

YOUTUBE AND YOU: THE SOCIETAL IMPACT OF ONLINE VIDEO
COMM 336-15 ADDRESSING PROBLEMS IN CONTEXT
FALL 2013 Term: 137 Course Number: 12353
MW 2-3:15 ROBERT SCOTT SMALL 235

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OFFICE HOURS: MWF 11-11:45 and Friday 1-2

Course Overview

YouTube has become pervasive- and persuasive- in today's lightning-quick multimedia world. This class will examine how YouTube has changed America and the world. We will look deeply into how YouTube and other video sharing websites work, how the analytics, metrics and marketing work, and how they can be understood and used by both individuals, marketers, corporations and government to explain, inform, persuade and promote. Students will also produce some original videos for YouTube and then track the views and analytics to better understand the various ways their videos can be assessed.

Required Text and Tools

- “YouTube: Online Video and Participatory Culture” by Jean Burgess (Polity Press, 2009). ISBN: 978-0-7456-4478-3
- A camera that shoots quality video (smartphones should be OK)
- Access to and understanding of how to use a digital video editing program (this will be taught)

Method of Instruction

We will regularly view and discuss online videos and related material. PowerPoints will be used to preview assigned book readings. Other readings and viewings will be assigned. Students will regularly have homework from the text and other material. We will hopefully have many thought-provoking discussions. Please bring in topics and questions that you think would be good to address. I will try to have three or four guest speakers.

Students will also produce several videos to be posted on YouTube. These will be conceived, shot and edited in collaborative teams.

Attendance Policy

An attendance sheet will be at the front of the room each class. Sign or initial by your name. It is your responsibility to sign in. Do so after class if you don't before or at the beginning. Five unexcused absences will result in an automatic half letter final grade reduction.

Homework, Tests, Extra Credit

Unless stated otherwise, all homework must be typed (double-spaced) and written in a quality way with short paragraphs and proper spelling, grammar and citations/attribution. Homework is graded on a check-plus (2.5 points), check (2 points), check-minus (1.5) scale.

Homework and in-class activities will be added together at the end of the term to determine your homework grade, which is 25 percent of the final grade.

There will be midterm and final exams that will consist of true-false, multiple choice, terms/definitions, short answers and essays. A detailed test study guide will be posted at least one week in advance of the exam.

Extra credit opportunities are available by attending and writing about Department of Communication events and speakers this semester, and other activities related to the course topics. Additional individual or team video projects can also earn extra credit.

Test Grading Scale

A 94-100; A- 90-93; B+ 87-89; B 83-86; B- 80-82; C+ 77-79; C 73-76; C- 70-72; D+ 65-69; D 60-64; F 59 and under

Plus/Minus Grading System

A = 4.00	B = 3.00	C = 2.00	D = 1.00
A- = 3.67	B- = 2.67	C- = 1.67	F = 0.00
B+ = 3.33	C+ = 2.33	D+ = 1.33	

Final Grade Determination

Two Exams	40 percent
Video projects	25 percent
Homework and in-class assignments	25 percent
Attendance and participation	10 percent

WEEKLY CLASS SCHEDULE

Note: This schedule is regularly updated and modified so do not rely on a schedule printed the first week of class. I will regularly bring up this schedule at the start of class, show you what is due next class and in the classes ahead, and go over what may have been changed in this schedule. Homework assignments and other key assignments are underline for emphasis.

August 21 and 26 (Week 1 and 2)

- Course Introduction
- How YouTube became YouTube- origins of a social media monster
- Early successes that put YouTube on the map and into our lexicon- case studies of early viral videos and more mundane content
- Case Study: Psy and his YouTube-driven success with “Gangnam Style”
- Text: Read Preface and Chapter 1, “How YouTube Matters”
- Complete posted Chapter 1 homework: Due Monday, Sept. 2

September 2 (Week 3)

- Mainstream Media- taking note of YouTube, accepting, adopting...threatened?
- Case Studies of the Positive and Negative Effects of Free and (relatively) Easy Video Creation and Viewing
- Text: Chapter 2, “YouTube and the Mainstream Media”
- Complete posted Chapter 2 homework: Due Monday, Sept. 9

- Wednesday Case Study: Beck Bennett of AT&T “It’s Not Complicated” TV commercials- his YouTube videos helped him land this breakout role!

September 9 (Week 4)

- Chapter 2 homework due Monday
- On your homework, write one-to-three classmates you would like to work with on your YouTube video projects
- Monday: Text: Chapter 3, “YouTube’s Popular Culture”
- Chapter 3 homework due Wednesday
- Reading the Views and Viewers: Analytics and Metrics
- Wednesday: Form class into teams- first video project will be to try to create a viral video
- Students brainstorm ideas
- What makes a video viral? Is there a formula?
- Homework for Monday, Sept. 16: Visit Quintin Washington’s “Quintin’s Close-Ups” [YouTube channel](#). Look at his extensive list of interviews. Select two to watch in their entirety. Write a critique for each based on these observations:
 - Person interviewed and his or her title or position
 - Why you selected this interview to watch
 - How would you describe Quintin’s array of question, the interview’s organization and the overall feeling of interview (ie relaxed, tense, slow, interesting, etc.)
 - What do you learn about the guest that you found interesting and/or useful in your career aspirations?
 - On a scale of 1-to10 (10 being the best mark) what would you give the overall quality of this interview?
 - Do this assessment for each of the two interviews you watch

September 16 (Week 5)

- Monday: Guest speaker- Quintin Washington, host and producer of “Quintin’s Close-Ups”, video interviews with prominent Charleston media and public figures
- Creating Content- students will begin to create their own news/information videos and separate videos that strive to “go viral”- we will promote and track these throughout the term
- Homework for Monday, Sept. 23:
 - Read the article posted on the class Pinterest board titled, [“Maintaining a YouTube Following”](#) then answering (type) these questions:
 - 1. Why does the author believe it’s important to have a clear purpose for a video before producing it, if you hope your YouTube video will become popular, even viral?
 - What’s the author’s advice about “The Name Game”? Do You Agree? (More questions, next page)

- What types of possible copyright and trademark violations must video producers be aware of and try to avoid?
- Why is it important to also have a website and other social media presence to go with your YouTube channel, if you really want to build your brand and have your videos seen by the masses?
- How can you expand the fan base for your videos (and your brand)?
- What are some of the ways to get professional (and paid) assistance if you really want to gain more viewers?
- Do you think the “10 Steps to a Great Two-Minute Movie” is good advice that you will keep in mind when producing your YouTube videos?

➤ “Viral” video project is due Wednesday, Oct. 2

September 23 (Week 6)

- “Maintaining a YouTube Following” article homework due Monday
- More on planning, shooting, editing and posting videos
- Other Video Sharing Websites- what’s out there other than YouTube?

September 30 (Week 7)

- The Role and Effects of Video Sharing and Participatory Content Creation on our Culture
- Guest Speaker Monday: Melissa Whetzel, CofC Director of Media Relations, Video Services and Social Media
- Examine various research about YouTube’s impact on America and the rest of the world- positives, negatives
- “Viral” video due on YouTube Wednesday, Oct. 2
- Post Midterm Exam study guide

October 7 (Week 8) Note: Oct. 8: Midterm grading open to faculty

- Text: Chapter 4, “YouTube’s Social Network”
- Midterm Exam preparations
- Midterm Exam: Wednesday, Oct. 9

October 14 (Week 9) No class Monday, Oct. 14- Fall Break (Midterm grades due Wed., Oct. 16)

- Return and review Midterm Exams; return Viral Video critiques
- The Promotional Values of YouTube- how business, industry, government, non-profits, etc. view and use video sharing sites like YouTube
- Discuss promotional/public relations video project due Monday, Nov. 11
- View and discuss several local business videos (Pinterest board, class homepage)
- Wednesday: Video Editing presentation and demonstration
- Homework for Monday, Oct. 21:

- Identify three local businesses, non-profit and/or government agencies that have video links on their websites. Type the following information for each company, organization or department you feature:
 - Company/organization name
 - Type of business
 - Website address
 - Where/how you found this video
 - Words I would use in a Google or YouTube search to find this video
 - Is this video linked to the company's homepage?
 - What type of video is this? Is it informational, educational, persuasive, "call to action," personalized, emotional, straightforward?
 - Describe what we see in the video
 - Do you think this is a well-produced and effective video? Why or why not?
 - Write this report for each of the three videos you analyze

October 21 (Week 10)

- Monday: Local Business/Non-Profit Video Analysis Homework Due- see last week for description- include if you will model your video on a certain one that you like and why
- Video for public relations and strategic communications purposes

October 28 (Week 11)

- Students work on next video project
- Text: Chapter 5, "YouTube's Cultural Politics"
- Chapter 5 homework due Monday, Nov. 4- Read chapter 5 and respond to these questions (type):
 - How would you describe YouTube as a "cultural citizen"? Mix your own views with what the authors and other theorists say in this chapter
 - Do you agree with the views of video blogger defenders about how some or many such personalized vloggers help foster debate and greater understanding on issues that in the past may have been kept private?
 - Do you think YouTube can truly be more of a "globalizing" force in the world? Why and how can this be achieved? Or is YouTube fine as is, in your opinion?
 - What upset the YouTube community about Oprah Winfrey starting her own YouTube channel in 2007 and the way she promoted it?
 - Google's newly announced initiative to advance life and health care- do you think this is admirable? Or do you think the motivations are more PR-oriented? Do successful companies have community obligations beyond the bottom line?

November 4 (Week 12)

- Chapter 5 homework due Monday
- Updates on video project due Nov. 11

- Review Google advertising and making money on YouTube piece (Pinterest) and list of top YouTube moneymaker list
- Video production tips PowerPoint
- Teams have time to meet to discuss video project due next week
- Homework for Monday: Team Business Videos due- must be posted on YouTube and must turn in a shot sheet/log and a split-page script (instead of this type of script you can fill out

November 11 (Week 13)

- Promotional/public relations video due Monday
 - Post video on YouTube with proper headline, description and tag words
 - Turn in a shot sheet/log, which is a list, in order, of each shot/b-roll taken in the course of shooting your video piece. In can be handwritten. See this typed interview log as an example. Example of log wording:
 - 1. WS (Wide shot) restaurant exterior
 - 2. CU (closeup) of sign
 - 3. MS (medium shot) people sitting at a table eating
 - 4. Manager interview (list his/her name) then write down key things that were said in the interview
 - 5. Continue your log in this way to the last of your “raw” footage
 - Script- Also turn in a script like the ones shown in the last class
 - A. TV News split-page script, [like this example](#), but with more details on the b-roll shots on the left half of the page.
 - Or complete a [script storyboard template](#) like this one that was distributed to each team on Wednesday
 - Shots sheets and scripts were covered in Wednesday’s class via a [Video Production Tips](#) PowerPoint
- TV/video interviewing and news reporting
- 10-minute Interview Project: Due Monday, Nov. 25- Details:
 - From the list of CofC [clubs and organizations](#) select three that you may want to feature in your interview- select lesser-known groups that can use some publicity, that would be eager to get the word out about what it is and does
 - The club/organization cannot be one that a team member is or was part of in the past or present
 - The idea with this “Campus Conversation” is to inform CofC students about Student Life or Campus Recreation groups and activities that they may not know our school even has
 - Once your group decides your top three and which is your collective top choice, contact the group’s student leader
 - Conduct a pre-interview to find out more about the group and to decide if this would be a good interview topic

- If so, then set up a time and place to interview the organization leader
- Make sure it's a quiet, comfortable setting with good lighting- our communication department media lab could be ideal, plus it has a large studio light
- The interview should be shot "[Quintin Washington style](#)" with a two shot of the interviewer and interviewee the entire time
- The interview must be carefully timed to be exactly 10 minutes. You will lose points if the interview is shorter than 9:50 or longer than 10:10
- Someone on your team must be the time keeper and will need to use hand signals to show the host the running time.
- The interview must be carefully planned, with plenty of questions and subject matter to cover
- The production must open with a stand up to introduce the guest. In the standup be sure to say your name first, mention "Campus Conversation" and with a few sentences set up the interview we are about to hear. A good strategy is to tell us why you are having this speaker on Campus Conversation now- what is timely about this interview? If nothing is particularly timely, say how this segment strives to give exposure to clubs and activities on campus that sound fun and interesting and that many students may not know about
- After the interview, there must be a stand-up close. In this we see the host wrapping up the interview with some other additional bits of information before signing off with... "For Campus Conversation...I'm so and so...Thanks for watching."
- The final posted-on-YouTube interview must include b-roll. It must include video or still shots to go with the content of the interview- we will see these shots while hearing your guest speaking
- Examples: If your interview is the crew team's president, then we should see images of the team rowing on a local waterway; if your interview is with the president of the school's chess club, we need to see images of members playing chess
- [This link will show you](#), in Movie Maker, how to put b-roll video or still shots over the voice of your interview subject, or over your host's voice. In iMovie there is a similar procedure. In Adobe Premiere and Final Cut there are multiple video channels to it's easy to "cover" people speaking
- Also, the interview most open with a stand up open and end with a stand up close delivered by a member of your team. The SU open should be something like this: Hi, I'm (so and so) for Campus Conversation. Did you know our college has a meditation club? No? Well, we didn't either but when we did learn there is one, we became curious to learn more. So this week's Campus Conversation will give us all something to...well..meditate about...
- Then we see and hear the 10-minute interview

- After the interview we again see the host/reporter on camera in the SU close saying something else about the Meditation Club such as when the next meeting is, where, what time and some other bit of information not brought out in the interview perhaps.
- We will discuss interview planning and conducting in our next classes
- On the due date, I also want you to turn in your research and preparation material, such as information about the club/organization, your list of questions and other material used to prepare for your interview
- My Top Five CofC Club Interview List
 - Best Buddies
 - Committed 2 Charleston
 - Meditation Club
 - Squash Club
 - Quidditch Club
 - Vegan Club
 - CisternYard Radio
 - Climbing Club
 - Lacrosse (Men's or Women's)
 - Rugby (Men's or Women's- women's would be better)
 - [Sports Clubs Contacts List](#)
 - Some CofC clubs have Facebook sites

November 18 (Week 14)

- Monday:
 - Return business video critiques
 - Updates on 10-minute interview project due next Monday
 - Presentation: [“Making Your Standups Standout”](#)
 - Presentation: Chapter 6, “YouTube’s Uncertain Futures” (PowerPoint)
 - Jessica Turner background
- Wednesday:
 - Mandatory attendance! Guest speaker: Jessica Turner from [The Modern Connection](#), a Charleston social media marketing firm
 - For the final exam, you will turn in typed paper worth 10 points about Jessica Turner’s class visit.
 - This paper must be typed, at least two pages long, double-spaced
 - If you are not in class Wednesday taking notes, there is no make-up opportunity, you will lose 10 points automatically from your final exam- I will carefully note attendance. You cannot get notes from a classmate.
 - The paper must address the following:
 - A paragraph or two about Turner’s background and career to this point
 - What she does at The Modern Connection

- What is The Modern Connection?
- What, overall, does she say about the importance of social media in today's world in terms of communications, marketing and public relations?
- What are her feelings about the role YouTube and the videos her company produces (for clients that are embedded on YouTube and her clients' websites, Facebook sites, etc.) have in today's marketing and promotions mix?
- What does TMC strive for in creating videos for clients?
- Include references to at least two TMC videos she shows as to what the approach was, what was the desired effect on viewers, and what you think about the videos content and quality-wise
- Are there does and don'ts? What are "must have" elements?
- Turner may also have some comments about the videos you all produced this semester
- Also, include at least three full quotes from her and several more partial and paraphrased quotes
- Write in short paragraph style, not overly long ones
- Homework for Monday, Nov. 25: 10-minute interview project- see above for detailed project description

November 25 (Week 15)

- Note: Turn in your Jessica Turner final exam papers next Monday, Dec. 2 (not on the exam date) - see paper's guidelines above under the Nov. 20 class
- Monday, Nov. 25: 10-minute interview due on YouTube- must also include a standup open and close and the use of b-roll to go with parts of the interview
 - Note: Standups times are not part of the interview's 10-minutes
 - Also turn in your research and preparation material, such as information about the club/organization, your list of questions and other material used to prepare for your interview

December 2 (Week 16) Last class is Monday, Dec. 2

- Due Monday: Turn in your Jessica Turner final exam papers- see paper's guidelines above under the Nov. 20 class
- Final exam study guide is posted

FINAL EXAM: Monday, Dec. 9, 12-3

****Final Grades Due: Friday, Dec. 13 by noon**

****Final Grades available to students on MyCharleston: Saturday, Dec. 14**

****Fall 2013 Graduation: Saturday, Dec. 14**