<u>JOU 4950: APPLIED JOURNALISM</u>
<u>Section CAP1 • Summer C 2021</u>
University of Florida College of Journalism and Communications
11 a.m.-12:15 p.m. • Period 3
Wednesdays • May 12 to Aug 12
Summer Break (No Class): Jun 23

Zoom Class Link:
https://ufl.zoom.us/j/95146317764?pwd=MkJ6RVhKdFFVOUJyNWhaU
FB0d3lKQT09
Meeting ID: 951 4631 7764; Passcode: 628821

Instructor: Joanna Hernandez, MPA
Lecturer; CJC Director of Inclusion & Diversity
jhernandez@jou.ufl.edu

Office Hours:
By appointment (email me via Canvas)
Available via Zoom
And in person at my office, 3046 Weimer (you must wear your mask!)
— *Please make appointments at least 24 hours in advance via Canvas email* —

MULTIDIMENSIONAL GOALS
THE UNIVERSITY OF FLORIDA College of Journalism and Communications Department of Journalism embraces a commitment toward an intellectual community enriched and enhanced by diversity along a number of dimensions, including race, ethnicity and national origins, gender and gender identity, sexuality, class and religion. We expect each of our journalism courses to help foster an understanding of the diversity of peoples and cultures and of the significance and impact of mass communications in a global society.

COURSE DESCRIPTION
IN THIS CAPSTONE course, you are expected to conduct professional-caliber reporting and writing, leading to the production of multimedia storytelling suitable for publication in a variety of publications.

USING JOURNALISM SKILLS acquired during your undergraduate studies at CJC, you will 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.

ASSUMING THE ROLE of a professional journalist, you are expected to use this course to shore up your skillset, attend a series of seminars and participate in heavily coached team projects.

THE SEMESTER IS divided into two sprints *(see Course Schedule/Team Project Sprints below)*. The first sprint focuses on idea generation, research and pitching; the second sprint on field work and delivering the project. Teams comprised of four students (each bringing a diverse skillset that complements other

team members) will work together to emulate the professional media work environment.

WE WILL WORK with you to ensure that you are progressing through the projects and receiving the feedback required to produce professional-caliber, publishable acts of journalism.

INCLUSIVE CLASS ENVIRONMENT

REPORTERS TELL STORIES of a community and all individuals who make up a given community. We serve, help and inform everyone.

IN ORDER TO best carry out these ideals, we must exhibit respect, inclusiveness and an understanding for all people. These expectations during field work will also be carried into this classroom.

OUR DIFFERENCES WILL serve as a strength that we embrace as we discuss relevant story ideas, developing contacts within a community or even storytelling techniques. Exposure to different perspectives, values, ideals and experiences will make us all better, more compassionate and understanding journalists. We all learn best and maximize our outcomes when we feel comfortable.

PLEASE LET US know what we can do to make sure you feel respected and welcomed in this space.

COURSE OBJECTIVES

- o Students gain hands-on experience in multimedia journalism while working in teams.
- o Students experiment with tools and best practices in written, visual and audio storytelling.
- o Students learn to collaborate with journalists who have different strengths than their own.
- o Students learn best practices for producing digital- and multiplatform-journalism stories.
- o Students will use appropriate multimedia reporting and production tools.

COURSE OUTCOMES: PROJECTS

1. Students will each work within teams comprised of four to five classmates to produce publishable works 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, READINGS and RESOURCES

WEB READINGS AND ARTICLES, as selected by the instructor, will be posted on the Canvas learning system throughout the summer semester.

APRIL HINES is the Journalism Department guide at the UF George A. Smathers Libraries. Below is a link tht will take you to her Journalism Department homepage, where you will find access to multiple research tools and resources:

EQUIPMENT AND SUPPLIES

STUDENTS ARE EXPECTED to own basic digital audio, photo and video equipment as well as a laptop 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 Canvas. Write JOU 4950 in the Subject Line with a word or two of the topic. And make the message itself as specific as possible.

YOUR PROJECT TEAMS and TEAM LEADERS

1. Each student will be assigned to teams based on their skillsets.
2. Each student will be a team leader at least once per semester.
3. The team leader assigns tasks, coordinates the work and writes weekly reports. 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.

ATTENDANCE POLICY

THIS IS CLASS is scheduled to meet once a week on Zoom over 14 weeks — and your attendance is mandatory.

PLEASE NOTE THAT in addition to our once-a-week synchronous class that this class requires many hours of work on your part in teams.

IN ADDITION, **teams are required to meet with the instructor once in June and once in July** for 30 minutes via Zoom.

YOUR ABSENCE OR interruption of your peers' learning process with late arrivals or early departures could lower your grade. Schedule yourself accordingly — don't be late and don't leave early.

IF YOU MUST miss class, let us know as soon as you know so that you may be excused; we *may* ask for documentation. **Two unexcused absences lowers your grade** one letter point.

Professional values and competencies:
ACEJMC Objectives

University of Florida's College of Journalism and Communication is accredited by the Accrediting Council on Education in Journalism and Mass Communication (ACEJMC). The ACEJMC has identified several core values and competencies that journalism and mass communication students ought to possess upon graduation:

• Demonstrate an understanding of the history and role of professionals and institutions in shaping communications.

• Demonstrate an understanding of gender, race, ethnicity, sexual orientation andother forms of diversity in domestic society in relation to mass communications.
• Demonstrate an understanding of the diversity of peoples and cultures and of the significance and impact of mass communications in a global society.
• Understand concepts and apply theories in the use/presentation of images and information.
• Think critically, creatively and independently.
• Conduct research and evaluate information by methods appropriate to the communications professions in which they work.
• Write correctly and clearly in forms and styles appropriate for the communications professions, audiences and purposes they serve.

COURSE SCHEDULE/TEAM PROJECT SPRINTS

May 12 – Welcome! Introduction to JOU 4950.
May 19 – (Sprint 1 Begins): What's a Story? Brainstorming Story Ideas.
May 26 – Research Refresher
Jun 2 – Identifying audiences/publications.
Jun 9 – How to Pitch — CREATE Method.
Jun 16 – Diversity in Storytelling; Team Story Pitches due.
Jun 23 – Summer Break (No Class).
Jun 30 – (Sprint 1 Ends): Pitch Presentation (PowerPoint).
Jul 7 – (Sprint 2 Begins): Planning, Execution; Story Drafting Refresher
Jul 14 – Digital Storytelling Examples
Jul 21 –First Written Draft Due (optional)
Jul 28 – Project Check-In.
Aug 4 – (Sprint 2 Ends): Final Written and Multiplatform Projects Due
Aug 11 – (Last Day of Class) – Project Presentation

 — *This course schedule is subject to change at the discretion of the instructors. —*

TEAMS WILL MEET outside of class to develop and execute their act of journalism. Deadlines will be set accordingly.

WE CAN SCHEDULE sit-down, virtual face-to-face editing sessions of your drafts.

GRADING
GRADING INCLUDES taking into account feedback we receive from team leaders and team members. The instructor and students can work together to develop additional rubrics based on expectations and goals for each project.

Grading Rubric:
　　10% – Monthly Office Meet Up With Instructors
　　15% – Seminar Participation, Attendance, Punctuality

15% – Team Leader Reports
25% – Pitch Presentation
35% – Final Project Package with Presentation

Grading Scale.
No half scores are given, grades are rounded to the nearest whole point: 89.4 rounds down to 89 (B+), while 89.5 rounds up to 90 (A-).

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A      100-94
A-     < 94-90
B+     < 90-87
B      < 87-84
B-     < 84-80
C+     < 80-77
C      < 77-74
C-     < 74-70
D+     < 70-67
D      < 67-64
D-     < 63-60
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ZOOM PROFESSIONALISM

Please be mindful of maintaining a professional appearance and conduct via our remote lecture meetings. Consider your wardrobe and hygiene just as you would were we all in the same room, as well as your audio and visual backgrounds.

You are expected to have your camera on during Zoom sessions. If you go to black screen for a significant amount of time, points will be deducted from your attendance/participation score at the instructor's discretion. Note that lectures will be recorded for educational purposes. If you have extenuating circumstances or concerns about Zoom attendance, please see let your instructor know.

Virtual backgrounds

You are encouraged to use virtual backgrounds for Zoom if you want to protect the privacy of your environment or surroundings.

COVID-19 Related Practices

If you request a face-to-face meeting with your instructor for any reason, the following policies and requirements are in place to maintain your learning environment and to enhance the safety of our in-classroom interactions:

• You are required to wear approved face coverings at all times within buildings. Following and enforcing these policies and requirements are all of our responsibility. Failure to do so will lead to a report to the Office of Student Conduct and Conflict Resolution.

• There are physical distancing (6 feet between individuals) requirements. Please utilize designated seats and maintain appropriate spacing. Please do not move desks or stations in classrooms.

• Sanitizing supplies are available in the classroom if you wish to wipe down your desks prior to sitting down.

• Practice physical distancing to the extent possible when entering and exiting the classroom, an office or buildings.

• If you are experiencing COVID-19 symptoms ([Click here for guidance from the CDC on symptoms of coronavirus](#)), please use the UF Health screening system and follow the instructions on whether you are able to attend class. [Click here for UF Health guidance on what to do if you have been exposed to or are experiencing Covid-19 symptoms](#).

• Course materials will be provided to you with an excused absence, and you will be given a reasonable amount of time to make up work. [Find more information in the university attendance policies](#).

Recorded Materials

Our class sessions will be audio visually recorded for students in the class to refer back and for enrolled students who are unable to attend live. Students who participate with their camera engaged or utilize a profile image are agreeing to have their video or image recorded.

If you are unwilling to consent to have your profile or video image recorded, let the instructor know and be sure to keep your camera off and do not use a profile image. Likewise, students who unmute during class and participate orally are agreeing to have their voices recorded.

If you are not willing to consent to have your voice recorded during class, your participation will be based on your use of the "chat" feature. You will need to keep your mute button activated and communicate exclusively using the chat feature, which allows students to type questions and comments live. The chat will not be recorded or shared. As in all courses, unauthorized recording and unauthorized sharing of recorded materials is prohibited.

WORDS OF CAUTION
   — Missed deadlines could result in failure of the assignment/project.
   — Errors in proper nouns or facts result in failure of the assignment/project.
   — Stories in which reporters have conflicts of interest shall result in automatic failure.

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— Grades on stories can be lowered (to zero) as the result of students misrepresenting themselves or otherwise being unprofessional while working on story assignments.

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. Projects with fewer than four sources will be deemed unacceptable.

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. Transparency is required.

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 get educated on how to avoid plagiarism and how it's different from copyright infringement at:

https://guides.uflib.ufl.edu/copyright/plagiarism

If you have **even the smallest doubt or are confused** about this or anything else in the course, **ASK YOUR INSTRUCTOR FOR CLARITY.**

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/

ACCOMMODATION FOR DISABILITIES

LET US 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://disability.ufl.edu/students/

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 evaluation. 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 Connections Center in the Reitz Union, 392-1601.
- For help in finding resources, ask a UF librarian through Library Support. April Hines serves as the CJC librarian. You can reach her at 273-2728 or by email at *aprhine@uflib.ufl.edu*
- General study skills and tutoring available from the Teaching Center, Broward Hall, 392-2010 or 392-6420.

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

- **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

- **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

- **WASTED MEDICINE: Squandered Health Care Dollars**
  https://www.propublica.org/series/wasted-medicine

- **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

- **"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/