

Digital Media for Journalists

JOUR 3340.004 – Fall 2017

University of North Texas

Mayborn School of Journalism

Class Time: Mon/Wed, 1 p.m. – 2:20 p.m., Sycamore 224

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Office Hours: Tuesday /Thursday 1 p.m. – 2 p.m. or by appointment or virtually

Required Texts/Course Tools:

- ❖ Set up a free account at NewsU.org, Poynter Institute for Media Studies Online College
- ❖ Download Media Storm Field Guide, (\$9.99 iBooks):
<https://mediastorm.com/train/product/field-guide>
- ❖ Additional readings available via email, in class or on Blackboard Learn

Recommended Reading:

- ❖ Briggs, Mark (2012) *JournalismNext, A Practical Guide to Digital Reporting and Editor*, CQ Press
- ❖ Additional readings will be made available online.

Recommended “tools”:

- ❖ Jump drive/Flash Drive with Min. 2GB or more, to store images and/or video files; or
- ❖ External hard drive
- ❖ Cloud storage (e.g. Google Drive, DropBox, etc.)

Course Objectives:

By the end of this class you will be able to:

- Explain how traditional media has transformed from analog to digital
- Practice writing for the web and understand the fundamentals of multimedia storytelling
- Practice posting content – text, pictures video and audio – on the web
- Apply basic principles of capturing, shooting and editing audio, still pictures and video for web publication
- Complete a Facebook for Journalists Certification Course
- Identify basic concepts of how journalists can use social media as a tool to report, curate and distribute news – text, images, and video
- Publish a final website project showcasing your reporting, writing and multimedia storytelling skills

This class is designed to help you learn how to become an effective online journalist and multimedia storyteller. You’ll learn some of the history, theory and strategy of how traditional news websites are transitioning to digital media platforms. You’ll learn the importance of how best to engage readers, listeners and viewers as well as use some of the most current digital media tools.

Getting the Most Out of This Class

- √ This class is being taught as a “hybrid” class. That means we will have in-class meetings and “virtual classes” where we will not meet, but you will be responsible for completing assignments on that day.
- √ We will be using BlackBoard Learn for this class. Course readings, assignments and some grading will be posted on <http://learn.unt.edu>.
- √ In case of inclement weather or campus closure, we will use the virtual classroom or chat programs to conduct coursework.
- √ I'll do my best to get all assignments returned to within 10 days after submission.
- √ Since the goal of this class is to prepare you to become a multimedia journalist (MMJ), you will be expected to become as knowledgeable as possible about the current media trends and issues as well as how news websites are using their websites and social media to report, write, produce and distribute news. You will see several links to industry blogs on Blackboard with which you should immediately become familiar.
- √ **TURN OFF YOUR CELL PHONES. DO NOT SURF THE WEB DURING CLASS.** Do not check your email, Facebook, Twitter, SnapChat or text message during class unless it is part of class work. **I will ask you to leave the class – immediately. You will lose 5 points on your next story assignment.**
- √ If you are not in class at the beginning of class, you are late and will be marked absent unless you have a written excuse. **More than three (3) times late, you will lose five (5) points on your next story assignment for each lateness after that.**

GRADING:

There are several components of this class that contribute to your grade. This is subject to change, but you will be notified of any changes throughout the course of the semester.

2000 – 1800 = A
1799 – 1600 = B
1599 – 1400 = C
1399 - 1299 = D
< 1599 = F

ASSIGNMENT	POINTS
ARTICLES (3)	750
BLOG POSTS/WRITING (11 posts)	360
FACEBOOK Certification for Journalists	100
Ethics in Journalism Quiz	90
FINAL PROJECT Proposal (Due October 26th)	100
Wordpress Outline (Due Nov. 21st)	100
FINAL PROJECT	400
ATTENDANCE	100
TOTAL POSSIBLE	2000

NOTE: The work you do in this class must be original and may not be turned in for any other class. You are allowed to use equipment assigned to this class and, with approval from the professor, other equipment as long as it is similar to the equipment accessible from the University.

NOTE: EXTRA CREDIT – As you will see in this syllabus, there are several posted extra credit assignments. There will be others that will pop up during the semester. These points are added onto your grade. Your final letter grade will be based on the grade distribution base of 2000 points.

You must follow all rules and guidelines related to checking out any audio/visual equipment. Any violation of those guidelines will limit or completely restrict your usage of the equipment. You also are responsible for all costs related to any damage to the equipment.

Multimedia Stories

Digital Media for Journalists will work as a “functioning newsroom” where you will write, shoot stills, capture audio and post stories that may run in the NT Daily newspaper and/or NT Daily.com. You will be assigned a category where you will be required to generate stories based on that beat.

You’ll be responsible for coming to class prepared to pitch your story ideas that must include **original reporting and pictures**, live interviews and a written story. It’s up to you and your team member to figure out where to find the story. You can use find your ideas anywhere in North Texas. You’re free to go beyond UNT’s campus into Denton, Dallas, Plano, Frisco, Flower Mound or any of the surrounding communities to report the story.

Your stories will be graded on the following:

- √ Originality (You **MAY NOT** use any stories from any other class.)
- √ Clear, concise and organized writing
- √ Effective use of grammar, punctuation and spelling
- √ Extensive use of sources (**Minimum: three (3) people. Best:** As many as possible)
 - *Do not use sources with which you have a personal connection: Family members or significant others (boyfriend, sibling, parent, roommate); current employer or friends.*
 - *Take advantage of UNT’s vast number of professors, experts and others. Always consider contacting the Media Relations office:
<https://urcm.unt.edu/news-media-relations>*
- √ Use of pictures to tell a story
- √ Effective editing of audio to create a compelling multimedia story

Since this class is preparing you for a real-life journalism experience, you must follow the rules accuracy, clarity, conciseness, spelling, usage, and grammar. You are expected to know and understand AP Style for print or broadcast. Here’s a link to the AP Style Book that you have access to via the UNT Library: <https://www.apstylebook.com/university-of-north-texas-libraries> You must meet all deadlines. You cannot make up in-class writing assignments.

You will have **three (3) story assignments** throughout the semester that will require original reporting, images and video. The **best stories** will be recommended to the NTDaily for publication. You are strongly urged to do a variety of stories from you beat, including a news story, a profile, and an event/meeting/speech. Your final project will be an in-depth news feature/enterprise piece.

Stories are due:

- **Wednesday, Sept. 27** (250 points)
- **Wednesday, Oct. 11** (250 points)

- **Wednesday, Nov. 1** (250 points)
- **FINAL STORY/PROJECT: Wednesday, December 6** (400 points)

Your three stories will be graded using the following rubric:

- Depth of reporting (30%)
- Quality of writing (20%)
- Organization of written story (10%)
- Ability to use technology (Soundslides/Medium/Adobe Premier/Audacity) for storytelling (10%)
- Proper use of AP Style (10%)
- Grammar/Spelling/Punctuation (Proofreading!!!) (10%)
- Embedding at least three links (5%)
- Embedding at least one picture (or screenshot) (5%)

WRITING ASSIGNMENTS / BLOG ENTRIES

Part of your experience of becoming a journalist of the 21s Century is that you constantly practice the craft. Throughout the course, you must write an item for a blog that will be posted on Blackboard Learn that may discuss and/or analyze topics we discuss in class or items you find in the news or on media websites. You will be given a specific assignment that will be tied to a certain aspect we are currently studying in class. **Your weekly posting must be made posted by the deadline.**

You will see assignments in the syllabus where you must take the free, online courses offered by NEWSU.org, a division of the Poynter Institute for Media Studies. You must first set up a FREE account. You must complete the course to complete the blog post related to the assignment.

ALL of your blog posts will be graded using the following rubric:

- Quality of writing (50%)
- Embedding at least three links (30%)
- Embedding at least one picture (or screenshot) (10%)
- Embedding at least one related video from a **news** website with a YouTube page. (10%)

Blog Posts (360 points) are due BEFORE class times – unless otherwise noted. All blog posts are worth a maximum grade of 30 points. All late blog posts will receive a maximum of 15 points.

- #1 – **Aug. 28 – In Class:** In-class writing exercise
- #2 – **Sept. 6 - Due BEFORE Class** The future of media: What will it be?
- #3 – **Sept. 6 – In Class:** Beat Memo
- #4 – **Sept. 13 – In Class –** Deadline writing exercise
- #5 – **Sept. 25 -** Media Storm Field Guide
- #6 – **Oct. 4. In Class -** Real news v. Fake news Exercise
- #7 – **Oct. 9:** Social media and journalism
- #8 – **Oct. 25 – In Class:** Creating a Storify
- #9 – **Oct. 25 - Due BEFORE Class:** Social media strategy analysis
- #10 – **Oct. 30:** Web Analytics & Audience Engagement (**60 points**)
- #11 – **Nov. 8 In Class -** In class exercise/Data Visualization

GUEST SPEAKERS

We may have several guest speakers over the course of the semester. Guest speakers will be joining us in-person or via Skype. You also will need to prepare *at least five questions* to ask the speaker after his/her presentation.

FINAL PROJECT (400 points)

This project is going to reflect a culmination of all your coursework. Your final project is designed to: (1) Take our class readings, discussions and analysis and put them into practice; (2) Tap into your skill as a journalist and novice at understanding how the internet works, particularly how content can be presented on the Internet; and (3) Allow you to create a blog that could serve as an important component of your portfolio. Your final grade for this project will be based on your thoroughness in reporting and writing; use of interactivity (e.g. use of related links, photos, slideshows, audio and video), your creativity and the option to do a 5-minute in-class presentation. You are not expected or required to hire a web designer or a programmer. All the tools you need are readily available for free on the web, and do not require any sophisticated technical knowledge. Your grade will be based on the submission of your idea, your site map and your short presentation during class.

FACEBOOK CERTIFICATION FOR JOURNALISTS (100 points):

By Oct. 19, you will be required to complete the Facebook for Journalists Certificate. It is a series of free online classes where you will receive a certificate when you complete it. You will post your completion certificate on Blackboard.

COURSE OUTLINE

(SUBJECT TO CHANGE – Any changes will be announced in class and/or posted on Blackboard.)

Week	Topic	Assignment(s) Due
WEEK 1 – AUGUST 28 & 30	Introduction: Review syllabus, grading, class format. Course goals. Discuss evolution, role and importance of online journalism. Becoming a Digital First Journalist. Evolution of news websites –Web 1.0 to Web. 2.0, now Web 3.0.	August 31st >>>> Blog Post #1: In-class Writing <ul style="list-style-type: none">You will be given a handout in class and instructions. >> Beat assignments
WEEK 2 – NO CLASS – SEPT. 4 – LABOR DAY SEPTEMBER 6	Beat Guidelines. Generating ideas. Developing Sources	>>>>> Blog Post #2: DUE: Sept. 6 <ul style="list-style-type: none">READ the following sections of the Pew Center’s “State of the News Media” Report:<ul style="list-style-type: none">Digital News Fact Sheet: http://www.journalism.org/fact-sheet/digital-news/Newspaper Fact Sheet:

		<p>http://www.journalism.org/fact-sheet/newspapers/</p> <ul style="list-style-type: none"> ○ Local TV News Fact Sheet: http://www.journalism.org/fact-sheet/local-tv-news/ ● Write a memo identifying three key issues that are affecting media today. <i>REMEMBER: Follow the guidelines for writing a blog posts.</i> <p>>> Blog Post #3 IN-CLASS WRITING Wed., Sept. 6</p> <ul style="list-style-type: none"> ● Beat memo. Describe your beat. Discuss how you will cover your beat. What are some of the key sources? Identify three possible stories. <p>>>>>READ FOR THIS WEEK'S CLASSES:</p> <ul style="list-style-type: none"> ● Idea Generators, by Chip Scanlan: http://www.poynter.org/news/media-innovation/5842/idea-generators-creativity-tools-for-journalists/ ● Finding and Developing Story Ideas, by Steve Buttry: https://stevebuttry.wordpress.com/2010/02/16/finding-and-developing-story-ideas/
<p>WEEK 3 – SEPTEMBER 11 AND 13</p>	<p>Generating Story Ideas / Sources / Telling great multimedia stories.</p>	<p>>> Blog Post #4 IN-CLASS WRITING Wed, Sept. 13</p> <ul style="list-style-type: none"> ❖ Deadline Writing exercise. <p>>>>>READ FOR THIS WEEK'S CLASSES:</p> <ul style="list-style-type: none"> ❖ Writing for the Web: <ul style="list-style-type: none"> ○ http://www.poynter.org/uncategorized/11672/writing-for-the-web/ ○ 8 Common Mistakes on Writing for the Web: http://onlinejournalismblog.com/2012/02/28/8-common-mistakes-when-writing-for-the-web-and-what-to-do-about-them/
<p>WEEK 4 – SEPTEMBER 18 AND 20</p>	<p>What makes a good audio/visual Slideshow. Defining/Discussing Digital Storytelling. Creating slide shows. Elements of a digital storytelling. Working with audio. Shooting good pictures. /Using SoundCite. Using Medium.com. Using Audacity.</p>	<p>>>>> IN-Class Discussion of Story: Mon., Sept. 18</p> <p>>>>> DUE IN-CLASS DISCUSSION: Wed., Sept. 20</p> <ul style="list-style-type: none"> ● Find an <u>AUDIO/VIDEO SLIDESHOW</u> on a news website (OUTSIDE OF NORTH TEXAS). You will be asked in-class to show a multimedia slide from a news site, then describe what types of multimedia are used (stills, video, audio)? What types of audio? Is there music? How effective or distracting is the music? How effective is the story in engaging you? How long is multimedia story? What would you have done differently?

		<p>>>>>READ FOR THIS WEEK'S CLASSES:</p> <ul style="list-style-type: none"> • Go the NewsU.org. Complete the “Five Steps to Multimedia Storytelling” • http://www.newsu.org/courses/five-steps-multimedia-storytelling-updated • 5 Types of Photos that Make for Strong Photo Essays, Audio Slideshows: http://www.poynter.org/how-tos/newsgathering-storytelling/visual-voice/171050/5-types-of-photos-that-make-for-strong-photo-essays-audio-slideshows/ • Take a look at these sites: <ul style="list-style-type: none"> ○ National Press Photographers’ Association website: https://nppa.org/competitions/best-of-photojournalism ○ Online News Association: http://interactivenarratives.org
<p>WEEK 5 – SEPTEMBER 25 & 27</p>	<p>More on multimedia storytelling.</p>	<p>VIRTUAL CLASS – Monday, Sept. 25</p> <p>>>>> DUE BLOG Post #5: READ Chapters 2 – 6, Media Storm Field Guide and discuss three key elements that make a good story. (https://mediastorm.com/train/product/field-guide). <i>REMEMBER: Follow the guidelines for writing a blog posts.</i></p> <p><u>You will complete your stories in-class</u> STORY 1 - DUE: Wednesday, Sept. 27</p>
<p>WEEK 6 – OCTOBER 2 AND 4</p>	<p>Real v. Fake News Verification tools</p>	<p>>>>>READ FOR THIS WEEK'S CLASSES:</p> <ul style="list-style-type: none"> ■ A former fake news creator on covering fake news http://niemanreports.org/articles/a-former-fake-news-creator-on-covering-fake-news/ ■ Want to stop spreading fake news? Choose one of these four points to fight back http://www.niemanlab.org/2017/05/want-to-stop-a-spreading-fake-news-story-choose-one-of-these-four-points-of-attack-to-fight-back/ ■ What will misinformation look like in 2030 and will we be better at spotting it then? http://www.niemanlab.org/2017/07/what-will-misinformation-look-like-in-2030-and-will-we-be-better-at-spotting-it-by-then/ <p>How Fake News Grows in a Post-Fact World – Ali Velshi https://www.youtube.com/watch?v=nkAUqQZCyrM</p>

		<p>>>>> IN-Class Discussion of Story #2: Monday, Oct. 2</p> <p>>>> DUE BLOG POST #6 - Oct. 4 – “Real v. Fake” News Game</p> <ul style="list-style-type: none"> ■ Each student will come to class with two examples of real news and two examples of fake news. ■ Write down the links and media source for your real and your fake news stories. ■ We’ll go around the class room in roundtable fashion to test our news savvy ■ You must be present. Eligible to receive up to 30 points.
<p>WEEK 7 – OCTOBER 9 AND 11</p>	<p>Overview: Social Media for Journalists.</p> <p>Finding a Job/Internship.</p>	<p>VIRTUAL CLASS – Monday, Oct. 9</p> <p>>>>> DUE BLOG Post #7: Listen to the following podcast and write a blog post discussing the impact of social media on journalism.</p> <p>The Storyful Podcast: The Echo Chambers of Social Media – Hearing What We Want, But is it What we Need? https://storyful.com/blog/2016/09/30/the-storyful-podcast-the-echo-chambers-of-social-media-hearing-what-we-want-but-is-it-what-we-need/</p> <p>>>>>READ FOR THIS WEEK’S CLASSES:</p> <ul style="list-style-type: none"> • Chapter 4, “Microblogging,” Mark Briggs, Journalism Next: A Practical Guide to Digital Reporting and Publishing (Available on Blackboard) • 10 Ways Journalists Can Use Twitter Before, During and After Reporting a Story: http://www.poynter.org/how-tos/digital-strategies/146345/10-ways-journalists-can-use-twitter-before-during-and-after-reporting-a-story/ <p>EXTRA CREDIT (30 points): Collect at least five business cards from the Journalism, Media, Communication and Design Internship and Career Fair taking place 1 p.m. – 4 p.m., Wednesday, October 11 in Union Ballroom 314. NOTE: You must register and have your Student ID scanned because I will be verifying your attendance from a list provided to me by the Career Center.</p> <p><u>You will complete your stories in-class</u> STORY 2 - DUE: Wed., Oct. 11</p>

<p>WEEK 8 – OCTOBER 16 AND 18</p>	<p>Social Media for Journalists. What journalists need to know about how to use Facebook, Twitter, YouTube, SnapChat, and Pinterest for covering news.</p>	<p>>>>>READ FOR THIS WEEK’S CLASSES: READ: (Available on Blackboard Learn)</p> <ul style="list-style-type: none"> ▪ Facebook & Journalists: What Works ▪ Snapchat for journalists: a great big guide https://onlinejournalismblog.com/2016/05/11/snapchat-for-journalists/ ▪ 4 Tips for Journalists to Master Snapchat Stories: http://mediashift.org/2016/06/4-tips-for-journalists-to-master-snapchat-stories/ ▪ The Five Types of Stories that Make Good Storifys: <ul style="list-style-type: none"> ○ http://www.poynter.org/how-tos/newsgathering-storytelling/153697/the-5-types-of-stories-that-make-good-storifys/ <p>VIRTUAL CLASS – Monday, Oct. 16 >>> DUE:</p> <ul style="list-style-type: none"> ■ Go to the Facebook Blueprint page (https://www.facebook.com/blueprint/courses/journalists) ■ Complete the “Facebook for Journalists Certificate”. You must complete all four classes <ul style="list-style-type: none"> ○ Best Uses of Facebook and Instagram for Journalists ○ Connect and Engage with Your Audience Using Facebook Live ○ Immersive Storytelling with Facebook 360 ■ Post your completion certificate on Blackboard in the “Facebook for Journalists Certificate” (100 points)
<p>WEEK 9 – OCTOBER 23 AND 25</p>	<p>Social media policies at news organizations. How media companies have adopted policies to provide guidance to journalists</p> <p>Discussion of final project. Handout distributed. Proposal format discussed.</p>	<p>>>>>READ FOR THIS WEEK’S CLASSES On Blackboard:</p> <ul style="list-style-type: none"> • ASNE 10 Best Practices for Social Media • The Many Rewards & Risks of Social Media for Newspapers <p>>>>> HOMEWORK DUE :</p> <p>>>> October 24: Final project proposal.</p> <p>>>>> Blog Post #8: Wednesday, October 25 - IN CLASS Social Media Exercise / Creating a Storify.</p> <p>>>>>BLOG POST #9: - Social Media Analysis DUE: Wednesday, October 25:</p>

		<p>>>>> IN-Class Discussion of Story #3: Tuesday, Oct. 26</p>
<p>Week 11 -- OCTOBER 30 & NOVEMBER 1</p>	<p>Understanding Web Analytics and Audience Engagement</p>	<p>VIRTUAL CLASS – Monday, Oct. 30</p> <p>>>>> HOMEWORK DUE: Complete the following course at NewsU.org: Social Strategies, Passion Marketing and Audience Growth http://www.newsu.org/courses/social-strategies-audience-growth</p> <p>>>>>DUE Blog Post #10, Tuesday, Oct. 31: Based on the Poynter Course, write a blog post describing three key learnings. <i>REMEMBER: Follow the guidelines for writing a blog posts.</i></p> <p>>>>>READ FOR THIS WEEK’S CLASSES:</p> <ul style="list-style-type: none"> • Search Engine Optimization – Basics: http://multimedia.journalism.berkeley.edu/tutorials/seo-search-engine-optimization-basics/ • Top 5 SEO Tips for Media Owners and Journalists: http://www.wordtracker.com/academy/seo-tips-media-journalists • 4 Tips on Writing SEO Friendly Blog Post: http://mashable.com/2010/09/01/how-to-seo-blogs/ • Chapter 11, “Building a Digital Audience for News,” by Mark Briggs, “JournalismNext” <p><u>You will complete your stories in-class</u> STORY # 3 - Wednesday, November 1</p>
<p>Week 12 -- NOVEMBER 6 & 8</p>	<p>Datavisualization: Creating depth and interactivity to your stories</p>	<p>READ: NPR’s Social Media Graphics https://socialmediadesk.tumblr.com/post/136328417707/social-graphics</p> <ul style="list-style-type: none"> ▪ Using StoryMap: https://storymap.knightlab.com/ ▪ Maps: Google Maps ▪ Thinglink: https://www.thinglink.com/ ▪ Charts: Quadrigram: http://www.quadrigram.com/ <p>DUE TODAY:</p> <p>>>>>WATCH: Alberto Cairo: https://www.youtube.com/watch?v=Pe-tkd5leCQ</p> <p>>>> WATCH: David McCandless – The Beauty of Data Visualization: http://www.ted.com/talks/david_mccandless_the_beauty_of_data_visualization - t-62547</p> <p>>>>> BLOG POST #11– November 8 - IN CLASS - Details to be distributed</p>

<p>Week 13 – NOVEMBER 13 & 15</p>	<p>Ethics: Doing the Right Thing Legal/Copyright: Knowing What's Right</p>	<p>>>>>READ FOR THIS WEEK'S CLASSES: From the Tow-Knight Center for Entrepreneurial Journalism</p> <ul style="list-style-type: none"> - Copyright, Fair Use & Trademarks: http://towknight.org/research/law-for-media-startups/chapter-3-copyright-fair-use-and-trademarks/ - Privacy Policies and Terms of Use: http://towknight.org/research/law-for-media-startups/chapter-7-privacy-policies-and-terms-of-use/ - Confidentiality and Government Surveillance, http://towknight.org/research/law-for-media-startups/chapter-11-confidentiality-and-government-surveillance/ <p>From Poynter.org</p> <ul style="list-style-type: none"> - Ask These 10 Questions to Make Good Ethical Decisions, By Bob Steele, http://www.poynter.org/news/mediawire/1750/ask-these-10-questions-to-make-good-ethical-decisions/ <p>>>> Complete Online Ethics Quiz on Blackboard by Wednesday, Nov. 15</p>
<p>Week 14 – NOVEMBER 20 /</p> <p>NO CLASS – NOV. 22 (THANKSGIVING)</p>	<p>New Business Models. WordPress Workshop.</p> <p>Final project workshop.</p> <p>Be prepared to discuss your final project.</p>	<p>>>>>READ FOR THIS WEEK'S CLASSES:</p> <ul style="list-style-type: none"> ▪ 6 Pillars of a revenue generating business model for digital journalism, http://www.inma.org/blogs/keynote/post.cfm/6-pillars-of-a-revenue-generating-business-model-for-digital-journalism ▪ Why journalists should care more about media business models, http://www.themediabriefing.com/article/why-journalists-should-care-more-about-media-business-models <p>>>> DUE: WORDPRESS OUTLINE, IN CLASS Monday, November 20:</p> <ul style="list-style-type: none"> – We will work on creating your Wordpress Blog, creating the basic pages for the site
<p>Week 15 – NOVEMBER 27 & 29</p>	<p>The Digital Divide – Race, Technology and Access</p>	<p>>>>>READ FOR THIS WEEK'S CLASSES:</p> <ul style="list-style-type: none"> ▪ Digital Divides 2016 http://www.pewinternet.org/2016/07/14/digital-divides-2016/ ▪ 13% of Americans don't use the internet. Who are they? http://www.pewresearch.org/fact-tank/2016/09/07/some-americans-dont-use-the-internet-who-are-they/ ▪ Digital Divide Narrows for Latinos as More Spanish

		<p>Speakers and Immigrants Go Online http://www.pewhispanic.org/2016/07/20/digital-divide-narrows-for-latinos-as-more-spanish-speakers-and-immigrants-go-online/</p> <ul style="list-style-type: none"> How big telcomm increases our digital divide: http://billmoyers.com/segment/how-big-telecom-increases-our-digital-divide/ <p>FINAL PROJECT WORKSHOP #2– Wednesday, NOV. 29</p>
WEEK 16 – DECEMBER 4 & 6	Wrap Up. Final presentations.	<p>>>>> HOMEWORK DUE: Wednesday, DEC. 6: – Post a link to your final blog on Blackboard</p>

JOURNALISM COURSE REGISTRATION

- Registration will begin on the dates noted in the schedule of classes each semester. The system is a live, first come/first serve program.
- By registering for this course, you are stating that you have taken the required prerequisites according to your catalog year and major/minor status. If the instructor later determines that you haven't taken and passed these requirements, then you may be dropped at any point in the semester. If you have questions about your prerequisites, please see an advisor.
- A journalism major enrolled in any restricted 3000 and 4000 level classes must have taken and passed the GSP test, all foundational courses, and Math 1680/1681. Students must earn and maintain a 2.5 UNT and/or overall GPA (depending upon catalog year) to be eligible for major-level courses.

RE-TAKING FAILED JOURNALISM CLASSES

Students will not be allowed to automatically take a failed journalism course more than two times. Once you have failed a journalism course twice, you will not be allowed to enroll in that course for one calendar year after the date you received the second failing grade. Once a student has waited one calendar year after failing a course twice, the student may submit a written appeal to the director to be approved to enroll a third time. Students will not be allowed to re-take a failed journalism course more than three times.

TEXTBOOK POLICY

The Mayborn School of Journalism doesn't require students to purchase textbooks from the University Bookstore. Many are available through other bookstores or online.

FIRST CLASS DAY ATTENDANCE

Journalism instructors reserve the right to drop any student who does not attend the first class day of the semester.

FINAL EXAM

You will have a final project due, but there is no scheduled final exam.

FINANCIAL AID SATISFACTORY ACADEMIC PROGRESS (SAP) UNDERGRADUATES

A student must maintain Satisfactory Academic Progress (SAP) to continue to receive financial aid. Students must maintain a minimum 2.0 cumulative GPA in addition to successfully completing a required number of credit hours based on total registered hours per semester. Students cannot exceed attempted credit hours above 150% of their required degree plan. If a student does not maintain the required standards, the student may lose financial aid eligibility.

If at any point, you consider dropping this or any other course, please be advised that the decision to do so has the potential to affect your current and future financial aid eligibility. Please visit <http://financial.aid.unt.edu/satisfactory-academic-progress-requirements> for more information about financial aid Satisfactory Academic Progress. It may be wise for you to schedule a meeting with your MSOJ academic advisor or visit the Student Financial Aid and Scholarships office to discuss dropping a course before doing so.

ACADEMIC ADVISING

All first-time-in-college students at UNT are required to schedule an appointment with their Academic Advisor and receive an advising code to register for classes both fall and spring semesters of the first year in college. ALL students should meet with their Academic Advisor at least one time per long semester (Fall & Spring). It is important to update your degree plan on a regular basis to ensure that you are on track for a timely graduation.

- It is imperative that students have paid for all enrolled classes. **Please check your online schedule daily through late registration to ensure you have not been dropped for non-payment of any amount.** Students unknowingly have been dropped from classes for various reasons such as financial aid, schedule change fees, parking fees, etc. MSOJ will not be able to reinstate students for any reason after late registration, regardless of situation. It is the student's responsibility to ensure all payments have been made.

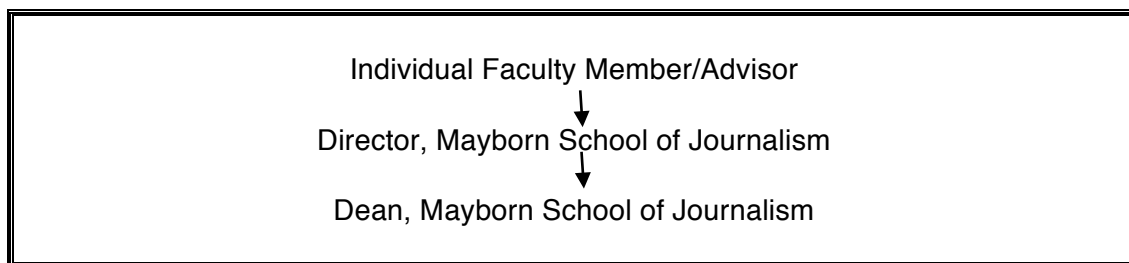
IMPORTANT DATES FOR FALL 2017

Deadline	Regular Academic Session	8W1	8W2
Classes Begin.	Aug 28	Aug 28	Oct 23
Labor Day (no classes; university closed).	Sept 4	Sept 4	Sept 4
Census.	Sept 11	Sept 5	Oct 30
Beginning this date, a student who wishes to drop a course must first receive written consent of the instructor.	Sept 12	Sept 6	Oct 31
Last day for student to receive automatic grade of W for nonattendance.			
Last day for change in pass/no pass status.			
Last day to drop a course or withdraw from the semester with a grade of W for courses that the student is not passing. After this date, a grade of WF may be recorded.	Oct 6	Sept 15	Nov 10
Beginning this date instructors may drop students with a grade of WF for nonattendance.	Oct 7	Sept 16	Nov 11
Last day to drop with either W or WF.			
Last day for a student to drop a course with consent of the instructor.	Nov 6	Oct 2	Nov 27

Beginning this date, a student who qualifies may request an Incomplete, with a grade of I.	Nov 13	Oct 2	Nov 27
Last day for an instructor to drop a student with a grade of WF for nonattendance.			
Last day to withdraw (drop all classes).	Nov 22	Oct 6	Dec 1
Thanksgiving Break (no classes, university closed).	Nov 23-26	Nov 23-26	Nov 23-26
Last Regular Class Meeting.	Dec 7	Oct 19	Dec 14
Reading Day (no classes).	Dec 8	N/A	Dec 8
Final Exams.	Dec 9-15	Oct 20	Dec 15
End of term.	Dec 15	Dec 15	Dec 15

ACADEMIC ORGANIZATIONAL STRUCTURE

Understanding the academic organizational structure and appropriate Chain of Command is important when resolving class-related or advising issues. When you need problems resolved, please follow the step outlined below:



OFFICE OF DISABILITY ACCOMMODATIONS

The University of North Texas and the Mayborn School of Journalism make reasonable academic accommodation for students with disabilities. Students seeking accommodation must first register with the Office of Disability Accommodation (ODA) to verify their eligibility. If a disability is verified, the ODA will provide you with an accommodation letter to be delivered to faculty to begin a private discussion regarding your specific needs in a course. You may request accommodations at any time, however, ODA notices of accommodation should be provided as early as possible in the semester to avoid any delay in implementation. Note that students must obtain a new letter of accommodation for every semester and must meet with each faculty member prior to implementation in each class. Students are strongly encouraged to deliver letters of accommodation during faculty office hours or by appointment. Faculty members have the authority to ask students to discuss such letters during their designated office hours to protect the privacy of the student. For additional information see the Office of Disability Accommodation website at <http://www.unt.edu/oda>. You may also contact them by phone at 940.565.4323.

COURSE SAFETY STATEMENTS

Students in the Mayborn School of Journalism are urged to use proper safety procedures and guidelines. While working in laboratory sessions, students are expected and required to identify and use property safety guidelines in all activities requiring lifting, climbing, walking on slippery surfaces, using equipment and tools, handling chemical solutions and hot and cold products. Students should be aware that the University of North Texas is not liable for injuries incurred while students are participating in class activities. All students are encouraged to secure adequate insurance coverage in the event of accidental injury. Students who do not

have insurance coverage should consider obtaining Student Health Insurance for this insurance program. Brochures for this insurance are available in the UNT Health and Wellness Center on campus. Students who are injured during class activities may seek medical attention at the UNT Health and Wellness Center at rates that are reduced compared to other medical facilities. If you have an insurance plan other than Student Health Insurance at UNT, please be sure that your plan covers treatment at this facility. If you choose not to go to the UNT Health and Wellness Center, you may be transported to an emergency room at a local hospital. You are responsible for expenses incurred there.

ACADEMIC DISHONESTY

Academic dishonesty includes, but is not limited to, the use of any unauthorized assistance in taking quizzes, tests, or exams; dependence upon the aid of sources beyond those authorized by the instructor, the acquisition of tests or other material belonging to a faculty member, dual submission of a paper or project, resubmission of a paper or project to a different class without express permission from the instructors, or any other act designed to give a student an unfair advantage. Plagiarism includes the paraphrase or direct quotation of published or unpublished works *without* full and clear acknowledgment of the author/source. Academic dishonesty will bring about disciplinary action which may include expulsion from the university. This is explained in the UNT Student Handbook. **Students risk the loss of a full grade, being dropped from the class with an F or suspension from school.**

MSOJ ACADEMIC INTEGRITY POLICY

The codes of ethics from the Society of Professional Journalists, American Advertising Federation and Public Relations Society of America address truth and honesty. The Mayborn School of Journalism embraces these tenets and believes that academic dishonesty of any kind – including plagiarism and fabrication – is incongruent with all areas of journalism. The school's policy aligns with UNT Policy 18.1.16 and requires reporting any act of academic dishonesty to the Office for Academic Integrity for investigation. If the student has a previous confirmed offense (whether the first offense was in the journalism school or another university department) and the student is found to have committed another offense, the department will request the additional sanction of removing the student from the Mayborn School of Journalism. The student may appeal to the Office for Academic Integrity, which ensures due process and allows the student to remain in class pending the appeal.

The Mayborn School of Journalism requires that students respect and maintain all university property. Students will be held accountable through disciplinary action for any intentional damages they cause in classrooms. (e.g., writing on tables). Disruptive behavior is not tolerated (e.g., arriving late, leaving early, sleeping, talking on the phone, texting or game playing, making inappropriate comments, ringing cellular phones/beepers, dressing inappropriately).

FINAL EXAM POLICY

Final exams will be administered at the designated times during the final week of each long semester and during the specified day of each summer term. Please check the course calendar early in the semester to avoid any schedule conflicts.

ACCESS TO INFORMATION

As you know, your access point for business and academic services at UNT occurs within the my.unt.edu site www.my.unt.edu. If you do not regularly check EagleConnect or link it to

your favorite e-mail account, please so do, as this is where you learn about job and internship opportunities, MSOJ events, scholarships, and other important information. The website that explains Eagle Connect and how to forward your email: <http://eagleconnect.unt.edu/>

EMERGENCY NOTIFICATION & PROCEDURES

UNT uses a system called Eagle Alert to quickly notify you with critical information in an event of emergency (i.e., severe weather, campus closing, and health and public safety emergencies like chemical spills, fires, or violence). The system sends voice messages (and text messages upon permission) to the phones of all active faculty staff, and students. Please make certain to update your phone numbers at www.my.unt.edu. Some helpful emergency preparedness actions include: 1) ensuring you know the evacuation routes and severe weather shelter areas, determining how you will contact family and friends if phones are temporarily unavailable, and identifying where you will go if you need to evacuate the Denton area suddenly. In the event of a university closure, your instructor will communicate with you through Blackboard regarding assignments, exams, field trips, and other items that may be impacted by the closure.

STATEMENTS OF STUDENT LEARNING OUTCOMES

Since 1969, the UNT Department of Journalism (Mayborn School of Journalism effective September 1, 2009) has been accredited by the Accrediting Council on Education in Journalism and Mass Communication. This national accreditation also extends to the Mayborn Graduate Institute of Journalism, the only accredited professional master's program in Texas. About one-fourth of all journalism and mass communication programs in the United States are accredited by ACEJMC. National accreditation enhances your education here, because it certifies that the department and graduate institute adhere to many standards established by the council. Among these standards are student learning outcomes, covered by journalism courses in all sequences.

This course, JOUR 3340, will help to meet the student learning outcomes that have been checked by your professor, Neil Foote.

Each graduate must:

- Understand and apply First Amendment principles and the law appropriate to professional practice.
- Demonstrate an understanding of the diversity of groups in a global society in relationship to communications.
- Understand concepts and apply theories in the use and presentation of images and information.
- Work ethically in pursuit of truth, accuracy, fairness and diversity.
- 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.
- Critically evaluate their own work and that of others for accuracy and fairness, clarity, appropriate style and grammatical correctness.

- Apply tools and technologies appropriate for the communications professions in which they work.