

CMM 4100 Fall 2017

Multiplatform Journalism

Instructors: Pamela Rolfe and Dale Fuchs

Class time: 11:00-12:15 Tues. and Thurs.

Office hours: TBA

Email: dfuchs1@slu.edu, prolfe@slu.edu

Prerequisite: CMM 2100, CMM 3110 or instructor permission

COURSE DESCRIPTION

This is a hands-on workshop in digital media in which you will become proficient at packaging your stories across platforms. You will choose a Spain-related iBeat that will allow you to gather original, on-scene reporting to create multimedia packages including text, sound, visuals and social media. You will also create a blog to post assignments and design a personal digital portfolio that will act as a calling card of your work in Madrid. Throughout the course, you will learn to identify the unique characteristics of each platform and evaluate their relative strengths and weaknesses. By the end of the semester, you will become savvy producers and consumers of journalism across platforms.

COURSE GOALS AND OBJECTIVES

Above all, this course aims to help further hone your analytical and story-telling skills, and enable you to apply these skills to digital media for use on various platforms (tablet, smartphone and computer). To do so, you will produce original, platform-appropriate news using social media and blogs.

The course will train you to produce reports that uphold journalistic principles and engage audiences. In doing so, you will learn to assess which platform is most appropriate for which message. Using current events, the course also aims to foster thoughtful, reasoned debate on how technology influences the shape of news coverage.

STUDENT LEARNING OUTCOMES:

The specific objectives of this course fall into two categories, which will be used in grading: multi-media production skills, which include research and organization as well as the shape of the final product, and analytic skills, which are to be demonstrated in class discussions, exams and written blog entries.

In terms of production, it is hoped that you will be able to do the following:

- Conduct background research on Spain-related topics
- Conduct original interviews, record original sound and film, and capture original photographic images in Madrid
- Plan and organize multi-media reporting projects using this original material with an awareness of the your intended audience and the intended publication platform
- Produce multi-media reporting projects using current software programs and digital technology
- Apply social media tools such as Twitter to the reporting and distribution process of your projects
- Plan, organize and publish a personal portfolio website with a clear, well-developed theme

Regarding critical thinking, by the end of the course you should be able to do the following:

- analyze various specific reporting projects produced by news professionals

- evaluate the appropriateness of different media platforms for a given message
- compare and contrast the strengths and weaknesses of different media platforms
- assess the impact of technology changes on the process of gathering and disseminating the news
- assess the impact of technology change on global communication and the public sphere
- evaluate ethical and legal issues in digital news gathering and dissemination

READINGS AND REQUIRED MATERIALS

The Associated Press Stylebook

Course handouts and online readings will be provided

COURSE BLOG AND SOCIAL MEDIA

Each student will create an individual blog where you will post assignments. Students' personal blogs will be accessible through a blogroll on the class blog. Some of our assignments will involve posting links & photos to Twitter. Use the hashtag [#mpjmad2017](#) in ALL of your tweets for this class.

COURSE POLICIES

1) Attendance:

Attendance is mandatory. It forms a part of your participation score. More than five unexcused absences will automatically result in a failing grade for the course.

2) Participation:

Participation will be tied to attendance, but it is not enough to simply show up. You will earn a score reflecting your degree of 1) demonstrated preparation for classes in which we work on our projects, and 2) participation in class discussion of assigned readings and blog posts.

Many of our class sessions will include collaborating with classmates and providing feedback.

Please see the rubric posted on blackboard.

A significant part of your participation grade will be earned by an oral report and blog post in which you review one tool of digital journalism.

3) **Use of smart phones and other electronic devices**

When you are in class, please mute your cell phones and other devices. You are not permitted to send text messages, email, surf the web or use social media during class – except when specifically asked to do so for class business. You will be asked to leave the class if you engage in these activities, and, therefore, lose all the points that may be associated with the day's activities.

4) **Respect & responsibility:** We will treat each other with respect, especially during class discussions on topics in which there may be a variety of opinions.

- Racism, sexism, and otherwise offensive remarks, behaviors, or language will not be tolerated in class or assignments.
- Each member of this class is expected to treat everyone in an ethical manner with respect and professionalism. Any student whose behavior prevents other students from learning or feeling comfortable in class may be dropped from the class
- In providing feedback, everyone is expected to avoid simplistic value judgments such as "I love it" or "I hate it." Instead, in offering constructive criticism, strive to specify concrete aspects of content and style and their effect on you and the project as a whole. Treat each other's work as you would like yours to be treated.

5) **Deadlines.** Assignments are clearly noted on the syllabus and are due at the stated times. Regularly check the class plan on the syllabus, which is posted on Blackboard.

- If you do not come to class when one of the assignments is due, it will progressively lose points until handed in.
- If, at any point in the semester, you lose material, you will not be excused from submitting an assignment. Failure to turn in an assignment, for any reason, will result in a zero for the assignment. Be cautious with your digital material. Back-up frequently.

5) **In-class assignments.** In-class assignments can not be made up and the points for that activity will be lost.

6) **Take-home assignments.** Any take-home assignments or quizzes must be completed individually. Working together constitutes cheating. Please see Academic Honesty Policy below.

5) Grade disputes: If you believe that you have been graded unfairly you are certainly welcome to discuss the matter with me no later than one week after you've received the grade. If you have a specific question or complaint regarding a particular quiz or item, please write the question number and your objection on a sheet of paper and submit it (within the one-week grace period) along with an explanation of your answer or other appropriate rationale. The only exception to this policy is a miscalculated grade – an arithmetic error.

ACADEMIC ACCOMODATION

In recognition that people learn in a variety of ways and that learning is influenced by multiple factors (e.g., prior experience, study skills, learning disability), resources to support student success are available on campus. Students

who think they might benefit from these resources can find out more about:

1. Course-level support (e.g., faculty member, departmental resources, etc.) by asking your course instructor.

2. University-level support (e.g., tutoring/writing services, Disability Services) by visiting the Academic Dean's Office (San Ignacio Hall) or by going to:

http://spain.slu.edu/academics/learning_resources.html.

Students who believe that, due to a disability, they could benefit from academic accommodations are encouraged to contact Disability Services at +34 915 54 58 58, ext. 204, send an e-mail to counselingcenter-madrid@slu.edu, or to visit the Counseling Office (San Ignacio Hall). Confidentiality will be observed in all inquiries. Course instructors support student accommodation requests when an approved letter from Disability Services has been received and when students discuss these accommodations with the instructor after receipt of the approved letter

ACADEMIC HONESTY POLICY

The University is a community of learning, whose effectiveness requires an environment of mutual trust and integrity, such as would be expected at a Jesuit, Catholic institution. As members of this community, students, faculty, and staff members share the responsibility to maintain this environment. Academic dishonesty violates it. Although not all forms of academic dishonesty can be listed here, it can be said in general that soliciting, receiving, or providing any unauthorized assistance in the completion of any work submitted toward academic credit is dishonest. It not only violates the mutual trust necessary between faculty and students but also undermines the validity of the University's evaluation of students and takes unfair advantage of fellow students. Further, it is the responsibility

of any student who observes such dishonest conduct to call it to the attention of a faculty member or administrator.

Examples of academic dishonesty would be copying from another student, copying from a book or class notes during a closed-book exam, submitting materials authored by or editorially revised by another person but presented as the student's own work, copying a passage or text directly from a published source without appropriately citing or recognizing that source, taking a test or doing an assignment or other academic work for another student, tampering with another student's work, securing or supplying in advance a copy of an examination without the knowledge or consent of the instructor, and colluding with another student or students to engage in an act of academic dishonesty.

Where there is clear indication of such dishonesty, a faculty member or administrator has the responsibility to apply appropriate sanctions. Investigations of violations will be conducted in accord with standards and procedures of the school or college through which the course or research is offered. Recommendations of sanctions to be imposed will be made to the dean of the school or college in which the student is enrolled. Possible sanctions for a violation of academic integrity include, but are not limited to, disciplinary probation, suspension, and dismissal from the University. The complete SLU Academic Honesty Policy can be found at the following link:

http://spain.slu.edu/academics/academic_advising/docs/Academic_integrity.pdf

In this class, **it is also prohibited to fabricate quotes or include fictitious (made-up) material of any sort in written assignments. The use of any such fabricated material will result in an automatic F for the course.** Professional journalists are not board-certified and only have their reputation to stand on. In the professional world, any

reporter caught plagiarizing or making up information would lose his or her job and never find work at a reputable media outlet again.

REPORTING OF SEXUAL MISCONDUCT

Saint Louis University and its faculty are committed to supporting our students and seeking an environment that is free of bias, discrimination, and harassment. If you have encountered any form of sexual misconduct (e.g. sexual assault, sexual harassment, stalking, domestic or dating violence), we encourage you to report this to the University. If you speak with a faculty member about an incident of misconduct, that faculty member must notify SLU's Title IX deputy coordinator, Marta Maruri, whose office is located on the ground floor of Padre Rubio Hall, Avenida del Valle, 28 (mmaruri@slu.edu; 915-54-5858 ext. 213) and share the basic fact of your experience with her. The Title IX deputy coordinator will then be available to assist you in understanding all of your options and in connecting you with all possible resources on and off campus.

If you wish to speak with a confidential source, you may contact the counselors at the SLU-Madrid's Counseling Services on the third floor of San Ignacio Hall (counselingcenter-madrid@slu.edu; 915-54-5858 ext. 230) or Sinews Multipletherapy Institute, the off-campus provider of counseling services for SLU-Madrid (www.sinews.es; 91-700-1979) To view SLU-Madrid's sexual misconduct policy and for resources, please visit the following web address: http://spain.slu.edu/student_life/docs/SLUMadridSexualMisconductPolicy.pdf.

COLLECTION OF STUDENT WORK FOR ASSESSMENT

Saint Louis University - Madrid Campus is committed to excellent and innovative educational practices. In order to maintain quality academic offerings and to conform to relevant accreditation requirements, we regularly assess our teaching, services, and programs for evidence of student

learning outcomes achievement. For this purpose we keep on file anonymized representative examples of student work from all courses and programs such as: assignments, papers, exams, portfolios, and results from student surveys, focus groups, and reflective exercises. Thus, copies of your work for this course, including any exams, articles or written exercises may be kept on file for institutional research, assessment and accreditation purposes. **If you prefer that Saint Louis University-Madrid Campus does not keep your work on file, you will need to communicate your decision in writing to one of us.**

FINAL EXAM POLICY

Attendance is mandatory. No final exam can be given outside of the assigned date to any student without the permission of the Academic Dean's Office.

GRADING

Grades will be weighted as follows:

Projects:

News project 1: 20%

News project 2: 20%

Personal portfolio: 10%

Blog Posts: 15%

Weekly Tweets: 10%

Attendance and participation (including Tool Review): 15%

Oral presentation: 10%

GRADING SCALE

Grades/ Grading scale

A	4.00	93-100%
A-	3.70	90-92.9%
B+	3.30	87-89.9%
B	3.00	83-86.9%
B-	2.70	80-82.9%
C+	2.30	77-79.9%
C	2.00	73-76.9%
C-	1.70	70-72.9%
D	1.00	60-69.9%
F	0.00	below 60%

CLASS SCHEDULE

This is a tentative schedule. We may alter it as the semester progresses.

NB: Weekly tweets are due by Friday

Date	Topics covered	Due at start of class
Tues. Sept 5	Introduction	
Thurs. Sept 7	Workshop: Basics of beat reporting and brainstorming iBeat	<ul style="list-style-type: none">• Bring computers or tablet for work
Tues. Sept 12	Overview of MPJ and professional journalism components	<ul style="list-style-type: none">• Completed blog profile
Thurs. Sept 14 Obligatory class. We will make decision for rest of semester.	Workshop: Assignment of iBeats, tweeting the news and positioning as an expert.	<ul style="list-style-type: none">• Project pitch• Completed twitter account• Read: Twitter Advice
Tues. Sept 19	Analysis of examples of multimedia texts	<ul style="list-style-type: none">• Read: Snowfall and other examples of MPJ Projects folder
Thurs. Sept 21	Workshop: Storyboarding news project 1	<ul style="list-style-type: none">• Present outline of project 1 components• Tool review
Tues. Sept 26	Class analysis of professional projects	<ul style="list-style-type: none">• Present one example from MPJ folder (to be assigned)• Due: Blog Post 1

Thurs. Sept 28	Workshop: Jazzing it up	<ul style="list-style-type: none"> • Bring lead and quotes for feature story
Tues Oct. 3	Digital Ethics	<ul style="list-style-type: none"> • Read: Online Copyright and Digital Ethics
Thurs. Oct 5	Workshop: Editing Project 1	<ul style="list-style-type: none"> • Draft of news briefs • Due: Blog Post 2 • Tool Review
Tues. Oct 10	Workshop: Editing Project 1	<ul style="list-style-type: none"> • Draft of project
Tues. Oct 17	Guest Speaker: Community Management and SEO	<ul style="list-style-type: none"> • Due: Project 1
Thurs. Oct. 19	MPJ and Politics (Let's Talk Trump)	<ul style="list-style-type: none"> • Read Politics and Digital Media folder
Tues. Oct. 24	Workshop: Brainstorming of Project 2 and possible reassignment of iBeats	<ul style="list-style-type: none"> • Pitch Project 2 • Tool Review
Thurs. Oct. 26	MPJ and Politics (The Aftermath)	<ul style="list-style-type: none"> • Read Politics and Digital Media folder • Blog Post 3
Tues. Oct. 31	Workshop: Storyboarding project 2	<ul style="list-style-type: none"> • Present outline of Project 2 components
Thurs. Nov. 2	Literary Comparisons of New and Old Media (New York Times vs	<ul style="list-style-type: none"> • Read: Old vs New • Blog Post 4

	Huffington Post)	
Tues. Nov. 7	Workshop: workday project 2	<ul style="list-style-type: none"> • Completed rough draft of main feature • Raw material for visuals • Tool Review
Thurs. Nov. 9	Holiday	HOLIDAY
Tues. Nov. 14	Workshop: editing project 2	<ul style="list-style-type: none"> • Rough draft of news briefs and side bar
Thurs. Nov. 16	Problems and Pitfalls in Digital Journalism	<ul style="list-style-type: none"> • Problems and Pitfalls • Tool Review
Tues. Nov. 21	Workshop: Peer editing of project 2	<ul style="list-style-type: none"> • Post project before class and bring laptops to class • Blog Post 5
Thurs. Nov. 23	Digital Manipulation	<ul style="list-style-type: none"> • Read: Manipulation
Tues. Nov. 28	Workshop: presentation of Project 2	<ul style="list-style-type: none"> • Due: Project 2 • Tool Review
Thurs. Nov. 30	Personal branding	<ul style="list-style-type: none"> • Read: Personal Branding
Tues. Dec. 5	Workshop: workday personal portfolios	<ul style="list-style-type: none"> • Storyboard for personal portfolio • Tool Review
Thurs. Dec. 7	Workshop: workday personal portfolios	<ul style="list-style-type: none"> • Bring computers or tablets for work • come prepared to show work in progress

		<ul style="list-style-type: none">• Tool Review
Tues. Dec. 12	Wrap up MPJ	<ul style="list-style-type: none">• Due: Personal Portfolio
Thurs. Dec. 14 noon	FINAL EXAM	<ul style="list-style-type: none">• Oral Presentation of Personal Portfolio