

# Journalism 415

## Multimedia Reporting

Spring 2016

### Instructors

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Professor

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Monday before class; Wednesday  
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### Course overview

This class will help you become a more effective multimedia journalist, comfortable with both the professional and technological challenges of working in a multimedia news environment. You will enrich your understanding of the reporting process and broaden your skills at information gathering, analysis and presentation.

### Course goals

- Develop news judgment, professionalism and core journalism ethics
- Conceptualize stories and how best to tell them using all media – text, images and sound
- Understand story sourcing, emphasizing the inclusion of diverse voices
- Practice pro-active reporting and improve interviewing techniques
- Learn to recognize the unique needs of all audiences (people of color, religions, ethnic backgrounds, lifestyles, etc.) and meet those needs
- Explore data acquisition and analysis
- Expand critical thinking skills

### Learning objectives include:

- Creation of descriptive, publishable news reports based on your original, multi-source reporting
- Use a variety of writing styles and multiple forms of media to tell stories in complementary ways
- Develop a website to aggregate, blog, build a portfolio and break news
- Demonstrate awareness of diversity of ideas as well as gender, race, ethnicity and orientation through inclusiveness in reporting and expression
- Regular participation in critique of professional and peer reports

**After successfully completing this course you will be able to:**

- Generate story ideas, develop and interview sources, produce published work meeting common professional standards
- Be effective in your use of multiple forms of media including text, images, audio, video and graphics
- Be conversant in the complementary nature of multimedia reports
- Be consistent and constant in your practice of inclusive journalism
- Produce accurate, balanced, concise, and compelling online storytelling

### **Grades**

For 16 weeks, this course will challenge you to become a better journalist. It will provide daily individual instruction and practical experience. We will be quick and agile. It will be intense but the rewards will be great.

I do not care much for grades and neither does the journalism profession. Grades are academic measurements constructed to appease the institutions. They do not truly evaluate your work or your abilities. Do not become enamored with grades. What you learn from this class is most important.

The true goal should be to build a portfolio that will allow you to earn internships and jobs. All that is asked of you is your best effort each day. If you sincerely do your best each day, you will not only receive passing grades but create work that will make you proud.

**NOTE:** News/Information majors must have a C or better in this class before they can move on to upper-level skills courses. A grade of C- or lower means you must retake the course.

### **Deadlines**

Deadlines for specific assignments will be set at the time of the assignment. Deadlines are to be met.

**DON'T COUNT ON EXTENSIONS!** A deadline extension might be granted only in extreme circumstances. Your lab instructor is the only person to make the decision to grant an extension. Requests must be made well before the original deadline. Do not expect an extension to be granted at the time of the original deadline. Technical problems rarely constitute a valid reason for an extension.

### **Late assignment deductions:**

One minute to one day: 25 percent deduction

Two days: 50 percent deduction

Three days: 75 percent deduction

Four days or more: Don't bother turning it in.

## **General grading criteria**

### **“A” range -- Outstanding**

Professional quality work. Outstanding in both technique and content presentation. The writing is clear and well organized and only minor editing is required. The reporting is complete and leaves no significant questions unanswered. Exceptional creativity. All objectives surpassed. Technically perfect.

### **“B” range -- Good**

Above average quality work. Exceptional quality in technique and content presentation. Most objectives surpassed and good creativity apparent. Work doesn't necessarily have anything wrong, but it could be better, often with a stronger topic or subject, a more artistic presentation, better information, or improved writing. Few (if any) minor technical imperfections apparent.

### **“C” range -- Adequate**

Acceptable, average quality work. Work needs significant revision in at least one major area. Does not measure up to professional quality but could be salvaged with considerable rewriting. Writing has rough spots, and grammar and style errors are present in significant amounts. Reporting may be incomplete, or timid, or factually flawed.

### **“D” range -- Unacceptable**

Work clearly unacceptable even in a classroom setting. The writing is confused and ungrammatical. The reporting is flawed and contains major factual errors and/or omissions or shows little concept of basic news judgment. This project would need major revision to be published.

### **“F” range – Fail**

Major problems with technique, content, creativity. Many objectives not met. Work like this will get you fired in the real world.

## **Required books and materials**

- Associated Press Stylebook and Libel Manual, online or bound
- Digital recorder (I have some to loan)
- Access to Dictionary.com [www.dictionary.com](http://www.dictionary.com)
- SD card for video cameras

## **Recommended books**

- The Digital Journalist's Handbook, by Mark S. Luckie, ISBN 1450565603
- Writing for Story, by Jon Franklin, ISBN 0452272955

## **Habitual reading**

In addition to any assigned readings, we suggest you read *The Lawrence Journal-World* (<http://www.ljworld.com/>), *The University Daily Kansan* ([www.kansan.com](http://www.kansan.com)), *Kansas City Star* (<http://www.kansascity.com/>), and *The New York Times*

(www.nytimes.com). We don't expect you to read each paper in-depth each day, but we do expect you to keep up with important news stories. In addition to keeping you informed, this will help you generate story ideas and will help you see the types of storytelling we expect.

### **Professionalism and class behavior**

In this class, and in all journalism classes, honesty and integrity are crucial. Any work you do must be original, and reflect your own ideas, thoughts, and research. In a work setting, if you choose to violate professional standards, you will be fired. In this class, if you choose to violate the standards for academic integrity, you will fail the course, and you might be expelled from or denied admission to the School of Journalism.

### **Policy on Plagiarism and Fabrication/Falsification -- Adopted May 7, 2004:**

The William Allen White School of Journalism and Mass Communications does not tolerate plagiarism, fabrication of evidence and falsification of evidence. Penalties for plagiarism, fabrication or falsification can include a failing grade for this course and expulsion from the School of Journalism and Mass Communications.

If you have any questions about what constitutes plagiarism, fabrication or falsification, please consult the professor(s) of this course.

*The following definitions are from Article II, Section 6, of the University Senate Rules and Regulations, revised FY98.*

#### **Plagiarism**

Knowingly presenting the work of another as one's own (i.e., without proper acknowledgement of the source). The sole exception to the requirement of acknowledging sources is when the information or ideas are common knowledge.

#### **Fabrication and Falsification**

Unauthorized alteration or invention of any information or citation in an academic exercise.

### **Students with Disabilities:**

The KU office of Disability Resources coordinates accommodations and services for all students who are eligible. If you have a disability for which you wish to request accommodations and have not contacted DR, please do so as soon as possible. The office is located in 22 Strong Hall; the phone number is 785-864-2620 (V/TTY).

Information about services can be found at <http://disability.ku.edu>. Please also contact me privately in regard to your needs in this course.

### **Journalism School Policy on Classroom Attendance:**

"No student may add a journalism class after the 20th day of a semester.

"Students must attend their classes and laboratory periods. Instructors may take attendance into account in assessing a student's performance and may require a certain level of attendance for passing a course. Instructors may choose to drop students from a course, based on attendance, without consent.

"The School of Journalism reserves the right to cancel the enrollment of students who fail to attend the first class or laboratory meeting."

"The KU Office of Student Financial Aid is required by federal law to determine whether students who receive aid are attending each class in which they are enrolled. Instructors are required to report to that office absences of students who have stopped attending and names of those who have enrolled but never have attended. Students who do not attend classes may be required to repay federal and/or state financial aid.

"Students who receive any form of financial aid should learn all requirements including minimum hours of enrollment and grades to qualify for and retain that aid."

### **Diversity**

In this class, it is important that you feel comfortable expressing ideas and opinions. I welcome and encourage you to share differing perspectives and diverse experiences and to be respectful of others whose viewpoints and experiences may not be the same as your own.

**Inclement Weather and Special Needs** - In the event of inclement weather, the decision to cancel classes is made by KU officials. To determine whether snow or icy conditions have canceled classes, call 864-7669 (864-SNOW). The Office of Disability Resources (DR), 22 Strong Hall, 785-864-2620 (v/tty), coordinates accommodations and services for KU students with disabilities. If you have a disability for which you may request accommodation in KU classes and have not contacted DR, please do so as soon as possible. Please also contact me privately in regard to this course.

### **Copying or Recording of Classroom Lectures**

Course materials prepared by the instructor, as well as content of all lectures presented by the instructor, are the instructor's property. Video and audio recording of lectures without instructor consent is prohibited. On request, the instructor usually will permit students to audio tape lectures, on the condition that these audio tapes are only used as a study aid by the individual making the recording. Unless the instructor gives explicit permission, recordings of lectures may not be modified and must not be transferred or transmitted to any other person, whether or not that individual is enrolled in the course.

## Weekly Schedule

Subject to change

Week	Topics	In-class	Out-class	Readings
<b>Week 1</b> Jan. 20 (lecture)	- Introductions -What is news? -Finding stories -Storytelling 101		- Build portfolio (due Mon.) - Story ideas (due Mon.)	- Missouri Group, Ch. 1
<b>Week 2</b> Jan. 25 (lecture)  Jan. 27 (lab)	- Writing ledes - Multimedia stories - Dead story sources - Live story sources - <b>Portfolio (25)</b> - <b>Story ideas (25)</b>	- Lede writing exercise - <i>Portfolio critique</i> - Aggregation blog (discuss/choose subject)	- Who's Who assignment (due Mon.)	- Missouri Group, Ch. 5 - Baker, Ch. 2
<b>Week 3</b> Feb. 1 (lecture)  Feb. 3 (lab)	- Interviewing basics - Relationship building - Thinking critically - <b>Who's who (25)</b>	- The art of the interview - Mini-profile interviews - Print story proposal (due Mon.)	- Mini-profile (due Mon.) - Agg. Post 1 (due Wed.)	- Missouri Group, Ch. 3 - Missouri Group, Ch. 8
<b>Week 4</b> Feb. 8 (lecture)  Feb. 10 (lab)	- Value of sources - What's quotable - <b>Mini-profile (50)</b> - <b>Print story proposal</b>	- <u>Fieldtrip</u> : Get comfortable with uncomfortable (due 9 p.m. today)	- <b>Agg. post 1 (25)</b> - <b>Getting comfortable (25)</b> - Print story (due Wed.)	- Filak, Ch. 4 - Missouri Group, Ch. 4
<b>Week 5</b> Feb. 15 (lecture)  Feb. 17 (lab)	- Infographics - Writing on deadline - Working the beat - "Live" coverage - Breaking, non-breaking news	- <i>Mini-profile critique</i> - Creating infographics - Press conference (25) (due 9 p.m. today)	- <b>Print story (100)</b> - Infographic (due Mon.) - Live event coverage (Feb. 17-26, midnight of event)	- Filak, Ch. 7 - Missouri Group, Ch. 12

<b>Week 6</b> Feb. 22 (lecture)  Feb. 24 (lab)	- Audio storytelling - Natural sound - Audio story proposal - <b>Infographic (50)</b>	- <b>“Tell Us a Story” (0 or 25)</b>	- <b>Live coverage (50) (due midnight of event)</b>	- Filak, Ch. 8
<b>Week 7</b> Feb. 29 (lecture)  March 2 (lab)	- Visual storytelling - Stories through pictures	- <b>Photo / cutline story assignment (due 6 p.m. today) (25)</b>	-Audio/photo story proposal (due Mon.)	- Associated Press, Ch. 2 - Greenwood chapter
<b>Week 8</b> March 7 (lecture)  March 9 (lab)	- Pairing audio/visuals - Multimedia for the Web - <b>Audio/photo story proposal</b>	- <i>Photo / cutline story critique</i>  - Workday	Audio/photo story (due Mon.) - Agg. post 2 (due Mon.)	
<b>Week 9</b> <b>Spring Break</b>	<b>Audio/photo story (100)</b> - Agg. post 2 (25)			
<b>Week 10</b> March 21 (lecture)  March 23 (lab)	- 2-minutes in a studio - Working with video I	- Video stories - Final Cut - Video instruction	- Practice shooting B-roll (due Mon.)	
<b>Week 11</b> March 28 (lecture)  March 30 (lab)	- Working with video II - Shooting interviews - “Live” coverage - <b>Practice shooting B-roll</b>	- Scriptwriting - Shooting interviews - <b>Video interview (25) (due 9 p.m. today)</b>  - <i>B-roll critiques</i>	- Script from interview (due Mon.)	
<b>Week 12</b> April 4 (lecture)  April 6 (lab)	- Writing for the Web - Social media - <b>Script from interview (25)</b>	- <i>Video interview critique</i> - Social media exercise	- TV story proposal (due Mon.) - Agg. post 3 (due Wed.)	- Filak, Ch. 10

<b>Week 13</b> April 11 (lecture)  April 13 (lab)	- Introduction to ethics - <b>TV story proposal</b>	- Ethical dilemmas - TV story Q&A	- <b>Agg. post 3 (25)</b> - TV story (due Wed.) - Final project proposal (due Mon.)	- Missouri Group, Ch. 23
<b>Week 14</b> April 18 (lecture)  April 20 (lab)	- The Life - <b>Final Project proposal due</b> - <b>Final drop day</b>	- <i>TV story critiques</i>	- <b>TV story (100)</b>	
<b>Week 15</b> April 25 (lecture)  April 27 (lab)	- Final Project work day		- <b>How stuff works (25)</b>	
<b>Week 16</b> May 2-4	- Final project work day		- <b>How stuff works (25)</b> - <b>Final Projects (200)</b>	



<b>Assignment</b>	<b>Deadline</b>	<b>Points</b>
1. Portfolio	Monday, Jan. 25	25
2. Story Ideas	Monday, Jan. 25	25
3. Who's Who	Monday, Feb. 1	25
4. Mini-Profile	Monday, Feb. 8	50
5. Getting Comfortable	Wed., Feb. 10 (9 p.m.)	25
6. Agg. Post 1	Wed., Feb. 10	25
7. Print Story (out)	Wed., Feb. 17	100
8. Infographic	Monday, Feb. 22	50
9. Live Coverage	Feb. 17-26 (midnight)	50
10. Tell Us a Story	Wed., Feb. 24	0-25
11. Photo/ Cutline Story	Wed., March 2 (6 p.m.)	25
12. Agg. Post 2	Monday, March 14	25
13. Audio/Photo Story	Monday, March 14	100
14. Video interview	Wed., March 30 (9 p.m.)	25
15. Interview Script	Monday, April 4	25
16. Agg. Post 3	Wed., April 13	25
17. TV story	Wed., April 20	100
18. How Stuff Works	April 27/May 4	25
19. Final Project	Wed., May 4	200
20. Participation/Professionalism		50
<b>Total</b>		<b>1,000</b>

### **Grades**

A = 925-1,000	C = 735-764
A- = 895-924	C- = 695-734
B + = 865-894	D+ = 665-694
B = 835-864	D = 635-664
B- = 795-834	D - 595-634
C+ = 765-794	F = below 595