hypertexts and graphic elements in post-industrial journalism
 - C. The main models of multimedia production
- II. Basic functionalities of multimedia content and interactive visualization
 - A. Introduction to the Search Engine Optimization (SEO) concept
- III. Audio production
 - A. Audio recording equipment and formats
 - B. Audio storytelling
 - C. Effective use of online audio
 - D. Import and edit of audio with multimedia tools
 - E. Audio export
 - F. Audio slideshows
 1. Combining audio and photography in an informative package
 - G. Best practices
 1. Thinking about the user
 - H. Titling and subtitles
- IV. Audio
 - A. Podcasts
 1. Resource configuration
 - B. Environment
 - C. AM / FM radio
 - D. Online broadcasting
- V. Video: Resources and Uses

- A. Tools for creating video presentations
- B. Storytelling with moving images
 - 1. Presence on camera
- C. Writing content in the image
- D. The presentation of images
- E. Video editing with professional tools to create information packages
- F. Exporting the finished video
- G. Encoding video on the web
- H. Live streaming video to websites

VI. Animation

- A. Story planning
- B. Pre-production, production, post-production

VII. Data to generate multimedia content

- A. How to report interactively from numbers
- B. Introduction to informational data visualization
- C. Narrative models
 - 1. Infographics
 - 2. Maps
 - 3. Others

VIII. The multimedia story

- A. Conceptualization
- B. Planning
- C. Storyboarding
- D. Production of the story

IX. Dissemination of content

- A. Development of a news marketing strategy in social networks

X. Conceptualization and creation of designs applicable to web platforms and development of informative web pages, sites, and portals

- A. Selection of graphic and visual formats
- B. Selection of domains, hosts and platforms
- C. Use of basic tools for visual content development
- D. Conceptualization of designs and creation of images
- E. Creating and modifying templates
 - 1. Content Managers
 - 2. Using HTML and CSS codes
- F. Creation of news arts for social media and social networks
- G. Audience analysis

1. Measuring content production, results and performance
 2. Creation of audience segments and their usefulness for content
 3. Third Party Data
 4. Real-time analytics
- H. Audience creation
- I. Strategies to maximize audience usage by platform
 1. Profiling
 2. Strategies
 3. Tools
 - J. Project planning
 - K. Content segmentation
 1. Visitor knowledge
 2. Adaptation and personalization of the informative portal's content
 - L. Evaluation and launch of an information portal
 1. Launch strategy planning
 2. Marketing campaign of the information portal

METHODOLOGY

The following strategies from the active learning methodology are recommended:

- Real-time coverage
- Lectures by the professor and invited resources
- Content production
- Development of information packages for publication

EVALUATION

Partial assignments	20%
Oral presentations	20%
Compositions	20%
Final project or exam	30%
Participation	<u>10%</u>
Total	100%

LEARNING ASSESSMENT

The institutional assessment rubric is applied to the course's core activity.

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For more information resources related to the course's topics, access the library's webpage <http://biblioteca.sagrado.edu/>

REASONABLE ACCOMMODATION

For detailed information on the process and required documentation you should visit the corresponding office. To ensure equal conditions, in compliance with the ADA Act (1990) and the Rehabilitation Act (1973), as amended, any student in need of reasonable accommodation or special assistance must complete the process established by the Vice Presidency for Academic Affairs.

ACADEMIC HONESTY, FRAUD, AND PLAIGARISM

Any student who fails to comply with the Honesty, Fraud, and Plagiarism Policy is exposed to the following sanctions: receive a zero in the evaluation and/or repetition of the assignment, an F(*) in the course, suspension or expulsion as established in the document *Política de Honestidad Académica* (DAEE 205-001) effective in August 2005.

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