

JOU 4950 (16597) APPLIED JOURNALISM

Section CAP1 • Summer C 2023

University of Florida College of Journalism and Communications

12:30 p.m.-1:45 p.m. • Period 4

Wednesdays • May 17 to Aug 9

Summer Break (No Class): Jun 28

Hybrid

When In-Person: Weimer 1090

To Join Zoom Class: <https://ufl.zoom.us/j/95782048593>

Professor Joanna Hernandez, MPA

Lecturer; CJC Director of Inclusion & Diversity

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Professor Jessica Marsh

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Office Hours: Wednesdays 10 a.m.-noon

Office Hours Waiting Room:

<https://ufl.zoom.us/j/5743291562?pwd=RlNqcnRaVVU1UmxwWHNDdi9NZ3ZLQT09>

We can also meet in person, 3046 Weimer, by appointment

– *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 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

THIS IS A CAPSTONE course. Its purpose is to showcase your journalism skills. We expect to see professional-caliber journalism work produced by you. This Summer C 2023 semester, the focus is Florida women's issues.

IN TEAMS OF THREE, you'll produce a multimedia storytelling package. We want senior-level, high-quality work with depth and critical thinking. You'll get feedback to improve and strengthen your work in new, creative ways. The team project is worth 30% of your final grade.

THE SEMESTER IS DIVIDED into two halves by the weeklong break scheduled between Summer A and Summer B (no class June 28). The first half focuses on idea generation, research, reporting, sourcing, pitching and submitting a first draft of the written story. Upon return from summer break, multimedia production takes center stage as reporting, sourcing and conducting other field work continues until delivery of the final project.

WE WILL WORK to ensure that you are progressing through the project and getting feedback 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.

TO BEST CARRY OUT these ideals, it's best to be respectful, inclusive and exhibit an understanding for all people. These expectations during field work will also be carried into this classroom.

OUR DIFFERENCES SERVE as a strength 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 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 ensure you feel respected and welcomed in this space.

COURSE OBJECTIVES

- Students working in teams gain hands-on multimedia experience.
- Students practice best practices in written, visual and audio storytelling.
- Students collaborate with journalists of different strengths than their own.
- Students produce digital- and multiplatform-journalism stories.
- Students gain refresher in multimedia reporting and production tools.

COURSE OUTCOMES: PROJECTS

1. Teams comprised of no more than three classmates produce publishable works – however, publication is not a requirement to pass this course.
2. Each project is a story or journalistic resource produced for an external audience.
3. Each team determines goals and timelines within context of syllabus deadlines.

COURSE TEXT, READINGS and RESOURCES

WEB READINGS AND ARTICLES, will be posted on Canvas by the instructors.

APRIL HINES is our Journalism Department guide at the UF George A. Smathers Libraries. You will meet her when she comes to our class on May 31 to give a research refresher session. Below is a link that takes you to her homepage, where you will find access to multiple research tools and resources:

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

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 can be found at this link :

<https://www.jou.ufl.edu/current-students/current-undergraduate/current-academics/equipment/>

However, if your need for equipment is crucial (for example, your lack of access to equipment is harming the project), please speak with Professor Hernandez.

EMAIL POLICY

TIP: IF YOU WANT OUR ATTENTION, write JOU 4950 in the Subject Line. Why? We scan our emails regularly for “JOU 4950”. You are our priority, and emails without 4950 in the subject line are not considered a high priority at first glance.

TEAMS and TEAM LEADERS

1. Once formed in Week 2, teams meet outside of class at least weekly.
2. The goal is for each team to be comprised of students with skills sets that complement each other.
3. Each student will be a team leader at least once per semester.
4. The team leader assigns tasks and coordinates the work. They also write reports, worth 20% of the final grade. Fair division of labor is desired, and projects must meet deadlines.
5. Team leaders are not expected to do work others neglect but is expected to keep records of what went right, went wrong and why.
6. Teams meet up on Zoom with the professor three times over the semester – team leaders set up these meetings.

ATTENDANCE POLICY

THIS CLASS is scheduled to meet once a week for an hour and 15 minutes over 14 weeks – and your attendance is mandatory.

IF YOU MUST miss class, remember to email us at least half an hour before class starts (by noon on Wednesday) to let us know – or else, you will receive a zero for that session. **Two unexcused absences lowers your grade** one letter point.

PLEASE, WE DON'T NEED EXCUSE NOTES. We will never ask for one (except in a really extreme case). But we do want you to give us a heads up that you are not going to attend class. When you email us at least half an hour before class that you are not going to be in attendance, it becomes “excused” – up to three absences. If you don't email us ahead of time, your absence receives a zero. Check out the way absences are being recorded:

- First absence, 100% excused
- Second absence, 80%
- Third absence and later absences, 0% plus one letter-grade drop

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

IN ADDITION, teams meet on Zoom with the instructor for 30 minutes three times over Summer C – between May 31 and June 14; June 15 to July 12; and July 13 to August 2. Team meetings are worth 15% of your grade. If you miss the team meeting, you must schedule a one-on-one session with Professor Hernandez or receive a zero for not making up the missed session.

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.

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.

JOU 4950 SUMMER C 2023 COURSE SCHEDULE

WEDNESDAYS, 12:30-1:45 p.m.

Week 1 - May 17 – ONLINE

- Welcome, Introductions, Semester Review

Week 2 - May 24 – ONLINE

- What's a Story? Identifying audiences/publications.

Week 3 - May 31 – ONLINE

- Research Refresher with April Hines

Week 4 - Jun 7 – ONLINE

- All About the Pitch - Presentation Examples, etc.

Week 5 - Jun 14 - ONLINE

- Midterm: Pitch Presentation (PowerPoint)

Week 6 - Jun 21 – ONLINE

- Managing Sources

Week 7 - June 28 –NO CLASS

- **Summer Break**

Week 8 - Jul 5 -. IN PERSON

- Interview Shmooze

Week 9 - Jul 12 - IN PERSON

- Final Project Examples

Week 10 - Jul 19 - IN PERSON

- AP Style Quiz

Week 11 - Jul 26 -IN PERSON

- Common writing challenges

Week 12 - Aug 2 - IN PERSON

- Project Check-In.

Week 13 - Aug 9 - ONLINE (Last Day of Class)

- Project Presentation

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

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, Homework, Attendance, Punctuality

15% - Monthly Team Meet Ups With Professor / BEFORE THE PITCH

15% - Pitch Presentation

15% - AP Style Quiz

20% - Team Leader Reports

25% - Final Project Package with Presentation

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

ZOOM PROFESSIONALISM

Please be mindful of maintaining a professional appearance and conduct when our class meets online. 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 might be recorded for educational purposes. If you have extenuating circumstances or concerns about Zoom attendance, please see let us know.

Virtual backgrounds

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

MASK-RELATED PRACTICES

- There may be times when we meet in person 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. But please email us and let us know of your impending absence; then rest and know we want you to get better – and see you the following week. REMEMBER: Absence is no excuse for not getting the work done on time.
- Check out [the university attendance and illness policies](#) for more information.

RECORDED MATERIALS

If any of our class sessions are recorded, students who participate with their camera engaged or utilize a profile image are agreeing to have their video or image recorded. 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 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.

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 University expulsion. Get educated on plagiarism here:

<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

Academic Dishonesty

Academic dishonesty of any kind is not tolerated in this course. It will be reported to the student's department chair AND to the university's Dean of Students – and ***it will result in a failing grade for this course***. A formal report of the offense will be filed with the university's Dean of Students.

Academic dishonesty includes, but is not limited to:

- Using any work done by another person *or automated system, such as an AI text generator*, and submitting it for a class assignment, quiz or exam.
- Submitting work you did for another class or course.
- Copying and pasting text written by another person *or automated system* without use of quotation marks AND complete attribution, including a URL (online) or page number (print).
- Paraphrasing text written by others, such that it constitutes de facto plagiarism (e.g. word substitutions).
- Sharing answers to exams or quizzes online or with anyone.

A Note About ChatGPT and Similar AI Systems

If the instructor suspects that a student used an AI system to generate text used in a written assignment or any type of project, the student will be subject to an oral examination (in Zoom), which will be recorded. If the student is unable to adequately answer questions related to the suspect material(s), a violation of the UF Student Honor Code will be assumed and the above penalties will be applied. Refusal to submit to a recorded oral exam will be taken as an admission of the violation.

UF Student 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

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.

GATOR EVALUATIONS

It's appreciated when students provide feedback on the quality of instruction in this course by completing online evaluation. You will be notified by email and/or Canvas 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 or academic advice and planning, contact the [Career Connections Center](#) in the Reitz Union, 392-1601.
- To find resources, ask a UF librarian through [Library Support](#). [April Hines](#) serves as the CJC librarian. You can reach her at 273-2728 or 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>
- **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://www.oregonpublicbroadcasting.org/). <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/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/>