

Journalism Project

Issue:

In the College Newspaper course we have been trying to get students to think beyond print presentation of news, whether in the print edition or online, and setting all their plans and deadlines with the weekly print edition in mind. Yet our standard practice of critiquing student work after it has been published revolves around the print edition, too. We need to change the way we teach/organize the learning process in class.

Goal:

Transform the critique process of the Talon Marks course away from a print-issue-based critique to a story-based critique designed to emphasize a multi-platform approached process that includes deeper and time-extended story development for news, feature, sports, and opinion articles.

Stories should be reviewed from print, online, multimedia and media presentations, including:

- Print Story
- Online Story
- Interactive Multimedia
- Video
- Audio/Podcast
- Visual (single photo)
- Visual (photo gallery)
- Visual (Photo essay)
- Active Design (Print and online)
- Social Media
- Blog
- Active editing (editing vs. proofreading)

Team approaches for most major stories will be emphasized.

Process:

Devote a portion of each class period to a student-led evaluation of how stories are or are not covered and presented across multiple media platforms. Critiques are dependent on story already being published, but should actually look at the beginning or middle of the process while there is time to adapt to ideas developed in the critique. This is a complete turn around of the traditional instructor-led print-based post-mortem.

Values to be measured:

- At least four or five major stories handled via multiple channels over a period of weeks
- There is evidence of planning ahead rather than evaluating the past
- Stories have graduated beyond the breaking news aspect to how/why ANALYSIS articles
- Local issue editorials are preceded by news stories
- There is evidence of aggregation presentation, whether in print or online
- Students attach related documents and use links with online stories
- Students gain a greater understanding of various roles of student media beyond just informative role (watchdog, economic, social, sentry and marketplace of ideas).
- Students develop mindset that Tuesday is the END of production, not PRODUCTION DAY.

Schedule

Week	Monday	Wednesday	Other considerations
1	Intro	Intro/assign	
2*	Early production	Distribution/ Intro to old critique	Talk about what we did?
3	HOLIDAY	Old Critique	
4*	Production	Introduce new critique/ show 3 Pigs	TM Leadership Academy
5*	News/Opinion	Arts/Sports	TM Leadership Academy
6*	News/Opinion	Arts/Sports	TM Leadership Academy
7*	News/Opinion	Arts/Sports	JACC conference
8	Old Critique	Plan Ahead	Talk about what we're going to do.
9*	News/Opinion	Arts/Sports	
10*	News/Opinion	Arts/Sports	
11	News/Opinion	Arts/Sports	What's Next? workshop
12*	News/Opinion	Arts/Sports	
13*	News/Opinion	Arts/Sports	
14	HOLIDAY	Arts/Sports	
15	News/Opinion	HOLIDAY	
16	News/Opinion	Arts/Sports	
17*	News/Opinion	Arts/Sports	
18	-----	Final Exam Period	

= * Print issue

= HOLIDAY