### I. Summary of Proposed Changes

<table>
<thead>
<tr>
<th>Dept / Program</th>
<th>School of Journalism</th>
<th>Prefix and Course #</th>
<th>JRNL 331</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course Title</td>
<td>Intermediate Web and Digital Reporting</td>
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</table>

Please check one or more of the following:

- New course
- Delete course

**Course Changes**

- Course Title
- Description
- Learning Outcomes
- Prerequisites
- Cross-listing
- Other
- Credits from ________ to ________
- Number / Level from ________ to ________
- Repeatability from ________ to ________

**Justification / explanation** (required for ALL proposals) For new courses please provide rationale for why the course is needed, how it fits with exiting curriculum and whether there are curricular adjustments.

Originally this course was developed as a 200-level course to be taught prior to the professional program. Having taught the course for two semesters to a mix of first semester freshmen and seniors completing their degree I realized that the course would be more effective if it came after students had completed the writing, video and photography courses in our pre-professional program. This would create a common level of expertise among all the students and allow the course to begin with this assumed level of competency.

Additionally, many of our 400-level journalism courses have increasing demand for students with a stable of web and mobile reporting and producing skills. This 300-level class could help fill those needs by creating a skill course that introduces them to the variety of modern digital reporting skills, including using social media to find stories and sources, aggregating existing news sources and adding their original reporting, considering the different audiences different digital news services are likely to attract and how that affects the kind of news these serves need.

Has the Department gone through common course Review?  
- Yes  
- No  
- In process

### II. Syllabus/Assessment Information

Required for new courses, learning outcome changes and course change from U to UG.

**Important**: please spell out learning goals and learning outcomes clearly in the syllabus.

**Learning Goals** are a list of what students should know, understand, or be able to do at the end of the course, including essential information and knowledge or skills relevant to the subject area.  

**Learning Outcomes** are measures of performance or behavior that indicate, to the teacher and the students, that students understand the material, and what criteria differentiates among different levels of understanding. **Attach syllabus at the end of the document**.

### III. Endorsement/Approvals

Complete the form and obtain signatures before submitting to Faculty Senate Office

<table>
<thead>
<tr>
<th>Requestor:</th>
<th>Lee Banville</th>
</tr>
</thead>
<tbody>
<tr>
<td>Phone/ email:</td>
<td>243.2577</td>
</tr>
<tr>
<td>Program Chair(s)/Director:</td>
<td>Dennis Swibold</td>
</tr>
<tr>
<td>Dean(s):</td>
<td>Denise Dowling</td>
</tr>
</tbody>
</table>

**All other affected programs:**

Are other departments/programs affected by this modification because of:

(a) required courses incl. prerequisites or corequisites,  
(b) perceived overlap in content areas

Please obtain signature(s) from the Chair/Director of any such department/program (above) before submission.
(c) cross-listing of coursework

Signatory Comments (required for disapproval):

**IV: To Add a New Course**  Syllabus and assessment information is required (paste syllabus into section V or attach). Course should have internal coherence and clear focus.

**Common Course Numbering Review** (Department Chair Must Initial):  
Does an equivalent course exist elsewhere in the MUS? Check all relevant disciplines if course is interdisciplinary. (http://www.mus.edu/Qtools/CCN/ccn_default.asp)  
| YES | NO |

If YES: Do the proposed abbreviation, number, title and credits align with existing course(s)? Please indicate equivalent course/campus. ↓

This course aligns with the new Common Course numbering system for the School of Journalism courses. No other course like it currently exists in the MUS system.

If NO: Course may be unique, but is subject to common course review. The course number may be changed at the system level.

**Short Title** (max. 26 characters incl. spaces) | Intermediate Web Reporting

**Exact entry** to appear in the next catalog (Specify course abbreviation, level, number, title, credits, repeatability (if applicable), frequency of offering, prerequisites, and a brief description.) ↓

**U 331 Intermediate Web and Digital Reporting 3 cr.** Offered autumn and spring. Prereq., Must be admitted to Journalism Professional Program. Students learn to produce reporting for different websites and digital news sources, with a special emphasis on using digital technologies to broaden sources for stories. Course will also explore the societal, business and ethical effects these emerging technologies are having.

Complete for UG courses (UG courses should be assigned a 400 number).  
Describe graduate increment - see procedure 301.30  
http://www.umt.edu/facultysenate/procedures/default.aspx

Complete for Co-convened courses  
Companion course number, title, and description (include syllabus of companion course in section V)  
See procedure 301.20  
http://www.umt.edu/facultysenate/procedures/default.aspx

New fees and changes to existing fees are only **approved once each biennium** by the Board of Regents. The coordination of fee submission is administered by Administration and Finance. Fees may be requested only for courses meeting specific conditions according to Policy 940.12.1 http://mus.edu/borpol/bor900/940-12-1.pdf. Please indicate whether this course will be considered for a fee.

If YES, what is the proposed amount of the fee?  $56

Justification: As part of digital reporting, students must be familiar with video, audio and still photography equipment. This course will use all of those technologies and the fee is to purchase replacement memory cards, replace parts that wear out from normal use and invest in new technologies being used in the field.

**V. Change an Existing Course**

1. Current course information at it appears in catalog (http://www.umt.edu/catalog) ↓

2. Full and exact entry (as proposed) ↓

3. If cross-listed course: secondary program & course number

4. Is this a course with MUS Common Course Numbering?  
http://www.mus.edu/Qtools/CCN/ccn_default.asp  
If yes, please explain below whether the change will eliminate the common course status.  
| YES | NO |

5. If co-convened course: companion course number, title, and description (include syllabus of companion course in section V) See procedure 301.20  
http://www.umt.edu/facultysenate/procedures/default.aspx
| 6. Graduate increment if level of course is changed to UG. Reference procedure 301.30: | Have you reviewed the graduate increment guidelines? Please check (X) space provided. |
|http://www.umt.edu/facultysenate/procedures/default.aspx (syllabus must be attached) | |
| 7. Other programs affected by the change | |
| 8. Is there a fee associated with the course? | |

**VI Department Summary** (Required if several forms are submitted) In a separate document list course number, title, and proposed change for all proposals.

**VII Copies and Electronic Submission.** After approval, submit original, one copy, summary of proposals and electronic file to the Faculty Senate Office, UH 221, camie.foos@mso.umt.edu.
JRNL 331 – Intermediate Web and Digital Reporting
Syllabus – Fall 2013 (subject to change)

**Goal:** This course will introduce students to the basics of Web site design and organization, explore how the Internet can be used to generate sources for stories and introduce multi-media storytelling into their reporting techniques.

**Objectives**
Students who complete this course should be able to:
1. Better understand news consumers’ expectations for the online space and how to design and organize basic Web sites.
2. Plan and execute the reporting necessary for digital journalism.
3. Understand basics of data journalism.
4. Report and produce for multiple formats.
5. Shoot and edit acceptable video for a short online clip.
6. Write in styles that are appropriate to online media.
7. Evaluate online story packages and explain why they work well in the medium, or why they do not.
8. Understand the use of blogs, web links and content aggregation as part of digital reporting.
9. Explore the use of Facebook, Twitter and other online media as both reporting resources and distribution opportunities.
10. Conduct research online, determine the reliability of sources found, and use the results appropriately as part of a story.

**Assessment**
Students’ performance and proficiency in this course will be gauged by their ability to:
1. Write originally reported and aggregated news and features for online publication.
2. Write effective and informative search engine optimized headlines and blurbs.
3. Produce multimedia (slideshow/video) features on a variety of topics.
4. Write critically about social media strategy and website design.
5. Strategically understand specific audiences and their expectations for information.

**Grading options:** This course must be taken for a traditional letter-grade. No credit grading is not permitted. The Montana University System’s plus/minus grading system will be used in this class.

**Class meets** Tuesdays and Thursday, 11:10-12:30 p.m., in DAH 009.

**Grades**
Student final grades will be made up of the following:
10% Attendance, In-class discussions
20% In-class writing assignments and workshops
20% Print Feature
20% Multimedia Report
15% Social Media/Design Paper
15% The Disruption Debate

**Office:** Don Anderson Hall 406
**Office hours** are Mondays 2-4 p.m. and Wednesdays 11 a.m. - Noon. I’m also available at other times by appointment.

**After-hours Access to Building:** For after hours access to Don Anderson Hall, complete and submit this form online: http://jour.umt.edu/after-hours/ by August 31. Complete only one request form per semester – be sure to list all courses you are taking.
A door code will be assigned and provided to you via email. This request will also activate your Griz Card for the outside door and, if needed, Room 101. Codes will remain active until the last day of the semester.

**Academic Honesty**
I expect your honesty in presenting your own work for this course. Academic misconduct at The University of Montana is subject to an academic penalty ranging from failing the assignment to expulsion from the university. Students need to be familiar with the Student Conduct Code. http://www.umt.edu/SA/VPSA/index.cfm/page/1321
Plagiarism
As defined by “The University of Montana Student Conduct Code” plagiarism is: “Representing another person’s words, ideas, data, or materials as one’s own.” This is strictly prohibited in this class and any case of plagiarism in this course will be subject to the penalties outlined in the student code of conduct.

Students with Disabilities
Students with disabilities will receive reasonable modifications in this course. Your responsibilities are to request them from me with sufficient advance notice, and to be prepared to provide verification of disability and its impact from Disability Services. Please speak with me after class or during my office hours to discuss the details. For more information, visit the Disability Services for Students website at http://life.umt.edu/dss.

Weekly Topics and Assignments

Week One: The New News Consumer

Through blogs, niche web publishing and narrowcasting, this week looks at the effect Web has had on general information and defining what is news. For Thursday, read this piece: http://www.adobe.com/designcenter/thinktank/danzico.html and this report http://stateofthemedia.org/2011/online-essay/ to get an understanding of what is going on in the current digital news realm. This offers an overview of content, economics and audience.

Week Two: The Publishing Revolution

From scarcity to the flood. Is the Internet the biggest thing since the printing press? We will explore the change that the Internet posed to existing news organizations and why so many of them struggled to embrace the Internet. In the old days much of the news business operated on the idea of scarcity – we knew stuff that other people did not and they had to rely on us to tell them. Tuesday will explore how that has changed. Read: http://mashable.com/2011/04/28/scarcity-economics/ and http://paidcontent.org/article/419-the-future-of-news-is-scarcity/

But who is feeding this flood of information and what is it doing to journalism? Thursday will explore these topics.


Week Three: Writing for Online

For Tuesday read Chapter 2 of the Digital Journalist’s Handbook (posted on Moodle). We will discuss writing for online and how it is similar to and different from traditional print writing.


ASSIGNMENT: Thursday: Story pitches due for initial project.

Week Four: Writing for Online II

This week will be devoted to a series of exercises connected to non-linear storytelling, layering content and SEO.

Also we will discuss story aggregation, original reporting and the idea of digital sourcing of interviews, research and data.

Week Five: Personalization (or some other way to filter all this crap)

With this flood of content, how is a poor reader to navigate it all? Tuesday will explore the early years of filtering and personalizing news and other content on the Internet.

For Tuesday read: http://www.journalism.org/node/1450 and http://www.ojr.org/ojr/stories/061129junnarkar/ and Chapter Four of Newsonomics (Posted on Moodle)
But news businesses were not the ones really figuring out these answers. It was Google and later Facebook. Thursday will explore what they did and how many believe applying those lessons to the news could help save journalism.

For Thursday read: Introduction and Chapter One of The Filter Bubble (Posted on Moodle) and 

ASSIGNMENTS: First piece, a blog with links, embedded graphics and/or videos are due on Tuesday.

Week Six: Relevance

For Tuesday, read Chapters from The Facebook Effect posted on Moodle. Also read

Class on Thursday will debate the topic: Is Facebook evil? Class will be divided into two teams and each student will prepare a one-page set of bullet points that cites material in the course thus far that defends their position.

ASSIGNMENT: A social media strategy for how you would attract people to the blog post you wrote the week before.

Week Seven: Slideshows


Week Eight: Video for Online

Start here for Tuesday: http://www.ojr.org/ojr/wiki/video/. You will also get a series of examples to watch before class. We will really focus more on storytelling and how these videos are different from broadcast videos. Some of you will have taken RTV 151 and many will have not, so we will not focus so much on how to use Final Cut, but rather what the story should look like and sound like.

ASSIGNMENT: Dual assignment due. First deconstruct one of the assigned videos/slideshows for effective use of the medium and second pitch a multimedia story to tell.

Week Nine: Data Visualization

Read Chapter 10 of Digital Journalists Handbook, http://www.guardian.co.uk/media/2010/nov/22/data-analysis-tim-berners-lee and watch the first 8 minutes of this: http://www.youtube.com/watch?v=plq0Q55tz-U. We will explore how data is telling new stories and uncovering new data. We will play with some of the tools that allow you to visualize data in class.

Week Ten: Niche Time

So with these trends towards personalization and relevance dominating the modern web, what's a general news site to do? Well, the answer for many is to stop being so general. For Tuesday, read the Chapter 8 from Newsonomics posted on Moodle. Also, read: http://visnum.com/if-content-is-king-vertical-content-is-god/ and http://www.ojr.org/article.asp?id=4297.

One of the most prolific niches is a movement called "hyperlocal". The trend was started by a guy named Rob Curley in Lawrence, KS – read about it here: http://emediavitals.com/article/16/how-lawrencecom-makes-hyperlocal-work. It led to a series of newspapers trying hyperlocal -- http://www.nytimes.com/2009/04/13/technology/start-ups/13hyperlocal.html and to this trainwreck in Vegas -- http://www.lasvegascitylife.com/articles/2010/01/28/news/local_news/iq_33923638.txt. We will discuss hyperlocal, its benefits and liabilities.

So niche publishing and hyperlocal seem to offer two possible business models for journalists to make money. But what are the other ideas out there? This week looks at the possible solutions and some of the failures for clues about the future. For Tuesday read the Chapter 11 from Newsonomics posted on Moodle. Also read about the New York Times paywall: http://blogs.reuters.com/felix-salmon/2011/07/26/the-nyt-paywall-is-working/ and here: http://www.wired.com/epicenter/2011/08/new-york-times-paywall/. And here is some info on Montana's paywall experiment: http://knightcenter.utexas.edu/blog/more-us-newspapers-installing-paywalls-trend-charging-online-content-continues.

ASSIGNMENT: Thursday: Turn in completed multimedia assignment.
**Week Eleven: Website Design and Construction**

Read Chapter 8 of Digital Journalists Handbook. We will examine how the site we are working on is put together and how CMS's work.


**Week Twelve: Social Media and Finding Audience**


We will examine how social media is affecting news consumption and we will play with these tools to promote the new content we have posted on our site, but also to engage in a conversation with people about your reporting.

**ASSIGNMENT:** Three-page assessment of a given news organization’s social media effort or homepage design. Papers should consider readings in analyzing effectiveness of the effort.

**Week Thirteen:**
We will begin a multi-week assignment on the concept of disruption. Tuesday we will introduce the concept and discuss the goals of this last portion of the class.

For Thursday read the follow: The excerpt of What Would Google Do? Posted on Moodle
The Disruption of the Media: http://www.mediasdisruption.com/2010/05/the-disruption-of-the-media-world/
The Unbundling of Media: http://www.pakman.com/2011/04/15/the-unbundling-of-media/

**Week Fourteen:**
Case studies in disruption. To be assigned.

**Week Fifteen:**
The disruption debate. Each side will present their ideas and go for the kill.

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**Possible Readings/Resources**
The Long Tail, Chris Anderson -- http://www.wired.com/wired/archive/12.10/tail.html


OJR Article on Eyetracking -- http://www.ojr.org/ojr/stories/070312ruel/


Excerpt of The NPR Guide to Audio Journalism
http://www.press.uchicago.edu/Misc/Chicago/431789.html

Writing for Broadcast: http://www.jprof.com/wfmm7/chapter9.html


Soundslides Intro -- http://multimedia.journalism.berkeley.edu/tutorials/using-soundslides/

Using Flickr -- http://www.wiredjournalists.com/profiles/blog/show?id=1976249%3ABlogPost%3A4661&page=2#comment-1976249_Comment_74848

Television Scripts from the Reuters Handbook of Journalism:
http://handbook.reuters.com/index.php/Television_Scripts#Story_Structure
http://handbook.reuters.com/index.php/Pictures

Final Cut Basics
http://www.youtube.com/watch?v=AVQaP1Kc8NA

Final Cut Editing Basics
http://www.youtube.com/watch?v=qDMWew537Ks