

Place: AH 105.15 (small lab)

Class: Wednesday 8:30 a.m. – 11:15 a.m.

Lab: Wednesday 1:30 p.m. – 4:15 p.m.

Class Instructor: Trish Elliott

Office: AH 105.18 Phone 585-4449 (w) Email: patricia.elliott@uregina.ca

Office hours: When door is open

Lab Instructor: Mark Taylor

Office: AH 105.19 Phone: 585-4091 (w) Email: mark.taylor@uregina.ca

Office hours: Thursdays 10:00 a.m. – noon

Text Book:

The Canadian Press Style Book: A Guide for Writing and Editing. Toronto: Canadian Press.

Caps and Spelling. Toronto: Canadian Press.

Course description:

This advanced multimedia course will help students build on reporting skills and practice in-depth reporting on issues of the day. Students will work within a chosen beat and will be expected to demonstrate persistence, passion, an investigative approach and an ability to set stories within a context. Writing to deadline will be crucial. As well, students will develop skills in editing and re-writing, as well as preparing secondary story elements such as photo cutlines, pull-quotes and online story summaries. Students will gain practical skills in print layout, photography, web basics and developing stories and visuals for the web.

Course class methodology:

This is a hands-on course. Think of it as an in-class internship. The class will resemble daily life in a newsroom - but a newsroom unlike any other in that it also includes lectures and discussion. The course is comprised equally of classroom time and lab time. During the classroom portion we will discuss the main aspects of the content and form of news reporting. We will also hold story meetings, where we pitch and discuss ideas as a team. In preparation for each class you will also be expected to read at least two newspapers and one online news source, and be aware of what is happening in the world. We will also dig into issues of contemporary journalism, with an emphasis on preparing for leadership roles in 21st Century newsrooms.

Course laboratory methodology:

Students will work in editorial and production teams to produce four editions of the newspaper INK and provide content for INK Online. Areas covered will include typography, photography, newspaper design, content case studies, graphics preparation and online publication. Students will use industry standard production software including InDesign and Adobe Photoshop. Online production tools and services will also be used (i.e. content management systems, Facebook and Twitter). Layout skills and techniques will be introduced through short practice exercises, and reinforced through discussion, examples and hands-on work with INK and its online counterpart.

Tentative class schedule:

Week 1 Wednesday Jan. 7 Classroom learning: The Newsroom

Class: Goals and expectations. The 21st Century newsroom. Textbook overview: Using the 'Style Guide' and 'Caps and Spelling.' Pitching stories. Beat reporting: pros and cons.
Class activity: Assignment of beats and teams. An introduction to INK Online. Guide to posting stories, photos, video and audio files on the web.

Lab: An introduction to INK. InDesign review. Set up INK template .

Week 2 Wednesday Jan. 14 Newsgathering – Issue 1

Combined class/lab: 8:30 a.m. Story meeting. Work your beat all day. Copy-edited stories and photos posted online by 4:15.

Week 3 Wednesday Jan. 21 Production – Issue 1

Class/lab: 8:30 a.m. production meeting. Working with Mark, print team produces print publication. Working with Trish, multi-media team produces multi-media content for web and streeters for print; online editors tidy web site, update the poll and modules, run security checks and prepare a traffic report. All production completed by 4:15.

Week 4 Wednesday Jan. 28 Classroom Learning: Local Reporting

Class: Issue 1 traffic report. Discussion: Local news reporting – issues, debates and sources. The labour beat – understanding contracts, strikes, etc.

Lab: Issue 1/photo debrief. Advanced photoshop and camera workshop

Week 5 Wednesday Feb. 4 Newsgathering – Issue 2

Combined class/lab: 8:30 a.m. Story meeting. Work your beat all day. Copy-edited stories and photos posted online by 4:15.

Week 6 Wednesday Feb. 11 Production - Issue 2

Combined class/lab: 8:30 a.m. production meeting. Teams do their jobs. All web and print production complete by 4:15.

Wednesday Feb. 18 Reading Week – No class

Week 7 Wednesday Feb. 25 Newsgathering – Issue 3

Combined class/lab: 8:30 a.m. Story meeting. Work your beat all day. Copy-edited stories and photos posted online by 4:15.

Week 8 Wednesday March 4 Production – Issue 3

Combined class/Lab: 8:30 a.m. production meeting. Teams do their jobs. All production complete by 4:15.

Week 9 Wednesday March 11 Classroom Learning: Political Reporting

Class: Elections and polls. Roles and responsibilities of the press. What you can publish, when, how – and why. Information about elections and election spending. Government budgets. Preparing for budget day.

Lab: Shooting budget days, elections and other media circuses.

Week 10 Wednesday March 18 Newsgathering – Issue 4 (Provincial Budget)

Combined class/Lab: Story meeting at 10 a.m., proceed to legislative building, all stories online by 6 p.m.

Week 11 Wednesday March 25 Production – Issue 4

Combined class/Lab: 8:30 a.m. production meeting. Teams do their jobs. All production complete by 4:15.

Week 12 Wednesday April 1 Classroom Learning: Social Movements and Protest

Class: Issue 4 traffic report. Sources of news: understanding social movements and social change. Be the media: creating your own media enterprise.

Lab: Add material from broadcast classes. Skills overview.

Week 13 Wednesday April 8 Wrap-Up

Teamwork responsibilities

Students are split into Team A and Team B. The teams alternate between online and print production duties over four issues.

Print teams: Every student helps lay out the paper twice during the semester.

Online teams: are split into two main task groups, editing (half the team) and multimedia (half the team). The multi-media group prepares and posts video content, acts as staff photographers to the print team, and pushes new content via social media. The editing group checks and tidies the website, freshens module content, updates the poll question, prepares special sections, moderates comments, adds new page elements and prepares a web traffic report.

COURSE WORK DETAILS

Beat reporting

You will create news stories about your assigned beat, to be published in the class newspaper and on the web. You must also provide photos with your stories. Beat stories must contain original interviews with local contacts (no recycling of press releases and rewriting of event notices). They must be written to CP ethical and style guidelines, and submitted according to set copy deadlines.

Beats may include any or all of:

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|----------------------|----------------------------|--------------------------|
| • Aboriginal Affairs | • Federal news | • Provincial news |
| • Agriculture | • Health | • Science and technology |
| • Arts | • International news | • Social issues |
| • Business | • Journalism and the media | • Sports |
| • Campus news | • Labour | |
| • City news | • Lifestyles | |
| • Education | | |
| • Environment | | |

You will be encouraged and expected to practice cutting edge journalism – to tackle tough stories, reveal new information and explain complicated issues for your readership. As an INK reporter, you should strive to be the campus' critical, unblINKing eye.

Story meetings and pitches

There will be four newsgathering days throughout the semester. These days will begin with a story meeting at 8:30 sharp. You should arrive with a well-formulated pitch that includes potential sources, angles, approaches, photo ideas and any other elements you think will help tell the story. During the meeting you will also be expected to help your colleagues develop their ideas. Once everyone has agreed on what will be covered, you will have the remainder of the day to make calls, get interviews, take photos, gather elements, etc.

NOTE: Your stories will be a week old when they run in the print version of INK. This will affect the stories you decide to cover and the way in which you write them. Please keep that in mind when researching/pitching stories—they need to be timely a week later.

ASSIGNMENTS

Print Production

You will work in a team to publish INK's print version. Your job is to copyedit, lay out stories, headlines, photos and other elements, prepare proofs and print the final 8-page product. Each team will lay out a total of two (2) papers for a total of four (4) issues.

10 points each print issue for a total of 20 points.

Online and Multi-Media Production

As noted above, all students post their own stories at the end of each newsgathering day. On print production days, half of the web team will work as online editors and check and tidy the formatting of all stories, update the poll question, freshen the right-hand modules and carry out other web-related tasks. The other half will assist the print production team by developing a streetier topic, doing streeters then providing photos and transcribed answers. They will also create multi-media content for the web.

10 points each online issue for a total of 20.

News stories

Your final story and photo are to be posted online by 4:15 p.m. on news days. Students will also create a tease and story link on the INK Online Facebook account and your Twitter account. The stories you produce will be published both in print and online and must contain original interviews and follow CP style and ethical guidelines. You must also shoot your own photos for each story you submit. Students will be encouraged and expected to practice cutting edge journalism, tackle tough stories, reveal new information and explain complicated issues. **Four (4) stories, approx. 600 words each. Each story worth 10 per cent for total of 40.**

Photography

You will be graded on the photo you submit for each story. The marking criteria will be 1.) Caption quality, 2.) Technical proficiency, 3.) Composition/content, 4.) Creativity and 5.) Impact. **Four (4) photos, 2.5 per cent each for a total of 10 per cent.**

MARKING OF WRITTEN WORK

Your written work will be evaluated as the work of a journalist. Curiosity, initiative, accuracy, originality, ability to work with others, to respect deadlines and to use correct spelling and grammar will all be considered part of this evaluation. Newsgathering is to take place on the assigned day, following the story meeting. Do not write stories in advance – you must first pitch the story in the morning meeting and gain support and ideas from your colleagues.

A story that is publishable, with normal editing, gets 70 per cent. It is accurate. It has a lead, it provides enough detail for the reader to make sense of it; it has adequate sources and attribution and it's impartial.

This same publishable story, with any additional virtue, goes up a full grade to 80. It may have a lead that sings. It may explain a complicated event in a really clear way. It may show that the reporter had to dig information out of reluctant or tough sources. It may be a really good story idea demonstrating an alert or imaginative reporter. Any one such virtue and the story goes up a full grade. Two such virtues and it goes up to a 90.

Less happily, the same publishable story with a journalistic flaw goes down a full grade to 60. Such a story may contain a minor inaccuracy (one that doesn't cripple the whole meaning.) Its structure may be flawed (written totally backwards, for example) or the lead may be misleading. It may be an unfocused story that is All About Everything. **Two such flaws and the story falls below 50.** Another avenue to a mark below passing grade is a major factual error, one that changes the meaning of a story.

The marking will be tough. Expectations are high. Lazy, careless journalism will not be tolerated, and cavalier corner-cutters will be called out. You must impress the instructors.

GROUP PRODUCTION ASSIGNMENTS

On production days you will be expected to work in a team, and work all day. If you get done early, stay and help other teams. **NO ONE MAY LEAVE CLASS TO WORK ON BROADCAST ASSIGNMENTS!!**

Students will share group production marks, based on teamwork successful completion of tasks. Written feedback is provided. The instructors will be present and available to assist throughout the day, and will take note of individual contributions, which will be reflected in individual class participation marks (10 points) at the end of the semester.

Deadlines must be met. Late assignments will be subject to the following penalties: Deduction of 5% of total mark per day late. No grade if late by more than one calendar week. Please contact your instructor immediately if you anticipate missing a deadline.

Important note

Your assignments are published and enjoy a broad readership online, with all the responsibilities that entails. Through this class, your work moves out of the classroom and becomes part of the public sphere – and an important part of your job-seeking portfolio. Accurate, non-libelous, responsible journalism is a must.

Assignment	Requirements	Due Date	Marker	Grade
News story 1, incl. web posts and social media	Approx 600 words Story and photo posted online, then Facebooked and tweeted after editor's approval and publishing	Wed. Sept. 17 4:15 p.m.	Trish – written Mark – photo	Story 10 Photo 2.5
News story 2	Approx 600 words (requirements above for all stories)	Wed. Oct. 8 4:15 p.m.	Trish – written Mark – photo	Story 10 Photo 2.5
News story 3	Approx 600 words	Wed. Oct. 29 4:15 p.m.	Trish – written Mark – photo	Story 10 Photo 2.5
News story 4	Approx 600.	Wed. Nov. 12 5:00 p.m.	Trish – written Mark – photos	Story 10 Photo 2.5
Print editing (group)	2 print issues		Mark	10 per issue = 20
Online and multimedia	Tasks as instructed		Trish	10 per issue = 20
Class participation	Attendance and participation		Trish and Mark	10
Total				100

Photojournalism marking criteria

1. Caption quality: each photo must have a clear and concise caption explaining what is going on in the photo including who, what, when, where and why. Captions should be in the present tense and all names and places must be spelled correctly.	/.50
2. Technical proficiency: are the photos in-focus and properly exposed or will they require heavy editing? Are they publishable?	/.50
3. Composition & content: what is and isn't in the frame, are the photos clean or cluttered? Does everything in the photo add to the story?	/.50
4. Creativity: did you do everything you could to get the best shot? Did you try different angles or use a unique approach or technique? Did you get out of the car?	/.50
5. Impact: are the photos visually stimulating and do they tell the story. Do they stir an emotion in the viewer? Do they have a "wow" factor?	/.50
Total score	/2.5