

The Basics

Course Meeting Times and Format

Classes are scheduled Friday, 8:00 am - 10:30 am. Generally, the first half of the class will be devoted to discussion of the course readings, including how you relate your readings to your digital news organizations (see Assignments for details), and a review of projects. The second half of class will be devoted to learning new technology, practicing various skills and developing your projects. There will be a 10 minute break in the middle of the class.

Contact Information

Professor: Dr. Kathleen Ryan

Office: Armory 1B 35

Office Hours: Monday 11:30 am-1:00 pm, Friday 10:45 am-12:00 pm or by appointment.

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Required Readings

Weekly readings available on the course website in CULearn.

Recommended: James C Foust. *Online Journalism: Principles and Practices of News for the Web*. Scottsdale, AZ: Holcomb Hathaway, 2009

Course Calendar

August 27	Orientation, "Old" and "New" New Media <i>DUE: First Day Survey; sign up for online company profiles</i>
September 3	The Reality of Digital Newsrooms Part I: The Internet Establishment READING: The Pew Project for Excellence in Journalism <i>The State of the News Media 2010: Online</i> (all sections), http://www.stateofthemedial.org/2010/online_summary_essay.php <i>DUE: Online Company Profiles (Tweets and in-class presentation)</i>
September 10	The Reality of Digital Newsrooms Part II: Upstart Platforms Guest Speakers: Steve Outing, The Test Kitchen, University of Colorado, Boulder School of Journalism and Mass Communication; Emma Robinson, Mobblox READING: Chris Anderson and Michael Wolf, "The Web is Dead. Long Live the Internet," <i>Wired Magazine</i> August 17, 2010, http://www.wired.com/magazine/2010/08/ff_webrip/ ; Jenny Dean, "Smartphone User Survey: A glimpse into the mobile lives of college students," <i>In-Depth News for Smartphones</i> , http://testkitchen.colorado.edu/projects/reports/smartphone/smartphone-survey/
September 17	Writing for the Web READING: The Yahoo Style Guide, <i>Writing for the Web</i> (all sections), http://styleguide.yahoo.com/writing <i>DUE: In-class exercise, practice "instant" website</i>
September 24	The Reality of Digital Newsrooms Part III: The Great Beyond

- READING: Jordan Wirfs-Brock, "Next Steps: Smartphone technologies at the leading edge ready to apply news," *In-Depth News for Smartphones*, <http://testkitchen.colorado.edu/projects/reports/smartphone/smartphone-components/>
 Guest Speaker: Dave Eichoniss, Founder, Tag What
 DUE: *Story ideas for "instant" websites*
- October 1
 News Narratives
 READING: Foust, "Using Reporting Sources," 84-104.
 DUE: *Final Project Twitter pitch, come to class prepared to decide 2nd instant website project*
- October 8
 What the Audience Wants
 READING: Andy Bull, "User Generated Content and Online Bulletins," in *Multimedia Journalism: A Practical Guide* (London/New York: Routledge, 2010); Foust, "Multimedia and User Generated Content," 248-271
 Guest Speaker: TBA
 DUE: *Proposals for Augmented Reality Project*
- October 15
 New Media Law
 READING: Art Brodsky, *New Media Executives Losing their Fight Against Law and Technology*, The Huffington Post <http://www.huffingtonpost.com/art-brodsky/news-executives-losing-fight-184738.html>; Foust, "Legal and Ethical Issues," in *Online Journalism*, 217-236
 DUE: *Vote on Proposals for Augmented Reality Project before class time*
- October 22
 Visual Storytelling
 READING: Trischa Goodnow, "Using Narrative Theory to Understand the Power of News Photographs," in *Handbook of Visual Communication: Theories, Methods and Media*, ed. Ken Smith et al (Mahwah, NJ: Lawrence Erlbaum and Associates, 2005), 351-361; John Filo and John Harte, "Kent State and Bakersfield: A Combined Narrative Experiment," *Visual Communication Quarterly* 15-4 (2008), 266-271.
 DUE: *In-class exercise, 10-still story*
- October 29
 Digital Ethics
 READING: Raffi Khatchadourian, "No Secrets: Julian Assange's Mission for Total Transparency," *The New Yorker* June 7, 2010, http://www.newyorker.com/reporting/2010/06/07/100607fa_fact_khatchadourian; Michael Austin, "WikiLeaks and Moral Responsibility" *Psychology Today* online August 2, 2010, <http://www.psychologytoday.com/blog/ethics-everyone/201008/wikileaks-and-moral-responsibility>; WikiLeaks, "Media/The Shifting Ethics of Journalism in a Digital Landscape," http://wikileaks.org/wiki/Media/The_shifting_ethics_of_journalism_in_a_digital_landscape.
 DUE: *First Mobblox "instant" website (CU Homecoming weekend)*
- November 5
 In-Class Review session
 Students will sign up for 15 minute review times during class for individual review of your first Mobblox contribution and course work to date
 READING: None
 DUE: *Twitter reviews of first Mobblox "instant" website (3 minimum), peer evaluation survey*
- November 12
 Multimedia Storytelling, Part One
 READING: Robert Capps, "The Good Enough Revolution: When Cheap and Simple is Just Fine," *Wired Magazine* 17.09, http://www.wired.com/gadgets/miscellaneous/magazine/17-09/ff_goodenough; Herbert Zettl, "Aesthetics Theory," in *Handbook of Visual Communication*, 365-384

November 19	Multimedia Storytelling, Part Two READING: Foust, "Gathering and Editing Images, Audio and Video," in <i>Online Journalism</i> , 193-215 <i>DUE: In-class exercise, video editing (finesse edit)</i>
Fall Break	November 22nd-26th
December 3	New Conceptions of News READING: Rob Walker, "When Funny Goes Viral," <i>New York Times Magazine</i> July 16, 2010, http://www.nytimes.com/2010/07/18/magazine/18ROFL-t.html ; The Chive, "Girl Quits Her Job on Dry Erase Board, E-mails Entire Office," http://thechive.com/2010/08/10/girl-quits-her-job-on-dry-erase-board-emails-entire-office-33-photos/ ; Karen Auge, William Porter and Daniel Petty, "Glenwood Spring Actress on Online Prank: 'It's been Amazing'", <i>The Denver Post</i> August 12, 2010, http://www.denverpost.com/search/ci_15750069 (*4 Tweets total due this day, combine The Chive entry with <i>Post</i> article) <i>DUE: Second Mobblox "instant" website (Topic TBA)</i>
December 10	Recap, Review & Work Session Students will sign up for 15 minute review times during class for individual review of your third Mobblox contribution and Augmented Reality Project progress READING: None <i>DUE: Twitter reviews of second Mobblox "instant" website (3 minimum), peer evaluation survey</i>
December 15	<i>Augmented Reality Project, review, and peer evaluation survey due @ 7:30pm</i>

Assignments

Online Company Profile

It's important to know what the competition is doing, especially those top digital media organizations. In this assignment, you will select and follow two digital media organizations ranked by Pew's State of the Media study as the top revenue generators in 2010.

The assignment has two components: a short presentation to the class about your media outlets and a term-long series of Tweets relating the course readings to your media outlets.

Class Presentation: Read the Pew report, and then identify what your organizations are doing which is unique or unusual, or what they seem to be doing better than anyone else. You will present this information to the class in a short (10 minute) discussion. You DON'T need to create a PowerPoint or other slideshow. I'd rather have you navigate the sites for us and show us what works, and what does not. Think about why your sites are some of the top visited/top revenue generating sites on the Net. (20 points)

Tweets on Readings: For each weekly reading, you should do a Tweet relating the reading's general topics and themes to each of your media outlets. Include links to relevant content (use Tiny URL, <http://tiny.cc/>, to shorten your links). Each week a reading is due, you will have at least two Tweets (one for each media organization); on weeks with more than one reading, you should do a Tweet for EACH reading relating to EACH media outlet (two readings = four total Tweets). The one exception is the week of December 3, where you should do a total of four Tweets (two for the Walker reading and two for the Chive/*Denver Post* readings). The best Tweets demonstrate that you're applying the reading's topic to your media outlets (a reading about photo narrative, for instance, could link to online photo slideshows in the Tweet). Think

of the Tweets as a really short weekly quiz on the readings. Please mark your Tweets with the hashtag “digitalnewsroom” (#digitalnewsroom). (80 points)

Instant Smart Phone Sites with Mobblox

In this assignment, the class will work together on two projects creating instant news websites for smart phones using technology developed by Mobblox. The first project will be to create a website on the CU Buffs Homecoming weekend events (October 22-24). We'll pitch ideas and come up with the next two projects during class. Each instant site is expected to get more sophisticated as the class progresses. For the first site, use text, simple graphics and photos. The second site should include more complex photo slideshows and perhaps video. Each student in the class will contribute something to the assignment, creating content, editing fellow students' work, revising copy and doing whatever else is needed to craft a creative, vibrant site.

Each of the smart phone portals will be worth 100 points, divided as follows:

Pre-story participation. Have you pitched valid topics for stories for the first project, and suggested potential topics for the second project? Have you been actively involved in the planning organization of the site, figuring out how your story, and your fellow students' stories, might fit into the site? Each student will also be assigned to offer commentary on two other students' work for the assignment. (25 points)

Writing and revising. In order for the sites to work, students will need to do preparation and planning. This will include writing, revising, and editing based upon feedback from your fellow students (see above) and your instructor. (30 points)

Final Site Review. This is where you're judged on how well the final product “works.” Even though this is a digital media project, journalistic standards will apply. You should use the Yahoo style guide for writing, and make sure that stories are fair, accurate and properly sourced. (25 points)

Twitter Review: During the project, you will post three Tweets. The first two can review/promote the process to date. The third should be posted after the site is completed, offering an assessment of the good and bad -- all in 140 characters or less! (10 points)

Peer Review. Group work can be tricky, but is also a reality of journalism. This is the section where you can give anonymous feedback on each of your classmates. The survey results will be averaged and added to your final score. (10 points)

Due: Site one - October 29, final Tweet and peer reviews completed by November 5. Site two - December 3, final Tweet and peer reviews completed by December 10.

Augmented Reality Project

In this assignment, the class will first brainstorm, and then work to execute, a news application for the augmented reality smart phone technology developed by TagWhat. Dave Elchoniss will visit our class on September 24th. Each class member will write a proposal for a potential news application based on his visit. We'll talk about those in class, and

then select one idea (along with feedback from Mr. Elchoniss) to work on as a group test case for the practicality of using augmented reality in news. This project is being done in lieu of a final exam, and so your final project should demonstrate that you've used issues discussed in class and in our readings.

The project will be worth 150 points, graded as follows:

Twitter Pitch: Before you write your formal proposal, send out a one-line Tweet to the class, (5 points) *Due October 1*

Proposal. This should be a 2-3 page pitch for your project. The pitch should include: a title, a one line summary of the proposal, a one-two paragraph longer explanation of the project and its news value, identification of the potential audience, and a list of potential interviewees and/or sub-topics. (20 points) *Due October 8*

Pitch Presentation. Each student will spend 10 minutes in class October 8th summarizing their project idea, including each elements listed above. Feel free to use visual aids for your in-class presentation. (15 points) *Due October 8*

Vote. Everyone must vote on their top three projects based upon the in-class presentation. (5 points) *Due October 15*

Site Execution. How successful is the augmented reality application? Are the stories told in an interesting and engaging style appropriate to the format and following journalistic standards? (50 points) *Due December 15*

Project Review. Each student should write a three-four page analysis of what works -- and what doesn't -- in the Tag What project. Using your class readings as sources, is this an appropriate technology for news applications? Why or why not? (40 points) *Due December 15*

Peer Review. Group work can be tricky, but is also a reality of journalism. This is the section where you can give anonymous feedback on each of your classmates. The survey results will be averaged and added to your final score. (10 points) *Due December 15*

Instructor Consultation

Twice during the term (November 5, December 10, students will meet with the instructor for review and feedback of their contributions to each project. (25 points)

In-Class Exercises

During the term we will have four in-class exercises to practice various technology introduced during the term.

First Day Survey: Think of it as free points. No pressure, getting to know you survey @ (5 points) *Due by the end of class, August 27.* If you sign up late for class, come see me for survey access.

Mobblox In-Class exercise. Students will work with the specifics of Mobblox, first in a structured form and then finessed independently during the class periods of September 10th and September 17th (5 points) *Due by the end of class, September 17*

10-still project. Using photographs provided in class, students will use basic computer software such as iPhoto to tell a story in 10 stills. (5 points) *Due by the end of class, October 22*

Flip Video Editing. During class on November 12th, students will shoot, in groups of 2-3, a short story using Flip video cameras. Each student will then edit his/her own version of story, to be completed by the following class period, November 19th. (10 points) *Due by the end of class, November 19*

Grade Distribution	20%	Online Company Profile
	40%	Instant Smart Phone Sites with Mobblox
	30%	Augmented Reality Project
	5%	Instructor Consultation
	5%	In-Class Exercises

Grading will be weighted to reflect the above percentages. Individual grades will be available on the course CULearn site.

Grade Scale	95-100%	A
	90-94.9%	A-
	87-89.9%	B+
	84-86.9%	B
	80-83.9%	B-
	77-79.9%	C+
	74-76.9%	C
	70-73.9%	C-
	67-69.9%	D+
	64-66.9%	D
	60-63.9%	D-
Below 60%	F	

Other Course Information

Course Conduct This course requires the in-class use of a computer and/or smart phone (if available). Surfing, instant-messaging and other non-class use of these devices during course time is inconsiderate to both the professor and fellow students. Students found doing this will be asked to leave the class. A second offense and the student's final grade will be lowered by one grade.

All students of the University of Colorado are responsible for knowing and adhering to the academic integrity policy of this institution. Violations of this policy may include: cheating, plagiarism, aid of academic dishonesty, fabrication, lying, bribery, and threatening behavior. All incidents of academic misconduct shall be reported to the Honor Code Council and those students will be subject to both academic sanction from the faculty member involved and non-academic sanctions given by the Honor Code Council (including, but not limited to, university probation, suspension or expulsion). Please refer to www.Colorado.edu/honorcode

to view the specific guidelines. If you have any questions related to this policy, please contact the Honor Code Council at honor@Colorado.edu.

Disability

If you qualify for accommodations because of a disability, please submit to me a letter from Disability Services in a timely manner so that your needs may be addressed. Disability Services determines accommodations based upon documented disabilities. 303-492-8671, Willard 322, www.Colorado.edu/disabilityservices.

Course Attendance

Course attendance is mandatory, and is especially critical since the course meets only once a week and all projects are collaborative. Missing a class will affect your grade for assignments (pre-story preparation) and will also likely show up in your peer review. Absences will be excused only under the following circumstances:

ILLNESS/FAMILY EMERGENCY: Please notify me via e-mail in advance of class that you will not be attending; when you return to class provide a doctor's note or other verification of your absence. If you do not follow this policy, the absence will not be excused.

SCHEDULED UNIVERSITY OF COLORADO ACTIVITIES: Please notify me during the first two weeks of class of the scheduling conflict and provide a note from your coach or advisor regarding the activity date(s).

RELIGIOUS OBLIGATIONS: The University policy is to make a reasonable accommodation for all students who must be absent from class to observe religious holidays. Please notify me during the first two weeks of class of the conflict so that alternative plans can be made and so that you won't be penalized for missing a class session. Because of the limited number of course meeting times this term, if you must miss more than 1/4 of classes (four or more) due to religious obligations, it may be recommended that you find an alternative course option; please discuss this with me within the first two weeks of class.

Late Assignment Policy

In a newsroom, if you miss your deadline, your story doesn't run. We'll follow a similar policy in the class. If your section of the project is not completed by the due date of the assignment, and you have not previously arranged for an exception as outlined above for course attendance, it won't be graded. No exceptions.

Please ask for clarification if you have any questions or concerns.