CAL STATE LONG BEACH – Dept. of Journalism & Mass Communication

**JOURNALISM 340 – Fall 2015**

**Intro to Online Media**

**Tuesday & Thursday 2pm to 3:50pm Room: LA4-107**

**Professor Michelle Zenarosa**

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**COURSE DESCRIPTION:** This class enhances your skills in reporting and writing for the web. It builds on the knowledge you acquired in previous journalism classes, including JOUR 120 and 311, while enhancing your technical skills and broadening your understanding of online news journalism.

**CLASS GOALS:** While this class will emphasize a very hands-on approach to producing online media, it will also address the theoretical, critical and historical approaches to studying online journalism. Students will write, edit and publish stories for the web, while using innovative and creative techniques to tell stories across different platforms.

Students will learn basic software skills in class and apply mastery by complete several projects. While the class will include a substantial technical component, one of the main goals is to help you produce concise writing on deadline.

**Learning Outcomes:**

* Understand the phenomenon of media convergence and its impact on journalism.
* Develop and hone multimedia storytelling skills in creative, dynamic, and thought-provoking fashion.
* Critically evaluate their own work and that of others for accuracy and fairness, clarity, appropriate style and grammatical correctness.
* Apply currently tools and technologies appropriate for media professions, and to understand the digital world.
* Gather information efficiently, place it in a meaningful context, and write concise and compelling accounts—all under deadline pressure.
* Know the strengths and weaknesses of each medium and use the media accordingly.

**REQUIRED READING:**

* *JournalismNext,* by Mark Briggs (CQ Press, 2013)
* AP Stylebook (Anything from 2009 to present edition is acceptable)
* Student Press Law Center, Copyright Law,

http:www.splc.org/knowyourrights/legalresearch.asp?id+32

* Other short readings assigned in class and on Beachboard

**REQUIRED MATERIAL:**

* Flash/USB drive – 2 GB or more suggested
* Headphones required; microphone suggested
* Still/photo camera—you’ll need one for 2-3 of your assignments. Please make proper arrangements to have one available. Cell phone cameras, if in a late-model smartphone, are acceptable.

**CLASS PARTICIPATION AND READING:** Students will be expected to participated in class discussion and ask questions. You will also be required to contribute with constructive criticism to your classmates’ assignments, and be open to constructive criticism from your colleagues – all while maintaining a sense of professionalism. **There will be no cell phone use during class unless instructed.**

**GRADED WORK AND ASSIGNMENTS:**

**Class participation and attendance: 100 points**

Show up for class on time and be prepared. Class discussion and dialogue are an extremely important learning tool for this class and students who make the effort to contribute will be rewarded with more points. I will maintain a record of your participation.

**Assignments & quizzes: 100 points**

The assignments will consist of a Storify assignment, a data visual, in-class writing and quizzes. A hand-out for each assignment will be provided along with due dates. These exercises will count as part of your final grade.

**Social Media: 50 points**

Students will be required to send out one tweet per week on their personal Twitter accounts from Aug. 20 to Nov. 17. There should be a total of at least 13 tweets. If a student does not have an account, they must create one for this class.

* Tweeting guidelines will be discussed in class.

**Personal blog: 100 points**

From Aug. 20 to Sept. 27, students will be required to produce one blog post per week and each will be due on Sunday by 5:59 p.m. You have five posts total under this project.

* Blog posts will include one “lead in” image to promote the story and should be about 250­300 words long.
* Stories should be original and include a headline, short summary and body content.
* Stories must also include at least 2 hyperlinks and 1 embedded media element (i.e., GIFs, Instagram photo, YouTube video, etc.).
* Each blog post is worth 20 points. For every misspelled word and AP Style error, I will dock 2 points.

**Audio Podcast: 150 points**

All students will create an original cover image and audio-only podcast, 6 to 8 minutes long, due on Oct. 13 at 1:30pm. You may pair up with a classmate to do a joint podcast. In that case, the podcast should last between 11 and 13 minutes. All other rules below apply.

* The podcast may include only the student(s) (you) speaking, and guests/interviewees.
* The podcast must include music, either as an intro, or as short musical interludes. It may not, however, include whole songs or extended snippets of songs (more than 20 seconds), as this is supposed to showcase your skills as a podcaster. At least 70 percent of the podcast has to include people speaking from an original recording.
* You’ll be judged on the quality of the editing of the podcast; the quality of the recording; the quality of your speech, as discussed in class; originality; and on your overall formulation and delivery of the podcast.
* The podcast may be recorded on Audacity or Garage Band, and must be turned in as an MP3 file by the deadline.
* You must include a transcript with your audio podcast. A transcript is a word file that works like a script of your podcast. While you do not have to say things exactly as they are written on this script during your podcast, it will give listeners a general idea of how your podcast progresses.
* You must present your project in class on the due date.

**Audio slideshow: 150 points**

Students will create a visual story based on YOUR OWN original photos that YOU shoot due on Oct. 29 at 1:30pm.

* Photo stories, as the name suggests, tell a full story through the use of photos and sound only, with no body copy/story per se.
* These photos must capture an event taking place between the time the assignment is introduced in class and when the assignment is due. You’ll need to attend an event, on or off campus, take original pictures, and use them for your photo story.
* Projects must contain a minimum of 15 and maximum of 25 photos.
* Projects must contain at least one song during the presentation. Songs may be downloaded from the Internet, from iTunes, or any other sources. Songs must be appropriate to topic, as discussed in class.
* Slideshows must have narration by the student and at least one audio clip from one interviewee.
* Projects must last no less than 1 minute, 30 seconds, and no more than 3 minutes.
* Students should use Soundslides or iMovie for this project, but can use other editing software like Final Cut or Premiere, if comfortable.
* The final product must be uploaded on YouTube or Vimeo by the due date, with the link to the video sent to professor. There are no exceptions to the due date, so I suggest not uploading it at the last minute, because uploading can take time.

**Peer editing: 50 points**

For the audio, photo and team story assignment, students will be required to give constructive feedback to their fellow classmates. A handout will given in class for students to grade their peers and in turn, will be graded on how you justify the grade you gave your classmate.

* The points you give to your classmate will add towards the total points for each assignment.
* How well you can give a justification for grading them will count towards the peer editing points listed here.

**Team Multimedia Package Assignment: 150 points**

I will break you up into groups of four and you will decide duties for each student based on their skills. The entire package will be due Dec. 1.

* Students will attend one city-related meeting during the course of the semester and will write a 250-word account of the meeting. What were the key points discussed? Where was the focus?
* This report should be posted on your blogs by the beginning of class on Dec. 10.
* The post should include one cover photo, at least one hyperlink, one interactive element and one audio or photo story.
* Students must produce a video of 1minute and 30 seconds to supplement their written piece.

**Elevator Pitch & Marketing Plan: 150 points**

When it comes to getting a job, it’s vitally important to craft your own narrative.

* Students will produce a 60-second video answering the question, “Why should you hire me?” and post the video to their blogs by noon on Dec. 10.
* Students will also write a marketing plan that assesses their skills, strengths and weaknesses that will help move them towards active professional online journalists.
* In-class final essay on the day of the final will be discussed the day of.

**Extra Credit: up to 50 points**

Students who get one of their pieces published by a news organization can get extra credit. For getting published on campus, students can get 25 points and for getting published off campus, students can get 50 points. Students are only allowed to get extra credit once during the semester.

**GRADING SCALE:**

A = 90% and above, or 900 points and above

B = 80% to 89%, or 800 to 899 points

C = 70% to 79%, or 700 to 799 points

D = 60% to 69%, or 600 to 699 points

F = 59% and below, or 599 points and below

Please note: Just because a student completes an assignment doesn’t necessarily mean the student will receive an A, or even a B. Students who complete an assignment satisfactory (a good job on it) will receive a C; for a B, students should do a very good job on the assignment. An A is awarded to those who do not only follow the steps listed above, but do an extraordinary job at the assignment. Therefore, students who receive As in assignments should be proud of their work, and will be setting the bar for what others are/were expected to do.

**DEADLINES AND ASSIGNMENT SUBMISSION:** Assignments are due at the date and time they are due. You may, if you wish, turn in an assignment before deadline. A special situation has to be addressed with professor ahead of time, and never adter the deadline is past (or pretty close to it).

An assignment turned in late (any time after the time previously defined as the deadline) without a proper, valid, University-approved reason will be graded as follows:

* 1 minute to 6 hours late: 10% off the final grade;
* 6h01m to 24 hours late: 20% off from final grade;
* After that, any extra day the assignment’s not turned in after that, you’ll lose another 10% off from final grade aside from the 20% listed above. In other words, if a student turns a project 3 days past deadline, the student will be deducted 40% off their final grade.
* Any assignments turned in four or more days after deadline will automatically receive a grade of 0 (zero).

\**Time of submission is usually measured by the timestamp on e-mail where assignment is attached.*

**ANTICIPATED SCHEDULE OF CLASSES:**

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| Date | Topic |
| Aug. 25, 27 | **Introduction to class** **Online vs. Offline journalism***Reading: JournalismNext, pages 34-38, 45-90.**In-class: Set up Twitter & WordPress accounts (Start Blogging and tweeting!)* |
| Sept. 1, 3 | **Convergent Media, History and Present: 21st Century Newsroom Model****Top 10 Multimedia Laws** |
| Sept. 8, 10 | *Assignment: Analysis on blogs and Twitter/Snapchat/ Instagram*  |
| Sept. 15, 17 | **Guest Speaker on Engagement & Social Media Reporting: Kim Bui of Reported.ly and Southern California Public Radio****Mobile & Backpack Journalism: Looking at History and Innovation** *Reading: JournalismNext, pages 135-152**In-class: Quiz on Convergence and Multimedia Laws* |
| Sept. 22, 24 | **Upacking your journalism tools: What’s the best way to tell your story and how can you be interactive?****Guest Speaker on Data Visualization: Angel Kastanis of the UCLA Williams Institute***Reading: JournalismNext, pages 91-134, 253-282**In-class: Create Storify in class**Assignment: Create one online data visualization graphic* |
| Sept. 29, Oct. 1 | **What Makes A Good Podcast? Mini Podcast Production training****Out of class recording***Reading: JournalismNext, pages 185-214* |
| Oct. 6, 8 | **In-class Podcast mixing****In-class Podcast mixing** |
| Oct. 13, 15 | **Podcast listening session with feedback (Podcast due Oct. 13)****Telling Stories With Photos // Photography training****Story Ideas for Audio Slideshow // photo editing and practice***Reading: JournalismNext, pages 153-214, How To Pitch A Story**Assignment: Peer editing worksheets and Story Pitches for Audio Slideshow due Oct. 15* |
| Oct. 20, 22 | **Out of class photography****In-class photo editing***In-class: Photojournalism & Podcast Quiz* |
| Oct. 27, 29 | **In class photo editing** **Audio slideshow viewing session with feedback (Slideshows due Oct. 29)***Assignment: Peer editing worksheets* |
| Nov. 3, 5 | **Telling Stories with Videos****Group Assignment Video Package Discussion // iMovie tutorial and practice***Reading: JournalismNext, pages 215-251* |
| Nov. 10, 12 | **Out of class video shooting****Out of class video shooting**  |
| Nov. 17, 19 | **In-class video editing****In-class video editing** *Assignment: Turn in print out of your accumulated tweets on Nov. 19* |
| Nov. 24, 26 | **In-class video editing****\*Nov. 26 THANKSGIVING\*** |
| Dec. 1, 3 | **Video viewing session with feedback Dec. 1****State of The Industry: Getting Ready To Market Yourself For An Online Industry (Guest Speaker TBD)***Reading: JournalismNext, pages 283-306**Assignment: Team multimedia package due Dec. 1; Peer editing worksheet due Dec. 3* |
| Dec. 8, 10 | **Review of SEO // Elevator pitch in-class editing****Final, Dec. 10: View elevator pitches (+ In-class essays)** *Assignment: Elevator Pitch Video & Marketing Plan due Dec. 10 at noon* |

**PAPER OR ELECTRONIC COPIES:**

**LAB RULES:** University policy does not allow food or drinks inside any computer lab. If you have a medical need that will require you to consume any of these items, please let your professor know so she can make the proper arrangements, during class time or during your work time at the lab.

**ABOUTE THE SOFTWARE USED:** During the semester, students will be using a number of different software in class. However, all software used will be freeware (aka free) software that can either be easily downloaded from the Internet, or is already installed in the machines at the Lab- namely, Macs using OS X.

**SEAT IN CLASS:** An enrolled student may lose his/her seat in class if he/she misses the first class meeting without notifying the instructor. At the instructor’s discretion, a student who attends the first class but not subsequent classes may also be dropped from the course.

**WITHDRAWL FROM CLASS:** Students may withdraw from a class from the third to the 12th week for “serious and compelling reasons.” Normally, these are defined as anything of importance that is beyond control of the students. This includes, but is not necessarily limited to, death or serious illness in a student’s immediate family or a documented change in a student’s work schedule. Poor performance, tardiness and unexcused absences are not considered serious or compelling reasons beyond the student’s control for purposes of withdrawing.

**CONTACTING YOUR PROFESSOR:** If you need to reach your professor outside the classroom, your first choice is to use text messaging.

E-mailing your professor is a great tool nowadays. However, keep the following in mind: although e-mail is easy and great, your professor will not be next to her computer at all times, especially during the weekends or days when she’s not listed as being officially on campus. Politeness and proper etiquette always apply, no matter the means of contacting your professor.

**BEACHBOARD:** It is the student’s responsibility to gain access and know how BeachBoard works. It will be used as a means of communication between your professor and you, and for posting assignments during the semester. You may access it at <http://beachboard.csulb.edu> or call (562) 985-4745 to ask for help accessing it.

**CSULB CHEATING/PLAGIARISM/FABRICATION POLICY:** CSULB takes issues of academic dishonesty very seriously. If you use any deceptive or dishonest method to complete an assignment, take an exam, or gain credit in a course in any other way, or if you help someone else to do so, you are guilty of cheating. Making something up constitutes fabrication. If you use someone else’s ideas or work and represent it as your own without giving credit to the source, you are guilty of plagiarism. This does not apply if the ideas are recognized as common knowledge, or if you can show that you honestly developed the ideas through your own work. Any instructor can show you the correct ways of citing your sources, and you should use quotation marks, footnotes or endnotes and bibliographic references to give credit to your sources according to the format recommended by your instructor. The Dept. of Journalism has a zero tolerance policy in these areas, and any instance of academic dishonesty – cheating, plagiarism and/or fabrication – may result in your failing of the assignment, immediate removal from class with a failing grade, removal from the College of Liberal Arts, expulsion from the university and/or other sanctions as the instructor deems appropriate.

**RESPONSES, PENALTIES AND STUDENT RIGHTS:** Students should consult the appropriate sections of the Catalog for examples of cheating, fabrication and plagiarism, and instructor and/or CSULB response options in such circumstances The Catalog also outlines student rights.

**STUDENTS WITH DISABILITIES:** Students with disabilities who need assistance or accommodation to participate in the course should inform the instructor and then contact Disable Student Services within the first week of class. In addition, students should establish their eligibility for assistance by contacting the Disabled Student Services Office (Brotman Hall 270) at 562-985-5401.

Students are to provide the instructor verification of their disability from Disabled Student Services. If the service offered is insufficient or inadequate, the student should confer with the instructor and the director of Disable Student Services. If these efforts are unsuccessful, students have the option of directing their concerns to the Office of Equity and Diversity (University Student Union 301) at 562-985-8256. Responsibility for oversight and implementation of the Americans with Disabilities Act and the Rehabilitation Act has been delegated to the campus director for disability support and accommodation.

**The Dept. of Journalism and Mass Communication at California State University, Long Beach is accredited by the Accrediting Council on Education in Journalism and Mass Communications (ACEJMC).**

ACEJMC has established educational requirements and standards and provides a process of voluntary program review by professionals and educators, awarding accredited status to programs that meet its standards. Through this process, the Council assures students, parents, journalism and mass communication professionals, and the public that accredited programs meet rigorous standards for professional education.

Accreditation by ACEJMC is an assurance of quality in professional education in journalism and mass communications. Students in an accredited program can expect to find a challenging curriculum, appropriate resources and facilities, and a competent faculty.

ACEJMC lists 12 professional values and competencies that must be part of the education of all journalism, public relations, and mass communication students. Therefore, our graduates who major in journalism and public relations should be able to do the following:

1. Understand and apply the principles and laws of freedom of speech and press, for the country in which the institution that invites ACEJMC is located, as well as receive instruction in and understand the range of systems of freedom of expression around the world, including the right to dissent, to monitor and criticize power, and to assemble and petition for redress of grievances.
2. Demonstrate an understanding of the history and role of professionals and institutions in shaping communications.
3. Demonstrate an understanding of gender, race, ethnicity, sexual orientation and, as appropriate, other forms of diversity in domestic society in relation to mass communications.
4. Demonstrate an understanding of the diversity of peoples and cultures and of the significance and impact of mass communications in a global society.
5. Understand concepts and apply theories in the use and presentation of images and information.
6. Demonstrate an understanding of professional ethical principles and work ethically in pursuit of truth, accuracy, fairness and diversity.
7. Think critically, creative and independently.
8. Conduct research and evaluate information by methods appropriate to the communications professions in which they work.
9. Write correctly and clearly in forms and styles appropriate for the communications professions, audiences and purposes they serve.
10. Critcally evaluate their own work and that of others for accuracy and fairness, clarity, appropriate style and grammatical correctness.
11. Apply basic numerical and statistical concepts.
12. Apply tools and technologies appropriate fro the communications professions in which they work.