**J o u r n a l i s m 3 0 5 :**

 M e d i a D e s i g n

Syllabus for spring 2016

‘‘As with any other product, we’re tossed out there in the marketplace with a price tag. If people want to buy, whoopee – if not, that’s the way the cookie crumbles, and the newspaper folds. For a measly 15 cents, in fact, I can’t think of a better bargain. Check out your company’s vending machines. A dried-up, old doughnut costs you 30 cents. We’re worth at least half as much as a dried-up, old doughnut. Or a cup of bad coffee for 20 cents. If nothing else, we’re something to disagree with and swear at on a particularly trying day.’’

–**Mike Royko**

**Tuesdays and Thursdays 10 a.m. to 11:50 a.m.**

**Section:** 01 (3779) and 02 (3780)

**Classroom:** LA 4, Room 107

Professor Gary Metzker

**E-mail:** gary.metzker@csulb.edu

**Office hours:**  10 a.m. to noon Mondays and Wednesday or you can e-mail me or set up an appointment

**Office location:** LA 4, Room 201B

**Pre-requisites**

JOUR 311 with a grade of C or better or consent of instructor

**Recommended textbook**

Newspaper Designer Handbook, Seventh Edition, by Tim Harrower

**Required reading (one or two of the following every day)**

Los Angeles Times/ Long Beach Press Telegram/ Orange County Register/ New York Times/ Wall Street Journal/ USA Today/ The Guardian

**Required Web site reading (every day)**

[www.newseum.org](http://www.newseum.org)

[charlesapple.com](http://www.apple.copydesk.org)

**Required materials**

Notepad for sketching

Flash/USB driver – 4 GB or more

**Student Learning Outcomes**

This class will try to prepare you to design for old and new media, thoughtfully and with relevance. From newspapers to public relations brochures to magazine spreads, always remember one thing: Is what I am doing going to help someone, somewhere, learn something they do not already know?

We will take a look at the history of design, type and fonts. We will study layouts, photos, graphics and color and what they communicate to your audience. This is a hands-on class. You will design newspapers, brochures, reinvent logos, newsletters and photo spreads. By the end of class, you will know the difference between bumping heads and doglegs and you will uncover the secret of the CVI. You will learn the difference between a point and a pica and the basics of Adobe InDesign.

**Objectives**

By May, you should understand concepts and be able to apply theories in the use and presentation of images and information. Additionally, you will know the difference between leading and kerning; between popouts and mortices and vertical and horizontal design. You will have a working knowledge of InDesign and be proficient in design for a variety of media.

**Philosophy**

News design is about information as much as decoration. Think of yourselves as visual journalists, not just decorators. You will be the newsroom experts on how to combine text, graphics and photos to explain stories to readers.

**Attendance**

Mandatory. Period. End of story. Come prepared to participate in class discussions. Your participation is so important to me that significant course credit will be attached to your attendance and making relevant, thoughtful comments during our meetings. I mean, how can you build award-winning layouts if you are not here and seeking feedback? You are expected to be in class on time. Attendance will be taken every day. Arriving late and/or leaving early will result in your being considered absent. You are allowed two absences or late arrivals. After that, you will lose **one-half point** from your final grade every time you are absent or arrive late.

Also, be prepared to come to my office for a chat . . . twice . . . with one visit coming before spring break. This is part of your class participation grade. This gives me a chance to get to know you and for you to share any concerns you are having with class. Of course, you can visit as many times as you want and share a pretzel with me!

Finally, cell phones must be turned off when you enter class. If you are caught using your phone during class, you will be asked to leave. If I have to ask you more than once during the semester, you will be dropped from class.

**Respect the deadline**

Can you run a website or publish a newspaper or a magazine and miss a deadline? Absolutely not. Please let me know if there are special circumstances (illness, family emergency, etc.) and be prepared to document the circumstance. Projects are due at the beginning of class unless stated otherwise. Homework assignments are due at the beginning of class unless stated otherwise. I reserve the right to change the syllabus depending on how well the class as a whole is progressing. If I drop an assignment, for example, the final grading system will be adjusted. If you choose to turn an assignment in late, you will be penalized as follows:

 Same day, but not turned in at the beginning of class: -5%

 One day late: - 10%

 Two days late: - 20%

 Three days late: - 30%

 Four days late: - 40%

 More than four days late = 0 on that assignment

**Quizzes, exams, projects and the Daily 49er**

You will be quizzed on current events and information gleaned from your chapter readings. Some quizzes will be unannounced, so please be prepared. Your midterm and final exams will be true/false, multiple choice, short answer and InDesign.

**Projects**

**Newspaper layout:** You and a partner will take the front page of a newspaper that I assign and give it a different look. You will be expected to change the typography, balance, size and other aspects that define the publication you are mimicking. **Value: 5 points. Deadline Feb. 18**

**Photo layout:** You will work with photos from the Los Angeles Times or New York Times websites (framework.latimes.com or blogs.lens.nytimes.com) and on a 66 pica x 102 pica page create a photo page. Keep in mind what you learn in class about photo design and photography. Your layout should contain at least three photos and no more than five. Each photo should have a caption and a photo credit or your photos should have a copy block with a headline. **Value: 8 points. Deadline: March 24**

**Corporate project:** Get together with a partner and re-create Justin Rudd’s logos. You will need to create a newsletter, a logo and a business card using information from his website. Your newsletter needs to have a logo/flag at the top and your story (or stories) needs to have a photo or two on it. Your business card will have your name on it. This project will be produced on 51 pica x 66 pica page. **Value: 12 points. Deadline: April 26**

**Working on the Daily 49er:**

Every student will have to design at least **two pages** for the Daily 49er. The Daily 49er publishes Monday through Thursday during the semester. You can design a news page, a feature page, opinions page or sports page; it’s the design editor’s choice, but everyone must design at least two pages. **Value:** 8 points.

**Grading scale for page designs**

F - Page is late
D - Page has serious flaws and/or grammatical errors
C - Page is generally well designed, but has some flaws
B - Page is clean, well-designed and some elements exceed expectations for publication.
A - Page goes the extra mile. Designer has met all basic standards AND added extras to enhance readability and overall aesthetics. This page could easily be published in a newspaper.

Please note that a C is considered **the** **baseline** **grade**. Your work will need to be **exceptional** to get a higher grade.

**Making the grade**

90% - 100% = A

80% - 89% = B

70% - 79% = C

60% - 69% = D

Below 60% = F

**Earning the points**

Projects 25 points

Exams (midterm and final) 50 points

Quizzes 10 points

Daily 49er 8 points

Class participation 7 points

**TOTAL** 100 points

**Anticipated Course Outline**

**Week 1 (Jan. 19-21)**

Welcome/ Introductions/ Course requirements

**Week 2 (Jan. 26-28)**

Chapter 1: Fundamentals

InDesign training

**Week 3 (Feb. 2-4)**

Chapter 2: Story design and InDesign training

**Week 4 (Feb. 9-11)**

Chapter 2 and 8: Story design, Redesigning and InDesign training

**Week 5 (Feb. 16-18)**

Chapter 3: Page design and InDesign training

**Project #1 due Feb. 18**

**Week 6 (Feb. 23-25)**

Chapter 3: Page design

Field trip to Los Angeles Times (tentative)

**Week 7 (March 1-3)**

Chapter 4: Photos and InDesign

Guest speaker from the Los Angeles Times

**Week 8 (March 8-10)**

Midterm review

**MIDTERM March 10**

**Week 9 (March 15-17)**

Library project (Gary at CMA national convention March 15)

Practice doing photo layouts and InDesign

**Week 10 (March 22-24)**

Photo spreads

Chapter 5: Nuts and bolts and InDesign

Project #2 due March 24

**Week 11 (March 29-31)**

Spring break.

**Week 12 (April 5-7)**

Chapter 9: The Internet and InDesign

**Week 13 (April 12-14)**

Newsletters and InDesign

Out of class assignment April 14

**Week 14 (April 19-21)**

Logos and InDesign

**Week 15 (April 26-28)**

Practice for InDesign final

**Project #3 due April 26 with guest Justin Rudd**

**Week 16 (Dec. 7-9)**

Final review and InDesign practice

**FINAL: 10:15 a.m. to 12:15 p.m., May 10**

**Department of Journalism & Mass Communication**

**Policies on Grading, Conduct of Classes, Drops, Absences and Cheating**

Grading: The grading policies and practices in this class are explained elsewhere in the syllabus. It is the student’s responsibility to read them and to seek clarification if necessary. The student should be fully aware of what is required for success in the course, such as group participation, writing, speaking, completing assigned readings, etc.

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.

Withdrawal 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 import that is beyond the control of the student. 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 a serious or compelling reason beyond the student’s control for purposes of withdrawal.

Absences from Class: Grades in a course may be adversely affected by absences, and students should seek clarification from the instructor regarding the course absence policy. Make-ups usually are granted in strict accordance with CSULB policy, which defines excused absences as (1) illness or injury to the student; (2) death, injury or serious illness of an immediate family member or the like; (3) religious reasons; (4) jury duty or government obligation; (5) CSULB-sanctioned or approved activities [2002-03 Catalog, p. 75]. These and any other requests for an excused absence must be documented.

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. 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.

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. Any instance of academic dishonesty may result in your immediate expulsion from the class with a grade of “F” and/or other sanctions, as the instructor deems appropriate.

***Department Information***

**Advising**: If you are a journalism major or minor, the department recommends that you see one of our advisers at least once a year. We have two experienced advisers – Professor Jennifer Fleming (Jennifer.Fleming@csulb.edu) and Professor Danny Paskin (Danny.Paskin@csulb.edu) – to assist you with your course selection, answer questions about requirements, help you stay focused on your chosen path to graduation, and offer other relevant advice. Their information and advising hours are posted around the department and available in the department office (LA4-106).

**Internships**: The department recommends that you pursue internships, service-learning experiences, and extra-curricular activities to enhance your career preparedness and marketability when you graduate. Employers will expect to see examples of your work; they prefer applicants with experience. Therefore, you will find all internships and job opportunities that come to the department posted on the department’s BeachBoard site. A binder with hard copies of all internships is also kept in the department office for your review. In addition, internship postings are available online through the CSULB Career Development Center. Students pursuing opportunities through our BeachBoard or CDC sites should be aware that the department and CDC do not screen these opportunities for JOUR 498 credit. If you are seeking JOUR 498 credit, you must attend one of the mandatory orientations conducted the semester prior to your enrollment in JOUR 498. Students enrolled in a section of JOUR 498 will also receive advance notice of the orientations from their instructor.

**Student Media**: The department is home to the *Daily 49er* and *Dig Magazine* and closely tied to *KBeach Radio* and *College Beat TV*. Getting involved in student media will help you hone your skills and give you real-life experiences. Stop by the *Daily 49er* and *Dig Magazine* offices in LA4-201 and talk to the staff. Introduce yourself to the faculty advisers – Professor Barbara Kingsley-Wilson (*Daily 49er*, Barbara.Kingsley-Wilson@csulb.edu), Professor Gary Metzker (*Daily 49er* and *Dig Magazine*, Gary.Metzker@csulb.edu), and Professor John Shrader (*KBeach Radio* and *College Beat TV*, John.Shrader@csulb.edu) – who can answer any questions you may have.

**Bateman Case Study Competition**: If you’re a public relations student, consider joining the *Bateman Case Study Competition Team*. The *Bateman Competition* (http://prssa.prsa.org/scholarships\_competitions/bateman/) is a prestigious inter-collegiate contest, often called the Super Bowl of collegiate public relations competitions. It is one of the most intense and rewarding experiences for our students. Participants on the *Bateman Team* receive JOUR 485 credit. See Professor Joni Ramirez (Joni.Ramirez@csulb.edu), our *Bateman* coach, for more information.

**Student Organizations**: The department is home to three active student organizations – the *National Association of Hispanic Journalists*, *Public Relations Student Society of America*, and *Society of Professional Journalists*. Each group has its own leaders and sponsors a variety of activities, including esteemed professionals as guest speakers. These three groups also work closely with the department to co-sponsor special events, such as Journalism and Public Relations Day. Get involved and have a blast with your classmates! Contact the respective faculty advisers for more information: Professor Danny Paskin (Danny.Paskin@csulb.edu) for **NAHJ**, Professor Holly Ferris (holly@ferriscomm.com) for **PRSSA**, and Professor Chris Karadjov (Chris.Karadjov@csulb.edu) for **SPJ**.

**Social Media**: Be sure to get connected to the department’s Facebook page (https://www.facebook.com/CSULBJournalism?fref=ts) and website (http://www.cla.csulb.edu/departments/journalism/) for photos and information about department happenings.

**Office Hours**: Each faculty member holds office hours to help you perform well in your classes, answer any of your questions, and offer advice. Take advantage of office hours and get to know your faculty.

**Accreditation**: The Department of Journalism and Mass Communication at California State University, Long Beach is accredited by the *Accrediting Council on Education in Journalism and Mass Communication* (ACEJMC, https://www2.ku.edu/~acejmc/). Accreditation by ACEJMC is an assurance of quality in professional education in journalism and mass communication. Students in an accredited program can expect to find a challenging curriculum, good 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. Each one of your required courses in the journalism major addresses at least one of the 12 professional competencies. Therefore, graduates who majored in journalism and public relations should be able to do the following:

* understand and apply the principles and laws of freedom of speech and press in the United States, 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;
* demonstrate an understanding of the history and role of professionals and institutions in shaping communications;
* demonstrate an understanding of gender, race, ethnicity, sexual orientation and, as appropriate, other forms of diversity in domestic society in relation to mass communication;
* demonstrate an understanding of the diversity of peoples and cultures and of the significance and impact of mass communication in a global society;
* understand concepts and apply theories in the use and presentation of images and information;
* demonstrate an understanding of professional ethical principles and work ethically in pursuit of truth, accuracy, fairness and diversity;
* think critically, creatively and independently;
* conduct research and evaluate information by methods appropriate to the communications professions in which they work;
* write correctly and clearly in forms and styles appropriate for the communications professions, audiences and purposes they serve;
* critically evaluate their own work and that of others for accuracy and fairness, clarity, appropriate style and grammatical correctness;
* apply basic numerical and statistical concepts;
* apply tools and technologies appropriate for the communications professions in which they work