Digital Journalism & Communication: Blogging & Storytelling in the 21st Century

SECTION I: Course Overview

UNH Course Code: JRN361BCN
Subject Area(s): Communication, Journalism, and Media Studies
Prerequisites: None
Language of Instruction: English
Contact Hours: 45
Recommended Credits: 3

COURSE DESCRIPTION

In recent years, the consolidation of digital technologies has led to the radical transformation of journalism. Blogs and podcasts are now part of the contemporary media landscape alongside more personal forms of on-line communication like live streaming; mobile journalism; virtual and augmented reality; and several social network tools like Facebook, Twitter, Instagram, Snapchat, or YouTube. Cross-cutting content and formats is what leads a new generation of storytelling focused on stories that can be read, listened to, and watched, all at the same time. That's why every story needs to be explained in an attractive and appropriate format, channel, or narrative. But the biggest change is that information and stories are no longer unidirectional. As Tom Foremsky explained some years ago, "every company is now a media company," and in that same sense, every journalist and professional of any discipline can become a relevant and respected storyteller. We can all become our own "media outlet". To explore this concept, you will analyze how politics, marketing and PR professionals, and corporations are investing more and more in "journalistic" style communications to reach bigger and better audiences.

This course aims to explore the "me-journalism" phenomenon through examining greater user participation, active content consumption, permanent feedback, the creation of highly specialized audiences, new formats, and the regaining of the information initiative.

The theoretical content of the course will be complemented at a practical level by practical exercises in Mobile Journalism, the creation and maintenance of a blog (Wordpress), other 2.0 tools, and the creation of a podcast, all under the supervision of the course instructor. You learn how traditional journalism is changing and how social media tools can help anyone promote, inform, or build a new brand.

LEARNING OBJECTIVES

Upon successful completion of this course, you will be able to:

- Identify how social media can be used in the fields of journalism, business, marketing, and politics.
- Create your own digital identity through social media and networks.
- Develop a new digital medium using web design, hypertext, podcasts, audio, and video.
- Compare citizen's journalism phenomenon and traditional media.
- Analyze digital journalism tools used in Mobile Journalism (MoJo).

SECTION II: Instructor & Course Details

INSTRUCTOR DETAILS

Name:	TBA
Contact Information:	TBA
Term:	SEMESTER

ATTENDANCE POLICY

This class will meet once weekly for 150 minutes each time. All students are expected to arrive on time and prepared for the day's class session.

CEA enforces a mandatory attendance policy. You are therefore expected to attend all regularly scheduled class sessions, including any field trips, site visits, guest lectures, etc. that are assigned by the instructor. The table below shows the number of class sessions you may miss before receiving a grade penalty.

ALLOWED ABSENCES – SEMESTERS		
Courses Meeting X day(s) Per Week	**Allowed Absence(s)**	**Automatic Failing Grade at Xth Absence**
Courses meeting **1** day(s) per week	**1** Absence	**4th** Absence

For every additional absence beyond the allowed number, your final course grade will drop down to the subsequent letter grade (ex: A+ to A). As a student, you should understand that the grade penalties will apply if you are marked absent due to tardiness or leaving class early. In the table below, you will find the grade penalty associated with each excessive absence up to and including automatic course failure.

ATTENDANCE DOCKING PENALTIES				
Absence	**1st**	**2nd**	**3rd**	**4th**
Penalty	**No Penalty**	**0.5 Grade Docked**	**1 Grade Docked**	**Automatic Failure**
HIGHEST POSSIBLE GRADE AFTER ATTENDANCE PENALTIES				
Grade	**A+**	**A**	**A-**	**F**

The instructor reserves the right to make changes or modifications to this syllabus as needed

CEA does not distinguish between excused and unexcused absences. As such, no documentation is required for missing class. Similarly, excessive absences, and the grade penalty associated with each, will not be excused even if you are able to provide documentation that shows the absence was beyond your control. You should therefore only miss class when truly needed as illness or other unavoidable factors may force you to miss a class session later on in the term.

GRADING & ASSESSMENT

The instructor will assess your progress towards the above-listed learning objectives by using the forms of assessment below. Each of these assessments is weighted and will count towards your final grade. The following section (Assessment Overview) will provide further details for each.

Class Participation	**10%**
Student Weblog	**30%**
Guest Speaker Sessions Posts	**10%**
Podcast	**5%**
Multimedia / MoJo Report	**10%**
Midterm Exam	**15%**
Final Exam	**20%**

The instructor will calculate your course grades using the CEA Grading Scale shown below. As a CEA student, you should understand that credit transfer decisions–including earned grades for courses taken abroad–are ultimately made by your home institution.

CEA GRADING SCALE			
Letter Grade	**Numerical Grade**	**Percentage Range**	**Quality Points**
A+	9.70 – 10.0	97.0 – 100%	4.00
A	9.40 – 9.69	94.0 – 96.9%	4.00
A-	9.00 – 9.39	90.0 – 93.9%	3.70
B+	8.70 – 8.99	87.0 – 89.9%	3.30
B	8.40 – 8.69	84.0 – 86.9%	3.00
B-	8.00 – 8.39	80.0 – 83.9%	2.70
C+	7.70 – 7.99	77.0 – 79.9%	2.30
C	7.40 – 7.69	74.0 – 76.9%	2.00
C-	7.00 – 7.39	70.0 – 73.9%	1.70
D	6.00 – 6.99	60.0 – 69.9%	1.00
F	0.00 – 5.99	0.00 – 59.9%	0.00
W	Withdrawal	N/A	0.00
INC	Incomplete	N/A	0.00

ASSESSMENT OVERVIEW

This section provides a brief description of each form of assessment listed above. Your course instructor will provide further details and instructions during class time.

Class Participation (10%): Student participation is mandatory for all courses taken at a CEA Study Center. The instructor will use the rubric below when determining your participation grade. All students should understand that attendance and punctuality are expected and will not count positively toward the participation grade.

CLASS PARTICIPATION GRADING RUBRIC	
Student Participation Level	**Grade**
You make major & original contributions that spark discussion, offering critical comments clearly based on readings, research, & theoretical course topics.	**A+** (10.0 – 9.70)
You make significant contributions that demonstrate insight as well as knowledge of required readings & independent research.	**A/A-** (9.69 – 9.00)
You participate voluntarily and make useful contributions that are usually based upon some reflection and familiarity with required readings.	**B+/B** (8.99 – 8.40)
You make voluntary but infrequent comments that generally reiterate the basic points of the required readings.	**B-/C+** (8.39 – 7.70)
You make limited comments only when prompted and do not initiate debate or show a clear awareness of the importance of the readings.	**C/C-** (7.69 – 7.00)
You very rarely make comments and resist engagement with the subject. You are not prepared for class and/or discussion of course readings.	**D** (6.99 – 6.00)
You make irrelevant and tangential comments disruptive to class discussion. You are consistently unprepared for class and/or discussion of the course readings.	**F** (5.99 – 0.00)

Student Weblog (30%): Students will create, edit, and maintain a blog over the term about course contents (e.g., social media use in different fields; citizen's journalism phenomenon vs. traditional media, etc.) and about their life and study abroad experience in Barcelona. They will write approximately one post per week (450-500 words minimum). The instructor will assess the number of posts they write, the traffic they create, and the quality of the finished product. Students will also be assessed on the constructive comments made on classmates' blogs. The total 30% of the grade will be split between the midterm and final (15% + 15%).

Guest Speakers Sessions Posts (10%): Students will write a complete post about the Guest Speaker Session(s) on new journalism and the new trends in PR and marketing in the digital era. We will prepare it in class before the Guest Speaker session and students will finish it afterwards.

Podcast (5%): Student will produce a short podcast (5-10 min) in which they will talk about course-related topics and issues related to *Journalism 2.0* (e.g., how social media can be used in the fields of journalism, business, marketing, and politics) or other topics previously approved by the professor. Students will learn the basics of the podcasting process, software tools to record the audio clip (Soundcloud, Ferrite, Anchor), free editing tools such as Audacity, and several apps or services to distribute the podcast (Blip.Tv, Soundcloud, Anchor, Libsyn, Ivoox, etc.). The podcast will be mainly produced through Soundcloud and Audacity.

Multimedia/MoJo Report (10%): Students will complete a journalistic report on any of the recommended AICAP activities or any other topic previously approved by the professor. To accomplish it, they will use one of these formats: (1) Mobile Journalism Report (Video report) of 3 to 5 minutes OR (2) a Multimedia Report

(written - 1200 words) published on their blog. In both options, they will include their own material (minimum 2 interviews + pictures + visualization tools + audio recordings if necessary) to properly describe their chosen topic. The report must be written or explained using a journalistic style and respecting the main rules of a post in a blog (hyperlinks, categories, tags, etc.).

Midterm Exam (15%): A written exam covering the contents of the first part of the course, focusing on the comparison between citizen's journalism phenomenon and traditional media and the analysis of a variety of digital journalism tools.

Final Exam (20%): A written exam covering all subject matter on the course, focusing on the analysis of a variety of digital journalism tools used in Mobile Journalism (MoJo) and the use of social media in the fields of journalism, business, marketing, and politics.

EXPERIENTIAL LEARNING ACTIVITIES

CEA courses are designed to include a variety of experiential learning activities that will take you out of the classroom and allow you to explore your local, host city, as well as bring the local community into the classroom. These activities may include field studies, guest lectures and/or activities offered through our Academically Integrated Cultural Activities Program (AICAP).

Guest Lectures
Two guest speaker sessions on the following topics:
- Building our own brand as journalists and creating our own digital channels
- Understanding the new trends in PR & Marketing in the digital era

AICAP Activities

The AICAP activities selected for this course were chosen for their relevance to the course's learning objectives. While these activities may not be mandatory, you are highly encouraged to attend. Please check the Forms of Assessment section to find out if AICAP activities are related to any specific form of assessment.

- AICAP activities are not mandatory for this course, however, some of them may provide very interesting subject material for your blog work. Therefore, you are encouraged to participate in at least one of them. The list of AICAPs will vary term over term.

REQUIRED READINGS

Reading assignments for this course will come from the required text(s) and/or the selected reading(s) listed below. All required readings–whether assigned from the text or assigned as a selected reading–must be completed according to the due date assigned by the course instructor.

I. **SELECTED READING(S):** The selected readings for this course are listed below. You will not need to purchase these readings; the instructor will provide these selected readings to you in class (either in paper or electronic format).

Anderson, Chris. (2004) *The Long Tail*, Wired. https://www.wired.com/2004/10/tail/

Beard, David. (2018) In crowded field, some media companies sour on podcasts (Poynter) https://www.poynter.org/reporting-editing/2018/in-crowded-field-some-media-companies-sour-on-podcasts/

Berry, Richard. (2006) "Will the iPod kill the radio star? Profiling Podcasting as Radio." Convergence: The International Journal of Research into New Media Technologies. Vol. 12, n° 2, pp. 143-162. https://doi.org/10.1177/1354856506066522

Blood, Rebecca. (2002) *The Weblog Handbook: Practical Advice on Creating and Maintaining Your Blog*. Cambridge, MA: Perseus Publishing, pp. 1-55.

Cooper, Paige. (2019) 25 Twitter Stats All Marketers Need to Know in 2020. https://blog.hootsuite.com/twitter-statistics/

Curtis, Cara (2018) The Next Web; Reading novels on Instagram has validated my social media addiction https://thenextweb.com/socialmedia/2018/09/03/insta-novels-instagram-stories-new-york/

Gillmor, Dan. (2004) *We the Media: Grassroots Journalism by the People, for the People*. Sebastopol: O'Reilly Media, pp. 1-43.

Gram-Refeer, Bill (2017) Here's The Best Podcast Recording Software For Mac & PC https://www.podcastinsights.com/best-podcast-recording-software/

Hughes, Cris (Facebook Co-founder – 2019) It's Time to Break Up Facebook. The New York Times; nytimes.com/2019/05/09/opinion/sunday/chris-hughes-facebook-zuckerberg.html

Ingram, Mathew. (2018) Is the podcast bubble bursting? (Columbia Journalism Review) https://www.cjr.org/the_new_gatekeepers/podcast-bubble-burst.php

McOwen Wilson, Ben (Director of content partnerships, Google - 2016) Digital News Initiative: Introducing the YouTube Player for Publishers https://www.blog.google/outreach-initiatives/google-news-initiative/digital-news-initiative-introducing/

Mulcahy, Glen B. (MOJO & Podcast 2018) Audio REC/Edit & Podcasting Apps https://www.thinglink.com/scene/967438780396994563

RECOMMENDED READINGS

The recommended reading(s) and/or text(s) for this course are below. These recommended readings are not mandatory, but they will assist you with research and understanding course content.

Beelen, Paul. (2006) *Advertising 2.0. What everybody in advertising, marketing and media should know about the technologies that are reshaping their business* https://www.yumpu.com/en/document/view/7292828/advertising-20-paul-beelen

Berners-Lee, Tim, and Mark Fischetti (2000) *Weaving the Web: the original design and ultimate destiny of the World Wide Web by its inventor*. New York: Harper.

Bradshaw, Paul. (2008, April 11) How to: use RSS and Social Media for newsgathering. Journalism.co.uk. https://www.journalism.co.uk/skills/how-to-use-rss-and-social-media-for-newsgathering/s7/a531343/

Briggs, Mark, and Jan Schaffer. (2007) *Journalism 2.0: How to Survive and Thrive: a Digital Literacy Guide for the Information Age*. College Park, Md.: J-Lab.

Conger, Kate (2019) San Francisco Bans Facial Recognition Technology. The New York Times https://www.nytimes.com/2019/05/14/us/facial-recognition-ban-san-francisco.html

Eyal, Nil (2014) Hooked. How to build habit-forming products. Portfolio Penguin.

Goujard, Clothilde (2018) Resources for people interested in podcasting https://ijnet.org/en/story/resources-people-interested-podcasting

Jacobs, Fred. (2018) The End Of Radio "Search" As We Know It https://jacobsmedia.com/the-end-of-radio-search-as-we-know-it/

Jarvis, Jeff. (2009) *What would google do?*. New York, NY: Collins Business, a division of HarperCollins.

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

Menduni, Enrico. (2007) "Four steps in innovative radio broadcasting: from QuickTime to podcasting". The Radio Journal – International Studies in Broadcast and Audio Media. Vol. 5, nº 1, pages. 9-17. http://www.mediastudies.it/IMG/pdf/From_QuickTime_to_Podcasting.pdf

Nadella, Satya (2017) Hit Refresh, The Quest to rediscover Microsoft

O'Reilly, Tim. (2005) What is web 2.0. Design Patterns and Business Models for the Next Generation of Software. O'Reilly.
http://www.oreillynet.com/pub/a/oreilly/tim/news/2005/09/30/what-is-web-20.html

ADDITIONAL RESOURCES

In order to ensure you success abroad, CEA has provided the academic resources listed below. In addition to these resources, each CEA Study Center provides students with a physical library and study areas for group work. The Academic Affairs Office at each CEA Study Center also compiles a bank of detailed information regarding libraries, documentation centers, research institutes, and archival materials located in the host city.

- **UNH Online Library**: As a CEA student, you will be given access to the online library of CEA's School of Record, the University of New Haven (UNH). You can use this online library to access databases and additional resources while performing research abroad. You may access the UNH online library here or through your MyCEA Account. You must comply with UNH Policies regarding library usage.

- **CEAClassroom – Moodle**: CEA instructors use Moodle, an interactive virtual learning environment. This web-based platform provides you with constant and direct access to the course syllabus, daily schedule of class lectures and assignments, non-textbook required readings, and additional resources. Moodle includes the normal array of forums, up-loadable and downloadable databases, wikis, and related academic support designed for helping you achieve the learning objectives listed in this syllabus.

  During the first week of class, CEA academic staff and/or faculty will help you navigate through the many functions and resources Moodle provides. While you may print a hard copy version of the syllabus, you should always check Moodle for the most up-to-date information regarding this course. The instructor will use Moodle to make announcements and updates to the course and/or syllabus. It is your responsibility to ensure that you have access to all Moodle materials and that you monitor Moodle on a daily basis in case there are any changes made to course assignments or scheduling.

  To access Moodle: Please log-in to your MyCEA account using your normal username and password. Click on the "While You're Abroad Tab" and make sure you are under the "Academics" sub-menu. There you will see a link above your schedule that says "View Online Courses" select this link to be taken to your Moodle environment.

- **Online Reference & Research Tools**: The course instructor has identified the resources below to assist you with understanding course topics. You are encouraged to explore these and other avenues of research including the databases available via the UNH online library.

  - Google News Initiative: https://newsinitiative.withgoogle.com/training/
  - Instapaper: https://www.instapaper.com/
  - Feedly: https://feedly.com/i/welcome
  - Podcasting News: http://podcastingnews.com/

- Covering the refugee crisis on Snapchat and Periscope as 'a day-by-day documentary' (Journalism.Co.UK): https://www.journalism.co.uk/news/-a-day-by-day-digital-documentary-how-news-outlets-are-covering-the-refugee-crisis-on-snapchat-and-periscope-/s2/a567769/
- Reading novels on Instagram has validated my social media addiction (The Next Web): https://thenextweb.com/socialmedia/2018/09/03/insta-novels-instagram-stories-new-york/
- In crowded field, some media companies sour on podcasts (Poynter): https://www.poynter.org/news/crowded-field-some-media-companies-sour-podcasts
- Is the Podcast bubble bursting? (Columbia Journalism Review): https://www.cjr.org/the_new_gatekeepers/podcast-bubble-burst.php
- Google: the Next 20 years (Enrique Dans): https://medium.com/enrique-dans/google-the-next-20-years-37ee98787115
- How apps such as Snapchat and Periscope are making the media take vertical video seriously (Digiday): https://digiday.com/media/time-take-vertical-video-seriously/
- Readings: http://www.cyberjournalist.net/

<table>
<tr><td colspan="4">COURSE CALENDAR
Digital Journalism & Communication:
Blogging & Storytelling in the 21st Century</td></tr>
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SESSION	TOPICS	ACTIVITY	READINGS & ASSIGNMENTS
1	**Introduction to Course Defining Concepts:** Journalism Media Information Society The role of the information and communication technologies (ICT)	Personal and academic presentations Analyze key concepts about the Information Society	**Assignment:** Media Habits Quiz
2	**The History of Internet** Birth and development of the World Wide Web **Introduction & Analysis of Web 2.0** **Introduction to "Web 3.0" ... Does it Exist?** What does it mean? **The Blogging Revolution** What is a weblog?	**Lecture & Discussion** Historical overview of the story of Internet so far Video material to illustrate debate and explain weblogs characteristics Web archives to illustrate subject matter	**Readings:** Anderson, C. The Long Tail (resource link above) Blood, R. *The Weblog Handbook*, pp. 1-38. **Assignments:** Explore some of the most popular weblogs and identify their characteristics.
3	**Blogging**	**Lecture & Discussion** CMS for blogging: introduction to Wordpress Other ways of blogging **Workshop:** Write and use categories and tags, work with the sidebar, how to use widgets., using media, blog Stats	**Readings:** Blood, R. *The Weblog Handbook*, pp. 39-55 **Recommended Readings:** Briggs, M., *Journalism 2.0*, pp. 52-61. **Assignments:** Sign up for wordpress.com and build your profile. Technorati. http://technorati.com Write a post & create categories and tags Build the sidebar and use of widgets
4	**Digital Tools & Social Networks for Journalists** Google Tools, readers, Streaming (periscope, Facebook live, meerkat, livestream), etc.	**Lecture & Discussion** Discovering some apps, tools and sites that can contribute and help journalists to process, edit and publish their journalistic content	**Readings:** - Curtis, Cara (2018) The Next Web; Reading novels on Instagram has validated my social media addiction (resource link above) - McOwen Wilson, Ben (Director of content partnerships, Google - 2016) Digital News

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		Workshop	Initiative: Introducing the YouTube Player for Publishers (resource link above). http://www.google.com/get/mediatools/ https://www.instapaper.com https://feedly.com **Recommended Readings:** Jarvis, J., *What would google do?,* pp.1-23 **Assignments:** Working on the Blog
5	**The MOJO Revolution** **(Mobile Journalism)**	**Lecture & Discussion** Learn how Journalism is using mobiles to tell stories in an efficient way **Workshop**	**Readings:** Mulcahy, Glen B. (MOJO & Podcast 2018) Audio REC/Edit & Podcasting Apps (resource link above). **Assignments:** Learning and working with new storytelling tools Work on the blog
6	**The Citizen's Journalism Phenomenon** Social and Digital Activism and Digital Revolutions (The Arab Spring, Occupy, 15-M)	**Lecture & Discussion** Analyze key concepts about Citizen's Journalism **Workshop** Working on the Blog	**Readings:** Gillmor, D., *We the Media*, pp. 1-43 **Recommended Readings:** Briggs, M., *Journalism 2.*0, pp.41-51 & 62-68 **Assignments:** Work on multimedia report Work on the blog Guest Speaker preparation
7	**Guest Speaker:** New Journalists & creating your own Channel/Brand	**Guest Speaker session** **Work on post**	**Assignment:** Publish post after guest speaker session
8	**Data Journalism**	**Lecture & Discussion** Discovering the new apps used to explain stories in a more efficient and clear way. Thinglink, Piktochart, Canva, Juxtapose **Workshop:** Search and write about these new phenomena that keep changing day by day. Test with one of the tools.	**Assignments:** Work on the blog Prepare for the midterm exam

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9	MIDTERM EXAM		
10	**Multimedia Storytelling & Storytelling through Virtual Reality (VR):** Augmented Reality & A quick look on Artificial Intelligence	**Lecture & Discussion**	Analyzing several examples from different media outlets and exploring how others use virtual reality, Augmented Reality, Holograms and Artificial Intelligence for Storytelling
11	**Marketing and Advertising 2.0 / Business 2.0**	**Lecture & Discussion** Analyze key concepts of Advertising 2.0 **Workshop** **Preparing Guest Speaker session:** "Managing a brand in a digital environment"	**Readings:** Cooper, Paige. (2019) 25 Twitter Stats All Marketers Need to Know in 2020. (resource link above) **Assignment:** Work on the blog
12	**Guest Speaker:** Journalism & Marketing; & Marketing vs. PR: Working Together?	**Guest Speaker session**	**Assignment:** Publish post after guest speaker session Publish multimedia report
13	**Politics & Digital Storytelling**	**Lecture & Discussion:** Review web archives Explanation of a real journalistic coverage (in Digital) of an election campaign: Examples of Spanish elections on July 2016 Analysis from Hillary Clinton and Donald Trump Campaign 2016'	**Readings:** Hughes, Cris (Facebook Co-founder – 2019) It's Time to Break Up Facebook. The New York Times (resource link above) **Assignment:** Research & analyze: - USA'08 and USA 2012 campaign on the web and other examples. (Read official and non-official websites.) - How Donald Trump and Hillary Clinton used Facebook to campaign. (Paid Media VS. Earned Media) - Other Spanish Campaigns (Yes we can = Podemos (movement connected to "Occupy", Arab Spring, 15-M)
14	**Digital Audio & Podcasting + Radio 2.0 (From Radio on the web to Radio 2.0)** **Making a podcast**	**Lecture & Discussion** **Case study 1:** BBC online **Case study 2:** RAC1 online vs Catalunya Ràdio online. Analyzing the "youtuber's phenomena"	**Readings:** - Beard, David. (2018) In crowded field, some media companies sour on podcasts (Poynter) (resource link above)

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		and learning how to succeed in YouTube **Workshop** Start a podcast with Soundcloud, Audacity, Podomatic, or Anchor. Record and edit sound (Audacity, Soundcloud, Ferrite). Recording and editing sound: audacity, encoders, decoders...how to upload files, embed them in your blog...	- Berry, Richard. (2006) "Will the iPod kill the radio star? Profiling Podcasting as Radio." (resource link above) - Gram-Refeer, Bill (2017) Here's The Best Podcast Recording Software For Mac & PC (resource link above) - Ingram, Mathew. (2018) Is the podcast bubble bursting? (resource link above) - Audacity tutorial **Assignment:** Publish a podcast on the blog
15	FINAL EXAM / LAST DAY TO PUBLISH POSTS IN THE BLOG		

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SECTION III: CEA Academic Policies

The policies listed in this section outline general expectations for CEA students. You should carefully review these policies to ensure success in your courses and during your time abroad. Furthermore, as a participant in the CEA program, you are expected to review and understand all CEA Student Policies, including the academic policies outlined on our website. CEA reserves the right to change, update, revise, or amend existing policies and/or procedures at any time. For the most up to date policies, please review the policies on our website.

Class & Instructor Policies can be found [here](#)
General Academic Policies can be found [here](#)