

# J408 Super-J in NYC Experience

School of Journalism and Communication, University of Oregon  
Spring 2017

## Key information

<b>Instructors</b>	Damian Radcliffe Lisa Heyamoto	<a href="mailto:damianr@uoregon.edu">damianr@uoregon.edu</a> <a href="mailto:heyamoto@uoregon.edu">heyamoto@uoregon.edu</a>
<b>Office</b>	201 Allen Hall (Damian), 322 Allen Hall (Lisa)	
<b>Office hours</b>	3-5pm Friday (Damian) 9-10 Tuesday, 2-3:30 Wednesday (Lisa)	
<b>Telephone</b>	541-346-7643 (Damian, voicemail only) 541-346-8602 (Lisa)	
<b>Emergencies</b>	541-972-5531 (Damian) 541-505-2256 (Lisa)	
<b>Class</b>	<b>12pm - 1.50-pm, Friday 307 Allen Hall (4/07-5/05 and 5/19 only)</b>	
<b>NY trip</b>	<b>8<sup>th</sup>-12<sup>th</sup> May 2017.</b> Based at The Roosevelt Hotel: <a href="http://www.theroosevelthotel.com/">http://www.theroosevelthotel.com/</a> <b>Address:</b> 45 E 45th St, New York, NY 10017 <b>Phone:</b> <a href="tel:2126619600">(212) 661-9600</a>	

Please arrive by 8pm on Sunday 7th May. You're free to leave after evening Friday 12th May.

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## Course Background

New York is perhaps the world's media capital. It is home to heavyweight media legacy media organizations such as *The New York Times* and *The Wall Street Journal*, newer digital players like *Vice*, *BuzzFeed* and *The Huffington Post* as well as global NGOs with a strong interest in the power of journalism, media and communications.

We will be meeting with many of these organizations during a visit to New York in May 2017.

This course is designed to prepare students for this trip, so that attendees get the most out this experience before-during-and after.

## Learning outcomes

Through lessons, group and individual assignments, by the end of this term you will be able to:

1. Understand and describe the types of journalistic work undertaken by a wide range of entities in New York.

2. Demonstrate to potential New York employees the quality of your work through a rich online portfolio.
3. Reflect and analyze what you have learned from our fieldtrip; sharing these reflections online and across a variety of media formats.
4. Confidently ask intelligence, informed, questions to NYC based industry professionals.
5. Produce and contribute to collaborative and individual work in the classroom and in the field.

## **Approach**

Learning methods will include:

- Pre-fieldtrip research into the organizations and people we will be meeting with.
- Presenting your research findings to your class peers and instructors.
- On-site visits to leading media and news organizations.
- In-class assignments and tasks (listening, pitching etc.)
- Out of class assignments (portfolio creation, analysis / reflections of site visits).

## **Estimated student workload**

The course breaks into three sections:

1. Pre-fieldtrip research and preparation
2. A visit to New York between 8<sup>th</sup> May – 12<sup>th</sup> May
3. Post-fieldtrip follow-ups and reflection

Out of class work will typically take 2-4 hours a week to complete, although sometimes this will be greater.

In a typical week, non-class work may include:

- Research into a media organization / journalist(s)
- Portfolio development
- Wider industry reading
- Preparing for class *and/or* work on your core (graded) assignments

### *Research tasks*

This will typically involve online research into a specific organization, or individual(s) that we will be meeting with. Each student will take the lead on a given site visit.

### *Portfolio development*

Prior to our trip we will work with you to develop your online presence, across social networks and more specifically across your own portfolio website, to ensure that these are as strong as possible.

### *Wider industry reading*

You will be expected to keep track of key developments in the media and journalism space, with a particular focus on the organizations and people that we will be meeting with. This is to ensure that you are as informed as possible when we make our site visits. Recommended sites include: *Nieman Lab*, *TheMediaBriefing*, *Poynter*,

*MediaShift, daily emails from Pew Journalism Center and the American Press Institute.*

## **New York Do's and Don'ts**

### **Do**

- Dress to impress.
- Always have ID on you. (Required for security passes at many organizations)
- If we are going to be doing a lot of walking, consider having a spare pair of comfortable shoes to slip into.
- Make sure you have group contacts numbers - and travel directions - on hand at all times.

*When we visit people:*

- Ask smart, informed questions.
- Act like you belong.
- Take notes.
- Be polite and respectful.

*You'll work hard but to don't forget to:*

- Make the most of being in the city.
- Remember things go wrong, visits overrun, change or get cancelled.
- Be flexible.
- Have fun!

### **Don't**

- Arrive late for an appointment, or a pre-appointment security check.
- You WILL BE excluded from that visit if you are late.
- Take selfies in reception, or of office views etc. Play it cool!
- Dominate the group. Ensure everyone has airtime.
- Hide within the group. Put yourself out there!

## Grading/Weighting

Activity	Points	% of total grade
1. Class attendance/participation	100	10%
2. NYC “active” participation	150	15%
3. Pre-fieldtrip research	150	15%
4. Portfolio	250	25%
5. Field reports	150	15%
6. Post-NY reflections	200	20%
<b>TOTAL</b>	<b>1,000</b>	<b>100%</b>

## Assessment Criteria

You will be given more detailed assignment notes ahead of each task. But, broadly speaking, this term you will produce four pieces of graded work. The rest of your marks are based on attendance, active participation and professionalism. The latter is important, given that this class is designed to prepare you for employment.

### **1. Class attendance and participation (10%)**

*Attendance is compulsory.* This is reflected in the grading structure for the term. If you are unable to make a Friday class, please notify – by email - Damian and/or Lisa as soon as possible and *before* your absence. You will need to provide a valid reason for your absence.

*You’re expected to be active in class.* You will do this in a manner which is respectful of different opinions, and where all ideas are valid. This means asking intelligent questions of your peers and instructors, and contributing to a collaborative – supportive - learning environment.

### **2. NYC “active” participation (15%)**

*Don’t just turn up and observe.* You’ll be expected to ask questions – based on your research and reading – be in a position to answer questions asked of you by the people we visit (expect them to turn the tables and also ask *your* opinion). We’ll expect you to take the lead at organizations where you’ve been the primary student background researchers, and to contribute actively across the trip. But group dynamic is also important, so your participation will also take account of the need to ensure that everyone gets “airtime”.

### **3. Pre-fieldtrip research (10%)**

*A good journalist does their homework.* There will be no room for “blagging it” in this class (gold star if you know what this term means). Your job will be to ensure that everyone – and not just you - is well briefed ahead of any of our site visits.

We will produce an online template for you to research and complete. This will cover areas such as:

- An outlet’s primary work
- Their audience
- Challenges they may be facing – and their responses to it
- Great content / work that they have done (and why it’s so good)
- The background of key individuals we are meeting with (e.g. work and education history, their role etc.)

You will share these findings via a collaborative Google Document, which will be the class handbook for our visit.

#### **4. Portfolio (25%)**

*A good online presence is fundamental.* In a competitive job market, how do you stand out from the crowd? Networking – as manifest in this trip – is key; as is a strong and demonstrable portfolio. This is especially important for those starting out in this industry. We will work with you to determine the image and personal brand that you wish to project, before turning that aspiration into reality. The importance of your online presence is reflected in the fact that this assignment alone is worth a quarter of your grade for the term.

#### **5. Field reports (15%)**

*You'll be producing journalism whilst in New York, not just listening and asking questions.* The Super-J in NYC Experience is a great opportunity to not just network and learn about some of the world's leading news organizations. It's also a chance to generate fantastic valuable content, which highlights the unique access the course provides, and which helps to promote the SOJC as well as you.

During our trip you will:

- Write one 500-800 word post based on an assigned site visit. (1 student per organization.) Posts will be published – whilst we're in NYC - as part of a publication on *Medium*.
- You will also be encouraged to share content throughout the day across social media using the #tag #SuperJinNYC

These efforts will be used to generate interest in our trip among the organizations we are visiting, other SOJC members, and act as the historic record of our trip (which will also be used for future promotional purposes).

#### **6. Post-NY reflections (20%)**

*The work doesn't stop when we get back.* We'll ask you to undertake a range of tasks including:

- An essay outlining your key reflections from the trip.
- Follow-ups, as appropriate, to people we have met.
- Contribution to a promotional video highlighting the program for future cohorts.
- Updates to your portfolio, as required.

## Grading criteria

- A is reserved for professional quality work where all the elements successfully come together.
- B is excellent work that nears professional quality with a few flaws.
- C is average. Your work fulfills the requirements of the assignment.
- D is sub-standard work with multiple flaws that prevent it from being average quality.
- F is unacceptable quality with fatal flaws in either audio or writing. Also non-delivery.

GRADING	A	B	C	D	F
<b>Strong lead: Informative hard (summary) news lead or compelling anecdotal opening.</b>	Vivid, telling detail.	Provides essential information.	Essential information but lacking clarity, conciseness and/or detail.	Not a direct lead and/or important context and information missing.	Factual error(s).  Sound / vision error(s).
<b>Essential information covered.  Story / Analysis logically organized.</b>	Who, what, where, when and why (and the how if appropriate) answered.	5 Ws covered but story not organized clearly with most important information at the top.	Essential information provided but disorganized.	Essential information missing and/or disorganized.	Does not tell a story.
<b>Appropriate use of quotes, actuality and attribution.</b>	Strong use of quotes and/or actuality, with best high in story. Attribution provided when needed.	Appropriate use of quotes and attribution, including actuality.	Quotes and attribution provided.	Quotes or attribution missing.	Quotes and attribution missing.
<b>Clear and concise writing. Appropriate style.</b>	Clear and concise writing (for the ear or an essay). Appropriate style deployed.	Basically clear and concise.	Thorough editing needed to meet standards.	Writing style is inappropriate for a news story.	Unintelligible.
<b>Factually accurate. Correct grammar, spelling and punctuation.</b>	Mechanically sound, no errors.	1-2 minor errors. Style inconsistent.	1 major error such as a poor sound edit, or more than two minor errors.	2 major errors and multiple minor issues.	Fatal flaws: Factual errors, misspelling of proper names, multiple grammar, spelling errors.
<b>Appropriate use of sound and sound formats.</b>	Uses the best/effective format to tell a story.	Solid, but with some scope for improvement in tech/format.	Listenable. But not ground-breaking.	Hard to listen to e.g. off mic, echo, atmos too loud etc.	Unlistenable.

## **Course policies**

### ***Attendance***

Non-attendance and/or failure to complete assignments on time will be graded with an F for that task.

Please notify us, with as much prior notice as possible and before class, if you must be absent.

### ***Late work***

If work will be delivered late, with good reason, or you're having problems with an assignment then let us know ASAP. We are here to help and will always seek to be flexible where we can.

### ***Accessibility***

The University of Oregon seeks to create inclusive learning environments. If aspects of this course result in barriers to your participation, please notify me as soon as possible. You are also welcome to contact Disability Services in 164 Oregon Hall at 346- 1155 or [disabsrv@uoregon.edu](mailto:disabsrv@uoregon.edu).

### ***Crisis Center***

The University of Oregon Counseling Center provides students with confidential telephone crisis intervention 24/7. The number is 541-346-3227.

### ***Diversity***

Open inquiry, freedom of expression, and respect for differences are fundamental to a comprehensive and dynamic education. SOJC is committed to upholding these ideals by encouraging the exploration, engagement, and expression of divergent perspectives and diverse identities.

Discrimination of any kind, disrespect for others, and inequity in educational opportunity are not acceptable. Students, faculty, and staff are expected at all times to maintain the School of Journalism and Communication's high standards of ethical and compassionate conduct. Please see me if you need help or have any questions.

### ***Academic integrity***

The U of O policy on academic dishonesty will be observed throughout this course. Plagiarizing and/or cheating will result in an automatic failure of the course. To avoid this, you should read:

<http://researchguides.uoregon.edu/citing-plagiarism>

We will also talk about the importance of proper attribution of your sources and providing credit where it is due. Careers can – and have been – destroyed as a result of breaking these rules. Don't make the same mistakes!

### ***Technology***

Papers should be submitted as Word Docs in Canvas so that they can be reviewed and graded through the "Track Changes" function in Microsoft Word. This is also more environmentally friendly than printed copies.

Mobile phones should be turned off in class, unless we're using them for a task.

Laptops are needed in Weeks 2, 4 and 5, and whilst in NYC.

### ***Questions***

If you want to know more about anything mentioned here, or you think that there's a policy which is missing, then please do not hesitate to tell us.

## Course Schedule

*This schedule is a draft and is subject to change, depending on student interests, inclement weather and other unplanned – and currently unknown - factors. You will be made aware of any major changes if/when they arise.*

### Week 1: Friday 7th April 2017

In class (Lisa)	<ul style="list-style-type: none"><li>● <b>Introduction:</b> Overview of the program, expectations - in class and in NYC - getting to know each other.</li><li>● <b>Introduction to Portfolios.</b></li><li>●</li><li>● <b>Discussion with former SuperJ in NYC students.</b></li></ul>
Homework	<ul style="list-style-type: none"><li>● <b>Reading: <i>Journalism That Stands Apart: The Report of the NYT 2020 Group</i></b> <a href="https://www.nytimes.com/projects/2020-report/">https://www.nytimes.com/projects/2020-report/</a></li></ul>

### Week 2: Friday 14<sup>th</sup> April 2017

In class (Damian)	<ul style="list-style-type: none"><li>● <b>Discussion of Week 1 reading. (All)</b></li><li>● <b>Key issues for Digital and Legacy News providers. (Damian)</b></li><li>● <b>Peer reviews of Portfolios (working in pairs) <u>BRING A LAPTOP/TABLET</u></b></li><li>● <b>Discussion and introduction to research template.</b><ul style="list-style-type: none"><li>○ Assignment of orgs/people to study.</li></ul></li></ul>
Homework	<ul style="list-style-type: none"><li>● Begin work on portfolio review and organizational research.</li><li>● Organize a 1-1 meeting with Lisa or Damian. Meet before Friday Week 4.</li></ul>

### Week 3: Friday 21st April 2017

In class	<b>No class this week.</b>
Homework	<ul style="list-style-type: none"><li>● <b>In your 1-1 meeting with Lisa or Damian. (Can be Week 3 or 4):</b><ul style="list-style-type: none"><li>○ <b>Agree on changes to your portfolio.</b></li><li>○ <b>Discuss preliminary findings of your organization research</b></li></ul></li><li>● <b>Produce - in shared Google Doc - research analysis of your assigned</b></li></ul>

	<b>organization/people.</b> <i>Deadline for submission, next class.</i>
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**Week 4: Friday 28<sup>th</sup> April 2017**

In class	<ul style="list-style-type: none"> <li>● <b>Student presentations: research analysis</b> (Group 1, 7 x 5 minute presentations)</li> <li>● <b>Travel prep.</b> Create shared doc with flight details and daily travel plan.</li> </ul> <p style="text-align: center;"><b><u>NB: BRING A LAPTOP/TABLET</u></b></p>
Homework	<ul style="list-style-type: none"> <li>● <b>Agree with Lisa/Damian</b> (via email or office hours) <b>the changes to your portfolio.</b> <i>Deadline for actioning changes: end of Week 5 (5<sup>th</sup> May).</i></li> </ul>

**Week 5: Friday 5<sup>th</sup> May 2017**

In class.	<ul style="list-style-type: none"> <li>● <b>Student presentations: research analysis</b> (Group 2, 7 x 5 minute presentations)</li> <li>● <b>Trip checklist and final preparations</b> (<i>e.g. Uber/Lyft sign-up</i>)</li> </ul> <p style="text-align: center;"><b><u>NB: BRING A LAPTOP/TABLET</u></b></p>
Homework	<ul style="list-style-type: none"> <li>● <b>Make any outstanding changes to your portfolio.</b></li> <li>● <b>Don't miss your flight!</b></li> <li>● <b>Make sure you have emergency contact details for the group.</b></li> </ul>

**Week 6: New York trip** (*all week, 8-12 May*)

Daily	<ul style="list-style-type: none"> <li>● <b>Share 1-2 notes/reflections on social media</b> (with a particular focus on Twitter, Instagram, LinkedIn and Facebook) using #SuperJinNYC</li> <li>● <b>Monitor the news for any breaking developments related to the organizations/people we are visiting.</b></li> </ul>
Once during the week	<ul style="list-style-type: none"> <li>● <b>Field Report:</b> You will each be assigned an organization to report on. After our visit, that night you will publish a 600-800 word feature on what we learned.</li> </ul>

## Week 7: Friday 19<sup>th</sup> May 2017

In class	<ul style="list-style-type: none"><li>● <b>Post-visit reflections Pt1: what did we learn?</b> (Group discussion).</li><li>● <b>Networking follow ups and information interviews.</b> (Lisa)</li><li>● <b>Rubric for post-trip essay.</b> (Damian)</li><li>● <b>Post-visit reflections Pt2: recommendations for 2018</b> (Group discussion).</li></ul>
Homework	<ul style="list-style-type: none"><li>● <b>Produce an 800- 1,200 word essay</b> on your key learning from the trip. <i>Deadline for submission Friday 2nd June 2017.</i></li></ul>

### Post-class

	<ul style="list-style-type: none"><li>● <b>Course evaluations.</b></li><li>● <b>Agree on any outstanding actions e.g. portfolio, follow-ups etc.</b></li><li>● <b>Support for Comms/Development office e.g. sharing of photos/videos/quotes from trip for use on website etc.</b></li></ul>
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