

Multimedia News Lab

JOUR 4998-001

Fall 2014

MW 2:20 p.m. to 4:20 p.m.

Meeman 212

Dr. Ashley D. Furrow

Office: Meeman 324

Office Hours: Tuesdays 1 p.m.-5 p.m. and by appointment

Office Phone: 901-678-2854

Mobile Phone: 941-400-0833, no calls after 10 p.m. please

E-mail: adfurrow@memphis.edu

Twitter: [@ashleydfurrow](https://twitter.com/ashleydfurrow)

COURSE REQUIREMENTS

CATALOGUE/COURSE DESCRIPTION:

Write, produce content for a personal blog that will house multimedia stories on important, complex topics in the city of Memphis; course will mirror collaborative opportunities underway in industry and provide students with the strongest multimedia material possible for portfolios.

PREREQUISITE:

JOUR3526, 4120. 4500

TEXTBOOKS:

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

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 48-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, Foursquare, Final Cut Pro, etc.) to tell news stories through a variety of media platforms.

COURSE ASSIGNMENTS: Grades in the class will come from the following activities:

1. **Quizzes:** Quizzes will be given at the beginning of class on several Wednesdays, 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) and the front page of the Washington Post, http://www.washingtonpost.com/todays_paper/updates/.

2. **Blogging:** To put some of the theoretical and web design concepts we discuss in class to good use, I want each student to start a blog this semester. It must be a new blog and not one they are not already writing. I want this blog to serve as part of the student's online portfolio as well. The overall topic or "beat" should have a news focus and be Memphis centric. Students will incorporate their project for this class into their blog. Students are required to post at least once a week on their blog.

You may use any blogging site that you are comfortable with. Most of my students use WordPress, Weebly or Wix to set up their blog and portfolio website. Remember that this URL will service both your blog and your professional portfolio so use your first and last name for your URL. Ex. ashleydfurrow@wordpress.com. Make sure you send the instructor a link as soon as you have the address. A total of **eight** posts are required for the semester. Each post is worth 100 points. Posts must be turned in on or before the due date. I will NOT allow students to retroactively write posts. Once you post each blog, you will use your Twitter account to promote your post and officially turn in your assignment. Blog posts not posted to your Twitter account on or before the deadline will not be graded. *Check the class schedule for the due dates.*

At least three hyperlinks, one form of original multimedia (photos, audio or video), and more than one source are required for each post. I will deduct three points for every missing link. I also reserve the right to deduct points because I will be looking for application of the online journalism principles we discuss. These include interaction with the audience, carefully referenced and linked sources, and occasional multimedia opportunities.

3. **Blog Projects:** Students will be asked to complete three fairly substantial journalistic works on their blog. Each one represents a new direction for online journalism and allows students to apply the fundamentals we discuss. With each of these projects, I want students to focus on **journalism**. The goal of each one should be provided factual, verified information that the individual reporter caters to his or her audience. However, I want students in this class to think beyond the strict confines of the "news story." The goal of this project is to get them to take risks as they apply new models to the traditional reporting process.

There will be detailed grading rubrics for each project on e-Courseware to help, but I want each student to take risks and try new ways to implement these tools.

1. **Social:** Students will use social media to report and publish a news story that relates to their blog beat. The story idea should be their own. However, they are expected to use social media for sources, both in curating information and in directly asking their followers for tips. Examples for this project include a

Twitter live chat the student hosts, a new or extensive edits to a Wikipedia article on a related topic or a Facebook group related to the topic.

2. **Location-based:** Services such as Four-Square, Gowalla, and Yelp represent the future of journalism, media scholars argue. News organizations are also embracing the contextual ability of mapping sites, such as Google Maps and Google Earth. For this assignment, students will create a location-based news story that either uses a Google map, GoWalla trip or Four-Square To-Do List to contextualize the news.
3. **Multimedia:** This is the simplest of the three to describe, but maybe the most difficult to complete. I want students to write and report a 500-word story with at least three sources and two multimedia elements to go with the story that add context and continuity. One element will be a photo audio slideshow and the other can include a video or interactive components such as polls, charts, graphs or live chats. The focus on this assignment will be multimediality and interactivity.

4. **Three Articles/Tasks:** All articles should be turned in via Dropbox on eCourseware in a Microsoft Word document, and, once graded/edited, promptly posted to your blog no later than the time specified. The article must arrive in my inbox before the time specified or turned in during class, or it is considered late. **NOTE:** Connectivity issues are not an excuse to be late. Other non-excuses: missing class, computer issues, my dog ate it... you get the picture. I suggest you cc yourself for proof the assignment was sent/received if you email it.

5. **Online Portfolio:** Students will create a professional online portfolio as a tool to market themselves on the job market. The details and requirements of the portfolio will be discussed during Week 12 of the semester.

GRADING:

1. Attendance and Participation: 10 percent	A = 94-100	C+ = 77-79
2. Quizzes: 10 percent	A- = 90-93	C = 74-76
3. Blogs: 40 percent	B+ = 87-89	C- = 70-73
4. Blog Projects: 20 percent	B = 84-86	D = 65-69
5. Online Portfolio: 20 percent	B- = 80-83	F = 64 & below

ATTENDANCE & CLASS CONDUCT:

Attendance is mandatory and will be taken at the beginning of each class session. **Students are allowed three unexcused absences;** after three, additional unexcused absences will drop the student's final grade by one letter grade for each absence. Missing a total of seven classes will result in the student failing the course. 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. Attendance will be determined by signing the daily sign-in sheet for the course.

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 blogs 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.

EXTRA CREDIT:

Two opportunities exist for extra credit worth 25 points each and will be added to your lowest lab assignment grade. If you choose to complete the extra credit, it is due on the last day of classes, Wednesday, December 3, via Dropbox on eCourseware.

1. A 500-word critique of a week's worth of *The Daily Helmsman*. What does our campus paper do well in terms of editing principles; what could they do better? The critique must include examples and should be done from the perspective of its main audience: the campus community.
2. A 500-word critique of [washingtonpost.com](http://www.washingtonpost.com). How does the Web site handle breaking news, for instance? What does the site do well? What could they do better?

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.

If you want to talk about the class, come and see me and don't worry about having an appointment. My office door is open frequently. If my office hours are inconvenient for you, make a special appointment (I'm flexible). The bottom line is I'm a friend of students and like to talk to them.

TENTATIVE SCHEDULE:

Class	Content	Due	Readings
Week 1			
Mon., Aug. 25	Introduction. Job Preparation. Class expectations.		
Wed., Aug. 27	Blogging. Discuss beats.	<i>Choose a beat.</i>	Intro and Ch. 1
Week 2			
Mon., Sept. 1	Labor Day. (No Class.)		Ch. 2
Wed., Sept. 3	Quiz 1. Twitter Scavenger Hunt.	<i>Intro blog entry must be posted today by midnight; email me the URL once it's posted.</i>	Read 10 Commandments of Twitter, by Vadim Lavrusik
Week 3			
Mon., Sept. 8	Cultivating good sources. Demo Storify.	<i>Storify scavenger hunt. Post on blog.</i>	Ch. 4
Wed., Sept. 10	Quiz 2. Discuss Briggs Ch. 4 and 5.		Ch. 5
Week 4			
Mon., Sept. 15	Shooting and editing good photos. Present first story ideas.	<i>Story Idea Tip Sheet.</i>	Ch. 6
Wed., Sept. 17	Quiz 3. Linking. Nikon DSLR camera demo.	<i>Blog Post #2 due Friday, Sept. 19, by midnight.</i>	Thornburg Ch. 7 (on eCourseware)
Week 5			
Mon., Sept. 22	Field Day. Meet at Café Eclectic. Work your beats. (Story #1 due Wednesday)	<i>Assignment 1: Q&A w/ Mugshot. Upload to e-Courseware.</i>	
Wed., Sept. 24	Journalism Ethics and the Web.	<i>Blog Post #3 (edited version of Assignment #1) due Friday, Sept. 26, by midnight.</i>	
Week 6			
Mon., Sept. 29	Guest Lecture.		
Wed., Oct. 1	Field Day. Work your beats.	<i>Social Blog Project due Friday, Oct. 3, by midnight.</i>	
Week 7			
Mon., Oct. 6	Writing Headlines. Editing Articles.		Thornburg Ch. 5 (on eCourseware)
Wed., Oct. 8	Quiz 4. Location-Based Services. Google Maps.	<i>Blog Post #4 due Friday, Oct. 10, by midnight.</i>	Using GoogleMaps in Journalism by WordHerder
Week 8			
Mon., Oct. 13	Fall Break. (No Class).		
Wed., Oct. 15	Guest Lecture.	<i>Location Blog Project</i>	

		<i>due Friday, Oct. 17, before midnight.</i>	
Week 9			
Mon., Oct. 20	Lecture: Making Audio Journalism Visible. Demo: Audacity.		Ch. 7;
Wed., Oct. 22	Quiz 5. Lecture: Journalism as Conversation.	<i>Blog Post #5 due Friday, Oct. 24, by midnight.</i>	Ch. 10
Week 10			
Mon., Oct. 27	Field Day. Meet at Café Eclectic. Work your beats.		
Wed., Oct. 29	Quiz 7. Lecture: Video Editing. Shoot bio videos.	<i>Assignment #2 News Story; upload to eCourseware by midnight.</i>	Ch. 8
Week 11			
Mon., Nov. 3	Lecture: Cultivating your Social Media Persona.		The Future of News will be social by Arianna Huffington; Nieman Reports, Fall 2009: "Let's Talk: Journalism and Social Media"
Wed., Nov. 5	Co-Working session: Editing and Story Development.	<i>Blog Post #6 (edited version of Assignment #2) due Friday, Nov. 7, by midnight.</i>	
Week 12			
Mon., Nov. 10	Field Day. Work on your beats.		
Wed., Nov. 12	Convergence. Demo: Uploading Bio Videos.	<i>Blog Post #7 due Friday, Nov. 14, by midnight. (edited video of blog intro)</i>	Convergence Defined by Rich Gordon Convergence: Examples Las Vegas Sun; Driftless: Stories from Iowa; Soul of Athens
Week 13			
Mon., Nov. 17	Lecture: News as a two-way conversation, and how to manage the feedback loop.		Ch. 11
Wed., Nov. 19	Quiz 8. Resume Design. Demo: SoundSlides.	<i>Assignment #3 Profile/Feature email to me due Friday, Nov. 21, by midnight.</i>	Make Your Audio Slideshows better; Tell a Good Story with Images and Sound
Week 14			
Mon., Nov. 24	Resume critique.	<i>Bring in your resume.</i>	
Wed., Nov. 26	Field Day. Work on your beats.	<i>Blog Post #8 (edited version of Assignment #3) due Friday, Nov. 28, by midnight.</i>	

Week 15			
Mon., Dec. 1	Work Day.		
Wed., Dec. 3	Work Day. Critiques of online portfolio drafts.	<i>Online Portfolio Drafts.</i> <i>Multimedia Blog Project due Friday, Dec. 5, by midnight.</i>	
Wed., Dec. 10	Online Portfolio Presentations at 1 p.m.		

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. 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 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)

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.

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.