

JOU 4950: APPLIED JOURNALISM
Section 3G04 • Spring 2020• Weimer Room 1092

10:40 a.m.-11:30 a.m. • Period 4 • Thursdays Jan. 9 to April 16

Additional Requirement:

30-minute monthly meeting with capstone manager by appointment

Capstone Manager: Joanna Hernandez, MPA
Lecturer; Director of Inclusion and Diversity
UF College of Journalism and Communications
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OFFICE HOURS

Mondays 9-11:30 a.m.; Wednesdays 9-11:30 a.m.; Thursdays 2-3:30 p.m.

- *Drop by anytime; but preference goes to people who make appointments. -*
- *Emailing me at least 24 hours in advance ensures the time is yours. -*
- *If you need to meet at other times, we can make other arrangements. -*

COURSE DESCRIPTION

THIS CAPSTONE COURSE aims to prepare students for professional-caliber reporting, writing and production of multimedia storytelling suitable for publication in various traditional/digital outlets.

YOU ARE EXPECTED to produce senior-level, high-quality work with depth and critical thinking. In exchange, you will receive feedback that will improve and strengthen your work in new and creative ways.

YOU WILL ASSUME THE ROLE of a professional journalist, and this class will be conducted through a series of seminars and heavily coached team projects. Over the course of the three sprints created during the semester, teams comprised of no more than three students (each student bringing a diverse skillset that complements other team members) will work together to emulate the professional media work environment.

AS THE CAPSTONE MANAGER, I will work along with you – and possibly your coach – to ensure that you are progressing through the projects and receiving the feedback required to produce professional-caliber, publishable acts of journalism.

COURSE OBJECTIVES

- o Students, working in teams, gain hands-on experience in multimedia journalism.

- o Students experiment with tools and best practices in written, visual and audio storytelling; and learn to collaborate with journalists with different strengths than their own.
- o Students learn best practices for producing digital-journalism stories.
- o Students will be able to use appropriate multimedia reporting and production tools.

COURSE OUTCOMES: PROJECTS

1. Students in this course will each work within teams to produce projects to be completed during the semester.
2. Each project is a story or journalistic resource produced for an external audience.
3. Each team determines the project concept, goals and timelines within context of syllabus deadlines.

COURSE TEXT AND READINGS

WEB READINGS AND ARTICLES, as selected by the capstone manager, will be emailed and updated on the Canvas learning system throughout the semester.

ACCESS TO TRAINING materials on Lynda.com (available through UF).

EQUIPMENT AND SUPPLIES

STUDENTS ARE EXPECTED to own basic digital audio, photo and video equipment as well as a MacBook Pro with necessary software installed. Specific requirements are posted here: <https://www.jou.ufl.edu/current-students/current-undergraduate/current-academics/equipment/>

EMAIL POLICY

SEND EMAIL through the Canvas system or directly to the capstone manager at jhernandez@jou.ufl.edu. **Make sure the Subject Line includes JOU 4950** and one or two words reflecting your inquiry; the message itself need to be as specific as possible **and end with your first and last name.**

YOUR PROJECT TEAMS and TEAM LEADERS

DURING THE COURSE of the semester, you may be reassigned to different teams., which will be formed based on the following:

1. The capstone manager assigns students to teams based on their skillsets.

2. If your team elects to have a coach, the coach will appoint the team leader; otherwise, the capstone manager will make the appointments. Each student will be a team leader for several weeks once per semester.
3. The team leader assigns tasks and coordinates the work. Fair division of labor is desired, but also, the project must meet deadlines. The team leader is not expected to do work that others neglect but is expected to keep records of what went right, went wrong and why.

NOTEWORTHY: If you prefer working on an individual project, LET ME KNOW.

ATTENDANCE POLICY

THIS CLASS MEETS once a week over 15 weeks – in addition, each student is **required to meet with the capstone manager** once a month for at least 30 minutes outside of class. You are expected to attend every session for the entire semester. Schedule yourself accordingly, don't be late and don't leave early.

YOUR ABSENSE OR interruption of your peers' learning process with late arrivals or early departures could lower your grade.

IF YOU MUST MISS CLASS, let me know as soon as you know; I may ask for documentation. Three tardies/early departures equal one unexcused absence. **Two unexcused absences lowers your grade** one letter point. You must wait for my "good night" – an indication that class is over – before packing up to leave.

COURSE SCHEDULE/TEAM PROJECT SPRINTS

Jan. 9 - Introduction to JOU 4950

Jan. 16 - Sprint 1: Pitching Project - Narrowing down ideas into projects; conducting research as evidence; Team Leaders Assigned

Jan. 23 - Sprint 1

Jan. 30 - Sprint 1

Feb. 6 - End of Sprint 1: Story Analysis (Pitch) Due

Feb. 13 - Sprint 2: Story Drafting - Research and reporting for content gathering and documentation; Team Leaders Assigned

Feb. 20 - Sprint 2

Feb. 27 - Sprint 2

March 5 - Spring Break - No Class

March 12 - End of Sprint 2: 800-Word Story Due

March 19 - Sprint 3: Production - Continue reporting and content gathering; produce multimedia digital package. Team Leaders Assigned

March 26 - Sprint 3

April 2 - Sprint 3

April 9 - End of Sprint 3

April 16 In-Class Project Presentation

– This course schedule is subject to change at the discretion of the instructor. –

During each project sprint, the teams will meet with and without their capstone manager to develop and execute their act of journalism. These meetings shall include the following: pitch session, story draft meeting, story refinement meeting, pre-completion meeting and a post-mortem on the project. Each project sprint will require additional time for the group to meet without the capstone manager to plan and execute. Deadlines will be set accordingly.

At the launch of each sprint, a full-course meeting will be held to convene the teams for a wide-group sprint launch and recap seminar.

We will also schedule sit-down, face-to-face editing sessions of your drafts.

GRADING

Grading includes taking into account feedback from team leaders and team members. The capstone manager and students will work together to develop additional rubrics based on expectations and goals for each project.

Grading Rubric:

- 5%** – Seminar Participation, Attendance, Punctuality
- 15%** – Monthly Office Meet Up
- 20%** – Sprints Participation
- 25%** – Team Leader Reports
 - 15% - three one-page weekly report
 - 10% - one two-page sprint report
- 40%** – Final Project Package
 - 10% Multimedia component
 - 10% Written component
 - 10% Presentation
 - 10% Participation

WORDS OF CAUTION

- Missed deadlines could result in automatic failure of the assignment/project.
- Errors in proper nouns or facts result in automatic failure of the assignment/project.
- Stories with conflicts of interest of the reporter shall also result in automatic failure.

- Grades on stories can be lowered (to zero) as the result of students misrepresenting themselves or otherwise being unprofessional while working on story assignments. Do NOT tell sources you are working for the Alligator or any other publication.
- Students often find sources are more willing to talk if the students are dressed appropriately.

THE WORD ON SOURCES

One of the best ways to ensure your stories are fair, accurate and complete is to gather information from a variety of sources.

In selecting potential sources for your stories, keep in mind that we live in a diverse, multicultural world. You should make every effort to have your stories reflect that. Talk to a variety of people from different backgrounds, educational levels, etc. to get a complete story.

Students enrolled in this course should not be used as sources in your stories unless they are involved directly in the story. Friends, roommates, relatives, sorority sisters, fraternity brothers, etc. usually pose a conflict-of-interest threat when used as sources.

DO YOUR OWN REPORTING AND WRITING

Plagiarism—including using material from news releases and information gathered from the internet without attribution—will result in serious and harsh consequences. Should that be discovered, you will fail the course and be recommended for expulsion from the University. You can find the college's official ethical standards at:

<http://www.jou.ufl.edu/academic/jou/honesty/demic/jou/honesty/>

If you have **even the smallest doubt or are confused** about this or anything else in the course, **TELL ME**.

YOUR CONDUCT AS A STUDENT

Familiarize yourself with the following:

UF Academic Honesty: <https://catalog.ufl.edu/UGRD/student-responsibilities/>

UF Honor Code: <https://sccr.dso.ufl.edu/policies/student-honor-code-student-conduct-code/>

Lectures and materials in this class are the property of the University/faculty member. **Lectures may not be taped without permission from the lecturer** and may not be used for any

commercial purpose. Students found in violation may be subject to discipline under the University's Student Conduct Code.

ACCOMMODATION FOR DISABILITIES

Let me know immediately - informally and then with a formal letter from the proper authorities - if you have a life issue that would hinder your work in this course. We will do our best to help you. Students requesting accommodation must register with the Disability Resource Center <https://www.dso.ufl.edu/drc/>.

STUDENT HEALTH AND WELLNESS

Your well-being is important to the University of Florida. The U Matter, We Care initiative is committed to creating a culture of care on our campus by encouraging members of our community to look out for one another and to reach out for help if a member of our community is in need. If you or a friend is in distress, please contact umatter@ufl.edu so that the U Matter, We Care Team can reach out to the student in distress. A nighttime and weekend crisis counselor is available by phone at 352-392-1575. The U Matter, We Care Team can help connect students to the many other helping resources available including, but not limited to, Victim Advocates, Housing staff, and the Counseling and Wellness Center. Please remember that asking for help is a sign of strength.

In case of emergency, call 911.

COURSE EVALUATIONS

Students are expected to provide feedback on the quality of instruction in this course by completing online [evaluations](#). You will be notified by email when the evaluations are open, typically in the last two or three weeks of the semester. Summary [results](#) are available to you and the public.

ACADEMIC RESOURCES

- E-learning technical support: 352-392-4357 (select option 2) or e-mail to Learningsupport@ufl.edu or reach the [website](#).
- For career advice and planning, or even help selecting a major or minor, contact the [Career Resource Center](#) in the Reitz Union, 392-1601.
- For help in finding resources, ask a UF librarian through [Library Support](#).
- General study skills and tutoring available from the [Teaching Center](#), Broward Hall, 392-2010 or 392-6420.
- Have a complaint? See the [UF Complaints Policy](#) for links and directions.

**EXAMPLES OF STELLAR WORK
EXPLOITING THE TOOLS OF DIGITAL JOURNALISM**

- **The 1619 Project**
<https://www.nytimes.com/interactive/2019/08/14/magazine/1619-america-slavery.html>
- **Black Hawk Down: An American War Story The Original 1997 Newspaper Series Online**
<http://inquirer.philly.com/packages/somalia/sitemap.asp>
- **Gladiator: Aaron Hernandez and Football Inc. (Podcast) Boston Globe Spotlight team**
<https://apps.bostonglobe.com/spotlight/gladiator/>
- **The Facebook Dilemma (longform video) Frontline**
<https://www.pbs.org/wgbh/frontline/film/facebook-dilemma/>
- **42 On-Air Journalists Talk Working in the Age of Fake News**
<http://www.papermag.com/fake-news-break-the-internet-2622526678.html>
- **Perversion of Justice** <https://hrlld.us/2rcqDpB>
- **Seven Days Of Heroin: This Is What An Epidemic Looks Like**
<http://bit.ly/2FDv6vk> – Pulitzer Citation:
<https://www.pulitzer.org/winners/staff-cincinnati-enquirer>
- **Nuclear Negligence**
<https://awards.journalists.org/entries/nuclear-negligence/>
- **Dangerous Deliveries: Is Texas Doing Enough to Stop Moms From Dying?** <https://awards.journalists.org/entries/texas-tribune-dangerous-deliveries/>
- **Lost Mothers** <https://awards.journalists.org/entries/lost-mothers/>
- **She Says** <https://awards.journalists.org/entries/she-says/>
- **Gerda** <https://films.radiowest.org/featured-series/gerda>
- **Hacking Democracy** <https://awards.journalists.org/entries/hacking-democracy/>
- **The Deported** <https://awards.journalists.org/entries/the-deported-life-beyond-the-border/>

- **All Work. No play.** <https://awards.journalists.org/entries/all-work-no-pay/>
- **Bundyville:** A new series and podcast from Longreads, in partnership with [Oregon Public Broadcasting](#). <http://bit.ly/2TxR2et>
- **We Are Witnesses:** <https://www.themarshallproject.org/witnesses>
- **Rattled: Oregon's Concussion Discussion** <http://www.invw.org/series/rattledinoregon/>
- **WASTED MEDICINE: Squandered Health Care Dollars** <https://www.propublica.org/series/wasted-medicine>
About: Marshall Allen Unearths Waste in Health Care
<https://www.theopennotebook.com/2018/02/13/marshall-allen-unearths-waste-in-health-care/>
- **Can the Ivory-Billed Woodpecker Be Found in Cuba?** <https://www.audubon.org/magazine/may-june-2016/can-ivory-billed-woodpecker-be-found-cuba>
- **"In rural Missouri, response to sexual assault is uneven and uncertain"** The Columbia Missourian. <http://bit.ly/2LbM5nU>
- **"How Texas lets Atmos Energy off the hook"** The Dallas Morning News. <http://bit.ly/2L8Tt38>
- **"Fight Club: Dark secrets of Florida's juvenile justice system, an investigation,** The Miami Herald. <https://hrlld.us/2L8Uecu>
- **"How South Carolina's 'minimally adequate' education system fails too many students"** The Post and Courier of Charleston, S.C. <http://bit.ly/2LcBjNT>
- **"Side Effects: An ongoing investigation on the rising costs of prescription drugs"** The Columbus Dispatch. <http://bit.ly/2LcMrdQ>
- **"Influence & Injustice: An investigation into the power of prosecutors"** The Sarasota Herald-Tribune. <http://bit.ly/2LcDEbD>
- **"The search for Jackie Wallace"** The Times-Picayune of New Orleans. <http://bit.ly/2Lb0twp>
- **"'My World Was Burning': The North Bay fires and what went wrong"** Public Radio Station KQED in Northern California. <http://bit.ly/2LeAnJe>

- **"Meet the Glasscos: Lesbian foster parents in the Bible Belt"**
Scalawag Magazine. <http://bit.ly/2LcMAxU>
- **"Targeted: A family and the quest to stop the next school shooter"** The Oregonian. <http://bit.ly/2L9CrSA>
- **Nirvana's "Nevermind": The 1991 album that gave rise to a rock genre and captured the spirit of a new generation.**
<http://bit.ly/2AfhLDD>
- **The Force Report: Five years. 72,607 documents. Every local police department in N.J.** <http://force.nj.com/>