Journalism:
JOUR 340 – Introduction to Online Journalism

Standard Course Outline

I. General Information

A. Course Number: JOUR 340
B. Title: Introduction to Online Journalism
C. Units: 3
D. Prerequisites: JOUR 311 with a grade of "C" or better
E. Responsible Faculty: Danny Paskin
F. Prepared by: Danny Paskin
G. Date prepared/revised: March 25, 2010

II. Catalog Description

An introduction into the Internet and World Wide Web from the perspective of online journalism. Course provides an introduction to the basics of online publishing and writing. Students work with the tools and technologies to create their own websites, write and create multimedia content for the online environment.
Letter grade only (A-F). Lecture 2 hours, Laboratory 2 hours.

III. Justification

While strengthening the core writing, reporting and news gathering skills taught in previous required classes, JOUR 340 should acquaint all students focusing on journalism with the necessary basic techniques and technologies unique to online publishing that have become a staple and a requirement of the profession, giving them a much valued and necessary core knowledge of online journalism, both in theory and in practice.

The course will only admit students after they have successfully completed JOUR 311 with a grade of C or better.

The class will make sure that every student focusing on journalism will have a solid understanding and skill set concerning online journalism. Students should finish class with a collection of online news stories, photo galleries and audio podcasting samples which can be incorporated into a students’ multimedia package, making them better understand and be more competitive and prepared for today’s job market.

IV. Course Objectives and Measurable Outcomes

By the end of the course, students should:

• Understand the history and the development of Internet and the World Wide Web; its various unique features (i.e. blogging, podcasting) and process; terminology; legal and ethical issues;
  Developed by: Lectures, class discussion, readings
  Typically measured by: homework and in-class assignments

• Understand the importance of basic journalism skills to online journalism, including AP style
  Developed by: Lectures, readings, individual projects; individual blog project
  Typically measured by: homework, in-class assignments, weekly blog entries, photo story
• Understand the differences and similarities between reporting and publishing offline and online, including techniques and uses native to online journalism (such as, but not limited to, blogging; reporting live from the field and updating stories continuously) and the importance of developing the necessary skills for expedient yet accurate reporting and writing using a computer.

Developed by: Lectures, readings, individual projects; individual blog project
Typically measured by: homework, in-class assignments, weekly blog entries, photo gallery assignment

• Be familiar with the software for publishing web content, including web authoring (i.e. Dreamweaver) and web photo galleries (including basic techniques of photo shooting, editing and photo gallery building software such as Soundslides and iMovie).

Developed by: Lectures, readings, tutorials, in-class assignments
Typically measured by: homework, in-class assignments, Web authoring assignments, photo gallery assignment, audio podcasting assignment

• Be familiar with audio editing, its uses in online journalism, and related software.

Developed by: Lectures, tutorials, in-class assignments
Typically measured by: homework, in-class assignments, audio podcasting assignment

V. Standard Course Outline

The following is only an indication of possible subjects to be worked on the course of the semester. Subject matter and sequence of topics may vary depending on the instructor.

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<tr>
<th>Week 1</th>
<th>Introduction to class / Difference between online and offline journalism</th>
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<td>Week 2</td>
<td>Enhancing speed for online reporting</td>
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<td>Week 3</td>
<td>Posting stories live online</td>
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<td>Week 4</td>
<td>Continuously-updated stories for online publication</td>
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<td>Week 5</td>
<td>Web site authoring using Dreamweaver</td>
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<td>Week 6</td>
<td>Web site authoring using Dreamweaver</td>
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<td>Week 7</td>
<td>Introduction to basic audio editing for photo galleries</td>
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<td>Week 8</td>
<td>Building a photo story/photo gallery</td>
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<td>Week 9</td>
<td>Building a photo story/photo gallery</td>
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<td>Week 10</td>
<td>Introduction to blogging</td>
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<td>Week 11</td>
<td>How to maintain an updated blog</td>
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<td>Week 12</td>
<td>Introduction to Audio Reporting</td>
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<td>Week 13</td>
<td>Introduction to Audio Podcasting</td>
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<td>Week 14</td>
<td>Advanced audio editing for audio podcasting</td>
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<td>Week 15</td>
<td>Creating an online portfolio for professional development</td>
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<td>Finals week</td>
<td>Final presentation</td>
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VI. Methods of Instruction

The class should be composed of a balance between theory and practice, allowing students a wholesome understanding of the importance of online journalism as a continuation of offline journalism, covered in previous semesters while emphasizing hands-on practice of the unique skills related to online journalism. Individual instructors will decide on the specific methods used in this course, but it is suggested that instructors present historical background through lectures, as well as an introduction to assignments and required tools, including the latest available related software. Instructors should allow students a reasonable amount of time in and out of class preparing related
assignments including, but not restricted to, blogs, audio podcasts, web pages and photo galleries. Students will participate extensively in class in different formats, which may include individual presentations of their projects and assignments. This course may also feature recent films or scholarly and news articles published on or offline. The course will include individual research projects and possibly a library visit.

VII. Extent and Nature of Use of Technology
The use of technology will depend on individual instructors, but must incorporate software that will allow students to create all content defined in the course outline. Technology used may include, but not be restricted to: BeachBoard, where faculty should post class announcements, handouts, and project grades; audacity, GarageBand or other audio editing software; Soundslides, iMovie or other photo gallery software; Dreamweaver or other web authoring software. Instructor should give priority to software currently available in the department and on campus, as well as cross-platform and freeware software. Instructors may also consider offering and teaching more than one option of software per topic. Class should take place in a computer lab, so students can both follow lectures that address the use of technology, and take advantage of available software and Internet access to complete in-class assignments with guidance of instructor. Instructor should also consider introducing students on how to use Macs, if class takes place in a Mac-equipped room.

VIII. Suggested Textbooks
The following is a short list of textbooks that are most likely to be used in this course. Instructors may assign one of these and/or include other texts. Instructors may consider using textbooks adopted in previous class (i.e. JOUR 311) focusing more heavily on the online sections of such textbooks.


IX. Methods of Assessment
Methods of assessment will vary depending on the instructor. They may include:
Reading and homework assignments; in-class lab exercises; individual presentations of blogs and other assignments; successful completion of assignments during the semester, including creation of basic Web sites, photo story and audio podcast.

X. Instructional Requirements
Instructors may determine their own policies with regard to plagiarism, withdrawal, absences, and adding the course, so long as the policies are consistent with the University policies as laid out in
Students with disabilities who need assistant or accommodation to participate in or benefit from university programs, services, and/or activities should inform the instructor and then contact Disabled Student Services. Students needing support services or accommodations should contact the instructor of the course 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 to the instructor verification of their disability from Disabled Student Services. Typical accommodations available from Disabled Student Services, working with the journalism instructor, includes extended time for tests, test proctoring, private test rooms, note taking, Braille transcriptions, and referral for tutoring.

If the service offered is insufficient or inadequate, the student should confer with the instructor and the director of Disabled 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.

XI. Bibliography

Aside from the books listed above, the field of online journalism offers a heap of literature on and offline to assist in the preparation for this course, including many news articles and studies published online which can promote education and discussion in class. Nonetheless, this is a highly selective bibliography, which certainly misses out on many important works. It is intended to show the range of materials available to our students.

The following works – far from an all-inclusive list, and should be updated frequently, are all available online or in the CSULB library. In addition, much material relevant to the course can be found in periodicals, both in print and in electronic form.


XII. Additional Supplemental Materials
Please find attached copies of sample syllabi and assignments from the last two semesters showcasing the course and its outcomes.