

## **Multimedia News Lab**

JOUR 4998-002

Spring 2014

Tuesdays/Thursdays 1:30 p.m. to 3:45 p.m.

Meeman 212

Tom Hrach

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## **COURSE REQUIREMENTS**

### **CATALOGUE/COURSE DESCRIPTION:**

Write, produce content for department Web site that will house multimedia stories on important, complex topic; course will mirror collaborative opportunities underway in industry and provide students with the strongest multimedia material possible for portfolios.

### **PREREQUISITE:**

Journalism 4120 and Journalism 4500

### **TEXTBOOKS:**

*Journalism Next* by Mark Briggs. (2013) Second Edition. CQ Press.

### **CLASS WEBSITE:**

Micromemphis: <http://www.micromemphis.com>

Cooper Young site: <http://cooperyoung.weebly.com>

Weebly Username: memphisjournalism

Weebly Password: youngavenue

### **EQUIPMENT:**

The use of a digital single lens reflex (DSLR) camera is required in this course. The Department of Journalism has provided cameras with 30-55mm lenses for students in this course. Cameras are limited to a 24-hour checkout. Students may use their own DSLR cameras with approval from the instructor. Lost, stolen, or broken cameras and equipment will be the financial responsibility of the student; the Department of Journalism will put a financial obligation hold on your registration until the camera/equipment is replaced. **Cameras and equipment must be returned on time. Failure to return a camera on time will result in a one-letter grade deduction from your final grade for each day late.** Students with unreturned/broken cameras will receive a grade of 0/F until the financial obligation is met. Cameras can be checked out through the Journalism Office, Meeman 334.

1. Access to a smartphone and/or digital camera and ability to upload images.
2. Access to a laptop or portable hard drive capable of holding 100GB (video storage)
3. Access to a laptop or smartphone for mobile reporting

### **CLASSROOM FORMAT:**

This will be a professional-style course. The class will consist of both lecture and laboratory time to be determined by the instructor. Class discussion will involve discussion and training related to various multimedia skills, and participation is an important consideration in final grades. **Please note that failure to attend class or to actively take part – even if all your assignments are turned in on time and done acceptably - could affect your final grade by as much as a full letter.** Assignments will require students to use a variety of software (Weebly, SoundSlides, GoogleMaps, Storify) to tell news stories through a variety of media platforms.

Quizzes will be given at the beginning of class, which are indicated in the tentative schedule. There will be no make-ups and late arrivals will not be given extra time. In other words, if you arrive late and the quiz is under way, you may pick up from that point. The quiz will consist of five questions from the week's readings and five general news questions. These questions will be pulled from the Wednesday edition of *The Daily Helmsman* (including sports), *The Cooper Young Lamplighter* and *The Commercial Appeal*.

### **GRADING:**

1. Attendance and Participation: 20 points
2. Quizzes: 80 points
3. Website Stories: 8 stories at 25 points each = 200 points
3. Lab Assignments: 75 points
4. Online Portfolio: 125 points

Total = 500

A = 94-100	C+ = 77-79
A- = 90-93	C = 74-76
B+ = 87-89	C- = 70-73
B = 84-86	D = 65-69
B- = 80-83	F = 64 and below

### **ATTENDANCE & CLASS CONDUCT:**

Attendance is **mandatory** and will be taken at the beginning of each class session. University policy for excused absences apply to this course. Tardiness will not be tolerated. After two tardies, one percentage point will be deducted from the student's final grade for each additional tardy. Any story found to be plagiarized, fabricated or not your own work will get a zero.

### **MOBILE AND ELECTRONIC DEVICES:**

The use of electronic devices is permitted, as this class focuses on design and technology. Mobile telephones must be turned to vibrate during class and should be used only for emergencies. Excessive text messaging will not be tolerated.

### **DEADLINES:**

Remember there's a reason "DEAD" makes up half the word "deadline." All deadlines are firm. This is journalism and mass communications. **Assignments turned in late will NOT be graded.** If you get into trouble, talk to me. Exceptions will be made for reasonable circumstances if the student notifies the instructor prior to the due date.

### AP STYLE AND GRAMMAR:

All written work in this class should follow the AP Stylebook and accepted rules of grammar and punctuation. If you don't know the style for a particular phrase, look it up or ask your classmates or the instructor.

### ERRORS AND PENALTIES:

Edit stories carefully. Your website stories are graded for content minus mechanical errors. Spelling, grammar and style count for each activity. A fact error will result in the reduction of one letter grade for each error. Fact errors include inaccurate information, errors and typos in names, numbers, addresses, dates, quotes, and proper nouns. **Bottom line: REPORTERS MUST SELF-EDIT.** In the real world, editors aren't fans of reporters who file sloppy copy. So learn now to check spelling, punctuation and flow. Double-check names and titles. **Read and re-read, and edit and re-edit your assignments.**

### DIVERSITY:

Students will be required to respect the differences of others and treat all persons with respect. Discriminatory, derogatory and threatening language or behavior will not be tolerated. Further, students are expected to consider their work through a diverse mind. Visual communications created in this course, and in the field, reach a mass audience, and students should be aware of how those messages are received by a diverse audience.

### FINAL COMMENT:

Honing multimedia, reporting, and editing skills is a journey best undertaken as a group, with open hearts, open minds and good humor. I encourage you to speak frequently and work together on stories/assignments with your classmates. We will critique our own work and that from outside sources in class. Criticism is an important part of the journalism process and should never be given or received with rancor.

### TENTATIVE SCHEDULE:

Class	Content	Due	Readings
<b>Week 1</b>			
Thur., Jan. 16	Introduction. Job preparation. Class expectations. Familiarize yourself with the MicroMemphis site.		Intro and Ch. 1
<b>Week 2</b>			
Tues., Jan. 21	Know your neighborhood. Introducing Cooper Young. Take Bio Photo.	<b>Website Bio.</b>	Ch. 2
Thur., Jan. 23	<b>Quiz 1.</b> Meeting with Davie Royer, editor of The Lamplighter. Cultivating good sources.	<b>Choose a beat.</b>	Read 10 Commandments of Twitter, by Vadim Lavrusik
<b>Week 3</b>			
Tues., Jan. 28	Twitter Scavenger Hunt.	<b>Create a Twitter handle.</b>	Ch. 4
Thur., Jan. 30	<b>Quiz 2.</b> Discuss Briggs Ch. 4 and 5. Choose	<b>Storify</b>	Ch. 5

	beats. Demo Storify.	<b>scavenger hunt.</b>	
<b>Week 4</b>			
Tues., Feb. 4	Shooting and editing good photos. Present first story ideas. Choose an Editor and Social Media Coordinator.	<b>Story Idea Tip Sheet</b>	Ch. 6
Thur., Feb. 6	<b>Quiz 3.</b> Linking. Nikon DSLR camera demo.	<b>Q&amp;A w/ Mugshot</b>	Thornburg Ch. 7 (on eCourseware)
<b>Week 5</b>			
Tues., Feb. 11	Field Day. Meet at Java Cabana. Work your beats. (Story #1 due Thursday)		
Thur., Feb. 13	Demo: Placing stories on MicroMemphis site. Bring your laptops.	<b>Story #1 w/ Photos</b>	
<b>Week 6</b>			
Tues., Feb. 18	Field Day. Work your beats.		
Thur., Feb. 20	Ask a Pro.		
<b>Week 7</b>			
Tues., Feb. 25	Writing Headlines. Editing Articles.	<b>Story #2</b>	Thornburg Ch. 5 (on eCourseware)
Thur., Feb. 27	<b>Quiz 4.</b> Location-Based Services. Google Maps.	<b>Google Map.</b>	Using GoogleMaps in Journalism by WordHerder
<b>Week 8</b>			
Tues., March 4	Lecture: Making Audio Journalism Visible. Demo: Audacity.	<b>Story #3</b>	Ch. 7;
Thur., March 6	<b>Quiz 5.</b> Lecture: Journalism as Conversation.		Ch. 10
<b>Week 9</b>			
Tues., March 11	Spring Break (no class)		
Thur., March 13	Spring Break (no class)		
<b>Week 10</b>			
Tues., March 18	Field Day. Meet at Java Cabana. Work your beats.		
Thur., March 20	<b>Quiz 7.</b> Lecture: Video Editing. Shoot bio videos for Micromemphis.	<b>Story #4 w/ Audio</b>	Ch. 8
<b>Week 11</b>			
Tues., March 25	Lecture: Cultivating your Social Media Persona. Demo: Uploading Bio Videos.		The Future of News will be social by Arianna Huffington; Nieman Reports, Fall 2009: "Let's Talk: Journalism and Social Media"
Thur., March 27	Co-Working session: Editing and Story Development.	<b>Story #5</b>	
<b>Week 12</b>			

Tues., April 1	Field Day. Work on your beats.		
Thur., April 3	Demo: SoundSlides.	<b>Story #6 w/ Video</b>	Make Your Audio Slideshows better; Tell a Good Story with Images and Sound
<b>Week 13</b>			
Tues., April 8	Lecture: News as a two-way conversation, and how to manage the feedback loop.		Ch. 11
Thur., April 10	<b>Quiz 8.</b> Convergence.	<b>Story #7</b>	Convergence Defined by Rich Gordon <b>Convergence: Examples</b> Las Vegas Sun; Driftless: Stories from Iowa; Soul of Athens
<b>Week 14</b>			
Tues., April 15	Co-Working session: Resumes/Job Hunting.	<b>Bring in your resume.</b>	
Thur., April 17	Field Day. Work on your beats.	<b>Story #8 (Audio Slideshow Due)</b>	
<b>Week 15</b>			
Tues., April 22	Work Day.		
Thur., April 24	Work Day. Critiques of online portfolio drafts.	Draft of Online Portfolio.	
Tues., April 29	<b>Online Portfolio DUE at 1 p.m.</b>		

**NOTE: Schedule and syllabus are subject to change based on the needs of this class and at the professor's discretion.**

## **ASSESSMENT**

### **PROFESSIONAL VALUES AND COMPETENCIES FOR MULTIMEDIA NEWS LAB:**

- To understand and apply the principles and laws of freedom of speech and press, for the country in which the institution that invites ACEJMC is located, 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.
- To demonstrate an understanding of the diversity of peoples and cultures and of the significance and impact of mass communications in a global society.
- To demonstrate an understanding of professional ethical principles and work ethically in pursuit of truth, accuracy, fairness and diversity;
- To think critically, creatively and independently;
- To conduct research and evaluate information by methods appropriate to the communications professions in which they work;
- To write correctly and clearly in forms and styles appropriate for the communications professions, audiences and purposes they serve;
- To critically evaluate their own work and that of others for accuracy and fairness, clarity, appropriate style and grammatical correctness;
- To apply tools and technologies appropriate for the communications professions in which they work.

### **HOW PROFESSIONAL VALUES AND COMPETENCIES WILL BE MET:**

#### **Cognitive Objectives To Be Mastered (Ability To Explain, Analyze, Understand, Think Critically):**

- To understand that stories on the web can be told in a variety of ways and that format is an important element of storytelling.

#### **Performance Standards To Be Met (Demonstrable Skills, Abilities, Techniques, Applied Competencies):**

- Determine which format is appropriate for story telling (video, slideshow, web-story, long format).
- Understand and practice different styles of writing for web stories, videos, long format writing and captions.
- Use social media, websites, digital cameras and editing programs to present information.

### **HOW ASSESSMENT OF STUDENT LEARNING WILL BE MET FOR MULTIMEDIA NEWS LAB**

#### *Awareness*

- Discuss the role of new media in society and responsibilities associated with covering underserved communities
- Discuss ethical treatment of subjects and issues

### *Application*

- Gather information from the community and disseminate to the public via the Internet
- Develop stories for the web and determine the most appropriate format for presentation.
- Gather information and research to develop stories for the web
- Create natural sound video packages, slideshows, and stories written for the web.

### **PROFESSIONAL VALUES AND COMPETENCIES FOR JOURNALISM PROGRAM:**

The Accrediting Council on Education in Journalism and Mass Communication requires that, irrespective of their particular specialization, all graduates should be aware of certain core values and competencies and be to

- understand and apply the principles and laws of freedom of speech and press, for the country in which the institution that invites ACEJMC is located, 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 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;
- 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.

### **ASSESSMENT OF STUDENT LEARNING FOR JOURNALISM PROGRAM:**

The Council seeks to promote student learning and encourages experimentation and innovation. Assessment is a system of evaluation of student learning at the course or unit level (as opposed to grading at the individual level). Three criteria should guide assessment of student learning:

- Awareness: familiarity with specific information, including facts, concepts, theories, laws and regulations, processes and effects.
- Understanding: assimilation and comprehension of information, concepts, theories and ideas.
- Application: competence in relating and applying skills, information, concepts, theories and ideas to the accomplishment of tasks.

### **DEPARTMENT POLICIES**

#### **EMAIL:**

You must have your UM email account activated. If you are using another provider such as Google, you are required to have your UM email forwarded to that account. Go to the <http://iam.memphis.edu> website to implement forwarding of UM email. You are required to check your email daily. You are responsible for complying with any email sent to you by your professor or the University.

#### **CELLPHONES:**

You must turn them off during class.

#### **ATTENDANCE:**

Class attendance is mandatory in the Department of Journalism. You may be assigned a failing grade for the semester for nonattendance, or habitual late arrival. No late work will be accepted without prior arrangements, which are acceptable to your professor. Students may not be permitted to make up any missing work unless it is for an absence due to illness or other catastrophic emergency such as a death in the family that can be documented (e.g. with a doctor's note or a copy of the newspaper obituary). This is a professional program for journalists who are expected to understand and comply with deadlines. If you have some problem making it to class on time make arrangements to fix the problem or consider taking another class. You should consider this class your "job" in the educational process and be on time just as you would elsewhere.

#### **CHEATING:**

In addition to university-wide policies stated in the Code of Student Rights and Responsibilities, the Department of Journalism considers making up quotes from sources, turning in substantially the same assignment for credit in two different courses, or a student receiving any assistance from others for work assigned to be done on his/her own, as acts of cheating punishable to the degree determined appropriate by the course instructor and department chair. That may include grade reductions or seeking dismissal of the student from the university.

"Your written work may be submitted to Turnitin.com, or a similar electronic detection method, for an evaluation of the originality of your ideas and proper use and attribution of sources. As part of this process, you may be required to submit electronic as well as hard copies of your written work, or be given other instructions to follow. By taking this course, you agree that all assignments may undergo this review process and that the assignment may be included as a source document in Turnitin.com's restricted access database solely for the purpose of detecting plagiarism in such documents. Any assignment not submitted according to the procedures given by the instructor may be penalized or may not be accepted at all." (Office of Legal Counsel, October 17, 2005)

**DISABILITY:**

Any student who feels s/he may need an accommodation based on the impact of a disability should contact the Office for Disability Services at (901) 678-2880 in 110 Wilder Tower Hall to coordinate reasonable accommodations for students with documented disabilities.

**ONLINE SETEs:**

You are urged to complete the SETEs evaluation of this course. Once your instructor has posted your grade, you can immediately see that grade, provided you completed a teacher evaluation for that class. How to access your evaluation forms: Log in using your UUID and email password; click on the gray "Student" tab; complete an evaluation for each course listed and hit the "Submit" button at the bottom of the form. It will only take a few minutes of your time. We take the evaluations very seriously and use them to improve courses and instructional quality. Your feedback is essential and will be appreciated.