

# COURSE SYLLABUS

## Digital Tools for New Media

**Course code: JRN 276**

**Semester and year: Fall 2021**

**Day and time: Tuesdays (18:30-21:15) in Room 3.26**

**Instructor: Douglas Arellanes**

**Instructor contact: douglas.arellanes@aauni.edu**

**Consultation hours: 60 minutes before each class and by appointment**

<b>Credits US/ECTS</b>	3/6	<b>Level</b>	Intermediate
<b>Length</b>	12 weeks	<b>Pre-requisite</b>	TOEFL iBT 71
<b>Contact hours</b>	42 hours	<b>Course type</b>	HSC el, PS el, JC req, CEA

### 1. Course Description

Digital technology is radically transforming the practice of journalism, recasting everything from newsgathering to end-user preferences. This class will give students an opportunity to try out currently used digital journalism tools and explore practical and ethical issues related to their use. Students will get hands-on experience documenting events and daily life using a variety of digital media – photography, video, audio and text. The focus of the class is on reporting for the World Wide Web, social networks as sources of news and opinion, and how to use online storytelling tools effectively. The class assumes some familiarity with blogging, digital photography, audiovisual recording and the software platforms of social networks.

Students are strongly advised to have their own computers and cameras (cameras built into mobile phones are OK), and 360-degree cameras such as the Ricoh Theta are nice to have but not required.

### 2. Student Learning Outcomes

Upon completion of this course, students should be able to:

- Use modern digital tools to fulfill journalistic tasks effectively
- Identify newsworthy subjects and research, edit and deliver reports about them
- Critically evaluate online presentations by themselves and others
- Understand how online culture and social media affect the values, practices and techniques of journalism

### 3. Reading Material

Required:

- Professional Staff Development eWorkshops, "HTML Basics," Austin Community College, [http://www.austincc.edu/hr/profdev/eworkshops/docs/HTML\\_Basics.pdf](http://www.austincc.edu/hr/profdev/eworkshops/docs/HTML_Basics.pdf)
- "CSS Tutorial," W3Schools.com, <http://www.w3schools.com/css/>
- Mark Nottingham, "RSS Tutorial for Content Publishers and Webmasters," <https://www.mnot.net/rss/tutorial/>
- Belle Beth Cooper, "How to Syndicate your Content," *The Next Web*, <http://thenextweb.com/insider/2015/08/18/how-to-syndicate-your-content/>
- "95 tools for investigative journalists," *Medium*, <https://medium.com/@Journalism2ls/75-tools-for-investigative-journalists-7df8b151db35>
- Joanna Duchesne, et al. "Video Production: Filming a Story," chapter 4 of *Video for Change*, [http://www.mediafire.com/download/rbhcy460twzv8a/EN\\_V4C\\_Chapter\\_4.pdf](http://www.mediafire.com/download/rbhcy460twzv8a/EN_V4C_Chapter_4.pdf)
- Adam Dachis, "The Basics of Video Editing: The Complete Guide," *LifeHacker*, <http://lifelifehacker.com/5785558/the-basics-of-video-editing-the-complete-guide>

- Chapter 1 (“Quick Start”) in Steve Mack and Dan Rayburn, *Hands-On Guide to Webcasting*, <http://blog.streamingmedia.com/wp-content/uploads/2015/03/RayburnMack-Webcasting-Book.pdf>
- [The Verification Handbook, edited by Craig Silverman](#)
- [Essential Guide to Newsgathering and Monitoring on the Social Web](#), First Draft Coalition
- Marco Solorio, “Audio Techniques for Visual Editors,” [https://library.creativecow.net/articles/solorio\\_marco/magazine\\_audio\\_techniques.php](https://library.creativecow.net/articles/solorio_marco/magazine_audio_techniques.php)
- Mike Russell, “How to set up your own internet radio station,” *Media.info*, <https://media.info/radio/how-to/how-do-you-set-up-your-own-internet-radio-station>
- Amy Mitchell and Jesse Holcomb, “State of the News Media 2016,” Pew Research Center, <http://www.journalism.org/2016/06/15/state-of-the-news-media-2016/>
- Richard Koci Hernandez, “Mobile Reporting Field Guide,” UC Berkeley Graduate School of Journalism, <http://s3-us-west-1.amazonaws.com/mobilereportingfieldguide/MobileGuide.pdf>

Recommended:

- See “Resources” list on the course website

#### 4. Teaching methodology

Students will learn by doing, discussing and reading. Discussions, demonstrations, information gathering, hands-on editing and production work will fill much of the class time, supplemented with lectures, in-class browsing and guest speakers. In addition, students will be expected to contribute to an online forum accessed through the class website as an extension of the in-class discussions. Pointers to additional online resources related to class topics can be found on the course website.

#### 5. Course Schedule

Week	Class Agenda
1 Tue 31 Aug	<p><b>Topic:</b> Introduction &amp; course overview</p> <p><b>Description:</b> What this course is about. Journalism and the Internet. Digital tools for media production, research and reporting. Social networks in news distribution. Students will fill out a short profile and knowledge/experience survey.</p> <p><b>Reading for next class:</b> W3Schools HTML tutorial.</p> <p><b>Assignments/deadlines:</b> At the end of the above tutorial</p>
2 Tue 7 Sep	<p><b>Topic:</b> Creating Web Pages – the basics</p> <p><b>Description:</b> Learning the basics of HTML (the HyperText Markup Language).</p> <p><b>Reading for next class:</b> W3Schools.com, “HTML and CSS Tutorial,” <a href="http://www.w3schools.com/html">http://www.w3schools.com/html</a> and <a href="http://www.w3schools.com/css/">http://www.w3schools.com/css/</a></p> <p><b>Assignments/deadlines:</b> The “HTML Tutorial” and “CSS Tutorial” include an online online quiz. Complete it (it will help you focus on and remember the important stuff).</p>

<b>14 Sept 2021</b>	<b>No class</b>
3 Fri 17 Sept	<b>MAKE-UP CLASS</b> <b>Topic: Verification and Fact-checking</b> <b>Description:</b> Tools and methodologies for detecting manipulative and false content <b>Reading for next class:</b> <a href="#">Basics: Quick start to verifying online media</a> <b>Assignments/deadlines:</b> Complete the First Draft "Basics: Quick start to verifying online media" course.
4 Tue 21 Sept	<b>Topic:</b> Social Media strategy <b>Description:</b> An examination of social media strategies for storytelling and promotion. <b>After-class reading:</b> <a href="#">The Verification Handbook</a> , edited by Craig Silverman <b>Assignments/deadlines:</b> Create a social media strategy for a local media organization or small business.
<b>TUE 28 SEPT</b>	<b>NATIONAL HOLIDAY – ST. WENCESLAS DAY</b>
5 Fri 30 Sept	<b>MAKE UP CLASS</b> <b>Topic:</b> Social media algorithms <b>Description:</b> Examining the mechanism behind social media feeds <b>After-class reading:</b> "25 tools for investigative journalists" <a href="https://medium.com/@Journalism2Is/75-tools-for-investigative-journalists-7df8b151db35">https://medium.com/@Journalism2Is/75-tools-for-investigative-journalists-7df8b151db35</a> <b>Assignments/deadlines:</b> Explore links in "25 tools" before the next class.
6 Tue 5 Oct	<b>Topic:</b> "You are the product" <b>Description:</b> A critical view of social media data collection and handling <b>Reading for next class:</b> " <a href="#">You Are The Product</a> ," by John Lanchester, London Review of Books, 17 August 2017 " <a href="#">Six ways social media has become a direct threat to democracy</a> ," by Pierre Omidyar, Washington Post, 9 October 2017 " <a href="#">Beyond 800 words: New story formats for journalism</a> ," by Tristan Ferme, 26 September 2017 <b>Assignments/deadlines:</b> While reading this chapter for next week's class, write down questions to discuss.

<p>7 Tue 12 Oct</p>	<p><b>Topic:</b> Image editing  <b>Description:</b> Photoshop and similar digital image editing tools  <b>Reading for next class:</b>  <b>Assignments/deadlines:</b> Edit images in preparation for the midterm project</p>
<p>8 Tue 19 Oct</p>	<p><b>Topic:</b> Video – the next level  <b>Description:</b> Story telling: good models. Introduction to video editing.  <b>Reading for this class and next:</b> Adam Dachis, "The Basics of Video Editing: The Complete Guide," LifeHacker,  <a href="http://lifehacker.com/5785558/the-basics-of-video-editing-the-complete-guide">http://lifehacker.com/5785558/the-basics-of-video-editing-the-complete-guide</a>  <b>Assignments/deadlines:</b> Visit the AAU computer lab and explore Avid Media Composer software.</p>
<p><b>Tue 25 Oct</b></p>	<p><b>MID-TERM BREAK</b></p>
<p>9 Tue 2 Nov</p>	<p><b>Topic:</b> Editing video  <b>Description:</b> Continuing hand-on learning about video editing  <b>Reading for this class:</b> Kevin McAuliffe, "Get Started Fast with Avid Media Composer 7" (episodes 1-4), <a href="https://www.youtube.com/watch?v=LLAsHnUMxlc">https://www.youtube.com/watch?v=LLAsHnUMxlc</a>  <b>Assignments/deadlines:</b> Video editing project</p>
<p>10 Tue 9 Nov</p>	<p><b>Topic:</b> Elements of a great visual story  <b>Description:</b> What are the elements that come together to make a good story great? We'll look at the role of emotion, surprise and acting as a proxy for the reader  <b>Reading for next class:</b> Bruce Sterling, <a href="#">"The Viridian Manifesto."</a></p>

11 Tue 16 Nov	<p><b>Topic:</b> Digital Audio</p> <p><b>Description:</b> Microphones &amp; recording media. Podcasting and Internet radio stations. Introduction to audio editing.</p> <p><b>Reading for next class:</b> "State of the News Media," Pew Research Center, <a href="http://www.pewresearch.org/topics/state-of-the-news-media/">http://www.pewresearch.org/topics/state-of-the-news-media/</a></p> <p><b>Assignments/deadlines:</b> Work on final projects</p>
12 Tue 23 Nov	<p><b>Topic:</b> Where do we go from here?</p> <p><b>Description:</b> Discussion.</p> <p><b>Reading for next class:</b> Richard Koci Hernandez, "Mobile Reporting Field Guide," UC Berkeley Graduate School of Journalism, <a href="http://s3-us-west-1.amazonaws.com/mobilereportingfieldguide/MobileGuide.pdf">http://s3-us-west-1.amazonaws.com/mobilereportingfieldguide/MobileGuide.pdf</a></p> <p><b>Assignments/deadlines:</b> Work on final projects</p>
13 Tue 7 Dec	<p><b>FINAL PROJECTS DUE</b></p> <p><b>In-class presentation of final projects, Part 1</b></p>
14 Tue 13 Dec	<p><b>In-class presentation of final projects, Part 2</b></p>

#### 6. Course Requirements and Assessment (with estimated workloads)

Assignment	Workload (average)	Weight in Final Grade	Evaluated Course Specific Learning Outcomes	Evaluated Institutional Learning Outcomes*
Attendance and Class Participation	42 hours	25 %	Understand how online culture and social media affect the values, practices and techniques of journalism	1,2
Readings	50 hours		Understand how online culture and social media affect the values, practices and techniques of journalism	1
Assignments	19 hours	10 %	Use modern digital tools to fulfill journalistic tasks effectively; Identify newsworthy subjects and research, edit and deliver reports about them; critically evaluate online presentations by themselves and others.	1,2,3

Midterm longform multimedia project	30 hours	25 %	Use modern digital tools to fulfill journalistic tasks effectively; Identify newsworthy subjects and research, edit and deliver reports about them; critically evaluate online presentations by themselves and others.	1,2 ,3
Final longform multimedia project	30 hours	40 %	Understand how online culture and social media affect the values, practices and techniques of journalism	1

<b>TOTAL</b>	<b>150 hours</b>	<b>100 %</b>		
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\*1 = Critical Thinking; 2 = Effective Communication; 3 = Effective and Responsible Action

## **7. Detailed description of the assignment grading**

### ***Edited video:***

Students will demonstrate a proficiency with the widely-used video editing program of their choice (iMovie, Adobe Premiere, Avid, Quik) by producing an edited video. The video should be around 2 minutes, and will be of clips they shoot themselves.

### ***Edited video:***

#### **Assessment breakdown**

<b>Assessed area</b>	<b>Percentage</b>
Technical quality of editing	50%
Interest of content	25%
On-time delivery of finished product	25%

### ***Edited audio interview:***

Students will produce an audio interview on a topic of their choice. The interview will be edited using a widely-used audio editing program such as Audacity. The interview should be around 5 minutes in duration.

#### **Assessment breakdown**

<b>Assessed area</b>	<b>Percentage</b>
Technical quality of recording	20%
Technical quality of editing	20%
Smooth logical flow of questions	20%
Content interest	20%
On-time delivery of finished product	20%

## **8. General Requirements and School Policies**

### ***General requirements***

All coursework is governed by AAU's academic rules. Students are expected to be familiar with the academic rules available in the Codex and Student Handbook and to maintain the highest standards of honesty and academic integrity in their work.

### ***Electronic communication and submission***

The university and instructors shall only use students' university email address for communication. It is strongly recommended that any email communication between students and instructors take place in NEO LMS.

Each e-mail sent to an instructor that is about a new topic (meaning not a reply to an original email) shall have a new and clearly stated subject and shall have the course code in the subject, for example: "COM101-1 Mid-term Exam. Question".

All electronic submissions are carried out through NEO LMS unless the file size is greater than NEO can handle – in that case other delivery arrangements must be agreed. No substantial pieces of writing (especially take home exams and essays) can be submitted outside of NEO LMS.

## ***Attendance***

Attendance is required. The university recommends, as a minimal policy, that students who are absent 35 percent of the course should be failed (or administratively withdrawn from the course if the absences are excused).

### ***Absence excuse and make-up options***

Should a student be absent from classes for relevant reasons (illness, serious family matters), s/he must submit to the Dean of Students an Absence Excuse Request Form supplemented with documents providing reasons for the absence. The form and documents must be submitted within one week of the absence. If possible, it is recommended the instructor be informed of the absence in advance. Should a student be absent during the add/drop period due to a change in registration this will be an excused absence if s/he submits an Absence Excuse Request Form along with the finalized add/drop form.

Assignments missed due to unexcused absences cannot be made up which may result in a decreased or failing grade as specified in the syllabus.

Students whose absence has been excused by the Dean of Students are entitled to make up assignments and exams provided their nature allows for a make-up. Students are responsible for contacting their instructor within one week of the date the absence was excused to arrange for make-up options.

Late work: No late submissions will be accepted – please follow the deadlines.

### ***Electronic devices***

Students are encouraged to bring a laptop to class if they have one, as it will often be needed for in-class exercises. But any electronic device (phones, tablets, laptops...) brought to class may be used only for class-related activities (taking notes, looking up relevant information, producing assigned work). Any other use will result in being marked absent and/or being expelled from the class.

***Eating*** is not allowed during classes.

### ***Cheating and disruptive behavior***

If a student engages in disruptive or other conduct unsuitable for a classroom environment of an institution of learning, the instructor may require the student to withdraw from the room for the duration of the activity or for the day and shall report the behavior to the Dean.

Students engaging in behavior which is suggestive of cheating (e.g. whispering or passing notes) will, at a minimum, be warned. In the case of continued misbehavior the student will be expelled from the exam and the exam will be marked as failed.

### ***Plagiarism and Academic Tutoring Center***

Plagiarism is "the unauthorized use or close imitation of the language and thoughts of another author and the representation of them as one's own original work." (Random House Unabridged Dictionary, 2nd Edition, Random House, New York, 1993)

Turnitin's White Paper 'The Plagiarism Spectrum' (available at <http://go.turnitin.com/paper/plagiarism-spectrum>) identifies 10 types of plagiarism ordered from most to least severe:

1. CLONE: An act of submitting another's work, word-for-word, as one's own.
2. CTRL-C: A written piece that contains significant portions of text from a single source without alterations.



3. FIND-REPLACE: The act of changing key words and phrases but retaining the essential content of the source in a paper.
4. REMIX: An act of paraphrasing from other sources and making the content fit together seamlessly.
5. RECYCLE: The act of borrowing generously from one's own previous work without citation; To self plagiarize.
6. HYBRID: The act of combining perfectly cited sources with copied passages—without citation—in one paper.
7. MASHUP: A paper that represents a mix of copied material from several different sources without proper citation.
8. 404 ERROR: A written piece that includes citations to non-existent or inaccurate information about sources
9. AGGREGATOR: The "Aggregator" includes proper citation, but the paper contains almost no original work.
10. RE-TWEET: This paper includes proper citation, but relies too closely on the text's original wording and/or structure.

As the minimum policy the types of plagiarism from 1 through 8 results in the failing grade from the assignment and must be reported to the Dean. The Dean may initiate a disciplinary procedure pursuant to the Academic Codex. Allegations of bought papers and intentional or consistent plagiarism always entail disciplinary hearing and may result in expulsion from AAU.

If unsure about technical aspects of writing, students are encouraged to consult their papers with the tutors of the AAU Academic Tutoring Center. For more information and/or to book a tutor, please contact the ATC at: <http://atc.simplybook.me/sheduler/manage/event/1/>.

### ***Students with disabilities***

Students with disabilities are asked to contact their instructor as soon as possible to discuss reasonable accommodation.

## **9. Grading Scale**

<b>Letter Grade</b>	<b>Percentage*</b>	<b>Description</b>
A	95 - 100	<b>Excellent performance.</b> The student has shown originality and displayed an exceptional grasp of the material and a deep analytical understanding of the subject.
A -	90 - 94	
B +	87 - 89	<b>Good performance.</b> The student has mastered the material, understands the subject well and has shown some originality of thought and/or considerable effort.
B	83 - 86	
B -	80 - 82	
C +	77 - 79	<b>Fair performance.</b> The student has acquired an acceptable understanding of the material and essential subject matter of the course, but has not succeeded in translating this understanding into consistently creative or original work.
C	73 - 76	
C -	70 - 72	
D +	65 - 69	<b>Poor.</b> The student has shown some understanding of the material

D	60 – 64	and subject matter covered during the course. The student’s work, however, has not shown enough effort or understanding to allow for a passing grade in School Required Courses. It does qualify as a passing mark for the General College Courses and Electives.
F	0 – 59	<b>Fail.</b> The student has not succeeded in mastering the subject matter covered in the course.

\* Decimals should be rounded to the nearest whole number.

**Prepared by and when:** Douglas Arellanes, 16 August 2018

**Approved by and when:** Alzbeta Klatova, 18/9/2020