Spring 2013

J361F/J395 44: Reporting Texas: Working in a Newsroom of Our Own
Classes  T/Th  2-3:30  BMC 3.208
Lab      F    9-12    BMC 3.208

Instructor: Tracy Dahlby
Office: BMC 3.324
Telephone: 512-471-6272
Email: tracy.dahlby@austin.utexas.edu
Office hours: Tuesdays and Thursdays, 3:30 p.m.-5:00 p.m., or by appointment

Instructor: Mark Morrison
Telephone: 512-626-7227
Email: mark_morrison@mail.utexas.edu
Office Hours: Tuesdays and Thursdays, 1-2 p.m, and by appointment

Teaching Assistant: Kathleen McElroy
Telephone: 917-693-0548 (personal cell)
Email: kathleenmcelroy@utexas.edu

Teaching Assistant: Mark Coddington
Telephone: 308-390-3521
Email: markcoddington@gmail.com

Course description

Reporting Texas is multimedia course that serves reportingtexas.com, the School of Journalism’s open-content news website. The site is dedicated to providing high-quality coverage of stories of interest to the Central Texas community, particularly those that are underreported. The course will involve students in creating a new model for producing and delivering digital news. (See: “Plugging the Local News Gap” – a report sponsored by the School of Journalism.) Reporting Texas reporters will experience the rewards and challenges of working in their own newsroom under the guidance of instructors Tracy Dahlby and Mark Morrison, TAs Kathleen McElroy and Mark Coddington, and editors-in-residence Fred Zipp and Kathy Warbelow. You will learn to think more deeply, write more clearly, edit more sharply and produce focused, professional-caliber stories. Through partnerships with The Dallas Morning News, the Austin American-Statesman and other media, Reporting Texas students have the opportunity to see their work published elsewhere, providing opportunities for hardworking, hustling and committed reporters to add to their portfolios.
Reporting Texas will let you practice our craft in real time for a real audience, get published, and in the bargain have the best fun in reporting there is—connecting with your local community in ways that count. This semester we will focus on RT’s charter: stories of “Hidden Texas”—ones that shed new light for folks on the places and people in Central Texas. We’ll also be working with The Dallas Morning News to produce coverage from the state Capitol related to 2013 Texas legislative session.

**Course objectives**

Reporting Texas has one goal: To publish high-quality stories on our website and for our partners and other professional news outlets.

Along the way, we will learn to:

- Define what constitutes *really good stories* for our audience, ones that you want to tell and people want to hear, see and read.
- Think critically about issues and topics, and your approaches to them.
- Work in a newsroom and organize individual efforts accordingly.
- Learn standard newsroom procedures for filing and processing content.
- Identify the best tools for telling the story you want to tell.
- Hone thinking, writing and production skills.
- Study and practice techniques for adding quality to your stories.
- Incorporate social media to help report as well as enhance public awareness of coverage.
- Consider the role of ethics in web-based storytelling as it relates to fairness, accuracy and truth-seeking in a digital age.

**Course mechanics**

**How it will work:** Reporting Texas reporters will function as independent actors, each responsible for proposing and executing stories. When the story calls for it, reporters may come together to blend their skills for a more comprehensive presentation. You will work from the toolbox of skills you bring with you. No new software tools will be formally taught, though there will be opportunities to learn technological tricks of the trade from your editors and from one another.

**Focus:** Look at this course as a thinking journalist’s professional workshop. We will think hard about why we do what we do and how we can do it best. We’ll look for stories that you want to tell on the assumption that if you’re interested in something, you can, by employing good technique, make other people interested, too. You will also be assigned stories that need to be done—covering the wildfires in Bastrop in 2011 is a good example, as are stories related to the 2013 Texas legislative session. Undergraduates will produce at least four spot, news feature or feature stories (print or multimedia). Graduates students will produce five.
**Story types:** Spot news reports on an event that has just happened and may follow it through several iterations until the story is complete. A spot story can run from 200 to 500 words after editing, with follow-ups growing as the story develops. A news feature develops a fresh angle on a topic that has been prominent in the news lately and often ties something interesting or quirky to recent events. Equivalent short news analysis does the same, but substitutes context for quirks. A feature is anything of human interest that, in our case, runs 500 to 1,000 words or the multimedia equivalent.

**Organization:** In hunting for good stories, we will decide as individuals and as a group what we want to work on, how and with whom. The starting assumption is that most people will work on projects as individuals. If you want to work on a team to produce an editorial package, that’s fine, too. We will need to be clear on what constitutes a fair, equitable and substantive division of labor among team members. We will devote a portion of class time to editorial meetings in which we decide how to proceed and help one another sort out challenges as they arise.

**What it’s not:** This is not a course that will teach you multimedia software skills. We will think about how to exploit our collective toolkit by choosing the right tools to tell your particular story. In so doing, we hope to exploit the variety of storytelling talents of the individuals on our team and learn something from one another as we go. In short, the tools will not dictate the work; the work will dictate the tools.

**Classes**

Our regular class meets for 80 minutes twice a week. Think of it as a multifaceted editorial meeting in which we will:

- Start every Tuesday with a discussion of world, national and local news, and how it relates to our work. We call this “News of the Week.” **News outlets (minimum) you will be required to follow:** The New York Times, Global Post, Al Jazeera English, BBC World News, Austin American-Statesman, The Dallas Morning News, The Texas Tribune, The Associated Press and Reuters.
- Start every Thursday with a story-pitch meeting and editorial discussion about stories in progress.
- Build up our intellectual capital for acquiring a better command of what story possibilities the world holds and how to discover and act on them.
- Workshop our reporting, writing and production techniques, according to the Course Schedule below.
- Vet any professional or technical challenges that arise in the course of your story development or review material covered in earlier sessions.
- Entertain guest speakers as opportunities arise.
Labs

Our Friday lab is the heart of this course because it provides a dependable block of time during which you and your editors can work one-on-one on stories. This spring we’re lucky in three respects. Our new building, the Belo Center for New Media, provides us with a dedicated, hi-tech newsroom for our lab sessions as well as regular classes. We will also have TAs Mark Coddington and Kathleen McElroy to serve as top editors. Last but not least, former editor of the Austin American-Statesman, Fred Zipp, will be on hand to lend his editorial expertise to our story machine, as will Kathy Warbelow, a longtime Statesman senior editor. Interaction with your editors and other journalists is an important part of the human “software” that makes the editorial enterprise go—so you will want to make maximum use of this rare constellation of talents and opportunities.

Important: You are strongly encouraged to attend all Friday lab sessions, though you are not technically required to do so. You will be expected to make at least 10 sessions, so please get in the habit. Attendance will be taken. Using the lab is critical to your success—and the success of Reporting Texas. It is the best time for us to give your work individual attention. One-on-one meetings with your editors are not a substitute for attending lab sessions. The lab is our newsroom, and the newsroom is where the knots of news coverage are untangled. If you have a time conflict that limits your participation in lab sessions, you should consider dropping the course.

Assignments

Part 1: Individual assignments will focus on the natural stages of bringing to life a good story: coming up with winning ideas; introducing your ideas in proposal form; developing the idea through researching and reporting; organizing your information; drafting your story; editing it; and producing a final story that we (and others) like. Each undergrad correspondent will produce four stories—spot, news features or features, or the multimedia equivalent. Grads, please add one feature story for a total of five.

Part 2: In keeping with standard newsroom practice, at least one of your stories will be assigned by your editors this semester. Other stories originate from stories you pitch that are approved by your editors.

Part 3: You will be graded on your ability to follow proper newsroom procedures and file materials on or before the deadline, including rewrites and fixes. We’ll divide ourselves into groups, each with its own deadlines. Staggering your deadlines lets us spend more time focusing on each individual’s work. We will distribute the deadline schedule at our second or third meeting.

The spot and/or feature stories each require:

- A story line (aka budget line) describing the content, expected length and delivery time of the story.
- The story.
• Answers to queries from editors regarding the story.

We’ll learn in lecture how to file budget lines, story proposals and stories. We’ll also learn how to file “fixes” to stories and, if necessary, how to file complete rewrites or re-edits for multimedia stories.

Be warned: Questions about stories should be answered immediately, or at least as soon as possible. If you receive an email query regarding a story you’ve filed, it’s critical to answer swiftly—news goes stale if it sits on the shelf awaiting an answer from the writer or producer.

We’ll be working on multimedia elements as we report and file each story. These might range from the simple to the in-depth, but we’ll be considering them at each stage in the reporting and editing process.

We’ll also be filing tweets for our stories, as well as Facebook entries. We’ll learn how to do those early in the term as we seek to use social media to drive audience to our stories. We’ll be looking at how we can legitimately use social media as a reporting tool.

Part 4: You will be graded on participation and effort, in class, in lab and in the field.

Grades

1. Timing: Deadlines are sacrosanct in journalism and critical in any area of media production. Meet them and qualify your assignments for full credit; miss them, and your highest potential grade will drop sharply—one grade level at each of the following benchmarks: 30 minutes, 12 hours and 24 hours late. Be aware that you can always file your assignments before deadline for extra credit, but these must be complete articles—not rough drafts. We give extra credit for stories that are “publication ready,” as opposed to outlines or partially completed stories.

2. Photos and graphics: You are responsible for providing “art” for your stories by working with our photo editor, Oscar Silva, to either provide photos and/or graphics yourself or to coordinate what photos Oscar needs to assign to an RT photographer to illustrate your story. Failure to “art” your stories in a timely matter will significantly impact on your grade.

3. Assessment: Assignments will be graded on the skill with which you use words and, where appropriate, images and sound; good organization; solidly reported content; and production skills to illustrate and satisfy your topic—and the degree to which you improve your skills over the course of the semester. See Appendix I below for a detailed assessment grid.

4. The Breakdown: Your stories will go through three separate edits by different editors: a backfield edit will help you iron out basic reporting, writing/production and
organizational issues and will require you promptly file fixes and rewrites (60 percent of your story grade); a line edit will review the piece with the editor making further suggestions and requiring further fixes (20 percent); and a top edit will address any final issues and clear the piece for publication (20 percent).

5. The Matrix: Final course grades will be calculated on the plus/minus grading system for both undergraduate and graduate students. They will be tallied according to the following percentage guidelines:

- Reporting assignments 70%
- Class/newsroom participation 30%

Filing Your Work

All written communication between you and your editors will be electronic. For routine memos (messages), use standard email. Send assignments (proposals, outlines, drafts) as “files” with the assignment sent as a Word attachment.

**Important:** When filing an attachment always be sure to put the same slug on both your email and the Word attachment.

Here’s how to create a proper slug:

Start by using the correct tag for the item you’re sending: For all stories, it’s “file.” For all other messages, it’s “memo.” Add a space, then your last name, and then another space, and finally the assignment number (or for memos only, a brief topic identifier). If your last name is Smith, for example, and you’re filing your first assignment, the slug reads:

```
file smith assign1
```

If you’re sending a routine memo, it reads:

```
memo smith missed deadline
```

Please send original story files to all of your editors—one copy each to Tracy, Mark, Kathleen, Mark C., Fred and Kathy. Send fixes or a write-thru only to the editor you’re working with at the moment, either in backfield, line or top edit. Memos can of course be sent to one or all, depending on to whom you want to talk and about what.

**Important:** Excepting memos, anything you write for this class (story proposals, blueprints or story drafts) must carry a working headline. Artfully summing up our storytelling efforts in a handful of words helps us focus—and focusing on what we want to say is half the battle in the effort to tell good stories. We’ll also discuss how effective headlines and summaries improve search-engine optimization.
Editorial Consultations

You will meet with Tracy and Mark at least once each during the semester to discuss individual progress, reporting methods, research ideas and career goals. You are also encouraged to make use of office hours to discuss any of the foregoing.

Required Reading

There are no assigned textbooks for this course. We will work exclusively from materials provide for you on Blackboard and in handout form. Read and review all the assigned materials. They are designed to target key skills and issues of critical thinking and ethics that you will need to successfully complete your work for this course and in a reporting career.

Attendance & Rules of the Road

Showing up when you need to be there is the first requirement of the journalism professional. Come to class on time. Do your work. If you can’t be on time, tell Tracy why—in advance.

Important: You are encouraged to attend all classes. If you accumulate three unexcused absences, you should consider dropping the course. Being five minutes late equals half an absence. Fifteen minutes late is a full absence. You are required to attend a minimum of 10 lab sessions.

Professional courtesy: Focus is the key to good thinking, and good thinking is the key to good work. You may only use electronic devices during class to access class-related information, not for purposes of personal connectivity. In other words, we will not send or monitor non-class-related text or email messages during class sessions. Likewise, please don’t consume food in class. Beverages are OK provided they don’t prove a distraction.

Our Roadmap

The following class schedule is intended to provide a roadmap of the territory we will cover. At the same time, a map is a map, and we will speed up or slow down or change our direction depending on the “reality on the ground”—i.e., our progress as a class in mastering the requisite materials and techniques.
Course schedule

Week 1


1/17 Course logistics: Your deadline schedule and how the edit system works.

Week 2

1/22 Engaging our audience: What is journalism for and how does it apply to our beat in Central Texas? What topics will we cover and how will we report? Whom are we producing for

1/24 Back to basics: Remember the nut graf and basic story architecture, no matter what the mode or platform.

Week 3


1/31 Editing essentials: Let’s look at writing heds and captions and heds.

Week 4

2/5 Zeroing in, I: How to find a story, how to focus it. Developing the eternal nut graf of the mind.

2/7 Zeroing in, II: Once found, how do we launch a story? What is a source matrix?

Week 5

2/12 Social media we can use: Let’s talk about how to incorporate social media in our reporting to make it smarter and better, and to get the word out faster.

2/14 Photo editing essentials: Why do we choose the photos we do? What makes a good photo?

Week 6

2/19 Juggling apples and oranges: Choosing the right tools to tell different types of stories. Basic Web skills you will like.

2/21 Apply new techniques: Storify that story! Or use an old tool in a new way.
Week 7

2/26 **Organizing features and longer stories:** blueprinting your work.

2/28 **Taking the field:** The care and handling of sources in Central Texas. Handling the challenges.

Week 8

3/5 **Rethinking social media:** What can the new modes do for us? What are their limitations? How to proceed smartly? What can we be doing better?

3/7 **Newsroom retreat at mid-course:** Let’s step back and take a look: How have we done, what can we do better?

Week 9

3/19 **Organizing longer stories, II:** Bringing complexity and quality to your draft.

3/21 **The importance of viewpoint switching.** Amplifying the “internal debate” in your stories.

Week 10

3/26 **Data mining:** How to go deep, deep in the heart of Texas. Finding data and making sense of it.

3/28 **Critiquing each other’s work:** Dividing up into pairs, everybody becomes an editor.

Week 11

4/2 **Higher on the spiral, I:** Final tips for crafting really good news features and short narratives.

4/4 **Higher on the spiral, II:** How to carry the essentials into online storytelling.

Week 12

4/9-11 **A Brave new world of ethics:** Being truly “fair and balanced” in a digital age.

Week 13

4/16-18 **Troubleshooting your drafts:** How to fix the fixable and deal with the unfixable.
Week 14

4/23-25 Your career: So what have you got in mind? How can we help you?

Week 15

4/30-5/2 Wrap-up and review
APPENDIX I

Assessment Grid for Production Work

In evaluating your work for this course, we will use the following framework:

1. The work shows an effective, well-focused presentation of topic.
   0 1 2 3 4

2. The ideas represented in the work are focused and well developed for the purposes of the assigned format.
   0 1 2 3 4

3. The work demonstrates effective research and/or reporting, is factually accurate, and is supported by appropriate sources.
   0 1 2 3 4

4. The writing is straightforward, logical and persuasive of its point of view.
   0 1 2 3 4

5. Grammar, spelling and punctuation are correct.
   0 1 2 3 4

6. The work properly attributes sources.
   0 1 2 3 4

7. The visual and audio materials used in the work (if any) are of a quality and variety conducive to telling the story well.
   0 1 2 3 4

8. The work demonstrates critical thinking about issues relevant to a full treatment of the topic at hand.
   0 1 2 3 4
APPENDIX II

Undergraduate Course Flags for Reporting the World

Writing

This course carries the Writing Flag. Writing Flag courses are designed to give students experience with writing in an academic discipline. In this class, you can expect to write regularly during the semester, complete substantial writing projects, and receive feedback from your instructor to help you improve your writing. You will also have the opportunity to revise one or more assignments, and to read and discuss your peers’ work. You should therefore expect a substantial portion of your grade to come from your written work.

Independent Inquiry

This course carries the Independent Inquiry flag. Independent Inquiry courses are designed to engage you in the process of inquiry over the course of a semester, providing you with the opportunity for independent investigation of a question, problem, or project related to your major. You should therefore expect a substantial portion of your grade to come from the independent investigation and presentation of your own work.
APPENDIX III

Required University Notices and Policies

University of Texas Honor Code
The core values of The University of Texas at Austin are learning, discovery, freedom, leadership, individual opportunity, and responsibility. Each member of the university is expected to uphold these values through integrity, honesty, trust, fairness, and respect toward peers and community.

Documented Disability Statement
The University of Texas at Austin provides upon request appropriate academic accommodations for qualified students with disabilities. For more information, contact Services for Students with Disabilities at 471-6259 (voice) or 232-2937 (video phone).

Plagiarism and the Consequences of Plagiarizing
Any instances of plagiarism will be dealt with in accordance with University policies referred to in the web link immediately below. If you are in doubt about how to define or prevent plagiarism, ask your instructor and refer to the learning module, also below:
http://deanofstudents.utexas.edu/sjs/acadint_conseq.php
http://www.lib.utexas.edu/services/instruction/learningmodules/plagiarism/

Resources for Learning & Life at UT Austin
The University of Texas has numerous resources for students to provide assistance and support for your learning.
The UT Learning Center: http://www.utexas.edu/student/utlc/
Undergraduate Writing Center: http://uwctraining.utexas.edu/
Counseling & Mental Health Center: http://cmhc.utexas.edu/
Career Exploration Center: http://www.utexas.edu/student/careercenter/
Student Emergency Services: http://deanofstudents.utexas.edu/emergency/

Use of Blackboard in Class
This course will use Blackboard—a Web-based course management system with password-protected access at http://courses.utexas.edu—to distribute course materials, to communicate and collaborate online, to post grades, to submit assignments, and to give you online quizzes and surveys. You can find support in using Blackboard at the ITS Help Desk at 475-9400, Monday through Friday, 8 a.m. to 6 p.m., so plan accordingly.

Use of E-Mail for Official Correspondence to Students
Email is recognized as an official mode of university correspondence; therefore, you are responsible for reading your email for university and course-related information and announcements. You are responsible to keep the university informed about changes to your e-mail address. You should check your e-mail regularly and frequently to stay current with university-related communications, some of which may be time-critical. You
can find UT Austin’s policies and instructions for updating your e-mail address at http://www.utexas.edu/its/policies/emailnotify.php.

Religious Holy Days
By UT Austin policy, you must notify the instructor of your pending absence at least fourteen days prior to the date of observance of a religious holy day. If you must miss a class, an examination, a work assignment, or a project in order to observe a religious holy day, the instructor will give you an opportunity to complete the missed work within a reasonable time after the absence.

Behavior Concerns Advice Line (BCAL)
If you are worried about someone who is acting differently, you may use the Behavior Concerns Advice Line to discuss by phone your concerns about another individual’s behavior. This service is provided through a partnership among the Office of the Dean of Students, the Counseling and Mental Health Center (CMHC), the Employee Assistance Program (EAP), and The University of Texas Police Department (UTPD). Call 512-232-5050 or visit http://www.utexas.edu/safety/bcal.

Emergency Evacuation Policy
Occupants of buildings on the UT Austin campus are required to evacuate and assemble outside when a fire alarm is activated or an announcement is made. Please be aware of the following policies regarding evacuation:

• Familiarize yourself with all exit doors of the classroom and the building. Remember that the nearest exit door may not be the one you used when you entered the building.

• If you require assistance to evacuate, inform me in writing during the first week of class.

• In the event of an evacuation, follow my instructions or those of class instructors.

Do not re-enter a building unless you’re given instructions by the Austin Fire Department, the UT Austin Police Department, or the Fire Prevention Services office.

Q drop Policy
The State of Texas has enacted a law that limits the number of course drops for academic reasons to six (6). As stated in Senate Bill 1231:

“Beginning with the fall 2007 academic term, an institution of higher education may not permit an undergraduate student a total of more than six dropped courses, including any course a transfer student has dropped at another institution of higher education, unless the student shows good cause for dropping more than that number.”