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Journalism 2.0

UNH Course Code: JRN361

Subject Area(s): Communication, Journalism, and Social Sciences

Level: 300

Prerequisites: None

Language of Instruction: English

Contact Hours: 45

Credits: 3

Description:

In recent years the consolidation of digital technologies has led to the radical transformation of journalism. Blogs and podcasts now form part of the contemporary media landscape alongside more personal forms of on-line communication such as *Myspace*, *Facebook* or *Twitter*, and are collectively catalogued as *Journalism 2.0*. This course aims to define the term and tries to account for a success based on greater user participation, active content consumption, permanent feedback, the creation of highly specialized audiences, new formats and the regaining of the information initiative, all of which form part of this so-called “me-journalism” phenomenon. The course will also try to address difficult issues such as the contribution of *Journalism 2.0* to the supposed crisis of “mainstream” journalism and the future of general content media in this context. The theoretical content of the course will be complemented at a practical level by the creation and maintenance of a CEA student blog and group podcast under the supervision of the course instructor.

Learning Objectives:

- to better access and manage information from the web and locate specialized sources that could be useful for journalists
- to build their own digital identity, using social media and networks
- to understand how the hypertext works and how to use it, improving your ability to develop a new medium such as a weblog which has its own language
- to analyze the Web 2.0, how it changes the media landscape and what kind of questions does it raise for journalism
- to design and update a *blog*, a *podcast* and a *videoblog*
- to critically trace the citizen's journalism phenomenon and study how traditional media are facing it
- to understand how social media can be used in business, marketing and politics

Instructional Format:

You will attend classes where you are expected to participate actively in every session. When field studies are programmed and in-house guest sessions are organized, attendance is also mandatory. All readings from the class dossier must be completed before the start of every session. At a more practical level, you will also have to create and maintain an individual blog and a group podcast. Interaction and personal input are absolutely necessary here and the course instructor will decide how many blog posts, comments and podcast episodes will be necessary in order to reach the minimum levels required.

Form of Assessment:

Various elements will be taken into account when determining your final grade. The instructor will explain in detail the content, criteria and specific requirements for all assessment categories but the basic breakdown is as follows below.

Class Participation	15%
Student Weblog	25%
Group Podcast	20%
Research Paper	15%
Final Exam	25%

Class Participation (15%): When determining your class participation grades, traditional criteria such as material preparation, completed reading before class, and collaborative group work are all evaluated. But it is the active, meaningful and informed verbal and written contribution that you make that is most important to your overall participation grade. Indeed, willingness to share views in classroom discussions and the insightfulness of your comments and questions about assigned readings will all be taken into account when evaluating your participation. Whereas attendance and punctuality are expected and will not count positively towards the grade, laxity in these areas will have a negative effect. The instructor will use the following specific criteria when calculating your class participation grade:

Criteria for Assessing Class Participation	Grade
You make major and original contributions that spark discussion, offering both critical and analytical comments clearly based on readings and research and displaying a working knowledge of theoretical issues.	A+ 9.70-10.00
You make significant contributions that demonstrate insight as well as knowledge of required readings and independent research.	A-/A 9.00-9.69
You make useful contributions and participate voluntarily, which are usually based upon some reflection and familiarity with required readings.	B/B+ 8.40-8.99
You make voluntarily but infrequent comments that generally reiterate the basic points of the required readings.	C+/B- 7.70-8.39
You make limited comments only when prompted and do not initiate debate or show a clear awareness of the importance of the readings.	C 7.40-76.90
You very rarely make comments and resist engagement with the subject, attending class having manifestly done little if any preparation.	D+/C- 6.70-7.39
You are unable to make useful comments and contributions, being occasionally absent from, generally passive in, and unprepared for class.	D-/D 6.00-6.69
You make irrelevant and tangential comments disruptive to class discussion, a result of frequent absence and complete un-preparedness.	F Below 6.00

Student Weblog (25%): Students will edit and maintain a blog over a three month period about course contents and about their life in Barcelona. The instructor will assess the number of posts they receive, the traffic they create and the quality of the finished product, as well as the constructive comments made by students on classmates' blogs.

Group Podcast (20%): A podcast made by group of students (maximum four students per group) in which they talk about course-related topics and issues related to *Journalism 2.0*.

Research Paper (15%): A 1500-word paper on one of the theoretical issues of the course. Students must attend a mandatory tutorial to monitor progress on their final paper.

Final Exam (25%): A written exam covering all subject matter on the course.

CEA Attendance Policy:

Every student is expected to attend all scheduled class sessions on time and be thoroughly prepared for the day's class activities. In compliance with NEASC and UNH accreditation requirements, CEA instructors compile regular attendance records for every course and take these records into account when evaluating student participation and performance.

- In each three-credit 15-week course, a maximum of the equivalent of two weeks of accumulated absences due to sickness, personal emergency, inevitable transport delay and other related impediments will be tolerated.
- Your final course grade will drop one full letter grade (e.g. A- to B-) for each additional class missed beyond this two week period, regardless of the reason for your absence. However, you will automatically fail a course if your absences exceed the equivalent of three weeks of class.

Furthermore, to comply with immigration and financial regulations, you must maintain full-time student status and attend at least 12 hours of class every week. Consequently, the Dean and Program Director will dismiss from all CEA courses, programs, activities and housing any student who fails to maintain full-time status.

Required Readings:

The required course textbook listed below is available for purchase at the local bookstore. You must have constant access to these texts for reading, highlighting and marginal note-taking. It is required that you have a personal copy.

BERNERS-LEE, Tim. *Weaving the Web: the original design and ultimate destiny of the World Wide Web by its inventor*. New York: Harper, 2000.

Periodical literature, articles, documents, maps, digital images and other sundry materials also required for your class are available in PDF or Word format, are stored in the e-course file assigned to each class, and are located on the CEA shared drive for in-house consultation or copying to your own USB flash-drive. In addition, the instructor compiles a bank of detailed information about the many libraries, documentation centers, research institutes and archival materials located here in the city and accessible to CEA students. You will be required to use these resources throughout your studies. Direct access to additional resources and databanks are available to you through the online library of the University of New Haven.

Recommended Readings (to be selected and assigned throughout the semester):

Many of the following primary and secondary materials, articles and readings have been placed on reserve and are located in the CEA office resource center. The instructor will guide you on these readings.

BERRY, R. "Will the iPod kill the radio star?". *Convergence: The International Journal of Research into New Media Technologies*. Vol. 12 (2006), n° 2, pp. 143-162.

BLOOD, Rebecca. *The Weblog Handbook: Practical Advice on Creating and Maintaining Your Blog*. Cambridge, MA: Perseus Publishing, 2002.

BRIGGS, Mark. *Journalism 2.0*. Maryland: J-Lab, University of Maryland, 2007.

CASTELLS, Manuel. *The Internet Galaxy: Reflections on the Internet, business and society*. Oxford: Oxford University Press, 2001, pp. 9-64.

CANGIALOSI, G. "The podcasting revolution". En: GEOGHEGAN, M. (ed.) *The business podcasting book. Launching, marketing, and measuring your podcast*. Burlington, MA: Focal Press, 2008, pp. 5-19.

GILLMOR, Dan. *We the Media: Grassroots Journalism by the people, for the people*. Sebastopol: O'Reilly Media, 2004, pp. 1-43.

JENKINS, Henry. *Convergence Culture. Where Old and New Media Collide*. New York: New York University Press, 2006.

KÜNG, Lucy; PICARD, Robert G.; TOWSE, Ruth. *The Internet and the Mass Media*. New York: Sage, 2008.

Online Reference & Research Tools:

ANDERSON, Ch. *The Long Tail*. <http://www.wired.com/wired/archive/12.10/tail.html>

BEELEN, P. *Advertising 2.0. What everybody in advertising, marketing and media should know about the technologies that are reshaping their business*. www.paulbeelen.com/english/blog/

BRADSHAW, Paul. How to use RSS and Social Media for newsgathering. <http://www.journalism.co.uk/7/articles/531343.php>

CLAYFIELD, Matthew. A Post-Cinema of Distractions: On the Genealogical Constitution of Personal Videoblogging. www.esotericrabbit.com/essays/post_cinema.pd

HERMIDA, Alfred. "31 essential online tools for journalists". *Reportr.net*. September 10, 2008. <http://reportr.net/2008/09/10/31-essential-online-tools-for-journalists/>

MANOVICH, Lev. What is Digital Cinema? <http://www.braintrustdv.com/essays/what-is.html>

MENDUNI, Enrico. "Four steps in innovative radio broadcasting: from QuickTime to podcasting". *The Radio Journal – International Studies in Broadcast and Audio Media*. Vol. 5 (2007), n° 1, pages. 9-17. http://www.atypon-link.com/INT/doi/pdf/10.1386/rajo.5.1.9_1?cookieSet=1

O'REILLY, T. *What is web 2.0. Design Patterns and Business Models for the Next Generation of Software*. <http://www.oreillynet.com/pub/a/oreilly/tim/news/2005/09/30/what-is-web-20.html>

Technorati. More than 1.5 million new blog posts in real time. <http://technorati.com>

PodcastingNews. New Media Update. <http://www.podcastingnews.com/>

E-Media Tidbits. A collective blog about Journalism & Media. <http://www.poynter.org/column.asp?id=31>

CyberJournalist.net. <http://www.cyberjournalist.net/>

Online Journalism Review. From the Knight Digital Media Center. <http://www.ojr.org/>

Online Journalism Blog. By Paul Bradshaw. <http://onlinejournalismblog.com/>

Social Media. About social media and social networks. By JD Lasica. <http://www.socialmedia.biz/>

MediaShift. About the digital media revolution. By Mark Glaser. <http://www.pbs.org/mediashift/>

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Session	Topic	Activity	Student Assignments
1	Introduction to course defining concepts. Journalism. Media. Information Society. The role of the information and communication technologies (ICT)	<ul style="list-style-type: none"> - Personal and academic presentations - Analyze key concepts about the Information Society 	<p>Reading:</p> <ul style="list-style-type: none"> • CASTELLS, pages 9-64
2	The history of Internet. Birth and development of the World Wide Web	<ul style="list-style-type: none"> - Historical overview of the story of Internet so far - Use of press and web archives to illustrate subject matter 	<p>Reading:</p> <ul style="list-style-type: none"> • BERNERS-LEE, pages 1-22 and 177-211.
3	Introduction to Web 2.0 and its characteristics	<ul style="list-style-type: none"> - Use of video material to illustrate debate 	<p>Reading:</p> <ul style="list-style-type: none"> • BRIGGS, pages 25-33. • O'Reilly http://www.oreillynet.com/pub/a/oreilly/tim/news/2005/09/30/what-is-web-20.html
4	The Web 2.0 as a challenge to “mainstream” Journalism. Useful 2.0 tools for journalists	<ul style="list-style-type: none"> - Use of web archives to illustrate subject matter 	<p>Exploring social <i>bookmarking</i> and feed readers.</p> <p>Reading:</p> <ul style="list-style-type: none"> • HERMIDA http://reportr.net/2008/09/10/31-essential-online-tools-for-journalists/ • ANDERSON http://www.wired.com/wired/archive/12.10/tail.html
5	What is a weblog? Characteristics	<ul style="list-style-type: none"> - Use of video material to explain weblogs characteristics 	<p>Reading:</p> <ul style="list-style-type: none"> • BLOOD, pages 1-38. <p>Explore some of the most popular weblogs and identify their characteristics. Read articles at http://www.cyberjournalist.net/</p>

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6	Bloggng (1)	- CMS for blogging: introduction to Wordpress	<p>Reading:</p> <ul style="list-style-type: none"> BLOOD, pages 39-55. <p>Sign up for wordpress.com and build your profile. E-Media Tidbits. A collective blog about Journalism & Media. Read articles at http://www.poynter.org/column.asp?id=31</p>
7	Bloggng (2)	- Write and use categories and tags	<p>Reading:</p> <ul style="list-style-type: none"> BRIGGS, pages 52-61. <p>Technorati. More than 1.5 million new blog posts in real time. Read articles at http://technorati.com</p> <p>Write a post. Create categories and tags and choose them for this post.</p>
8	Bloggng (3)	- Work with the sidebar - How to use widgets	Build the sidebar and use of widgets: comments, entries, blogroll, license, Flickr set...
9	Bloggng (4)	- How to put videos, photos and music in our blog	Put a video from YouTube and an mp3 song in a post
10	Videobloggng (1)	- Guest speaker: How to maintain a videoblog	Preparation of relevant questions for round table discussion Reading: <ul style="list-style-type: none"> CLAYFIELD
11	Videobloggng (2). Shooting and editing video	- Record, edit and upload a video	Write the script Reading: <ul style="list-style-type: none"> MANOVICH
12	Microbloggng. Twitter for journalists	- Twitter: how to blog using less than 140 characters	Sign up for Twitter. Start a microblog Reading: <ul style="list-style-type: none"> MANOVICH

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13	Introduction to Citizen's Journalism phenomenon (1)	- Analyze key concepts about Citizen's Journalism	Reading: <ul style="list-style-type: none"> GILLMOR, pages 1-43.
14	Citizen's Journalism (2)	- Case study	Reading: <ul style="list-style-type: none"> BRIGGS, pages 41-51 and 62-68
15	FIELD TRIP 1: LaVanguardia.es (Barcelona)	FIELD TRIP 1: LaVanguardia.es (Barcelona)	FIELD TRIP 1: LaVanguardia.es (Barcelona)
16	Media convergence and multimedia storytelling	-Debate post field study - Guest speaker: What is media convergence? Case study	Preparation of relevant questions for round table discussion Reading: <ul style="list-style-type: none"> JENKINS, pages 1-58 KUNG, PICAD & TOWSE, pages 1-44 and 170-177
17	FIELD TRIP 2: CCRTV Interactive (Catalan Radio and Television Barcelona)	FIELD TRIP 2: CCRTV Interactive (Catalan Radio and Television Barcelona)	FIELD TRIP 2: CCRTV Interactive (Catalan Radio and Television Barcelona).
18	Social Networks for Journalism	- Case study: traditional media on Facebook	Listening and analyse audio and online material Reading: <ul style="list-style-type: none"> BRADSHAW http://www.journalism.co.uk/7/articles/531343.php JD Lasica at http://www.socialmedia.biz
19	Tutorial session about the Research Paper		Students should attend ready to explain research paper structure, sources
20	Digital audio and podcasting (1)	- Guest speaker: How to podcast.	PodcastingNews. New Media Update. Reading: <ul style="list-style-type: none"> http://www.podcastingnews.com/ Preparation of relevant questions for round table discussion

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21	Digital audio and podcasting (2)	- Recording and editing sound	Reading: • Audacity tutorial
22	Digital audio and podcasting (3)	- Start a podcast with Podomatic or MyPodcast	Reading: • BERRY, pages 143-162 Sign up for podomatic.com and build your profile
23	Digital audio and podcasting (4)	- How to podcast using Audacity and Podomatic or MyPodcast	Reading: • CANGIALOSI, pages 5-19 Record and upload the first episode
24	Digital audio and podcasting (5)	- Improving our podcast	Use of music and sound effects
25	From Radio on the web to Radio 2.0	- Case study 1: BBC online - Case study 2: RAC1 online vs Catalunya Ràdio online	Reading: • MENDUNI. Pp. 9-17
26	Marketing and Advertising 2.0	- Analyze key concepts of Advertising 2.0	Reading: • BEELEN, <i>Advertising2.0</i> . www.paulbeelen.com/english/blog/
27	Politics 2.0	- Use of web archives to illustrate subject matter	USA'08 campaign on the web. Read official and non-official websites.
28	The Future of Journalism 2.0	Student debate on the future of J 2.0	Prepare debate on the next decade of journalism and new technologies
29	Course summary, exam preparation	A look back on the course and Q & A session for final exam	Come prepared to raise questions related to final exam
30	FINAL EXAM	FINAL EXAM	FINAL EXAM