TRIAL COURSE OR NEW COURSE PROPOSAL

SUBMITTED BY:

<table>
<thead>
<tr>
<th>Department</th>
<th>Journalism</th>
<th>College/School</th>
<th>CLA</th>
</tr>
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<tbody>
<tr>
<td>Prepared by</td>
<td>A. Simpson</td>
<td>Phone</td>
<td>7761</td>
</tr>
<tr>
<td>Email Contact</td>
<td><a href="mailto:fnaes@uaf.edu">fnaes@uaf.edu</a></td>
<td>Faculty Contact</td>
<td>Lynne Snifka 6245</td>
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</table>

1. ACTION DESIRED

(CHECK ONE):

- [ ] Trial Course
- [X] New Course

2. COURSE IDENTIFICATION:

<table>
<thead>
<tr>
<th>Dept</th>
<th>JRN</th>
<th>Course #</th>
<th>F390</th>
<th>No. of Credits</th>
<th>3.0</th>
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Justify upper/lower division status & number of credits:

Upper division - this course requires established journalism reporting and writing skills.

3. PROPOSED COURSE TITLE:

New Media Toolkit

4. CROSS LISTED?

YES/NO [no] If yes, Dept: [ ] Course # [ ]

(Requires approval of both departments and deans involved. Add lines at end of form for such signatures.)

5. STACKED?

YES/NO [no] If yes, Dept: [ ] Course # [ ]

6. FREQUENCY OF OFFERING:

As Demand Warrants

(Every or Alternate) Fall, Spring, Summer — or As Demand Warrants

7. SEMESTER & YEAR OF FIRST OFFERING (if approved)

Fall 2009

8. COURSE FORMAT:

NOTE: Course hours may not be compressed into fewer than three days per credit. Any course compressed into fewer than six weeks must be approved by the college or school's curriculum council. Furthermore, any core course compressed to less than six weeks must be approved by the core review committee.

<table>
<thead>
<tr>
<th>COURSE FORMAT: (check one)</th>
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<tbody>
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<td>[ ] 2</td>
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<td>[ ] 3</td>
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<td>[ ] 4</td>
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<td>[ ] 5</td>
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<td>[X] 6 weeks to full semester</td>
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OTHER FORMAT (specify)

Mode of delivery (specify lecture, field trips, labs, etc) lecture

9. CONTACT HOURS PER WEEK:

<table>
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<tr>
<th>3.0</th>
<th>LECTURE hours/weeks</th>
<th>LAB hours/week</th>
<th>PRACTICUM hours/week</th>
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Note: # of credits are based on contact hours. 800 minutes of lecture=1 credit. 2400 minutes of lab in a science course=1 credit. 1600 minutes in non-science lab=1 credit. 2400-4800 minutes of practicum=1 credit. 2400-8000 minutes of internship=1 credit. This must match with the syllabus. See http://www.uaf.edu/uafgov/faculty/cd/credits.html for more information on number of credits.

OTHER HOURS (specify type)

10. COMPLETE CATALOG DESCRIPTION including dept., number, title and credits (50 words or less, if possible):

JRN 390 3.0 Credits
New Media Toolkit
This is an upper division course focusing on the content and technology used in today's newsrooms. Students will explore blogging and its place in journalism, basic audio production, digital photography, multimedia package production, and the latest digital technologies and their theoretical and practical applications in journalism. The history of "new media" will also be discussed. (3+0) As Demand Warrants
11. COURSE CLASSIFICATIONS: (undergraduate courses only. Use approved criteria found on Page 10 & 17 of the manual. If justification is needed, attach on separate sheet.)

H = Humanities  N = Natural Science  S = Social Sciences x

Will this course be used to fulfill a requirement for the baccalaureate core? YES x NO

IF YES, check which core requirements it could be used to fulfill:
O = Oral Intensive, Format 6  W = Writing Intensive, Format 7  Natural Science, Format 8

12. COURSE REPEATABILITY:

Is this course repeatable for credit? YES x NO

Justification: Indicate why the course can be repeated (for example, the course follows a different theme each time).

How many times may the course be repeated for credit? TIMES

If the course can be repeated with variable credit, what is the maximum number of credit hours that may be earned for this course? CREDITS

13. GRADING SYSTEM:

LETTER: x  PASS/FAIL: 

14. PREREQUISITES

Engl 111X or Engl 213X: JRN 202, or permission of instructor

These will be required before the student is allowed to enroll in the course.

RECOMMENDED

Classes, etc. that student is strongly encouraged to complete prior to this course.

15. SPECIAL RESTRICTIONS, CONDITIONS

16. PROPOSED COURSE FEES

$50.00

Has a memo been submitted through your dean to the Provost & VCAS for fee approval? Yes/No  Yes

17. PREVIOUS HISTORY

Has the course been offered as special topics or trial course previously? Yes/No  Yes

If yes, give semester, year, course #, etc.: Spring 2007, Fall 2007, Spring 2008, Fall 2008 as JRN F394 Pods. Blogs and New Media.

18. ESTIMATED IMPACT

WHAT IMPACT, IF ANY, WILL THIS HAVE ON BUDGET, FACILITIES/SPACE, FACULTY, ETC.

This course will utilize existing faculty and equipment.

19. LIBRARY COLLECTIONS

Have you contacted the library collection development officer (fkjl@ua.edu, 474-6695) with regard to the adequacy of library/media collections, equipment, and services available for the proposed course? If so, give date of contact and resolution. If not, explain why not.

No  x  Yes

Professor Lynne Sniffka has contacted the Library Collection Development office regarding this course.

20. IMPACTS ON PROGRAMS/DEPTS

What programs/departments will be affected by this proposed action? Include information on the Programs/Departments contacted (e.g., email, memo)

No impact on other departments or programs is expected.

21. POSITIVE AND NEGATIVE IMPACTS

Please specify positive and negative impacts on other courses, programs and departments resulting from the proposed action.

We have developed this course with the intention of adding it as a new course that is an approved journalism elective for any track. This course will replace JRN 324 Typography as a required course for the New Media track. This course has been successful as a trial course and will better meet the needs of the New Media track Journalism students. The journalism dept has faculty to teach this course as part of their regular workloads without resorting to adjuncts. It is a uniformly positive move.
JUSTIFICATION FOR ACTION REQUESTED

The purpose of the department and campus-wide curriculum committees is to scrutinize course change and new course applications to make sure that the quality of UAF education is not lowered as a result of the proposed change. Please address this in your response. This section needs to be self-explanatory. Use as much space as needed to fully justify the proposed course.

Journalism is an ever-evolving field. The use of blogs, podcasts, and audio/visual elements online in newspapers and broadcast is increasing on a daily basis. The Journalism Department needs to prepare students to work in this multi-environment by offering classes in New Media. Was successful as a trial course.

APPROVALS:

Signature, Chair, Program/Department of: [Signature] Date: 2/6/09

Signature, Chair, College/School Curriculum Council for: [Signature] Date: 3-2-09

Signature, Dean, College/School of: [Signature] Date: 3-3-09

Signature of Provost (if applicable)
Offerings above the level of approved programs must be approved in advance by the Provost.

ALL SIGNATURES MUST BE OBTAINED PRIOR TO SUBMISSION TO THE GOVERNANCE OFFICE

Signature, Chair, UAF Faculty Senate Curriculum Review Committee Date

ADDITIONAL SIGNATURES: (If required)

Signature, Chair, Program/Department of: Date

Signature, Chair, College/School Curriculum Council for: Date

Signature, Dean, College/School of: Date
JRN F390
NEW MEDIA TOOLKIT
FALL 2009

TIME/LOCATION: MWF 10:30-11:30 a.m., Bunnell 106
PREREQUISITES: ENGL 111x, ENGL 211x or 213x, and JRN 202 OR permission of instructor

INSTRUCTOR: Lynne Snifka
Assistant Professor, Bunnell 105A
Email: fflms1@uaf.edu
Phone: 474.6245
Office Hours: Tues. 11:30 a.m.-1 p.m., Wed. 3-5 p.m.
and by appointment

REQUIRED TEXTS
The Associated Press Stylebook and Libel Manual
Journalism 2.0: How to Survive and Thrive, By Mark Briggs (available for free download via link on Blackboard)
Lots of online reading

RECOMMENDED BOOKS AND RESOURCES
On Writing Well, William Zinsser
A good dictionary
The Elements of Style, Strunk and White
A daily newspaper or daily news website to provide you with both local and national news

COURSE DESCRIPTION
This hands-on class focuses on "new media" technologies such as blogging and podcasting as well as multimedia storytelling that involves audio, video, photographs and the written word. Students will learn to use multimedia to tell stories and convey information, and to have interactive conversations and build relationships with global audiences. We will also concentrate on writing for the Web and how that differs from traditional writing. Class format will combine lectures, guest speakers and in-class discussions with "how to" demonstrations and hands-on labs.

We will also study the history, theory and practice of new media as communications media, popular media and art form. The course will look at many examples of new media practice. This is NOT, however, a web
design class. If you’re looking for web design, check out JRN250, taught in the fall semester each year.

Class projects include, blogging, podcasting, using Soundslides and Audacity software, and the study of multimedia design and production (combining still pictures, graphics and video content with music and/or audio to create a multimedia project/presentation).

**Course Objectives**

At the end of the semester, students should be able to:

- explain and critique current multimedia storytelling practices in journalism
- understand “best practices” for producing digital journalism stories
- use multimedia reporting and production tools
- demonstrate an understanding of professional ethical principles with regard to digital journalism
- understand the relevance of blogs to journalism and know the values and limitations of keeping a blog
- record and edit broadcast-quality audio
- demonstrate simple multimedia storytelling through the production of a podcast
- understand and use blogs, wikis, podcasts, RSS feeds and other new media forms in the pursuit of journalistic excellence

**Course Requirements**

Students will contribute regularly to a blog created specifically for this class, record and post a podcast, learn and produce audio visual stories using Soundslides, and critique multimedia projects. In the process, students will learn to use software such as Audacity and Garage Band as well as blogging applications from WordPress. As much as possible students will be provided with sources of free open-source software to accomplish their tasks.

Students must check their UAF email address regularly. It is recommended that students have computers with the software noted above, though all students will have access to the Journalism Department labs in order to complete work outside of class. When working in the classroom (Bunnell 106) or other journalism department labs, students should log on to computers using the “news” user name. The password is “iditarod2008.”
ATTENDANCE
Students are expected to attend all class meetings as in-class discussions and exercises are a part of your grade. You will also be able to take advantage of lectures, guest speakers, demonstrations and lab sessions. Missed in-class discussions, exercises and lab sessions cannot be made up. You get one free pass on this; after one unexcused absence I will deduct two points from your final grade for each unexcused absence. If you are late to class more than once a month, you will lose .5 points every time you are late. (If you have a job or other special circumstance that may make you late on a regular basis, please see me.)

ACTIVE PARTICIPATION
We will spend a fair amount of time in discussion of both the readings AND multimedia examples viewed in class. It’s important for you to a) be in class to take part in these discussions, b) prepare for class by reading any assigned materials, and c) contribute generously to discussion. Plan to attend class, arrive on time, and get involved. Again, a substantial portion of your grade is based on in-class exercises and group discussion.

Attendance in class is a necessary, but not sufficient, condition for what I consider “active participation.” I will evaluate your participation in the class using the following general guidelines. These should help you understand my expectations.

Content, understanding: Do you follow the class discussion and build on others’ ideas? When you don’t understand something, do you ask questions?
Creativity: Do you generate your own insights and examples and share them in class?
Curiosity and interest: Do you bring enthusiasm to the classroom? Are you in class every week so you can be a consistent contributor? Do you share ideas or issues you’ve come across in outside reading, current events, or through personal experience?

REPORTING
Reporting? For a blog? You bet. Your blog is not a personal diary (the difference will be explained in class). I expect a significant amount of original reporting for your blog, as well as for your podcast and Soundslides presentations. I will clarify “significant amount” in class, but generally this means quoting from Wikipedia or linking to the front page of the Fairbanks Daily News-Miner will not suffice.
DEADLINES
Deadlines are critical in journalism. Miss a deadline and you could lose your job. Therefore, work that is turned in late (late means later than the beginning of class on the day the assignment is due) will result in an automatic 50 percent point reduction. Keep in mind that an F of 50 points is better for your overall grade than an F of 0 points, so it’s to your advantage to turn things in. True emergencies that may prevent the completion of an assignment include the death of an immediate family member or your hospitalization. In these cases I require documentation of the catastrophe. Please, do not attempt to test me on this.

EQUIPMENT CHECKOUT
We will use audio kits owned by the journalism department for this class. There will be a discussion of equipment checkout later in the semester, but the summary is this: Equipment is available for checkout between 9 a.m. and 3 p.m. ONLY. You must check out and return your equipment with Amy Simpson or Jason Lazarus. No exceptions. DO NOT ASK FOR AN EXCEPTION. YOU WILL ONLY IRRITATE ME AND AGGRAVATE AMY. AGGRAVATING AMY IS NOT A GOOD THING. You may reserve kits in advance, and I recommend this option.

ASSIGNMENT FORMAT
Any written assignments should be typed, double-spaced in an easy-to-read 12-point font, such as Times New Roman or Helvetica. Pages should be stapled together in the upper left corner. Assignments may also be emailed to me as an MS Word or PDF attachment only. The same deadlines apply for emailed assignments.

The top of the page should look like this:
Jack Jackson (name)
JRN 311/Snifka (class)
Story 1 - Draft (assignment)
January 14, 2007 (date)

SHARING WORK WITH THE CLASS
Let me know if you are unwilling to share your work. Although I offer feedback on assignments, you may still like to see examples of what I consider high-quality work. I will sometimes select work to share in class or keep in my office as examples for other students. They might help you get a better idea of expectations associated with different assignments and what you may need to do to strengthen your own work. If you’re unwilling to have your work made available as an exemplar for other students, please let me know early in the semester and I will exclude your assignments from consideration.

PLAGARISM/FABRICATION
Evidence of plagiarism or fabrication in any assignment will result in a minimum penalty of an F for the course. Further action, such as expulsion from the department and additional academic penalties, may be taken. Plagiarism is
using other people’s words or ideas as your own. Fabrication includes making up quotes, sources, or events. To protect yourself from false accusations of plagiarism, keep all of your notes, research material, raw audio and rough drafts until you receive your grade for the semester.

**Grading:**

<table>
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<th>Task</th>
<th>Points</th>
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<tbody>
<tr>
<td>Blog Setup:</td>
<td>5</td>
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<tr>
<td>Blog Posts:</td>
<td>20</td>
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<tr>
<td>Multimedia critique:</td>
<td>5</td>
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<td>Midterm:</td>
<td>10</td>
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<td>Audio Assignment 1:</td>
<td>5</td>
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<td>Audio Assignment 2:</td>
<td>5</td>
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<tr>
<td>Podcast:</td>
<td>15</td>
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<tr>
<td>Soundslides 1</td>
<td>5</td>
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<tr>
<td>Soundslides 2</td>
<td>10</td>
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<tr>
<td>Attendance/Participation:</td>
<td>20</td>
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**Total Possible Points:** 100

Generally, you will be graded on originality, clarity, structure, organization, content, style and accuracy of your assignments. Consider me your editor. As in all writing/producing environments, subjectivity figures into writing, editing, and evaluations. I will explain my grading system in greater detail in class and you are welcome to come to me with questions. **NOTE:** In my classes, each student begins the semester as an “average” student; that is, at a “C” level. If you complete all of the assignments and attend class regularly - that is, do what is expected - you will likely earn a “C.” To get higher than a “C” you must be prepared to work hard, generate great story ideas, follow through, contribute original ideas and participate generously.

**Extra Credit**

There will be opportunities for extra credit throughout the semester. I will announce them as they become available.

**Journalism Department guidelines:**

A: An honor grade that indicates originality and independent work, mastery of the subject and the satisfactory completion of more work than is regularly required. You have turned in work that stacks up again the best of what’s on the web.: 94-100 points

A-: You may not be Wonkette, but you’ve got what it takes.: 90-93 points

B+: Indicates outstanding ability above the average level of performance. A future employer would hire you based on your blog alone.: 87-89 points

B: You’ve got the skills and have done much more than the bare minimum on assignments. You comment on posts and add thoughtful insight to the discussion. People would subscribe to your podcast: 83-86 points
B+: As above. But though people would subscribe to your podcast, they might not make it a listening priority. 80-82 points
C+: You've done above average work, but not by much. The links on your blog are things I could easily find on my own, or lack relevancy. Your podcast doesn't "sign," or lacks a professional edge (music, good natural sound, etc.) 77-79 points
C: Indicates a satisfactory or average level of performance. Mastery of basics, but nothing to set the you apart. 73-76 points
C-: You've made it to the average level, but by the skin of your teeth. You've mostly done the bare minimum but sometimes skimped on either attendance and participation or the quality of your work. 70-72 points
D: The lowest passing grade. Indicates work of below-average quality and performance: 60-69 points
F: Indicates failure to meet lowest standards: below 60 points.

DISABILITIES
I will happily work with the Office of Disability Services to provide reasonable accommodation to students with disabilities. If you have any special needs, please see me sometime during the first two weeks of class. The Office of Disability Services can be reached at 474-5655.
JRN 394 Pods, Blogs and New Media
TENTATIVE Schedule

All reading listed for the week should be completed by the beginning of class that week. All online reading is linked on the class Blackboard site.

**Week of:**
**Sept. 4**
Introduction –

**Sept. 8**
*How did we get here? The flattening of the world*
Assembling your digital journalist toolkit
Getting started with blogging
**Reading:** Pew Report on News Consumption (handout)

**Sept. 10**
*Blogs: Are they journalism? The blogger/journalist divide*
**Reading:** *Journalism 2.0*, Ch. 5 “How to Blog,” (pp. 52-61), “A Few Thoughts on Journalism and What Weblogs Can Do About It” (online)

**Assignment:** Begin your life as a blogger (*first posts due: 9/10, 9 a.m.*)

**Sept. 15/17**
*How Media are coping with the Information Revolution*
*Multimedia Reporting - the good, the bad and the bandwidth hogs*
**Reading:** *Journalism 2.0*, Ch. 1-2 (pp. 11-33)
“Five Things All Sane People Agree On...”, Steven Johnson, 8/06 (online);
“Virginia Tech Bloggers: Approach and Confirm or Link and Disclaim?,” Cybersoc,4/07 (online)

**DUE:** Weekly blog posts due by 9 a.m. Sept. 15

**Sept. 22/24**
*New Reporting Methods/Reporting for the Web*
*Multimedia Packages - What Works, What Doesn’t*
**Reading:**
“Build a Network, Not a Destination,” Readership Institute, 4/07 (online)
“Why Beat Reporters Could Be News Sites’ Greatest Weapons,” Online Journalism Review, 8/04 (online)
*Journalism 2.0*, Ch. 4 “New Reporting Methods” (pp. 41-51); Ch. 6 “How to Report News for the Web” (pp. 62-68)

**DUE:** Weekly blog posts due by 9 a.m. Sept. 22
**ASSIGNED:** Multimedia Critique
Sept. 29/Oct. 1  
*Multimedia Examples that work*
*History of Multimedia*
*Reading: TBA*
*DUE: Weekly blog posts due by 9 a.m. Sept. 29*
*Multimedia Critique due in class Oct. 1*

Oct. 6/8  
*Audio: Introduction*
"If you can use Word, you can edit audio"
- Audio Samples: soundscapes, *This America Life, Radio Drama*, and boring old news reports
- How sound is collected
- Sound waves and Audacity Introduction

*Reading: Journalism 2.0, Ch. 7 “Digital Audio and Podcasting” (pp. 69-79)*
"Ira Glass’s Topic,” Ira Glass: Manifesto Part 1, 5/04 (online)
*ASSIGNED: NewsU’s “Reporting Across Platforms”*

*DUE: Weekly blog posts due by 9 a.m. Oct. 6*
*Course Report from NewsU’s “Telling Stories w/ Sound”*

Oct. 13/15  
*Audio: Collecting Sound*
- Intro to the kits, how to record and operate, transfer/convert sound to computer
- Mic placement/handling, types, recording environs
- Class reading/recording of news script from KUAC
- Uploading audio to net for use in blog

*DUE: Weekly blog posts due by 9 a.m. on Oct. 13*
*DUE: Course Report from NewsU’s “Reporting Across Platforms”*
*ASSIGNED: Audio Assignment 1*

Oct. 20/22  
*Audio: Working With an Audio Editor*
- Hands on with Audacity, editing script from KUAC
- Basic features: cutting, pasting, multitrack, fade in and fade out

*DUE: Weekly blog posts due by 9 a.m. Oct. 20*
*DUE: Audio Assignment 1 posted on blog*
*ASSIGNED: Audio Assignment 2*
Oct. 27/29  
Audio: Multitrack Editing

DUE: Weekly blog posts due by 9 a.m. Oct. 27
DUE: edited, 30-second audio interview
NOTE: LYNNE WILL BE OUT OF TOWN ON OCT. 29
ASSIGNED: Audio Assignment 2

Nov. 3  
midterm review
Audio: Podcasting 101
- history
- samples of podcasts
- general discussion of types/why do they exist
- planning your own podcast/getting it online

Reading: “How Stuff Works: How to Create Your Own Podcast,” Ed Grabianoski (online)
“How to Podcast,” Jason Van Orden (online)

DUE: Weekly blog posts due by 9 a.m. Nov. 3
DUE: Audio Assignment 2 posted on blog by class time on Nov. 3
NOTE: LYNNE WILL BE OUT OF TOWN ON NOV. 3

Nov. 5  
Midterm Exam
Audio: Podcasting
Reading: Journalism 2.0, Ch. 1, refresher for when you decide to post your podcast
ASSIGNED: Podcast

Nov. 10  
Podcast topic discussion/work session
DUE: Weekly blog posts due by 9 a.m. Nov. 10

Nov. 12  
Getting the most out of your digital camera
Guest Speaker: Digital Photography
Reading: Journalism 2.0, Ch. 8 “Shooting and Managing Digital Photos” (pp. 80-88); “The Transformation of NPR” (online)
If you have a digital camera, bring it today
Nov. 17  
Multimedia Guest Speaker: Dani Carlson/MTV  
*Presentation of Podcasts*  
Reading: Dani Carlson MTV Street Team page (online)  
DUE: Podcast (posted by 9 a.m. Nov. 17 with link emailed to Lynne)  
NO Weekly blog posts due by 9 a.m. Nov. 17 - you may post to your blog this week for extra credit.

Nov. 19  
*Introduction to Soundslides*  
*Making Words, Pictures and Audio Work Together*  
Reading: “Soundslides and the rise of the audio slideshow,” by Eamon Hickey, 10/06 (online)  
ASSIGNED: Soundslides 1

Nov. 24  
*Soundslides*  
Reading: “Soundslides Done Right,” 8/08 (online), TBA  
DUE: Weekly blog posts due by 9 a.m. Nov. 24

Nov. 26  
*Soundslides open lab session*  
DUE: Soundslides Assignment 1 by noon 11/26

Dec. 1/3  
*Soundslides*  
Reading: interactive narratives (online)  
  Digicade blog (online)  
DUE: Weekly blog posts due by 9 a.m. Dec. 1  
ASSIGNED: Soundslides 2 (final project)

Dec. 8  
TBA

Dec. 10  
Dec. 10: *Presentation of final projects*  
DUE: Weekly blog posts due by 10 a.m. Dec. 10  
Soundslides 2 due by 10 a.m. 12/10

THERE IS NO FINAL EXAM IN THIS COURSE