

DIGITAL STORY

A MULTIMEDIA COVER LETTER

BCOM 3373: Business Communication
Rawls College of Business
Texas Tech University
Lara Mandrell, M.A.

Relevant Course Objectives

- Demonstrate credibility as a professional communicator.
- Plan effective business messages through audience analysis, idea development, and deliberate organization.
- Demonstrate technical proficiency to effectively communicate via digital channels.

Assignment Rationale

- “92% of recruiters leverage[e] social media networks as part of their job ...” (M. Singer, [Jobvite](#), 2015).
- “When it comes to finding a job, meeting the minimum requirements isn’t enough to get you hired ... video has become as essential as the résumé. It’s an opportunity to demonstrate your thought leadership, your point-of-view, and to communicate what you believe and how you deliver value” (W. Arruda, [Forbes](#), 2014).
- “ ... Potential and current employers, colleagues, and clients will judge your credibility based on online information about you. Thus, you need to take as much control as you can of your online reputation” (P. Cardon, *Business Communication: Developing Leaders for a Networked World*, 2018).

Requirements

- 250-300 word script that connects two RCOBA learning outcomes to job skills/employer benefits with supporting examples
- 2-3 minute video that includes the following:
 - Narration (read from script)
 - 10-15 images (photo and/or video)—5 of which must include your face
 - Transitions between images
 - Music or background ambient sound
 - Title and credits slides

Project Phases

- Phase 1: Pre-Production (Planning): **Outline**
 - Identify your purpose.
 - *What do you want your story to do for you—help you get a job? promote your personal brand?*
 - *Fill in the blank: When my digital story is complete, I want viewers to _____.*
 - Define your audience.
 - *Who might view your story—job recruiters? current employers? teachers? friends?*
 - *Consider primary and secondary audiences.*
 - Outline your content.
 - *Which two learning outcomes from your major have you mastered?*
 - *How have you exemplified mastery of these skills during your time at TTU and in the RCOBA? (e.g., team project, formal presentation, student government position, organization involvement, on-campus job)*
 - *How will these new skills benefit employers?*

Project Phases

- Phase 1: Pre-Production (Planning): **Script**
 - Develop a 250-300 word script based on employer benefits previously identified (primary focus).
 - Highlight learning objective/skill and show (not tell) how it as accomplished.
 - Write in first-person narrative voice.
 - Example

Learning Objective	Skill/Experience	Benefit to Employer
Demonstrate ability to write and speak effectively, considering both audience and purpose.	As Recruitment Chair of Delta Sigma Pi Professional Business Organization, I've prepared and delivered many presentations to both current and potential members. These presentations, each lasting about 15 minutes and covering detailed information about our fraternity, have given me the skills necessary to create an effective message as well as the confidence to speak to professional audiences.	At work, employers and colleagues alike will find that I can communicate effectively with all kinds of people—whether internal or external, supervisors, subordinates, or clients. They will see an employee who enhances the organization's communication practices as well as its overall credibility.

Project Phases

- Phase 1: Pre-Production (Planning): **Storyboard (OPTIONAL)**
 - Break down script into sections of 1-2 sentences.
 - For each section, identify graphics/video, music, and transitions that will be seen/heard.

Project Phases

- Phase 2: Production: **Narrative**
 - Record your narrative.
 - Use microphone or other voice recorder (e.g., mobile phone).
 - Create professional tracks and get help with recording equipment from sound engineers at the TTU Library's [Crossroads Recording Studio](#).
 - Record in a quiet place.
 - Be aware of echo and background noises.
 - Experiment in different locations to see which provides the best recording environment.
 - Speak naturally and do not rush.

Project Phases

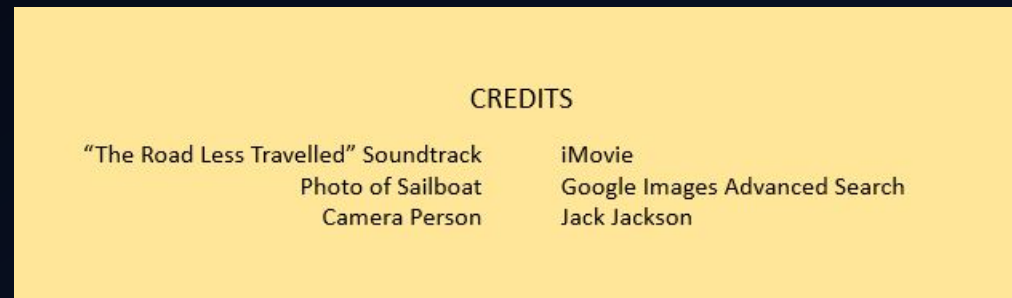
- Phase 2: Production: **Visuals**
 - Include images, video footage, or both that support your story.
 - Show yourself involved in the activities described in your narrative.
 - Let images reflect *what* you did while narrative explains *why* it matters.
 - Be mindful of quality.
 - Use well-lit, carefully cropped, identifiable visuals.
 - Make sure visuals accurately represent narrative; avoid random photos of you with significant others, family members, etc. that are not related to story.
 - Avoid copyrighted images (e.g., Google Images Advanced Search that lets you filter by license).

Project Phases

- Phase 2: Production: Music
 - Include background music or ambient sounds to enhance your story.
 - Be mindful of quality.
 - Choose medium-tempo music that will not distract from your message.
 - Make sure music volume does not compete with or completely hide narration.
 - Avoid using copyrighted music by using free or cost-effective music tracks.

Project Phases

- Phase 2: Production: **Additional Elements**
 - Create a title slide.
 - Include your name.
 - Avoid naming it “Digital Story” or referencing this course so that it can be used outside of BCOM.
 - Create a credits slide.
 - Cite all photo, video, and music sources used.
 - Recognize individuals involved in video’s production (e.g., camera person).
 - Keep citations simple; formal citations are not necessary.
 - Example



Project Phases

- Phase 2: Production: **Assembly**
 - Use a video editing tool like iMovie, Windows Movie Maker, or other program to compile your narrative, visuals, and music.
 - Include transitions between visuals to create a smooth story.
 - Consider how video might be shared (e.g., LinkedIn, YouTube, email), and keep technical aspects (e.g., size, resolution) in mind.

Exemplars

- [Kaylee Amershek](#) (Management)
- [Nicole Pitchford](#) (Energy Commerce)

NOTE: The above examples were provided by the authors and shown with their permission.