

JOU 4950 APPLIED JOURNALISM
Section 3G04 • Fall 2022

University of Florida College of Journalism and Communications

10:40 a.m.-11:30 p.m. • Period 4
Meets Thursdays • Jan. 12 to April 20

IN PERSON:
Weimer Hall, Room 1070

This class meets in person and there will be several times this semester when it meets on Zoom, at your professors' discretion.

Your Professors

Joanna Hernandez, MPA

Lecturer; CJC Director of Inclusion & Diversity
jhernandez@jou.ufl.edu

Jessica Marsh, MAMC

jmarsh@ufl.edu

Office Hours with Professor Hernandez

Try to make appointments at least 24 hours in advance.
Thursdays 11:45 a.m. to 1:45 p.m.; and by Appointment

Office Hours with Professor Marsh

Office hours are by appointment and held via Zoom. Reach out to Professor Marsh through email at jmarsh@ufl.edu to schedule a meeting.

○ ***In Person at Weimer 3046***

You might be asked to wear a mask for your own protection and mine – we can also meet at a nearby outdoor spot if you prefer without a mask

○ ***Zoom***

Email us (jhernandez@jou.ufl.edu, jmarsh@ufl.edu) to set up time to meet and for the Zoom link

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 our differences 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 JOURNALISM COURSE, you will be expected to conduct professional-caliber reporting, writing and multiplatform storytelling.

YOU WILL BE ASSIGNED a team. Teams will work together on two assigned projects this semester, using the journalism skills you have gained at CJC.

THE GOAL IS to have you create publishable work – your research, reporting and telling of the story using multimedia components is crucial to achieving this goal and getting a good grade. Please Note: You do not have to get published to get an A, but the goal of all projects is getting published.

USING JOURNALISM SKILLS acquired during your CJC undergraduate studies, you will be expected to produce 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 skill set by attending a series of class seminars and participating in heavily coached team projects.

A PROFESSIONAL WORKING ENVIRONMENT is expected during the entirety of the semester.

TEAMS COMPRISE up to five students (each bringing a diverse skillset that complements other team members). Teams will work together to emulate the professional media work environment. Teams are required to meet up with the professor at least three times this semester.

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.

WEB READINGS AND ARTICLES, as selected by the instructor, will be posted on the Canvas learning system throughout spring 2023.

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

<https://guides.uflib.ufl.edu/journalism>

INCLUSIVE CLASS AND REPORTING 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

- Gain hands-on experience in multimedia journalism while working in teams.
- Experiment with tools and best practices in written, visual and audio storytelling.
- Collaborate with other aspiring journalists who have different strengths than their own.
- Share best practices for producing digital- and multiplatform-journalism stories.
- Use appropriate multimedia reporting and production tools.

COURSE OUTCOMES: PROJECTS

Students will work individually and in teams to produce works completed during the spring 2023 semester.

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 and other 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.

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

WRITE JOU 4950 in the subject line. Add a word or two of your topic. And make the message itself as specific as possible.

YOUR PROJECT TEAMS and TEAM LEADERS

1. Each student will be assigned to teams by the professor.
2. Each student will be a team leader at least once per semester over a period of a minimum of two weeks.
 - a. The team leader assigns tasks, coordinates the work and writes two reports.
 - b. Fair division of labor is desired, but also, the project must meet deadlines.
 - c. The team leader is not expected to do work that others neglect but is expected to keep accurate records of activity that occurred under their watch

ATTENDANCE POLICY

THIS CLASS IS scheduled to meet once a week for 50 minutes over a 15-week period –attendance is mandatory.

- IF YOU MUST miss class, remember to email us at least half an hour before the start of class (by 10:10 a.m. on a Thursday) to let us know – and if you don't, you will receive a zero for that session.
- WE DON'T WANT EXCUSE NOTES. In general, here's the way absences are being recorded:
 - First absence, 100% excused
 - Second absence, 80%
 - Third absence, 70%
 - Fourth and following absences, 0%
- Teams are required to meet three times with the professor for 45 minutes each time on Zoom – once in February, once in March and once in April.
- INTERRUPTION OF YOUR peers' learning process with late arrivals or early departures could be cause to lower your grade.
- [Find more information in the university attendance policies](#) here.

COURSE SCHEDULE/TEAM PROJECT SPRINTS

- Week 1 – Jan. 12** - Welcome! Introduction to JOU 4950
Complete Self-Assessment
- Week 2 – Jan. 19** - Guest Speaker: Andrew Caplan, News Editor Gainesville Sun
Teams created; Team Leaders assigned
- Week 3 – Jan. 26**- Guest Speaker: April Hines, Research Refresher
- Week 4 – Feb. 2**- Pitching the Project/ Pitch Project Presentation Examples
- Week 5 – Feb. 9** - Guest Speaker: Kalisha Whitman Cellphone Reporting Part 1
- Week 6 – Feb. 16** - Kalisha Whitman Cellphone Reporting Part 2
Pitch Presentation Due 11:59 p.m. Tuesday, Feb. 21
- Week 7 – Feb. 23** - **Zoom** Teams Pitch Presentation on PowerPoint - Part 1
Open AP Style Quiz Friday, Feb. 24/Close Friday, March 10
- Week 8 – March 2** - **Zoom** Teams Pitch Presentation on PowerPoint - Part 2
- Week 9 – March 9** - Spring Break NO CLASS
- Week 10 – March 16** - Common Writing Errors / AP Style Errors
- Week 11 – March 23** - Final Project Examples
Drafts due 11:59 p.m. / Turnaround Wednesday, March 29
- Week 12 – March 30** - Project check in
- Week 13 – April 6**- Project Check In
Final Written/Multiplatform Projects Due 11:59 p.m. Tues, April 11
- Week 14 - April 13** – **Zoom** - Project Presentation
- Week 15 – April 20** – **Zoom** - Last Day of Class - Project Presentation

– This course schedule is subject to change at the professors' discretion. –

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% – Seminar Participation, Assignments, Attendance, Punctuality

15% – Monthly Team Meet Ups with Professor (February, March, April)

20% – Team Leader Reports

25% – AP Style Quiz - no makeups

30% – Team Project

Grading Scale.

Grades are rounded to the nearest whole point: 89.4 rounds down to 89 (B+), while 89.5 rounds up to 90 (A-).

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-	< 64-60
E	< 60

Mask-Related Practices

- There may be times when I feel more comfortable wearing a mask. You are welcome to wear one, too.
- Use your best judgment on physical distancing, particularly when indoors.
- If you are experiencing any illness symptoms ([click here for guidance from the CDC on symptoms of coronavirus](#)), DON'T COME TO CLASS. Please email us and let us know; then rest and know we want to see you the following week. Absence is no excuse for not getting the work done on time.

WORDS OF CAUTION

- Missed deadlines could result in failure of the assignment/project.
- Errors in facts can result in failure of the assignment/project.
- Stories in which reporters have conflicts of interest shall result in automatic failure.
- Grades can be lowered to zero if students misrepresent themselves or act unprofessionally while committing the act of journalism.

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 publishable 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** about anything in this course, **ASK YOUR PROFESSOR FOR CLARITY**.

YOUR CONDUCT AS A STUDENT

Please 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/>

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 are in distress, please contact umatter@ufl.edu so the U Matter, We Care Team. 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 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.
- 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 aprhone@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>
- **Bear 71 – Animal-Tracking Interactive DocVideo- told in bear’s perspective**
<https://bear71vr.nfb.ca>
- **Gladiator: Aaron Hernandez and Football Inc. (Podcast) Boston Globe Spotlight team** <https://apps.bostonglobe.com/spotlight/gladiator/>
- **Inside the Apocalyptic Worldview of ‘Tucker Carlson Tonight’**
<https://www.nytimes.com/interactive/2022/04/30/us/tucker-carlson-tonight.html?searchResultPosition=1>
- **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 series and podcast from Longreads, in partnership with [Oregon Public Broadcasting](http://bit.ly/2TxR2et). <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 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>
- **“The search for Jackie Wallace”** The Times-Picayune of New Orleans. <http://bit.ly/2LbOtwp>
- **“‘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/>

—All links check 11.28.2022