

JRNL 2001-003: Fundamentals of Reporting Technologies (Recitation) – Revised Syllabus

Fall 2025, 1 credit recitation , Aug 22, 2025- Dec 5, 2025

Name of the TA: Ershad Komal Khan (he/his/him)

Office Location: Armory (Room TBD)

Office Hours: Wednesdays 11:00 AM–12:00 PM & by appointment

Email: ershad.khan@colorado.edu

You can read more about my academic work and research on [CMDI website](#).

Course description and purpose

This recitation introduces students to the practical tools of journalism, including photo, video, audio, and multimedia production. Beyond technical skills, the course emphasizes how storytelling choices--such as visuals, sound, and structure--shape meaning and influence audience interpretation.

The course is designed as an interactive learning space where students develop ideas, share perspectives, engage in discussion, and apply their learning through hands-on production. Students will learn not only how to use tools, but also how to make thoughtful and responsible storytelling decisions.

Learning Outcomes

This course is structured to achieve the following learning outcomes:

- Develop technical skills in photo, video, and audio production
 - Students will learn to use industry-relevant tools and software
- Analyze how storytelling choices shape meaning and audience interpretation
 - Students will reflect on how visuals, sound, and structure influence narratives
- Engage in collaborative learning and dialogue
 - Students will share ideas, provide feedback, and learn from peers

Textbooks and Materials

No textbook is required!!



All materials will be provided via Canvas, including:

- Tutorials and guides for Adobe software
- Example multimedia stories
- Supplemental readings on storytelling and media

Students will need access to:

- Camera equipment (as assigned)
- Audio recorders
- Adobe Creative Cloud tools

Assignments

Assignments in this course are designed to support both skill development and critical reflection. Students will receive ongoing feedback throughout each module.

Homework, Lab Work, and Projects

- Photo Assignment
- Video Story Assignment
- Audio Story Assignment
- Multimedia Project

Each assignment connects to the course learning outcomes by requiring students to apply technical skills while making intentional storytelling decisions.

Feedback-Based Learning

Rather than focusing only on final grades, this course emphasizes improvement through feedback.

Students will receive:

- In-class feedback during work sessions
- Peer feedback during discussions
- Instructor feedback on assignments

Late work is best communicated in advance. Flexibility may be considered when students remain engaged and communicate proactively.

Course Calendar

The course is structured to move from building foundational skills, to exploring different perspectives, to engaging discussion, and finally applying learning through production.

Weeks 1–2: Photo (Building Foundations)

Students learn basic composition, camera use, and storytelling through images. Activities include individual practice, peer sharing, and reflection.

First Day of Classes

Day 1 - Fri Aug 22

- Class Overview and Required/Recommended Materials
- Equipment Policies, required and recommended gear
- Patron Portal Overview (for checking out equipment)
- Smart Phone Cameras (and optional accessories)
- Get into tech groups

Week 1 Day 2 - Wed Aug 27

- Adobe XD Overview (required for submitting assignments and for multimedia presentation)
- Introduce Module Final Assignment: Photography Assignment: "Telling a Story Through Visuals"
- Types of Shots

- Rule of Thirds and Leading Lines
- Composition/Leading Lines Exercise Homework Introduce in Class

Day 3 - Fri Aug 29

- Basic Adobe Photoshop and Lightroom
- Photo Ethics
- Interview Shot Composition In-Class Exercises

Week 2 Day 4 - Wed Sep 3

- Writing Captions
- How to Identify Reliable Sources
- Composition/Leading Lines Exercise Homework Intro Due

Day 5 - Fri Sept 5

- Deconstructing the Story
- Turning Ideas Into Stories
- Module Final Assignment: Photography Assignment: "Telling a Story Through Visuals" Due Sunday Night

Weeks 3–7: Video (Exploring Perspectives)

Students develop video stories and begin working in teams. Activities include collaboration, peer discussion, and feedback sessions.

Week 1 Day 1 - Wed Sept 10

- Video Overview, Reporting vs. Visual Storytelling, and Stages of Production
- Scripts
- Introduce Final Module Assignment: Video Story Assignment
- Introduce Video Story Pitch Assessment
- Introduce Video Story Draft Script Assignment

Day 2 - Fri Sept 12

- Each team must have a Canon Vixia and tripod at the start of class
- Canon Vixia Instructions
- Types of Shots
- Types of Camera Moves – Using the Tripod (Tilts, Pans, Zooms)
- B-roll (Inserts and Cutaways)
- The Axis
- Video Story Pitch Assignment Due Week 2

Day 3 - Wed Sept 17

- Teams must have at start of class: Canon Vixia, tripod, and bring SD cards
- Adobe Premiere Instructions
- 5-Shot Sequence Exercise start
- Sequences
- Storyboards

Day 4 - Fri Sept 19

- Using Wireless Microphones
- Wireless Microphone Recording Exercise
- Teams must have Canon Vixia, Tripod, Wireless Microphone, 4 AA batteries, headphones, mini-light kit, SD card at start of class
- Lighting for Interview – Using the Mini Light Kit
- In-Class Shooting Interviews Exercise
- 5-Shot Sequence Exercise finish Week 4

Day 5 - Wed Sept 24

- Visual Story Assignment Workday (develop story structure, shot list)
- Video Story Draft Script Assignment Introduce

Day 6 - Fri Sept 26

- Script Visual Story Workday
- Reminder for Video Story Draft Script Assignment Week 5

Day 7 - Wed Oct 1

- Recording VO for Visual Story Assignment
- Video Story Draft Script Assignment
- Workday for Editing Visual Story

Day 8 - Fri Oct 3

- Visual Story Class Screenings

Weeks 8–12: Audio (Engaging Ideas and Challenges)

Students create audio stories while reflecting on voice, sound, and narrative. Activities include discussion, critique, and revision.

Week 1 Day 1 - Wed October 8

- Audio Overview
- Sound Cloud registration
- Audio Story Assignment Overview – Team Assignments
- Introduce Audio Story Pitch Assignment

Day 2 - Fri Oct 10

- Zoom Recorder Instructions
- Types of Sounds – VO, SOT, NAT, Music, SFX (Sound Effects)
- Sound Quality Expectations and Ethics
- Field Sound Exercise Homework Overview Reminder
- Writing Exercise
- Audio Story Pitch Assignment Due Week 2

Day 3 - Wed Oct 15

- How to Conduct Interviews – Interview Exercise in-class
- Field Sound Exercise Homework Overview Start at Home

- Each Team Needs to bring to class a Zoom Audio Recorder, headphones, two AA batteries and an SD card (32GB or less)

Day 4 - Fri Oct 17

- Adobe Audition Instructions
- Adobe Audition Getting Started Week 3

Day 5 - Wed Oct 22

- Edit Session – Field Sound Exercise, bring SD card with Field Sound Exercise sounds and turn in
- Finish up Adobe Audition Instructions
- Introduce Audio Story Pitch Assignment

Day 6 - Fri Oct 24

- How to Record Voice Overs
- Audio Booths and Innovative Audio Booths
- Audio Story Assignment Overview – Team Assignments Reminder

Week 4 Day 7 - Wed Oct 29

- Choosing Sound Bites (SOTS)
- Scripting Audio Stories
- Introduce Draft Script Assignment

Day 8 - Fri Oct 31

- Need Final Script to your Audio Story Assignment, Zoom Audio Recorders, headphones, AA batteries and SD card
- Turn in final script by EOD to get grade and comments by next week
- VO Recording Session
- Draft Script Assignment Due Week 5

Day 9 - Wed Nov 5

- Workday for Audio Stories

Day 10 - Fri Nov 7

- Audio Story Presentations

Weeks 13–15: Multimedia (Application and Collaboration)

Students create multimedia stories using Adobe tools.

Activities include project development, peer feedback, and presentations.

Week 1 Day 1 - Wed Nov 12

- Multimedia Storytelling Overview
- Making Infographics and Making Graphics in premiere
- Adobe XD Guide

Day 2 - Fri Nov 14

- Multimedia Storytelling Elements

- Multimedia Presentation Overview
- Student Examples

Week 2 Day 3 - Wed Nov 19

- Web Writing
- Teams begin writing their Web Stories for Multimedia Presentation

Day 4 - Friday Nov 21

- Final Project Workday Fall Break

Nov 26 and Nov 28

No Classes

Week 3 Day 5 - Wed Dec 3

- Final Project Due on Canvas
- Multimedia Presentations

Day 6 - Fri Dec 5

- No Classes

Grading

Grades are based on participation, assignments, and engagement with feedback.

Students are encouraged to focus on learning, improvement, and collaboration rather than only final outcomes. Detailed rubrics will be available on Canvas.

Using Canvas and Other Technologies

Canvas will be used for:

- Assignment submissions
- Course materials
- Feedback and grading

In-class demonstrations will be provided to guide students in using required technologies, including Adobe software and multimedia tools.

Community Agreements for Journalism & Media Classrooms

Journalism and media classrooms are spaces where we examine power, truth claims, representation, and harm. We analyze real events, contested narratives, and institutional failures--often involving race, gender, class, religion, nationality, and political conflict. These conversations can be uncomfortable, emotionally charged, and politically sensitive.

Because journalists shape public understanding, this classroom is not only a learning space but also a training ground for media literacy, professional judgment, ethical reasoning, and democratic responsibility. These Community Agreements exist to help us engage critically and respectfully with media texts, lived experiences, and each other, while recognizing how power, privilege, and positionality shape whose voices are amplified or marginalized in the news.

We will use these agreements during in-class discussions, peer feedback, newsroom simulations, group reporting projects, and online forums. When tension arises, these agreements provide shared language for navigating disagreement, accountability, and care.

Agreement 1: Practice Journalistic Listening with Curiosity

Journalists listen to understand before they interpret, frame, or report. In this class, we practice listening as a professional skill, not just politeness. We listen across differences, resist rushing to judgment, and ask questions that clarify rather than corner.

Sentence Prompts

- "When you talked about....., it got me more curious about....."
- "I was intrigued by your perspective about....., yet I could not fully understand what you meant. Could you explain a little more about.....?"
- "Can you walk me through how you reached that conclusion?"
- "What sources or experiences shaped that perspective?"
- "Let me check my understanding—are you saying...?"

Agreement 2: Speak from Positionality, Not False Objectivity

Journalism values accuracy and fairness, but neutrality is not the same as objectivity. We speak from our own cultural proximities and experiences, recognizing how race, gender, nationality, class, religion, language, and professional access shape what we observe, question, and value. We do not claim to speak *for* communities we are not part of.

Sentence Prompts

- "From my position as a reporter/student from..., I notice..."
- "I can't speak for that community, but based on this reporting/readings..."
- "My background shapes how I'm interpreting this media coverage."

Agreement 3: Fumble Forward in Reporting and Analysis

Journalistic learning requires risk: asking imperfect questions, testing frames, and revising assumptions. Fear of "getting it wrong" can silence inquiry—especially around race, politics, religion, or identity. In this classroom, we normalize fumbling as part of ethical and intellectual growth.

Sentence Prompts

- "I'm still working through this idea, so this may come out messy..."
- "I might be missing something here—can you help me think it through?"
- "Please flag if this framing feels problematic or incomplete."

Collective Response

- "Fumble Forward."
- Support clarification, contextualization, and revision—not ridicule.

Agreement 4: Challenge Media Ideas, Not People—Repair Harm When It Happens

Journalists critique frames, narratives, sourcing practices, and power structures. Disagreement is essential, but it must be ethical and accountable. When harm occurs (through language, stereotypes, or assumptions), we prioritize naming impact, repairing harm, and improving our journalistic practice.

Sentence Prompts

- "I want to challenge that framing because..."
- "That example reinforces a stereotype—can we unpack that?"
- "I'm sorry—that wasn't my intent. Thank you for naming the impact. How can I repair this?"

Agreement 5: Care for Ourselves, Our Sources, and Our Classroom Community

Journalism deals with trauma, violence, injustice, and conflict. Emotional responses are not weaknesses, but they are signals. You have agency over your participation, and we also share responsibility for checking in on one another. Ethical journalism begins with ethical treatment of people.

Sentence Prompts

- "I need to step back from this conversation right now."
- "Can we pause? This topic is hitting close to home for me."

- “I noticed you went quiet, do you want to check in later?”

Conclusion: Journalism as a Living Ethical Practice

These Community Agreements are not fixed newsroom rules, but they are evolving ethical practices. Journalism itself is shaped by changing technologies, political pressures, and social movements. If you believe these agreements need revision to better support learning, equity, or accountability, you are encouraged to propose changes during the semester.

Acknowledgements

Critical Dialogic Pedagogy Micro-Credential Program, CU Boulder

Dr. Kachine Kulick

Dusty Martinez

GENERATIVE AI TECHNOLOGY:

Students must clearly disclose any use of generative artificial intelligence (AI) tools (e.g., ChatGPT, Bing Chat, DALL·E) in completing course assignments. Such tools may only be used in accordance with assignment-specific guidelines. Failure to disclose AI use, or use of AI beyond permitted limits, will be treated as academic misconduct and handled under University policies on academic integrity.

CHEATING & PLAGIARISM :

All students are expected to adhere to University policies regarding academic integrity.

- **Cheating** is defined as obtaining, attempting to obtain, or assisting others in obtaining academic credit through dishonest, deceptive, or fraudulent means.
- **Plagiarism** involves presenting another person’s ideas, words, or work as one’s own without proper attribution. This includes improper or missing citations, the use of fabricated sources, and unauthorized use of generative AI tools.

Any student found responsible for cheating or plagiarism will receive a failing grade on the assignment or examination. Additional sanctions may include a failing grade for the course and referral to Student Conduct & Conflict Resolution for further disciplinary action, in accordance with University policy.

CU Boulder Required Syllabus Statements:

Honor Code

All students enrolled in a University of Colorado Boulder course are responsible for knowing and adhering to the Honor Code. Violations of the Honor Code may include but are not limited to: plagiarism (including use of paper writing services or technology [such as essay bots]), cheating, fabrication, lying, bribery, threat, unauthorized access to academic materials, clicker fraud, submitting the same or similar work in more than one course without permission from all course instructors involved, and aiding academic dishonesty. Understanding the course's syllabus is a vital part of adhering to the Honor Code.

All incidents of academic misconduct will be reported to Student Conduct & Conflict Resolution: StudentConduct@colorado.edu. Students found responsible for violating the Honor Code will be assigned resolution outcomes from Student Conduct & Conflict Resolution and will be subject to academic sanctions from the faculty member. Visit Honor Code for more information on the academic integrity policy.

Accommodation for Disabilities, Temporary Medical Conditions, and Medical Isolation
If you qualify for accommodations because of a disability, please submit your accommodation letter from Disability Services to your faculty member in a timely manner so that your needs can be addressed. Disability Services determines accommodations based on documented disabilities in the academic environment. Information on requesting accommodations is located on the Disability Services website.

Syllabus, Course Number, Instructor Name, Term

Contact Disability Services at 303-492-8671 or DSinfo@colorado.edu for further assistance. If you have a temporary medical condition, see Temporary Medical Conditions on the Disability Services website.

If you have a temporary illness, injury or required medical isolation for which you require adjustment, please notify me via email. But you do not need to state the nature of your illness or your "doctor's notes" for classes missed due to illness.

Accommodation for Religious Obligations

Campus policy requires faculty to provide reasonable accommodations for students who, because of religious obligations, have conflicts with scheduled exams, assignments, or required attendance. Please communicate the need for a religious accommodation in a timely manner. In this class, please let me know if you have to miss class for any religious obligations. When you let me know, we will develop a plan to ensure that you do not miss any important assignments. See the campus policy regarding religious observances for full details.

Preferred Student Names and Pronouns

CU Boulder recognizes that students' legal information does not always align with how they identify. If you wish to have your preferred name (rather than your legal name) and/or your preferred pronouns appear on your instructors' class rosters and in Canvas, visit the Registrar's website for instructions on how to change your personal information in university systems.

Classroom Behavior

Students and faculty are responsible for maintaining an appropriate learning environment in all instructional settings, whether in person, remote, or online. Failure to adhere to such behavioral standards may be subject to discipline. Professional courtesy and sensitivity are especially important with respect to individuals and topics dealing with race, color, national origin, sex, pregnancy, age, disability, creed, religion, sexual orientation, gender identity, gender expression, veteran status, marital status, political affiliation, or political philosophy.

Additional classroom behavior information:

- Student Classroom and Course-Related Behavior Policy.
- Student Code of Conduct.
- Office of Institutional Equity and Compliance.
- Student Code of Conduct.
- Office of Institutional Equity and Compliance.

Sexual Misconduct, Discrimination, Harassment and/or Related Retaliation

CU Boulder is committed to fostering an inclusive and welcoming learning, working, and living environment. University policy prohibits protected-class discrimination and harassment, sexual misconduct (harassment, exploitation, and assault), intimate partner abuse (dating or domestic violence), stalking, and related retaliation by or against members of our community on- and off-campus. The Office of Institutional Equity and Compliance (OIEC) addresses these concerns, and individuals who have been subjected to misconduct can contact OIEC at 303-492-2127 or email OIEC@colorado.edu. Information about university policies, reporting options, and OIEC support resources including confidential services can be found on the OIEC website.

Please know that faculty and graduate instructors are required to inform OIEC when they are made aware of incidents related to these concerns regardless of when or where something occurred. This

is to ensure the person impacted receives outreach from OIEC about resolution options and support resources. To learn more about reporting and support a variety of concerns, visit the Don't Ignore It page.

[Mental Health and Wellness](#)

The University of Colorado Boulder is committed to the well-being of all students. If you are struggling with personal stressors, mental health or substance use concerns that are impacting academic or daily life, please contact Counseling and Psychiatric Services (CAPS), located in C4C, or call (303) 492-2277, 24/7.

[Acceptable Use of AI in This Class](#)

CU Boulder does not have a policy on how generative AI may be used in student work and thus does not have a single required syllabus statement on AI. As a matter of academic freedom, faculty may allow AI to be used in a range of different ways, including not allowing it at all. In order for your students to understand what uses of AI are allowable in your course vs. what uses will be regarded as academic dishonesty, it is strongly recommended that you include in your syllabus a statement about the permissible use of AI in your class. The Boulder Faculty Assembly & Center for Teaching & Learning (CTL) have posted AI syllabus statement guidance.