

JOUR 635 Statehouse Reporting-Adv Media Course 59320 3 Credits/AE61 Spring 2018
"Producing In-Depth, Long-Format Documentary/Investigative Stories"

Instructor: Dr. Janice Marie Collins Office: 316 Office Hours: 1-3:30 TuThu and by appt

Class Days: Initial: Wednesday 2:30-5:00 Lawrence Location and then By Appointment

General Goal of Course

One day, a woman and her husband came to my office looking for a journalist who could listen to their story and the stories of others about a problem within the court systems and issues of child custody. They presented me with news articles, newscasts, names, locations, and points of law, to corroborate their story of corruption. Through investigative journalism, students in my section will investigate and corroborate not only the allegations, but also, the story itself, and interview key people that will result in a special multimedia in-depth story for online publication. If time allows, we will also produce a 15-30 minute broadcast television segment as part of the story publication. With guidance, students will be expected to research, write, shoot, edit, report and produce for this assignment, individually and as a collaborative unit, depending on the task. Together will bring Truth to Light. Public Opinion, Children, Power, Money-it's all there and we will weed through it all to find the truth. Requirement: Must obtain a grade of C (2.0) or higher. Prerequisite: JOUR 550 with a grade of C (2.0) or higher. Students who started at KU prior to Fall 2012 only need to complete JOUR 415 and JOUR 419 with a grade of C (2.0) or higher as a prerequisite. Only open to Journalism majors. Students must be in good academic standing to take this course. Satisfies: Goal 6 Outcome 1 (AE61)

Additional Course objectives. Students will learn how to:

- Write professional news copy for broadcast television
- Recognize the elements that a news story comprises including issues of diversity.
- Communicate facts to a mass audience about a news event in broadcast style - clearly, conversationally, and concisely.
- Observe and use basic production equipment used in television and radio studio production.
- Identify possible sources of news and understand how to gather and research information.
- Understand the laws and ethical standards of responsible broadcast news coverage.
- Develop Transformational leadership skills to help facilitate proper news decisions and exercise news judgments.
- Develop of his/her/their Critical Thinking skills through exercises of Engagement
- Effectively use the basic writing, reporting, production, and delivery skills needed to be successful in the journalism industry.
- Quickly and effectively solve technical and production problems
- Develop effective communication, news judgment and decision-making skills
- Conduct investigative research that can be used in news content development and fulfill its mission and responsibility to the public
- Understand the important and vital role of being news messengers as well as designers.
- Evaluate one's own work and the work of their peers in a professional, constructive and productive manner
- Develop Intrapersonal and Interpersonal Communication Skills
- Work effectively towards a common goal within a Collective

Additionally, this course is designed to assist the student in finding and developing their own "voice" and sense of self. A heuristic approach that encompasses the perspective of multiple

intelligences (Dr. Howard Gardner) will be used in the pedagogical style of this class called Active Centralized Empowerment©. This style will give each student every opportunity to excel on many levels.

Expectations and Policies

Professionalism

This class is a professional setting and I expect of you and you should expect of me a level of respect and professionalism of the highest standard. At all times, I will try my best to insure each student is respected and allowed to participate in a safe environment. If I perceive a lack of respect between students or if such behavior is directed at me, for the integrity of the class environment as a safe, learning space, I will ask that the student leave the class, promptly, and after a scheduled meeting with me to discuss the occurrence, either you will be allowed back into the class or, if needed, policy procedures for misconduct will commence. At all times, we must maintain integrity and virtue and respect for one another while developing leadership and collaboration skills. This is especially true when it comes to constructive criticism, critiques of your work, behavior or decision-making.

You are also encouraged and expected to be professional in your emails. Please do not include profanity unless it is pertinent to the content of the email. Additionally, you should address me as Professor Collins or Dr. Collins in class as well as in your emails. Although we may become like friends - which is a good thing, this is still a professional and academic setting and we are in "practice." You, the student, will also be given an opportunity to inform me, the professor, the way you would like to be addressed, i.e. first name, middle name, nickname...etc...Lastly, if you email me during the week, I usually try to respond within 24 hours. If you email me on the weekend, I always try to respond within 48 hours.

Inclusivity, Ethics and Diversity

You will find that there will be many opportunities to discuss issues of Diversity and Inclusion and I encourage ALL of you to speak from your place of origin and experience. However, if I observe or learn of bullying on ANY level, I will address the individual and situation, directly and immediately.

Disability/Special Challenges

Please contact Student Access Services at <http://access.ku.edu/> for answers to questions concerning accommodations, auxiliary learning aids, and physical accessibility. Diagnostic information regarding disability must be submitted to that office so that appropriate accommodations can be arranged. If you have a disability **of any kind**, please meet with me **during the first two weeks of class** so that we may arrange for accommodations suited towards your need. Please don't be shy about this issue. Confidentiality will be exercised and only changed with your permission or in the case of an unavoidable conflict-in which you will be notified.

Attendance

Attendance is an essential part of this course and all of the involved activities. Therefore, being "present" for scheduled meetings and being prepared will be a part of your grading and assessment.

It is **EXTREMELY IMPORTANT**, for Ethical and Legal concerns, that you are fully aware and understand that throughout the semester, the public be able to view

your media projects on-air and online. PLEASE INFORM **ALL HUMAN SUBJECTS IN YOUR PIECES** THAT YOUR WORK IS GOING TO BE PUBLISHED ON THE INTERNET AS WELL AS BROADCAST TELEVISION. Each of you will have the ability to edit, update, and publish your own material. At the end of the semester you will lose access to edit, update, or publish content so save all of the work you are most proud of on an external storage drive or your own personal or professional website.

Student Evaluation, Assessment, Measures

You are seeking academic credit from an accredited university with high academic standards, research and scholarly activities. Your score, whether on oral or written assignments, is based on content and style or mechanics (e.g., phonetics, spelling, grammar, punctuation, usage, construction and other sentence errors) as well as critical analysis when appropriate. All work should reflect your pride of authorship. I understand that grades are important to you at this time in your educational career, therefore, I strongly encourage any student, who finds himself or herself doing poorly in class to please schedule an appointment with me, immediately, so that we can discuss the issue and possible solutions. Please do not wait until the last minute to talk with me about your concerns. I want you to do well and sometimes this means rectifying a problem before it gets worse.

Students who wish to discuss a grade must see me no later than 5 days after the grade has been given out. Although you may choose to dispute a grade, it is at the discretion of the instructor, if and by how much the grade is changed. If you are still not satisfied with the results of this discussion you may conference with the Head of the department. Also, please keep in mind that grade disputes will not be discussed during class time or through email at any time. An appointment must be made with me to discuss the rationale and grading issues. Also, please keep in mind that grade disputes will not be discussed during class time or through email at any time. An appointment must be made with me to discuss the rationale and grading issues.

<u>Agents Measured and Graded</u>	<u>Final Points and % Weight of Assignments</u>
Beat Calls and Reports	10 pts 10%
*Law and Ethics Backgrounder Report Write Up	10 pts 10%
*Government Policies Backgrounder and Write Up	10 pts 10%
Attendance: Scheduled Individual Meetings (weekly and biweekly)	10 pts 10%
Attendance: Scheduled Class Meetings every 3 weeks	10 pts 10%
Pre and Post Production	10 pts 10%
*Multimedia Article Write Up	10 pts 10%
*Broadcast Write Up	10 pts 10%
Participatory Interviews and Transcriptions	10 pts 10%
Final Self Reflection Blog	10 pts 10%
Total	100 pts (100%)

*Write ups will be collected and posted using Google Drive. Videos and Audio will be posted on Class YouTube channel. Final articles will be used for multimedia story posted and tv broadcast of story at the end of the semester.

Grading:

- 9-10: Superior A - Ready for air; well written, no spelling errors, when appropriate-excellent choice of video matches script, no editing/shooting/audio problems. Transitions and segues are used effectively. Excellent. No mistakes. Made deadline. Airable-No editing needed.
- 7-8: Above Average B - Needs minor editing (visual and/or written); occasional editing "glitch." Good choices in shooting, editing. Following clean-up-ready for air. Made deadline.
- 6-5: Average C - The majority of all elements are Acceptable. Average shooting, writing, and editing and delivery. Only the basics were covered. More than 2 mistakes. After minor editing clean-up, can air, if needed. Made deadline.
- 3-4: Needs Improvement D - Needs major rewriting and/or major video editing problems (i.e., flash frames, jump cuts). Multiple mistakes. Not Airable as is because of writing, content, subject, editing or delivery. Barely made deadline/didn't make deadline.
- Below 3: Not Acceptable F- Major writing and/or video editing problems, fact errors, poor writing, buried lead, too much "wallpaper" video, missed deadline, plagiarism, rushed job, overall poor quality. Cannot air. Missed deadline.

Final Notes on Grading

Deadlines are real! Although we will meet individually, teamwork is vital! Everyone must work together! As with a real job, if you miss deadline, your work does not exist and you will receive a zero for the assignment. This also means that elements of teamwork and leadership will also be evaluated. Deadlines are stagnant, precise, and respected. One cannot stop the clock in broadcast news or multimedia, so, it's important to develop the professional habit of meeting deadlines, now. I appreciate your attention with this issue. While your ability and productivity during the semester are important factors in determining your final grade, you should be aware that **your attitude** also factors in heavily. Unusual circumstances and unexpected changes will occur often and will make completing your work by deadline challenging. Relaxed, well-thought out, yet, quick problem solving and decision making-skills are essential! Always have a PLAN B, C, D, E and so on, to assist in your successful completion of this course. The results of your execution of this skill will be influenced by your strength or weakness of said skill, leadership, cooperation, and attitude. So, pay close attention to this learning opportunity. Holding up your end of each assignment and teamwork are, both, vital and critical elements to be successful in the covering of this story and the class, in general. So, you must be willing to help when necessary, even when the task is not specifically part of your job responsibility. Therefore, your grade will depend in part on cooperation and commitment to team success as well as how well you perform your own assigned duties.

Jour 635 Fathers Know Best? Corruption in Family Court: Vegas Style

WEEK	DATE	TOPIC	ASSIGNMENT
1	WED JAN 17	Meet in Clarkson Gallery. Introduction to class/Investigative Journalism and Topic/Article	Review Syllabus, Bios and contracts
2	WED JAN 24	Turn in Syllabus, Bios and Contracts Review Code of Ethics Breakdown of Beats and Assignments	Equipment Review Shooting, writing, editing Getting the best pictures/sound, COOL, Rundown Creator, CNN/AP
3	WED JAN 31	Law and Ethics Backgrounder First Reports are Due Story Backgrounder and Investigations	
4	WED FEB 7	Government Policies Backgrounder Story Backgrounder and Investigations	
5	WED FEB 14	TBA	
6	WED FEB 21	TBA	
7	WED FEB 28	TBA	
8	WED MAR 7	TBA	
9	WED MAR 14	TBA	
10	WED MAR 21	Spring Break Have Fun!	Spring Break Have Fun!
11	WED MAR 28	TBA	
12	WED APR 4	TBA	
13	WED APR 11	TBA	
14	WED APR 18	TBA	
15	WED APR 25	TBA	
16	WED MAY 2	Last Day of Class	

***Please print out, sign and return to instructor's mailbox in the main office on January 24, 2018.

I, _____, have read and understand the guidelines, goals, objectives and expectations listed in the syllabus for Journalism 635 taught by Dr. Janice Mare Collins. I further acknowledge that I understand this contract as part of a partnership between the instructor and myself. I understand what I am expected to do, how I will be graded, and what I can expect from the class. I have also received ample time to discuss any aspects that require further discussion for basic clarification at the beginning of the semester.

Signing this agreement signifies that I understand this agreement. I also understand that the unsuccessful completion of the tasks that have been asked of me may result in my failing of this course.

Signature _____

Printed Name _____

Date _____

Extra Workshops of Learning OUTSIDE of Class

Required signups for all events (minus the open lab workshops) are at jschooltech.org/events. Teams will focus on project based learning and allow students to work across the Adobe Suite to solve client problems. A minimum of 6 students must sign up for a team to 'make'.

Video Team

Every Other Monday 1 p.m. Room 119

Design Team

Wednesdays 2 p.m. Room 119

Design Team

Wednesdays 3 p.m. Room 119

Workshops

Basic Video Storytelling: Production and Editing with Premiere

Feb. 2

10 am - 1 pm

This workshop is for those new to video editing. You will get a chance to use a video camera, create a basic 5 shot sequence and then edit that in Premiere. Topics include: types of shots, shot sequencing, camera use, storyboards, basic editing techniques and Premiere navigation.

Digital Content Creation

Feb. 9

10 am - noon

Interested in creating digital content for social media and web? This workshop is for you. We will use Rpl, Spark and Clip to create stylized videos. Topics include: social media message and campaign strategies, overview of tools for social media and how to brand assets across channels.

Taking InDesign Digital

Feb. 16

10 a.m. - 1 p.m.

Did you know you can publish digital documents with InDesign with one click? Add in animation and interactivity and InDesign is way more than a print publishing tool - it is a digital powerhouse. Topics include: examination of how digital InDesign is used professionally, overview of interactive features, publish online options, and online dashboard with analytics.

Power Up Your Portfolio and Resume

Feb. 21

3 p.m. - 5 p.m.

This workshop is a collaboration between JSchoolTech and Career Office. We will spend the first half on pointers for a strong resume/portfolio. Learn what HR professionals and employers are looking for and maximize your potential. The second half will give you an opportunity to put it to practice. Join us in the labs to work on either your resume or portfolio with Steve and Heather both there to support you.

Create Multimedia on the Fly

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Feb. 23

10 a.m. - noon

Whether you are news info or strat comm, storytelling is the name of the game. Learn to create multimedia stories on the fly with your phone as your creation tool. This workshop will use Clip, Lightroom, Spark and info.graphics (yes it's an app too) to create visual stories. You must bring an updated mobile device with the above apps downloaded and enough storage to create small video and photo assets.

Resume/Portfolio open lab

April 20

1 p.m. - 3 p.m.

This open lab is your chance to work on your portfolio or resume prior to a class (or job) deadline. These hours are drop in, so come in at any point to get help.

Resume/Portfolio open lab

April 27

9 - noon

This open lab is your chance to work on your portfolio or resume prior to a class (or job) deadline. These hours are drop in, so come in at any point to get help.

-- Heather Lawrenz, digital media specialist

"Education is what others do to you; learning is what you do to yourself." - Joi Ito

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University of Kansas

William Allen White School of Journalism