**J340: Intro to Online Journalism -- SPRING 2016**

**LA4 107**

**Tuesdays and Thursdays, 12-1:50 p.m.**

**Instructor: Barbara Kingsley-Wilson (bkingsle@csulb.edu)**

**Office: LA4 201c Phone: (562) 985-5779**

**Office hours: Monday, 3:30-5:30 p.m., Tuesday, Wednesday, 9-10 a.m., or by appointment.**

**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:** This course will emphasize a hands-on approach, and will address the theory and practice of online journalism, including writing, editing, publishing and updating news stories online. This class will also help you develop your entrepreneurial and creative side. Students will learn software in class and show mastery by completing several projects. Students will work in groups and individually to complete multimedia projects. While the class will include a substantial technical component, one of the main goals is to help you produce concise writing on deadline. ***As part of the requirement, you will be expected to take a two-hour-a-week newsroom shift in the Daily 49er and write for the paper’s blog. (See below.)***

This class will also meet the following core competencies as outlined by the Accrediting Council on Education in Journalism and Mass Communication. Successful students will be able to:

■ Understand concepts and apply theories in the use and presentation of images and information.

■ 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 current tools and technologies appropriate for the communications professions in which they work, and to understand the digital world.

**REQUIRED READING**

* AP Stylebook 2016 edition (2015, 2014 and 2013 also acceptable)
* Student Press Law Center, Copyright Law
* Other short readings assigned in class and available on Beachboard

**REQUIRED MATERIAL:**

● Flash/USB drive – 2 Gb or more suggested

● Headphones/earbuds required; microphone suggested.

**CLASS PARTICIPATION AND READING:** Students will be expected to participate in class discussion and ask questions. You will also be expected 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. **Deadlines will be extremely important. Projects turned in late -- more than 30 minutes after the start of class -- will be marked down 50 percent.**

**GRADED WORK AND ASSIGNMENTS:**

Any typed assignments should be written in Times New Roman, 12 pts, and double-spaced. Any online assignments should conform to the outline of the exercises, as shown in class and on BeachBoard.

This is a tentative listing of the assignments for the semester. Since this class is highly practical, all assignments listed below are not “set in stone,” and may be changed, dropped or substituted by the instructor. **Any changes will be announced in class and on BeachBoard.**

**Class participation and attendance:** As described above, show up for class on time and prepared. Participation is vital to this class, and you will be judged on your class engagement. While in class, ***Turn off and put away cell phones.***

In addition, you will be expected to sign up for a blogging news shift for the Daily 49er website. You will be expected to spend **two hours a week** in the newsroom for **one month**. A signup sheet will be passed around in the first weeks of class -- **50 points. Total Value: 150 points, assigned at the end of the semester**

**In-class Webcasting:**

Students will be divided into groups. Each group will select a topic and each group will produce a webcast to be recorded in class. Each student will perform a “job” in the webcast, ranging from program director, news director, on-air talent and production engineer. For each webcast, students will rotate “jobs” in the webcast, so that, by the end of the four in-class webcasts, students will be familiar with all aspects of producing a webcast.

**Value: 80 pts.**

**Social media/writing assignment:**

Students will create a social media package incorporating tweets, photos and/or video to cover a news or feature story or event. The package would include a number of tweets, 5 photos or a combination of photos and video and text. This assignment will be explained more in class. **100 points.**

**Audio Podcast:**

- Students will create an original audio-only podcast, 7 to 10 minutes long.

- You may pair up with a classmate to do a joint podcast. In that case, the podcast should last between 12 and 15 minutes. All other rules below apply.

- The podcast may include only the student(s) (you) speaking, or guests/interviewees. Students should properly introduce themselves and their topic in the podcast. Likewise, they should say goodbye in the podcast. The podcast should be newsy and topical. It should be created to appeal to a greater audience. In other words, the content should not just center on the experiences or impressions of the podcasters. It should be more broad in its appeal.

- The podcast has to 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 60 percent of the podcast has to include people speaking from an original script.

- 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 Adobe Audition and must be turned in as an MP3 file by the deadline below**.**

- 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 will give listeners a general idea of how your podcast progresses. More information on this will be given in class. (This is required for ADA purposes)

- You must present your project in class on the due date.

**Value: 150 points.**

**Photo Story:** Students will create a visual story based on your own original photos that YOU shoot.

- Photo stories, as the name suggests, tell a full news or feature story through the use of photos and caption only, with no body copy/story per se.

- These photos must capture an event taking place between the time period specified in class. You’ll need to attend an event, on or off campus, take original pictures, and use them for your photo story. OR students may to a day-in-the-life segment on an interesting person.

- Projects must contain a minimum of 15 and a maximum of 30 photos.

- Photo must contain captions as needed. That is, if there is no narration explaining what is in a photo, then there needs to be a caption.

- Projects must contain no fewer than two **royalty-free** songs during the entire presentation. Songs must be appropriate to topic, as discussed in class.

- Slideshows must have narration by the student or a subject in the project.

- Projects must last no less than 1 minute, 45 seconds, and no more than 3 minutes.

- Students should use Soundslides, iMovie or Adobe Premier for this project.

- You **must** present your project in class on the due date. Points will be taken off for student no-shows.

**Value: 200 points**

**In-class assignments, quizzes and homework:** We will be doing quite a few exercises in class during the semester, and some out-of-class (homework) assignments also. These exercises will count as a major part of your final grade.

**Value: Approximately 170 points, assigned as projects are completed**

***Class Total -- 850 points***

**GRADING SCALE:**

A = 90% and above

B = 80% to 89%

C = 70% to 79%

D = 60% to 69%

F = 59% and below

**HOW TO DO WELL IN THIS CLASS:**

**1.** Attend all classes and **be on time**. **2.** Ask questions. **3**. Read the assigned readings. **4.** Come talk to me during office hours if you have any problems at all, or e-mail me if you can’t come talk. **5.** Never surprise me with a project. **6.** Follow directions for the projects and proofread work! **7.** Turn in projects on time. **8. Listen in class -- no texting or engaging in unrelated social media. 9.** At all times, be creative!

**INSTRUCTOR BIO**

Barbara Kingsley-Wilson is a full-time lecturer and content adviser for the Daily 49er at CSULB. Before coming to CSULB in 2004, she was a journalist for 20 years, covering courts, crime, education and sports for the Orange County Register, the Cleveland Plain Dealer and the Rochester (N.Y) Times-Union. She also wrote sports for USA Today and worked as an intern with the Associated Press in Tel Aviv, Israel. She graduated from Ohio University with a bachelor's in journalism and later earned her masters and taught as a fellow in the Kiplinger Mid-career Reporting Program at Ohio State University. She spent a summer in Amman, Jordan, interviewing women and Jordanian officials as part of a U.S. grant to study women and sports. She worked 10 years at the Register and taught journalism classes at USC. She has won awards from the Associated Press, Orange County Press Club and contributed stories to the Register’s Pulitzer Prize winning coverage of a UCI fertility scandal. She is president of the California College Media Association.Her first book, Long Beach State: A Brief History, was released in 2015.

 **Schedule subject to change -- check Beachboard**

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| **DATE** | **READING** | **TOPIC** |
| **WEEK 1****Jan. 19, 21** | **Beachboard reading: History and Background module**[**http://webjournalist.org/topics/tools/**](http://webjournalist.org/topics/tools/) | **Introduction to class // Online vs. Offline journalism****Internet history/SEOs/Twitter for Journalists reading** |
| **WEEK 2****Jan. 26, 28** | **Read Social Media and News** | **Online reporting/Linking/Heads and subheads/SEO/In class interviews -- press conference setup with class volunteer. Week of Welcome //QUIZ on History and Background Module** |
| **WEEK 3****Feb. 2, 4** | **Writing Module** | **In-class profiles****More online reporting/Storify//QUIZ on Social Media and News//Blogging** |
| **WEEK 4****Feb. 9, 11** | **Data Journalism Module/The Cloud** | **Storify/Writing from Social Media/Google map exercise/Data** |
| **WEEK 5****Feb. 16, 18** | **Audio Module -- Review** | **Social Media Treasure Hunt Assignment Due// Data Module QUIZ** |
| **WEEK 6****Feb. 23, 25** | **Webcasting Module** | **Webcasting/Audio -- Audacity**  |
| **WEEK 7****March 1, 3** | **Law module** | **Audio editing practice// in-class exercises// Law QUIZ Thursday** |
| **WEEK 8****March 8, 10** |   | **Webcasting - Group projects/recording and mixing in class** |
| **WEEK 9****March 15, 17** |   | **Webcasting – Group projects/recording and mixing in class** |
| **WEEK 10****March 22, 24** |   | **Photography/Photo galleries/photo stories/Audio Slideshows/Soundslides tutorial** |
| **SPRING BREAK!** |  |  |
| **WEEK 12****April 5, 7** |   | **Podcast lab week** |
| **WEEK 13****April 12, 14** | **Video Tips Module/Photography Module** | **iMovie tutorial and practice/ Podcast due Thursday/** |
| **WEEK 14****April 19, 21** |   | **Practice with photography/software and short audio slideshows****/Instructor eval** |
| **WEEK 15****April 26, 28** |   | **Lab week** |
| **WEEK 16****May 3, 5** |   |   |
| **FINAL** | **Thursday, May 12 -- 10:15 a.m.-12:15 p.m.** | **You must be in class to present your project or risk getting points deducted** |

**PAPER OR ELECTRONIC COPIES:** You’ll be instructed in each assignment whether to turn it in electronically or in print. You’ll have to adhere to that.

Furthermore, ANY TIME you submit an assignment through e-mail, its name should follow the following format: LASTNAME-CLASSNUMBER-ASSIGNMENTTITLE. (i.e. Kingsley-Wilson-JOUR340-PhotoStory.pdf).

If you submit an assignment electronically, you will receive a reply from your instructor, acknowledging that. If you do not receive that reply back, make sure you contact your instructor as soon as possible, as your e-mail may have not arrived for one reason or another. It is the student’s responsibility to make sure the instructor has the assignment.

**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 instructor know so he can make the proper arrangements, during class time or during your work time at the lab.

**COURSE ABSENCE POLICY:** Class attendance is required. You will be expected to be in class, ready, before your instructor arrives. Arriving late to class will mean your attendance is not counted for the day. After two unexcused absences you will lose 10 points per unexcused absence. If you walk out in the middle of class without consulting your instructor first or letting him know about it immediately after class (in person or through e-mail) with a valid excuse, it will be counted as an absence.

A roll call sheet will be passed around some time **within the first 15 minutes of class.** If you are not present when this happens, you will be considered absent. It is your responsibility to find and sign the sheet if you are present. Furthermore, if someone signs your name on the roll call sheet for the day, you will lose 20 points of your final grade, and the person who signed your name will also lose 20 points of his/her final grade.

If you do miss class for a valid excuse (proven sickness, important family issues, etc.), let your instructor know through e-mail or personally as soon as possible. If you know about an issue ahead of time, let your instructor know you will miss a future class.

**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. Missing a deadline, however, is unacceptable. An assignment turned in late will receive a grade of 0 (zero). Special situations have to be addressed with instructor ahead of time, and never after the deadline has passed.

Please see entry below on “late work and make-up policies.”

**LATE WORK AND MAKE-UP POLICIES:** Will be accepted only in special situations and with agreement with University policy and allowed by your instructor. 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*. If you know ahead of time you will be missing an exam or a deadline, talk to your instructor ahead of time. If the situation was unforeseen, talk to your instructor as soon as possible, and before the next class period after the deadline/exam date, in person or through e-mail. Always keep backup copies of your assignments as you do them, to avoid computer problems (online e-mail accounts work great for that!). Do not come up with lies to explain your late work or absence from exams – we all know the excuses, and I can tell you bad stories that came from those. Excused absences must be supported by proper documentation proving the allegations.

**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.

**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 importance 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 serious or compelling reasons beyond the student’s control for purposes of withdrawing.

**CONTACTING YOUR INSTRUCTOR:** If you need to reach your instructor outside the classroom, your first choice is to come by during office hours. You may also contact your instructor through her office phone (listed above). However, keep the following in mind: although e-mail is easy and great, your instructor 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.

**YOUR E-MAIL**: You're supposed to have a working e-mail for contact out of class. During the first day of class, you will be asked to provide an e-mail address (which may or may not be linked to CSULB). It is your responsibility to keep that e-mail working throughout the semester. If you do change e-mails at some point, please let your instructor know.

**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 Department 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.

**Accommodation of students with disabilities in journalism courses**

Students with disabilities who need assistance 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.

**Student Learning Assessment**

The national accrediting agency for journalism education has established a requirement that all accredited journalism schools assess student mastery of 12 core values and competencies that any graduate of a journalism and mass communication program should possess. According to the Accrediting Council on Education in Journalism and Mass Communication (ACEJMC), all graduates, irrespective of their particular specialization, should be able to:

■ Understand and apply principles of law of freedom of speech and press for the United States, as well as receive instruction in and understand the range of systems 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 the United States in relation to mass communications

■ Demonstrate an understanding of the diversity of peoples and cultures and of the significance and impact of mass communications in a global society.

■ Understand concepts and apply theories in the use and presentation of images and information.

■ Work ethically in the pursuit of truth, accuracy, fairness and diversity.

■ Think critically, creatively and independently.

■ Conduct research and evaluate information by methods appropriate to the communications professionals 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 current tools and technologies appropriate for the communications professions in which they work, and to understand the digital world.

***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: 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) 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*[CK1] s (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[CK2] 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**