JR637: EDITING AND WEB PRODUCING

Fall 2014 Semester                        Alexa Mills
4 Credits                                alexa_mills@emerson.edu
Tues & Thurs 10-11:45am                  Office Hours: Thursdays 9-10:00am
Room 418, Walker Building               or by appointment. In Journalism Dept.
Prerequisite: Graduate                  cubicles, 120 Boylston St. 6th Fl.

Course Catalog Description
Students will learn to use language with precision and economy in journalism. A variety of stories will be edited for accuracy, grammar, style, organization, fairness and legal issues. Students will work as web producers, editing copy, writing headlines and summaries, and editing photos and writing captions.

Learning Objectives
1. Explore the role and the importance of editors, copy editors and producers at print and online news organizations.
2. Demonstrate proficiency in grammar and sentence structure.
3. Gain experience copy editing for grammar and structure.
4. Demonstrate proficiency in recognizing and correcting problems of fairness, ethics and libel in news stories.
5. Demonstrate proficiency in writing headlines, summaries and captions for print and online publications.
6. Design and integrate multimedia elements into an effective digital presentation.

Grading Structure
20% Class participation
10% One-sheet media vision for older long-form stories
15% Boston Common project
15% Poynter digipack & related quizzes
40% Final project
   - 20% Writing/Reporting
   - 20% Multimedia presentation & web design

Project
The final project for this course is a long-form story of 1,600 to 2,400 words, with appropriate accompanying media. Students will design and publish a web presentation of their stories. Each student should include at least three of the following in their final story presentations:
   - photo
   - video
   - map or interactive map
   - audio
   - source documents
Midterm Examination and Final Examination

There will be no midterm or final examination in this course. However, there will be a regular class on the final exam day.

Course Calendar

**Thursday 9/4**

**Homework assignment:** Read the following four stories:


3) “The Genesis Of The Gang” by Jacob Riis. 1899

4) “The Drifters” by Patrick Tracey. 1998

These stories were written before modern complex multimedia presentations were available. Please come to the 9/9 class prepared to present a media vision for one of the four stories. How would you turn this text-based article into a modern multimedia article? Would you use media to expand the written piece? Would you cut sections of these stories and present the information in a multimedia format? Use your imagination to develop a creative vision.

**Homework due:** None

**In Class:** (1) Introductions. (2) Presentation of syllabus. (3) Discussion of course goals.

**Tuesday 9/9**

**Homework assignment:** (1) Write a one-sheet multimedia proposal for the article you selected. (2) Optional: identify a modern example of online storytelling that inspires you. Come to the 9/11 class prepared to share your example with your classmates. Any of the following elements are relevant: great long-form story layout, effective integration of video, effective integration of audio, interactive maps, timelines, other multimedia. (3) Review the multimedia presentation in the following stories. It's OK if you skim the text, but please pay careful attention to the multimedia.

1) Snow Fall: The Avalanche at Tunnel Creek -

(Multimedia featured in lefthand sidebar only)
4) Former QB Jared Lorenzen Still Loves Football:  
5) The Guardian: NSA Files Decoded:  
http://www.theguardian.com/world/interactive/2013/nov/01/snowden-nsa-files-surveillance-revelations-decoded#section/1
6) My Family Narrative in Central Louisiana from 1798 to 1922 -  
http://colabradio.mit.edu/discovering-my-family-history-in-a-slave-owners-family-narrative/ 
(Timeline only)
7) “Pedestrianization Hurts Profits on Bogota’s Cra. 7” -  
http://colabradio.mit.edu/pedestrianization-hurts-profits-on-bogotas-cra-7/ (Interactive map)

**Homework due:** Verbally present your original ideas for turning one of the four text-based articles into a multimedia article.

**In class:** Discuss modern media visions for the older text-based articles.

### Thursday 9/11

**Homework assignment:** (1) Complete Adobe Muse tutorial:  
http://muse.adobe.com/tutorials.html (2) Read “Last Call”  
https://medium.com/@cshirky/last-call-c682f6471c70

**Homework due:** Hand in your one-sheet multimedia proposal for the article you selected. Present your modern multimedia example briefly in class if you have one.

**In class:** (1) Discuss modern multimedia stories. (2) Students and instructors present stories in class.

### Tuesday 9/16

**Homework assignment:** (1) Bring your creativity kit to class next week! (2) Complete Poynter’s Five Steps to Multimedia Storytelling course:  
http://www.newsu.org/courses/five-steps-multimedia-storytelling-updated

**Homework due:** Adobe Muse tutorial completed.

**In class:** Skills workshop

### Thursday 9/18

**Homework assignment:** Write a Boston Common story outline that includes text, photos, audio, video, timeline and/or maps, depending on what media you gathered. Begin realizing your vision in Adobe Muse. Prepare to present rough draft to class next Tuesday.
Homework due: Poynter’s Five Steps to Multimedia Storytelling course attended.

In class: Introduce Boston Common media project, then students leave classroom to gather material in Common.

**Tuesday 9/23**
Homework assignment: Complete Boston Common project.

Homework due: Rough draft of Boston Common media project, created in Adobe Muse.

In class: Students show their Boston Common projects at halfway point, discuss technical issues.

**Thursday 9/25**

Homework due: Final Boston Common Project

In class: Begin planning for final project

**Tuesday 9/30  *BOTH SECTIONS MEET FROM 9:00-10:45 AM***
Homework assignment: (1) Write one sheet describing the story you’d like to tell for your final assignment. Write a back-up story pitch as well, in case your main story idea falls through. (2) Read the following:

Homework due: Poynter Video Storytelling for the Web course completed.

In class: (1) Skills workshop in video and audio editing. (2) Review Boston Common projects.

**Thursday 10/2**
Homework assignment: (1) Complete Poynter’s Ethics of Journalism course: [http://www.newsu.org/courses/ethics-journalism](http://www.newsu.org/courses/ethics-journalism) (2) Read/listen to the following:
3) Three cases within this Journalism plagiarism roundup:
http://catalog.freedomforum.org/FFLib/JournalistScandals.htm
- Ron Borges case
- Rick Bragg case
- Diana Griego Erwin case
4) California paper steals Dallas TV anchor’s speech:
http://jimromenesko.com/2014/02/18/california-publisher-lifts-wfaa-sports-anchors-michael-sam-commentary/
5) Tips for avoiding plagiarism:

Homework due: One sheet on final project vision, plus back-up story pitch

In class: Reporting basics

Tuesday 10/7
Homework assignment:
(1) Watch Poynter’s two-part series on online project development.
Part I: http://www.newsu.org/courses/online-project-development-part-1
Part 2: http://www.newsu.org/courses/online-project-development-part-2
(2) Start working on your final project. You should be working on your final project every week from this point forward.

Homework due: Poynter’s Ethics of Journalism course completed.

In class: Ethics discussion. Come prepared with questions gleaned from the Poynter course.

Thursday 10/9
Homework assignment: Work on your final project

Homework due: Poynter two-part series watched

In class: (1) Project check-ins. (2) Discuss Poynter two-part series.

Tuesday 10/14 *BOTH SECTIONS MEET FROM 9:00-10:45 AM
Homework assignment: Work on your final project

Homework due: Progress made on your project
In class: Guest speaker

**Thursday 10/16**
Homework assignment: Work on your final project

Homework due: Progress made on your project

In class: (1) Project check-ins. (2) Mid-semester course evaluation

**Tuesday 10/21**

Homework due: Progress made on your project

In class: Editing fundamentals instruction, discussion

**Thursday 10/23 *BOTH SECTIONS MEET FROM 9:00-10:45 AM***
Homework assignment: (1) Complete Poynter’s Cleaning Your Copy course: [http://www.newsu.org/courses/cleaning-your-copy-grammar-style-and-more](http://www.newsu.org/courses/cleaning-your-copy-grammar-style-and-more)
(2) Read Baltimore Sun primer: [http://touch.baltimoresun.com/#section/-1/article/p2p-81091894/](http://touch.baltimoresun.com/#section/-1/article/p2p-81091894/)

Homework due: Poynter Fundamentals of Editing course completed

In class: Importance of style instruction, discussion

**Tuesday 10/28**
Homework assignment: Work on your final project

Homework due: Poynter’s Cleaning Your Copy course completed

In class: Self-editing workshop and quiz

**Thursday 10/30 *BOTH SECTIONS MEET FROM 9:00-10:45 AM***
Homework assignment: Work on your final project

Homework due: Progress made on final project

In class: Guest speaker

**Tuesday 11/4**
Homework assignment: Work on your project

Homework due: Progress made on final project

In class: (1) Project check-ins. (2) Photography class

**Thursday 11/6**
Homework assignment: Poynter’s Craft of Revision course: [http://www.newsu.org/courses/get-me-rewrite-craft-revision](http://www.newsu.org/courses/get-me-rewrite-craft-revision)

Homework due: First draft of written piece due.

In class: (1) Project check-ins. (2) Maps and charts workshop.

**Tuesday 11/11**
VETERANS DAY. NO CLASS.

**Thursday 11/13**
Homework assignment: Make revisions based on professor’s suggestions.
Homework due: Poynter’s Craft of Revision course completed

In class: (1) Story project check-ins. Professor will hand back first draft and examine/discuss common errors, areas for improvement. (2) Assign revision partners in class.

**Tuesday 11/18**
Homework assignment: Work on your project
Homework due: Revised copy due

In class: Peer review in pairs, in class.

**Thursday 11/20**

Homework due: None

In class: (1) Story project check-ins. (2) Adobe Muse part II.

**Tuesday 11/25**
Homework assignment: Work on your project
Homework due: Poynter’s Copyright Law and Fair Use for Journalists course completed

In class: (1) Social media workshop. (2) In-class Storify mini-project.
**Thursday 11/27**  
THANKSGIVING. NO CLASS.

**Tuesday 12/2**  
**Homework assignment:** Work on your project  
**Homework due:** None

**In class:** FINAL CHECK-IN, ONE WEEK BEFORE PROJECTS ARE DUE. Discuss issues as a class, invite peer problem solving

**Thursday 12/4**  
**Homework assignment:** Work on your project  
**Homework due:** None

**In class:** In-class project work

**Tuesday 12/9**  
**Homework assignment:** None  
**Homework due:** FINAL PROJECTS DUE

**In class:**  
Guest speaker

**Attendance**  
In-class participation is a major component for your grade. If you are not in class, you can't participate. If you miss class and/or an assignment, email the professor as soon as you can for any possible catch-up work.

**Text and other Materials**  
Please purchase the Poynter Digipack for $24.95 (link to be provided by the professor). It contains seven online courses that you will be assigned to attend for homework.

There is no official textbook for this class. Most articles are available for free online. We will rely on the AP Stylebook in this class.

**Equipment**  
The equipment you need for this course is in your creativity kit.

**Consumables**  
Students are responsible for their own consumable supplies. This includes AA batteries, paper, and other supplies they may need to complete this course.
Technology Policy
Please do not use your computer or mobile device during class discussions. Students can use these devices during in-class workshops or when the instructor says it’s permissible.

Civility
This class depends heavily on frank in-class discussions, It is important that we treat each other the way we would like to be treated. Personal threats, attacks or disruptions will not be tolerated because they hurt the ability for others to learn.

Accuracy
Journalism’s survival depends on the industry’s credibility with its audience. It is the journalist’s duty to seek out inaccuracies and purge them from copy before they are aired or published. When an inaccuracy occurs, journalists publicly identify the problem and correct it immediately for their audience. In this course, an inaccuracy will result in a failing grade for the assignment.

Plagiarism & Cheating
There is nothing more central to the credibility of journalism and the trust of readers, listeners and viewers than the implicit promise of every writer to every reader that the information provided is real, original and truthful. Journalists who make things up, or who steal the work of others and pass it off as their own, undermine not only their own careers, but the public’s trust and thus the credibility of their entire profession.

This department will not tolerate fabrication or plagiarism. Any student caught violating the trust between writer and reader by making up quotes or sources, or by presenting the work of others as their own, will automatically fail this course and face possible suspension from the college. If you have any question about how to attribute appropriately, quote appropriately or footnote appropriately, it is incumbent on you to consult your professor.

Ignorance is not a defense against cheating. The department’s standard is based on the Emerson College plagiarism policy, which states in part, "the attempt of any student to present as his or her own work, the work of another or any work which he or she has not honestly performed ... renders the offender liable to immediate suspension."

Disabilities
If you believe that you have a disability that may warrant accommodations in this class, I urge you to register with the Disabilities Services Coordinator Diane Paxton at 216 Tremont Street, 5th floor (phone: (617) 824-8592 so that together you can work to develop methods of addressing needed accommodations in this class.

Mid-Course Changes in Syllabus
Given that this is a new course, the above schedule and procedures in this course are subject to change. Course instructors will provide students with a formal mid-term course evaluation to determine whether adjustments are necessary. Students will be informed promptly of any changes in the syllabus after this evaluation is complete. Under no conditions will the grading structure change.
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