

advanced visual journalism

JOUR 446 (5 credits) Spring 2013 T / TH Noon – 1:50 p.m., CF 202

Instructor
Office
Contact

Prof. Webb

CF 269, Hours: Tuesdays 2 p.m. – 4 p.m., Wednesdays 1 p.m. – 2:50 p.m.
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Texts

Lynch, Patrick and Sarah Horton, *Web Style Guide: Basic Design Principles for Creating Web Sites*, 3rd ed., New Haven: Yale University Press, 2008, webstyleguide.com/wsg3/index.html
The State of the News Media, 2013, Pew Research Center's Project on Excellence in Journalism, <http://stateofthemedias.org>

Supplemental:

As references, look at any of the tutorials/handbooks on the various design programs. The best are those produced by Peachpit Press – *Visual Quickstart Guides*; those produced by Adobe Press – *Classroom In A Book*; and those by Delmar Cengage Learning – *The Web Collection Revealed* and *The Design Collection Revealed*. Also, you can always go online; <http://www.lynda.com/home/otl.aspx> is a great option free via Wilson Library.

Description

JOUR 446 is an in-depth continuation and application of concepts and practices explored in JOUR 346 and JOUR 370. You will work in teams to apply theories; conduct research; do basic reporting – text, visuals, sound; analyze data; and apply design and software skills to produce visual and verbal elements for advanced projects. Preqs: JOUR 346, JOUR 370.

This course gives you the opportunity to write and design for the web, print, and/or multimedia and to customize content for a specific purpose, audience, and partner. The course is meant to encourage a self-directed collaborative learning process, so that you set your own goals for learning (of additional software, such as Flash or Fireworks; design; search strategies; image manipulation, etc.) and get rewarded for the effort, and also learn from each other.

Within this collaborative learning approach, the required presentation gives you the opportunity to research and present a theme or concept we will be covering in class. The community partner site / multimedia project will give you the opportunity to interact with content with a specific purpose.

Benefits

Depending on your community partner's needs:

- Provide you with an understanding of the steps and procedures needed to create, design, organize, and post a website and/or multimedia / print project for a specific partner and for a targeted audience.
- Provide tools to critically examine and critique websites / multimedia.
- Develop a website / multimedia piece that incorporates several forms of content –including text, audio, photographs – and takes into account effective site navigation, if applicable.
- Develop and apply introductory skills in Web design and Photoshop.
- Develop an understanding of the Internet as a form of communication from practical and theoretical perspectives.
- Exploit your storytelling abilities.

Method

This course will consist of presentations; readings; class discussions; assignments; in-class work; student presentations; visits by professionals; consultation with your community partner; and completion of a website prototype and/or multimedia story, and/or slide show with audio, or other visual productions identified by your community partner. Class time will be devoted to

presenting project ideas; learning about the Web and multimedia; developing strategic designs to fit the identified audience; developing information goals; analyzing ongoing projects; and sharing tips and techniques and websites / multimedia projects of interest. Considerable class time will be devoted to team and community partner meetings. Within the context of service-learning, taking a more seminar-oriented approach and responding to requests of the community partners, the professor will serve as a facilitator, editor, guide, and bridge between your team and your community partner.

Objectives

- to develop relationships with a community partner;
- to apply tools and technologies appropriate to the field of visual journalism;
- to master concepts and apply theories in the use and presentation of images and information;
- to think critically, creatively, independently;
- to master the principles of visual production;
- to gain an appreciation and understanding of typography on the Web;
- to master the concepts and processes of visual explanation and the visual display of information;
- to critically evaluate your own work and others' for accuracy, fairness, clarity, diversity;
- to develop an appreciation for social and civic responsibility, while developing teamwork and leadership skills.

Grading

Participation, Attendance, Engaged Class Approach:	10%
Quizzes on <i>Yale Web Style Guide</i> and <i>State of News Media 2013</i> :	10%
Reflections:	15%
Presentation:	15%
Quarter-long Service-Learning Project (includes components):	50%

Your grade will be based on the **design process** – clarity; knowledge and application of standards; **your work** – quality of ideas and presentation; breadth of exploration and experimentation; craftsmanship and organization, both in written and visual work; **your approach** – punctual attendance; meeting deadlines; contributing in class; dealing constructively with criticism; dealing well with your partner; being fully engaged; and exhibiting a sense of commitment to this class and to your work.

Your project will receive a grade based on effectiveness, to what degree it meets the intent of the site/community partner, viewer interest, appropriate organization and structure, creativity, technical mastery, and *evident* ability to work effectively with a community partner.

Success

This is a production course, which means that time will be spent working in class. I place a great deal of importance on our interaction during the process. In addition, I have built in class time for you to work with your team. Therefore, your attendance is required. This course requires a lot of interaction and it cannot succeed without you, nor can you succeed without regular attendance. Participation is graded.

Projects done in conjunction with your partner will vary in content, complexity, and duration. We will review together the respective specifications and deadlines.

Meeting deadlines is a critical and necessary part of a journalist's job. As such, it is critical to your grade in this course. Missing a deadline will adversely affect your grade. To meet professional standards and to credit those who get their work done on time, late work will be marked down. There will be no incompletes.

Critiques

Critiques are a critical part of any design or production course – one of which I am a huge proponent. As such, we devote time to this process. They develop your ability to objectively evaluate your work and that of your fellow classmates. They show you what's possible as well as various ways to approach a similar topic. They help you verbalize your thoughts, learn a new vocabulary, and develop the ability to accept and give thoughtful and productive comments. They model the process you will encounter in your future careers as you present your work in progress. I expect you all to participate! Note: *critique time is showtime* – not the time to be

finessing your own project; be ready to go at the beginning of class with your work loaded on your desktop in the proper display format.

Assignments

The reading for each unit is due the day it is listed on the syllabus. For selected units, I may give you handouts and exercises to read and/or complete. The class will work most productively if we are all on the same page, and since doing the reading by the class day aids that, please come to class prepared. I encourage you to look at as many design examples as you can, including magazines, newspapers, newsletters, brochures, signs, billboards, websites, etc. I love it when you bring innovative examples to class. Other assignments include your components for your community partner project.

Tools

Ensure that you save your work. I know you can figure out the best way.

Copy Preparation

All copy should be in standard copy format and conform to news style. Always proof your work – check proper names, spelling, facts, grammar, and style. Aim for strong writing, good quotes, fairness, clarity, and accuracy.

Software

To do the work required for this class you will need to know Photoshop and some HTML or Dreamweaver. We have scheduled workshops on Dreamweaver. As with all other classes in the Department, this class focuses on content, not software training. The Instructor will need to focus on design and editorial assistance and on being the liaison with your community partner. You will be rewarded for taking initiative in sorting out your specific needs. Help each other in class and during open labs. Explore beyond the class to gain knowledge and expertise. Web designers know that it takes constant, individual updating to stay current. Get a book, do online tutorials, go to the help section in the various programs to make queries to answer questions, exploit the resources links. Take advantage of the workshops at the STC. To see the schedule go to:

<http://www.wvu.edu/techcenter/pages/workshops.shtml>. As you begin to work on your projects, I suggest you schedule one-on-one tutorials. To schedule one, go to:

<http://www.wvu.edu/techcenter/pages/tutoring.shtml>.

Time Commitment

Since this is a 5-credit class, you are expected to devote 10 hours per week outside of class to assigned readings and to completing the assignments. Since we meet for 4 hours a week, I recommend you devote the remaining two hours per week to software training.

Ethics

All work must be original for this class with information credited where appropriate. Integrity is essential to the work of a journalist. Trust is a critical part of the contract between the journalist and the reader. Plagiarism, unapproved collaboration, quoting without attribution, using uncredited information from previously published sources, copying off the Internet, falsifying a story, or misrepresenting any information or interactions with the partner violates ethical standards and will result in penalties. WWU students are responsible for reading, understanding, and following the policy and procedures regarding academic dishonesty as set forth in the WWU Academic Dishonesty Policy and Procedure (see Appendix D, Bulletin).

Respect

We can all learn from one another when the classroom atmosphere is one of a learning community. We achieve that by showing respect for one another, especially when critiquing one another's work. The university setting is one in which new ideas and perspectives are explored. WWU is committed to equal opportunity and non-discrimination in all programs and activities. We honor diversity in all of its many facets – in both the classroom atmosphere and any need for assistance or accommodation, which should be addressed to Office of Student Life. Please give your professor and classmates the same attention you expect from them: full and engaged. *Turn your phone off during class. Keep your computer logged off except during assignments or lab time.* This section contributes to your participation grade, which constitutes a full grade.

Diversity:

Special Needs:

Electronic Sirens:

Community Partner:

Respond completely and quickly to any partner queries; consult with your team about how best to meet partner needs; listen carefully to partner concerns so you can address them; provide a schedule to the partner; stick to the schedule.