Journalism 495 – Senior Seminar (Section 02)

Spring 2016

Class meets on campus each Tuesday from 2 p.m. to 3:15 p.m. in SSPA 206

**Instructor**: Dr. Gwen Shaffer

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**Office**: LA-4, Suite 206C

**Communication Policy**: I will routinely post announcements on our course BeachBoard site. Announcements will appear on the class homepage when you login and/or will be sent to you directly through your CSULB email. Please make sure to check them regularly, as they will contain important information about upcoming assignments or class concerns. I will respond to your questions within 24 hours (usually sooner), but slower on the weekends. If I do not respond within 24 hours, assume that I did not get your message and please resend it. The best way to reach me is through:

* email at gwen.shaffer@csulb.edu (preferred method)
* Use the Q&A forum on Beachboard for general questions you would like to share with the class.
* You are highly encouraged to drop by my office hours, held Tuesdays from 11 a.m. to 1 p.m.

I love a good story and, even more, I love helping my students become better storytellers. I look forward to working with each of you this semester to build on your multimedia journalism skills and find great stories throughout Long Beach. I will work hard to make your experience in this course meaningful and relevant. Please take time to read this syllabus carefully and contact me if you have questions or concerns.

Best,

Gwen Shaffer

**COURSE DESCRIPTION**: This course will allow students to build on the journalism skills developed in previous classes, while covering diverse neighborhoods throughout Long Beach. Over the course of the semester, students will participate in all aspects of news production, from story conception to disseminating the news. Students enrolled in this section of Senior Seminar are expected to venture beyond their comfort zones. You will be required to report on community issues outside of class time. *Completion of your reporting assignments depends entirely on your ability to manage your time and to take the initiative.*

This Senior Seminar is designed to capitalize on the possibilities created by a converged media environment. It requires students to tell stories using words, photos, audio, and video. At the start of the semester, VoiceWaves editors will introduce students to issues and concerns relevant to communities throughout Long Beach. This presentation is meant to help us conceptualize what makes an interesting news story and why. We will also devote the beginning of the semester to understanding how the phenomenon of media convergence is impacting journalism. Through lecture, discussion and course work, we will explore the potential (and challenges) of practicing multimedia journalism. In conjunction with producing news, we will examine how emerging technologies and interactive journalism are influencing the field—from the business side of news gathering to distribution and consumption of news.

**COURSE STRUCTURE:** This section of JOUR 495 has a hybrid format that includes both online instruction and weekly on-campus meetings. You must attend the first class meeting on Tuesday, Jan. 19—or risk being dropped from the course. This section will meet on campus each Tuesday, from 2 p.m. to 3:15 p.m. You will participate in the online component of this course using BeachBoard. I will post narrated PowerPoint slides, readings, videos, assignments, notices, and grades on BeachBoard.

Each of our 16 weeks officially begins each Tuesday. You will regularly have assignments to turn in throughout the week. Unless otherwise noted, I will make your new weekly content available following our in-person meetings each Tuesday.

**COURSE GOAL:** The goal of the course is to enable students to conceptualize, develop and produce multimedia news stories and news features in a journalistically sound, creative and meaningful way. Both directly and indirectly, we will learn to use media for social change. Specifically, the student journalists in this class will partner with VoiceWaves, a journalism and media-training project that teaches youths ranging from 16 to 24 years old to report, write, and create digital media content. We will report and produce stories that raise awareness of neighborhood issues and concerns in four Long Beach communities—North Long Beach; Central Long Beach; Downtown; and Westside. In doing so, we will give voice to some of the poorest and most underserved residents of the city. The diverse communities we will cover are rich in culture and history. They are characterized by Filipino bakeries and Vietnamese noodle houses, African American barbershops and Mexican taquerias, Cambodian temples and Muslim mosques. We will face the challenge of interviewing sources that speak a host of languages including Arabic, Chinese, English, Hmong, Khmer, Samoan, Spanish, Tagalog, Thai, and Vietnamese.

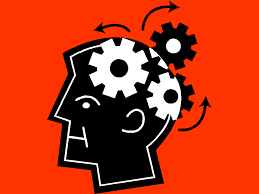
This model of news organizations partnering with community organizations reflects a real world trend. For instance, the Voice of San Diego is produced by KNSD, the NBC-owned station in San Diego, in conjunction with an online news organization supported by foundations, corporations and readers.



**LEARNING OBJECTIVES**: The course is designed to help students:

* Understand the phenomenon of media convergence and its impact on journalism.
* Explore the potential benefits and challenges of multimedia journalism.
* Conceptualize what makes an interesting news story and why.
* Know the strengths and weaknesses of each medium and use the media accordingly.
* Gather information efficiently, and place it in a meaningful context.
* Write concise and compelling accounts—all under deadline pressure.

These skills involve conducting solid background research; understanding the significance of the story for your audience; selecting the most important and informative aspects of the story; obtaining multiple perspectives on the story; conducting informative and revelatory interviews; and, finally, putting it all together in a multimedia package.



**CLASS PHILOSOPHY**:

This class is a community. We all share a common objective, which is to hone our journalism skills and become proficient at producing stories on multiple platforms. Many of you already possess excellent abilities to research, interview, write, capture images, and edit audio and video. I encourage each of you to approach our class with a positive attitude and a willingness to help each other. Often, technical problems can easily be resolved by simply asking a fellow student for advice. I am \*\*always\*\* here to help you. But I truly believe you will have a better experience if you take the opportunity to learn from your classmates throughout the semester.

I also want to stress that students who succeed in this course are motivated and self-directed learners. I love helping students identify stories and shape them. I am happy to give feedback and comment on drafts, as well. However, I cannot do the reporting for you. This course depends on students to take control of their own learning and produce great content.

**COURSE MATERIALS:** There is no required textbook for this class. I will post mandatory reading, along with videos and tutorials, for each module we cover. Failure to keep up with readings and other assigned content will make it impossible to engage in class discussions, or to ask for clarification on new concepts during our class meetings. So please show up prepared for class each Tuesday.

**TOOLS YOU WILL NEED FOR THIS COURSE\*\*:**

* Digital point-and-shoot camera (phone is okay) 
* Digital voice recorder with microphone
* Canon video camera, tripod and microphone
* A video editing program (i.e. Adobe Premiere, Final Cut Pro)
* Audio slideshow software (i.e. iMovie, Adobe Premiere)
* Various social media platforms

\*\* All software is loaded onto university computers. Audio and video camera kits, adapters, card readers, cables and other standard items are available for checkout from the Journalism Department. Equipment checkout is in office LA4-205A on a first come, first served basis Monday through Friday from 9 am to 5 pm (closed noon to 1 pm). Thursdays are typically the “crunch” day when the demand for equipment peaks—so keep that in mind. If you have any questions, please contact me or Dan Olsen: [dan.olsen@csulb.edu](https://mail.csulb.edu/owa/redir.aspx?C=2WpK6sr5y06mQPmj8EuQvMiZaX-1ndIIoeAxu2RpWstBAeXQDNs3561D9GvPNuTHN4_Ty5ultiw.&URL=mailto%3adan.olsen%40csulb.edu) or 562.985.5855

**TECHNOLOGY/SKILLS YOU WILL USE:**

* Shooting and enhancing photographs
* Recording audio
* Shooting video
* Editing stills, audio and video

**TIME COMMITMENT**: 

This is a reporting class. Therefore, you will be expected to routinely spend many hours in Long Beach communities working on your stories. It is impossible to find news sitting at your computer. Course work includes on-camera interviews, capturing details and scenes, and getting to know sources in various neighborhoods. Additionally, writing and producing stories can be time-consuming. If you suspect other course requirements or job obligations will interfere with your ability to successfully complete JOUR 495 coursework, please consider enrolling in the class another semester.

**GRADING:**

**Assignments Points**

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| --- | --- |
| Self–reflection essay (PART 1) | 10 points |
| News writing refresher | 10 points |
| Feature story analysis | 10 points |
| Media convergence question responses | 15 points |
| **750-word text article and photo** | 50 points |
| Article revision for VoiceWaves | 15 points |
| Photo shooting | 10 points |
| **Twitter/Storify project** | 30 points |
| Audio story angle/interview questions | 15 points |
| **Audio story** | 50 points |
| Slideshow analysis | 10 points |
| **Audio slideshow or video** | 50 points |
| Class attendance and participation | 20 points |
| Self–reflection essay (PART 2) | 5 points |
| **TOTAL** | **310** |

**Grading scale:**

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| A 100% – 90% | B 89% - 80% | C 79% - 70% | D 69% - 60% | F 59% and below |

**PLAGIARISM**: This includes the fabrication or falsification of data, or co-opting work produced by someone else. If you are caught engaging in any form of academic misconduct, you will receive an “F” for the course, and I may pursue the academic misconduct grievance procedure. I’m serious about this stuff. It’s deeply painful for all involved to sort out an academic misconduct case. If you have any questions about citing sources or how to use references, please ask me, and please read the attached CSULB plagiarism policy.

**Tips for Success**

* Pay close attention to your due dates at the start of each content week and mark them somewhere on

your own calendar so you don’t lose track of them.

* Block out time in your schedule to do the work.
* Check in on class discussions regularly, if not daily.
* If this is your first hybrid course, expect to invest extra time to orient  yourself to the course design and

tools.

* Have patience and a sense of humor with technology.
* Keep an open mind.
* Ask for help when you need it, and assist others when possible.
* Read this syllabus, and any other course material, carefully and ask for clarification when needed.

**ADDITIONAL COURSE POLICIES:**

**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.

**University Cheating/Plagiarism/Fabrication Policy:** CSULB takes 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.

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](mailto:Jennifer.Fleming@csulb.edu)) and Professor Danny Paskin ([Danny.Paskin@csulb.edu](mailto: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](mailto:Danny.Paskin@csulb.edu)) for **NAHJ**, Professor Holly Ferris ([Holly@Ferriscomm.com](mailto:Holly@Ferriscomm.com)) for **PRSSA**, and Professor Chris Karadjov ([Chris.Karadjov@csulb.edu](mailto: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*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 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

**Class Schedule**

**Introduction to hybrid course: Tuesday, Jan. 19 at 2 p.m. in SPA 206**

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| **Module topic** | **Date** | **Online content**  Readings and video viewing to be completed *prior to that Tuesday’s class.* | **In-class activities**  Tuesday, 2 p.m. to 3:15 pm in SPA 206 | **Assessments**  Assignment details available following our in-class meeting each Tuesday. *Assignments due the following Monday at noon, unless otherwise specified*. |
| **Media Convergence and hyper-local news**  **(3 weeks)** | Jan. 19-25 | * Read and watch stories on the Voicewaves website. | * Introduction to class. * Presentation by James Suazo from Building Healthy Communities. * Discuss self-reflection questions. | * Self-reflection assignment. * Research potential beats to help you determine which to cover. |
|  | Jan. 26-Feb. 1 | * Explore relevant online news models. * Read *Guardian* story on hyper-local media outlets. * Readings on media convergence. | * Review syllabus. Presentation by VoiceWaves editors. * Choose a news beat for the semester. | * Impact leads exercise. * Finding your focus exercise. * Analyze news features. |
|  | Feb. 2-8 | * Watch *Page One* documentary. * Listen to Alex Jones interview. | * Discuss *Page One*. * Talk about print article assignment. | * Answer essay questions on convergence. * *Develop three solid story ideas and identify potential sources.* |

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| **Conceiving stories and print reporting**  **(3 weeks)** | Feb. 9-15 | * Comprehensively research your news topic: Identify what’s been previously covered and develop original angles. * Begin reporting. | * VoiceWaves editors (and your classmates) will provide feedback. | * Revise your story ideas based on feedback. * Continue reporting on your print story (due Feb. 23). |
|  | Feb. 16-22 | * Read examples of news features posted on Beachboard, and answer related questions. | * Discuss elements of news features. * Update class on print story. | * Finish writing, proofreading and revising print story. |
|  | Feb. 23-Feb. 29 | * Readings on effective peer review posted on Beachboard. | * Peer critique news stories—bring **two** hard copies of your final article, and one copy of the print story rubric. | * Revise print story for publication on VoiceWaves website. |

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| **Photojournalism**  **(1 week)** | March 1-March 7 | * Photojournalism readings. * Watch PowerPoint on photojournalism. * Review tutorials on using Adobe PhotoShop. | * Critique “good” vs. “bad” photos as a class. | * Shoot photos of people, nature, buildings related to your beat. |

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| **Using social media to report news**  **(2 weeks)** | March 8-March 14 | * Submit photos to Dropbox. * Watch PowerPoint on Twitter as a news tool. | * Tips for tweeting news. * Using Storify. * Go over Twitter scavenger hunt assignment. | * Start working on Twitter scavenger hunt. |
|  | March 15-March 21 | * Submit links to your final Storify project prior to class. | * Share Twitter scavenger hunt with peers. * Introduce audio news story assignment. | * Develop story concept and angle for your own 3-minute audio story. * Identify sources and write interview questions for audio story. |

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| **Telling stories with sound**  **(4 weeks)** | March 22-March 28 | * Watch Adobe Audition tutorial. * Read tips for collecting great sound. * Revise story idea based on instructor feedback. | * Listen to examples of audio stories and critique as a class. | * Begin recording interviews and collecting ambient sound for your audio story. |
| **SPRING BREAK** | **March 29-April 4** | * Watch narrated Powerpoint on using audio effectively. | **NO CLASS** | **NO CLASS** |
|  | April 5-April 11 | * Continue recording interviews and collecting ambient sound for your audio story. | * Talk about audio story production. * Get feedback on your audio story. | * Finish producing your audio story. |
|  | April 12-April 18 | * Submit MP3 file to Dropbox prior to class. | * Peer critique audio stories—bring copy of the audio story rubric. * Go over slideshow/video assignment details. | * Develop story idea for audio slideshow or video. |

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| **Final project: Audio slideshow or video**  **(4 weeks)** | April 19-April 25 | * Watch/read content on creating an audio slideshow or video. | * Lecture on organizing photos and audio (McAdams). * Watch examples of audio slideshows. * Share story update with class. | * Begin collecting audio and images for your slideshow or video. * Submit written update on your slideshow or video. |
|  | April 26-May 2 | * Revise your story idea based on instructor feedback. * Continue reporting and collecting images/sound for your audio slideshow or video. | * Lecture on 9 elements of a great audio slideshow. * Watch examples. | * Slideshow analysis assignment. |
|  | May 3-May 9 | * Continue collecting audio and images for slideshow/broadcast. * Watch more slideshow and video examples posted on Beachboard. | * Update class on final project and get feedback. | * Continue collecting audio and images for slideshow/broadcast. |
| **Final exam**  **time slot** | Thurs., May 12  12:30 p.m.-2:30 pm | * Finalize slideshows/ videos, and submit link to Dropbox prior to class. * Self reflection essay (PART 2) | * Students must present their video or audio slideshow during class in order to get credit. * Peer critique slideshows/videos—bring slideshow/video rubric to class. | **ENJOY SUMMER BREAK!** |