SYLLABUS

**J-495 sec 03:**

**Senior Seminar**

**Spring 2016:**

Tues/Thurs 3:30 – 4:45 pm

SSPA 206

**Instructor:** Chris Knap (Chris.Knap@csulb.edu)

**Office hours:** Mon-Wed 9:15 to 10 am

LA4 Room 206F

**COURSE DESCRIPTION:**

This course will allow students to build on the journalism skills developed in previous classes, while covering diverse neighborhoods and issues in Long Beach. Students enrolled in this section of Senior Seminar are expected to venture outside 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 seminar is designed to capitalize on the possibilities created by a converged media environment, and requires students to tell stories using written words, photos, audio, and video. At the start of the semester, guest speakers 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 local news story and why. We will also devote time at the beginning of the semester to understanding the phenomenon of media convergence, and its impact on journalism. Through lecture and course work, we will explore the potential, as well as challenges, of practicing multimedia journalism. In conjunction with producing news, we will discuss how emerging technologies and interactive journalism are influencing the field—from the business side of news gathering to distribution and consumption of news.

**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. 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.

**COURSE OUTCOMES:**

By the end of this course students should:

* Understand the phenomenon of media convergence and its impact on journalism.
* Know the strengths and weaknesses of print, audio, video and photo mediums and be able to use each of them in a professional manner.
* Conceptualize what makes an interesting news story and why.
* Gather information efficiently, and place it in a meaningful context
* Create concise and compelling stories, slideshows and podcasts—all under deadline pressure.
* Have published at least two professional quality multi-media stories.

**COURSE MATERIALS:**

There is no required textbook for this class, although you will need a recent edition of the Associated Press Stylebook. I will post lessons and reading on Beachboard along with videos and multimedia tutorials.

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

• Digital point-and-shoot camera

• 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, Soundslides)

• Various social media platforms

NOTES: 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 or 562.985.5855

**Structure of this course:**

The majority of your grade for this class will come from your reporting, writing, photo or video work, and audio podcast. It will be easiest for you if all of the multi-media elements are related to the same story or issue, that way you can gather material for multiple assignments at once. However, if you want to do the assignments on divergent issues, that is allowed upon the approval of your instructor.

The first few weeks of the class will be devoted to getting organized, helping each student get started on their reporting, and refresher lessons on leads, style, and use of sound and video technology. Generally these helper sessions will be on Tuesdays. As the class proceeds there will be some Thursday class time ceded to reporting and writing; your instructor will explain as the class goes forward.

**Assignments and grading:**

**News feature(s):** This can be one or as many as three stories on the same topic or issue. An ongoing issue that has episodic updates (e.g. community meetings followed by city council consideration) could be reported as three stories. By contrast an in-depth examination of say, an immigrant child/family struggling to make it in Long Beach, could be one long feature. Be careful with the one-story option: putting all your eggs in a single basket is risky. Your instructor will help you choose. Stories will be submitted initially as print-outs of Word documents (double-spaced, 12-point type; source list on final page) but save your original word file: The goal is to get your story(s) published so you will need to update with edits and corrections before sending to VoiceWaves. **Value: 40 percent of class grade.**

**Video or audio slideshow:** A video of 3 to 5 minutes or a narrated photo slide show. Use iMovie or Soundslides. As previously noted, this should be related to your news features, although that is not required. Again, the goal is to get this published. **Value: 20 percent of class grade.**

**Podcast:** An original, scripted podcast with sound, music, etc. produced using Audacity or Garage Band. Again the goal is a pro-level podcast good enough to be published by VoiceWaves or other site. Best if it relates to your previous two projects but that’s not required. This is the final piece, due at the date and time of the scheduled final (see class schedule, below) and must include a printed script. **Value: 20 percent of class grade.**

**Class exercises, attendance and participation:** This comprises in-class practice including lede and style exercises, class participation and other class work. **Value: 20 percent of class grade.**

**Extra credit** can be earned by conducting in-class tutorials/tip sessions on use of reporting tools. Do you have special expertise in photography, video or sound production; iMovie, SoundSlides, GarageBand or Final Cut Pro? Sign up for an in-class tutorial and show us how you use it to earn extra credit.

**Preliminary Class Schedule:**

(This is a preliminary schedule and may be changed at the instructor’s discretion to accommodate students’ needs, speed of learning, guest speakers and other factors. Date and time of final are set by the university.)

**Week One: Jan. 18-22**

Jan 18: Campus closed for MLK Day.

Tuesday Jan 19: First day of class. Explanation of Syllabus, assignments, class introductions. Foundations of online journalism.

Thursday Jan 21: Class visit by VoiceWaves director Michelle Zenarosa: Long Beach neighborhoods and issues.

**Week Two: Jan. 25-29**

Tuesday: Getting organized on your beat.

Thursday: The role of opinion in beat reporting (Opinion vs. personality)

**Week Three: Feb. 01-05**

Tuesday: Check-in on beat development: Where do I go next?

Crowd-sourcing basics.

Thursday: Out in the neighborhood: Reporting foray into the real world

**Week Four: Feb. 08-12**

Tuesday: Check in on beat development. Story ideas and brainstorming.

Thursday: Out in the neighborhood: TBA

**Week Five: Feb. 15-19**

Tuesday: Leads that succeed (review). How to write a successful lead.

Thursday: Out in the neighborhood: TBA

**Week Six: Feb. 22-26**

Tuesday: Style review and practice: The ten most common style errors

Thursday: Out in the neighborhood: TBA

**Week Seven: Feb. 29-March 04**

Tuesday: Structuring a news feature. Story plans due at end of class.

Thursday: Out in the neighborhood: TBA

**Week Eight: March 07-March11**

Tuesday: Story One due. Photo basics: Problems and strategies

Thursday: Out in the neighborhood: TBA

**Week Nine: March 14-18**

Week Ten: March 21-25

Tuesday: Common problems; applying editorial guidance

Thursday: Rewrites due.

**Week Eleven: March 28-April 01**

(Spring Break; campus closed March 31)

**Week Twelve: April 04-08**

Tuesday: SoundSlides and iMovie: tips and tutorials

Thursday: Out in the neighborhoods TBA

**Week Thirteen: April 11-15**

Tuesday: In class workshop: Assembling your video or photo show

Thursday: In the neighborhoods TBA

**Week Fourteen: April 18-22**

Tuesday: Assignment Two due: Video or photo show. Podcasts basics

Thursday: Lab session: Edits to your show

**Week Fifteen: April 25-29**

Tuesday: GarageBand basics: Tips and tutorials

Thursday: In the neighborhoods TBA

**Week Sixteen: May 02-06 (Last week of classes)**

Tuesday: In class workshop: Assembling your podcast

Thursday: Preview your podcast; class edit session

**Week Seventeen: May 09-14 (Finals week)**

Scheduled final: Tuesday May 10; 2:45-4:45

(Podcast, script and final stories due by 3 p.m.)

**May 20: Last day of Spring Semester**

*Addendum 1 to Course Syllabus:*

**Department of Journalism 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.

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.

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. 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 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.

*Addendum 2 to Course Syllabus:*

***About CSULB’s Department of Journalism and Mass Communication***

**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 Communications* (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

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