Loyola University Chicago
COMM 208: Technology for Journalists
Spring 2015
M, W, F 1:40 pm-2:30pm

Instructor: Richelle F. Rogers
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Please allow up to 24 hours for a response to e-mail. Remember to include your name and the course number on your subject line. Please use your Loyola e-mail account when sending e-mails. Please limit your email inquiries to 7a.m. – 6 p.m. CST.
Office: SOC 204   - Second Floor
Office Hours: M, F 11AM-1PM; W, Noon-1PM
(All appointments must be scheduled via the class Sakai page under the sign up tab. The Instructor will not see students without an appointment.)

COURSE DESCRIPTION

This course will introduce 21st century journalism skills and the new technologies journalists are using to report and edit across platforms. Students will develop a better understanding as to how technology is changing the way journalists report stories.

IDEA COURSE OBJECTIVES:

- Gaining factual knowledge (terminology, classifications, methods, trends)
- Developing skill in expressing oneself orally or in writing
- Learning to *apply* course material (to improve thinking, problem solving, and decisions)

ASSIGNED READING:

There is not a required text for the course, however, students are required to read additional materials for class.

ADDITIONAL REQUIREMENTS:

Students are required to purchase Reporters Notebooks a Voice Recorder and an external or flash drive for class assignments.

SOC EQUIPMENT

The School of Communication has a variety of equipment that we can use for class-related projects. This equipment may be checked out through Andi Pacheco in SOC 004 (contact apacheco@luc.edu; phone 312-915-8830).

CLASS ATTENDANCE

It's imperative that students attend every class and arrive on time. When you miss a class, or arrive late you miss important information that can easily place your grade in serious jeopardy.

IDEAS LAB (ILab)
Inspired by the 1871 innovation lab and Harvard University's CS 50 course, students from various courses will meet to seek additional guidance and to brainstorm/trade ideas. The purpose of the ideas lab is to encourage students to seek answers collaboratively in a high-energy environment. Ideas lab will meet once a month from 4pm-6pm (location/dates TBA). Students will cover Ideas Lab as a part of a class project. Students who are not registered for the class will not be able to attend ILab.

CLASS ASSIGNMENTS/ WEEKLY UPDATES AVAILABLE VIA SAKAI

Sakai will serve as the course hub. You are expected to check on Sakai before each scheduled class. The syllabus and updated class assignments are available via Sakai.

DRESS CODE FOR REPORTING FIELD TRIPS

For the duration of this course, you are professional reporters and writers. Occasionally, I will require the class to wear casual business attire for reporting field trips. Students represent Loyola University at all times and are expected to look and act in a professional manner.

GUEST SPEAKERS

This course will often feature high-profile guest speakers. Students are required to be well prepared for all discussions and participate in question and answer sessions.

TECH SITES

The course will reference the following sites throughout the Semester. Students should download all sites to their laptop and/or mobile phones.

http://blogs.luc.edu/webnews/blog-tutorials/
http://www.skype.com/en/
https://videolicious.com
http://www.iphoneff.com
http://mobilereportingfieldguide.com
https://storify.com

GRADING AND ASSIGNMENTS

A
B
C
D
F

Class assignments: 40 percent

Tech Forum (first six weeks of the course): 30 percent

Multimedia Project (student's choice): 30 percent

ASSIGNMENTS AND DEADLINES

Unless specified by the instructor, assignments are due at the beginning of class (1:40PM) via the class Sakai website. Assignments must be submitted online and will not be accepted after 1:40PM. UNLESS INSTRUCTED, DO NOT EMAIL ASSIGNMENTS.

ASSIGNMENT RUBRIC

Grade	Description
A range	Story is ready for print. The details in the story are clear and well structured. Thorough research and documentation of ideas are present. The story is balanced and objective. The story is free of punctuation, spelling or grammatical glitches; no errors of fact are present. All the necessary details, documentation, quotes, are accurate and properly sourced.
B range	Story needs minor revisions. The details in the story require additional clarity. The writing may need to be streamlined. Story structure needs minimal editing. Errors of fact (incorrect spelling of a title, reference name, source, or date, etc.) show inattention to detail/accuracy although content is above average.
C range	The story needs considerable editorial revisions. The story is poorly organized and confusing. Although basic facts most likely are there, the story lacks appropriate attribution or quotes. The Story has multiple style, grammar, punctuation, spelling, and word usage. Errors of fact (incorrect spelling of a title, reference name, wrong source, dates) show inattention to detail and accuracy.
D –F range	Weak, unfocused work. Student needs to rethink the execution of the assignment. Story structure, organization and clarity are below average. The story has numerous grammar, punctuation, and spelling errors. The story is inaccurate or libelous.

TECH JOURNALIST FORUM (via Sakai)

During the first six weeks of the course, *Sakai's Forums* will be a crucial component for the class and we will use this feature for much of our online participation. The objective of the forum is to introduce students to high quality, yet interactive reporting. Each week, students will moderate a tech forum and critically discuss an innovative, multimedia story. Students can select stories on their own or from the following link:

http://www.nytimes.com/newsgraphics/2013/12/30/year-in-interactive-storytelling/

When you are a forum leader, your job is as follows:

- Find a multimedia news story from an online credible news source or from the provided link.
- Begin a new forum "conversation" inside of the forum "Tech journalism"
- Include the title of, and link to the story
- Write a short summary (a paragraph summarizing the story and pull a quote). I will look for evidence that you have given considerable consideration to your selection (including thoroughly reading and thinking critically about the story's message and method of delivery).
- Ask at least three questions that focus on the central idea in the story as well as how technology is used to illustrate that idea.
- Posts must be live by **Monday at 1:40pm.**
- <u>Forum leaders are required to create and moderate a thoughtful discussion. This includes responding to colleague's posts and asking additional questions of the respondents</u>.
- The forum leader schedule is available under the forums tab.

When you are a forum participant:

- Students are required to **submit two responses to the tech forum per week**.
- I'm looking for thoughtful and intelligent responses. Students are expected to be respectful of their colleagues' ideas. If you disagree with your colleague, please communicate your criticism in a constructive manner.
- Try to avoid the, "me too" response and really contribute to the discussion in a meaningful way. Write about what speaks to you as a viewer/reader and why.
- You have until Friday at 6pm to participate.
- An ideal lead post and discussion are available via the class Sakai website under the "forums" tab.

Forum grades:

- Students will receive 7 letter grades total for the forum. One grade for your role as forum leader and six as participant.
- The instructor reserves the right to assign extra credit for any post(s) that are deemed outstanding.
- Grades will be delivered every week until the forum concludes on Friday, February 27, 2015.

ACADEMIC DISHONESTY

Loyola University and the School of Communication expect academic integrity and have policies regarding academic dishonesty. Specifically for the SOC:

A basic mission of a university is to search for and to communicate truth as it is honestly perceived. A genuine learning community cannot exist unless this demanding standard is a fundamental tenet of the intellectual life of the community. Students of Loyola University Chicago are expected to know, to respect, and to practice this standard of personal honesty.

Academic dishonesty can take several forms, including, but not limited to cheating, plagiarism, copying another student's work, and submitting false documents. Academic cheating is a serious act that violates academic integrity. Cheating includes, but is not limited to, such acts as:

- Obtaining, distributing, or communicating examination materials prior to the scheduled examination without the consent of the teacher;
- Providing information to another student during an examination;
- Obtaining information from another student or any other person during an examination;
- Using any material or equipment during an examination without consent of the instructor, or in a manner which is not authorized by the instructor;
- Attempting to change answers after the examination has been submitted;
- Unauthorized collaboration, or the use in whole or part of another student's work, on homework, lab reports, programming assignments, and any other course work which is completed outside of the classroom;
- Falsifying medical or other documents to petition for excused absences or extensions of deadlines or
- Any other action that, by omission or commission, compromises the integrity of the academic evaluation process.

Plagiarism is a serious violation of the standards of academic honesty. Plagiarism is the appropriation of ideas, language, work, or intellectual property of another, either by intent or by negligence, without sufficient public acknowledgement and appropriate citation that the material is not one's own. It is true that every thought probably has been influenced to some degree by the thoughts and actions of others. Such influences can be thought of as affecting the ways we see things and express all thoughts. Plagiarism, however, involves the taking and use of specific words and ideas of others without proper acknowledgement of the sources, and includes, but is not limited to, the following:

- Submitting as one's own material copied from a published source, such as Internet, print, CD-ROM, audio, video, etc.;

- Submitting as one's own another person's unpublished work or examination material;

- Allowing another or paying another to write or research a paper for one's own benefit; ⬚or

- Purchasing, acquiring, and using for course credit a pre-written paper. ⬚The above list is in no way intended to be exhaustive. Students should be guided by the principle that it is of utmost importance to give proper recognition to all sources. To do so is both an act of personal, professional courtesy and of intellectual honesty. Any failure to do so, whether by intent or by neglect, whether by omission or commission, is an act of plagiarism.

Academic dishonesty of any kind will not be tolerated. Plagiarism in your work will result in a minimum of a failing grade for that assignment. The case may carry further sanctions from the School of Communication or the University, the most serious being permanent expulsion. Avoid turning in work that could be interpreted as plagiarism or academically dishonest (e.g., failing to properly credit a source or using someone else's ideas without clarifying that they are not yours). This is an academic community; being uninformed or naive is not an acceptable excuse for not properly referencing sources.

Plagiarism or any other act of academic dishonesty will result minimally in the instructor's assigning the grade of "F" for the assignment or examination. The instructor may impose a more severe sanction, including a grade of "F" in the course. All instances of academic dishonesty must be reported by the instructor to the appropriate area head and to the office of the Dean of the School of Communication.

The School of Communication maintains a permanent record of all instances of academic dishonesty. The information in that record is confidential. However, students may be asked to sign a waiver which releases that student's record of dishonesty as a part of the student's application to a graduate or professional school, to a potential employer, to a bar association, or to similar organizations.

You are expected to be familiar with and abide by Loyola's code of academic integrity. You can find Loyola's policies regarding academic integrity at:

http://www.luc.edu/academics/catalog/undergrad/reg_academicintegrity.shtml

SPECIAL NEEDS

Students are urged to contact the instructor should they have questions concerning course materials and procedures. If you have a special circumstance that may have some impact on your course work and for which you may require accommodations,

please contact the instructor early in the semester so that arrangements can be made with the Services for Students with Disabilities (SSWD).

Any student with a learning disability that needs special accommodation during exams or class periods should provide documentation from Services for Students with Disabilities confidentially to the instructor. The instructor will accommodate that student's needs in the best way possible, given the constraints of course content and processes. It is the student's responsibility to plan in advance in order to meet their own needs and assignment due dates.

THE COURSE (Subject to change):

Week one: Introductions/Read the Syllabus/How Technology is reporting
Jan.12: Introductions/Syllabus review
<u>**Assignment:**</u> Read the Syllabus

Week two: Writing basics – The elements of a good story
Jan 19: **Class does not meet**
Jan 21: Forums begin

Week three: Writing basics – Finding, Cultivating and Using Sources

Week four: Writing basics – Quotes and Attribution/Accuracy and Verification

Week five: Breaking News Production Week - Class exercises all week

Week six: Back-pocket Journalism - Interview techniques

Week seven: Back-pocket journalism - Interview techniques
Feb. 27: Forums end

Week eight: Spring break- Class does not meet

Week nine: Back-pocket Journalism – Video/Audio

Week ten: Back-pocket Journalism - Video/Audio

Week eleven: Breaking news Production week - Class exercises all week

Week twelve: Back-pocket project review
Apr. 4: **Easter Break - Class does not meet**

Week thirteen: Multimedia storytelling project begins
Apr. 6: **Easter Break – Class does not meet**

Week fourteen: Production week – Multimedia Presentations

Week fifteen: Multimedia Presentations
Apr. 24: Class does not meet

Week sixteen: Final grades delivered via Locus