

Loyola University Chicago

Spring 2023

Reporting Basics II

COMM 208

Tuesdays and Thursdays

Professor Patricia Lamberti

Office Hours:

By appointment – in person or virtual

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Course description:

Ten years ago, telling non-fiction stories beyond using words was often expensive and time-consuming. Today, telling journalistic stories can be:

- Inexpensive or free
- Complex or easy

In this class, we'll be using free tools that are fairly easy to use. As you progress in your Multimedia Journalism degree at Loyola, you'll learn how to use more advanced software.

Course objectives:

- Learn to tell stories through photos, audio, visualizations and video.
- Learn to shoot and edit photos and video.
- Learn how to record and edit audio.
- Tell a non-fiction story with data visualization
- Learn how and where to display your work from this class and future classes

Course Materials:

The readings/videos/podcasts for this class are online and free. Many will be found on the New York Times web site. You have free access to the New York Times web site through Loyola's Library Systems. Register [here](#).

For photo, audio and video assignments you may use your own equipment (including the recorder or camera on your cell phone/tablet) or borrow equipment from Loyola. Audio recorders and digital video cameras (Kodak Zi8 and Zi12) for this course can be checked out from the Owl Lab in SOC 004 or Loyola's Digital Media Labs.

Course Policies:

I'm not your parent. I'm a facilitator of your education.

I don't want to waste our time together arguing about behavior. Let's agree to the following ground rules so that we can focus on learning:

Attendance policy:

Regular attendance is expected. But if you are sick, or have another pressing issue, just email me beforehand and let me know.

Regular attendance, and consistent communication about your reasons for not attending class in person, play a role in the participation and professionalism portion of your grade.

That said, life throws roadblocks in our paths at times. If you are truly sick or suspect you are ill (with COVID-19 or any other illness), just email me. Please do not come to class. That said, this does not mean you won't face consequences for missing class on a regular basis.

If you are not attending class just because you aren't in the mood, ask yourself who is really losing. On our first day, we will [examine how much each class costs you](#).

Participation policy:

You can't participate in-class activities, or discussions, if you are not in class.

You are also not participating if you are multitasking while you are in the classroom.

The golden rules?

Don't come to class if you are sick or under duress.

Let me know beforehand, but remember that I am a professional too. I don't need to know every detail about your illness or problems.

[REDACTED]

[REDACTED]

[Redacted]

[Redacted]

[Redacted]

[Redacted]

[Redacted]

[Redacted]

[Redacted]

Professionalism policy:

If you don't attend class regularly, email me before missing class, or explain why you are missing class so often (and offer some proof if requested), you are not behaving professionally. I cannot give you full credit for the professionalism portion of your grade if you don't attend class regularly, explain your absences, etc.

Behaving professionally also means that you should arrive on time.

[Redacted]

[Redacted]

[Redacted]

[Redacted]

[Redacted] [this article](#)

[Redacted]

[Redacted]

[Redacted]

[Redacted]

[Redacted]

[Redacted]

Grading:

Grading is a complex issue.

At best, grades motivate you to learn as much as you can.

In the worst-case scenario, grades make you feel bad about yourself, question your life goals and hate school.

When thinking about grades, keep a few things in mind.

Grades don't always indicate how much you're getting out of a class, or school in general.

When you were in elementary school and high school, teachers and parents used grades to help keep you on task and unearth your talents.



But you are now an adult. It is your responsibility to learn as much as you can, keep yourself on task and uncover your passions. Grades may help you do this, but grades aren't your only guide on this road.

As an adult, you need to push yourself to learn – without the reward or punishment of a grade.

[Redacted]

[Redacted]

[Redacted]

Your first assignment is worth less than latter ones. After all, as you learn, you should get better.

The in-class exercises are purely for practice. I will look at them. But you either earn an A for putting some degree of effort into it and an F if you don't.

You are expected to read your assignments before class begins during the week they are assigned.

Due Dates:

I will be treating you like professionals, which means deadlines **MUST** be met unless you have a legitimate reason (illness, etc.)

If you are not attending class on the day an assignment is due, you must notify me beforehand via email. You must have a legitimate excuse (with documentation if requested) to miss a deadline.

I won't think you're a bad person if you miss a due date. I'd rather have you learn how to graciously accept consequences to your actions as opposed to practicing fibbing skills.

Grade disputes:

You may not agree with a grade I give you. If you think you deserve a better grade, you must write one to two paragraphs explaining why and visit me to discuss the matter.

Final grade breakdown:

Participation/Professionalism: 100 points

In class exercises: 100 points

Assignment one: 100 points

Assignment two: 150 points

Assignment three: 200 points

Final project: 250 points

Grading Criteria:

A: Publishable work with a maximum of one spelling, grammatical, or punctuation error and the proper information and sources written in a lively, well-organized manner.

B: Minimal spelling, grammatical, punctuation and/or AP Style errors. Minimal missing information and sources; minimal problems with the lead and organization.

C: Notable number of spelling, grammatical, punctuation and/or AP Style errors. Noticeable missing information and sources; problems with the lead and organization.

D: Significant number of spelling, grammatical, punctuation and/or AP Style errors. Significant missing information and sources; Significant problems with the lead and organization.

F: Misspelling of proper names. Other major spelling, grammatical, punctuation and/or AP Style errors. Almost total lack of information and sources; Severe problems with the lead and organization.

Individual Assignment Grade Scale:

A: 100-94

A-: 93-90

B+: 89-88

B: 87-83

B-: 82-80

C+ 79-78

C: 77-73

C-: 72-70

D+: 69-68

D: 67-63

D-: 62-60

F: 59-0

Total Semester Grade Point Scale:

A: 1000-940

A-: 939-900

B+: 899-880

B: 879-830

B-: 829-800

C+ 799-780

C: 779-730

C-: 729-700

D+: 699-680

D: 679-630

D-: 629-600

F: 599-0

Fieldwork considerations COVID-19/flu policy:

Due to the many viral illnesses floating around, you still need to be cautious when it comes to field work (i.e., interviewing people in person). As the COVID-19 pandemic becomes endemic, a persistent part of daily life that society has learned to live with, we will continue to be attentive to the public health environment with a heightened sense of awareness.

Even as mask requirements are dropped, you should always carry a mask with you to use for close contact when interviewing people. Wearing a mask during interviews, even outdoors, may be encouraged or prudent, depending on each situation.

At the minimum, you must conduct all interviews in a thoughtful and reasonable fashion with the intent of meeting deadlines while respecting the people you are working with.

Diversity Policy:

We must treat every individual with respect. We are diverse in many ways, and this diversity is fundamental to building and maintaining an equitable and inclusive campus community.

Diversity can refer to multiple ways that we identify ourselves, including but not limited to race, color, national origin, language, sex, disability, age, sexual orientation, gender identity, religion, creed, ancestry, belief, veteran status or genetic information. Each of these diverse identities, along with many others not mentioned here, shape the perspectives our students, faculty, and staff bring to our campus. We will work to promote diversity, equity and inclusion not only because diversity fuels excellence and innovation, but because we want to pursue justice. We

acknowledge our imperfections while we also fully commit to the work, inside and outside of our classrooms, of building and sustaining a campus community that increasingly embraces these core values.

Each of us is responsible for creating a safer, more inclusive environment.

Unfortunately, incidents of bias or discrimination do occur, whether intentional or unintentional. They contribute to creating an unwelcoming environment for individuals and groups at the university. Therefore, the university encourages anyone who experiences or observes unfair or hostile treatment on the basis of identity to speak out for justice and support, within the moment of the incident or after the incident has passed. Please let me know if you experience or observe hostile treatment in this class, or if you feel that I am being unfair. You are also welcome to report any incidents to the [Office of Diversity and Inclusion](#).

Student Accessibility

Loyola University Chicago provides reasonable accommodations for students with disabilities. Any student requesting accommodations related to a disability or other condition is required to register with the Student Accessibility Center (SAC). Professors will receive an accommodation notification from SAC, preferably within the first two weeks of class. Students are encouraged to meet with their professor individually in order to discuss their accommodations. All information will remain confidential. Please note that in this class, software may be used to audio record class lectures in order to provide equitable access to students with disabilities. Students approved for this accommodation use recordings for their personal study only and recordings may not be shared with other people or used in any way against the faculty member, other lecturers, or students whose classroom comments are recorded as part of the class activity. Recordings are deleted at the end of the semester. For more information about registering with SAC or questions about accommodations, please contact SAC at 773-508-3700 or SAC@luc.edu..

Academic Dishonesty Policy:

Plagiarism of any form, of any kind and of any length will be reported to the Dean of Students and the student will automatically receive a failing grade for the course.

Cheating on in-class assignments or any other work associated with this class will receive a similar punishment. As you know, plagiarism constitutes using another's words or ideas without acknowledgment.

In journalism, it is also considered equally dishonest to invent quotes, facts, scenarios and so on. I will occasionally check to verify that you have indeed interviewed the people you claim to have interviewed.

I also consider it an act of academic dishonesty to turn in work for an assignment in this class that you wrote for another class (any semester, any year). You must turn in original work for all class assignments.

Notice of Reporting Obligations for Responsible Campus Partners

As an instructor, I am considered a Responsible Campus Partner (“RCP”) under Loyola’s [Comprehensive Policy and Procedures for Addressing Discrimination, Sexual Misconduct, and Retaliation](#) (located at www.luc.edu/equity). While my goal is for you to be able to share information related to your life experiences through discussion and written work, I want to be transparent that as a RCP, I am required to report certain disclosures of sexual misconduct (such as sexual assault, sexual harassment, intimate partner and/or domestic violence, and/or stalking) to the University’s [Title IX](#) Coordinator.

As an instructor, I also have a mandatory obligation under Illinois law to report disclosures of or suspected instances of child abuse or neglect (<https://www.luc.edu/hr/legal-notices/mandatedreportingofchildabuseandneglect/>).

The purpose of these reporting requirements is for the University to inform students who have experienced sexual/gender-based violence of available resources and support. Such a report will not generate a report to law enforcement (no student will ever be forced to file a report with the police). Furthermore, the University’s resources and supports are available to all students even if a student chooses that they do not want any other action taken. Please note that in certain situations, based on the nature of the disclosure, the University may need to take additional action to ensure the safety of the University community. If you have any questions about this policy, you may contact the [Office for Equity & Compliance](#) at equity@luc.edu or 773-508-7766.

If you wish to speak with a confidential resource regarding gender-based violence, I encourage you to call [The Line](#) at 773-494-3810. The Line is staffed by confidential advocates from 8:30am-5pm M-F and 24 hours on the weekend when school is in session. Advocates can provide support, talk through your options (medical, legal, LUC reporting, safety planning, etc.), and connect you with additional resources as needed. More information can be found at luc.edu/coalition or luc.edu/wellness.

Use of Appropriate Names and Pronouns

Addressing one another at all times by using appropriate names and gender pronouns honors and affirms individuals of all gender identities and gender expressions. Misgendering and heteronormative language excludes the experiences of individuals whose identities may not fit the gender binary, and/or who may not identify with the sex they were assigned at birth.

If you wish, please share your gender pronouns with me and the class when you introduce yourself. If you do not wish to be called by the name that appears on the class roster or attendance sheet, please let me know. My goal is to create an affirming environment for all students with regard to their names and gender pronouns. Please tell me – in person or via email if that’s easier - if I inadvertently misgender you. Please accept my apology in advance of such mistakes.

Schedule

Readings should be completed by the first day of the week they are listed under. If the links aren't active, copy and paste them into your browser.

Week One – January 17 and 19

Readings due by Thursday:

- Read the syllabus

Week Two – Jan 24 and 25

Readings due by first day of week:

Week Three – Jan 31 and Feb 2

Week Four – Feb 7 and Feb 9

Week Five – Feb 14 and 16

Portfolio showcase and slideshow due Thursday

Week Six – Feb 21 and 23

Readings due by first day of class:

10 Best Data Journalism Stories of 2022

<https://datajournalism.com/read/blog/best-data-journalism-projects-2022>

(CLICK ON THE LINKS IN THE TEXT SO YOU CAN INTERACT WITH THE STORY)

Storyline at Knight Lab

<http://storyline.knightlab.com/>

Week Seven – Feb 28 and March 2

Data Visualization Assignment due Thursday

Week Eight – No Class Spring Break

Week Nine – March 14 and 16

Week Ten – March 21 and 23

Week 11- March 28 and 30

Week 12 –

Podcast due Thursday

Week 13 –

Week 14 –

Readings due by first class:

Week 15 –

Work on final

Final project due by email end of finals time

No in person final