



## **CIEE Global Institute – London**

<b>Course name:</b>	Printed Media in a Digital Era
<b>Course number:</b>	(GI) JOUR 3004 LLEN
<b>Programs offering course:</b>	Open Campus
<b>Open Campus Track:</b>	Communications, Journalism and Media
<b>Language of instruction:</b>	English
<b>U.S. semester credits:</b>	3
<b>Contact hours:</b>	45
<b>Term:</b>	Spring 2020

### **Course Description**

Journalism is an evolving industry with multimedia platforms encompassing growing interplays between print and image by utilizing contemporary digital mediums. The development of digital technology has led to a transformation in news production and dissemination. In terms of production, we have witnessed a fundamental shift towards visual story-telling. These changes have created both new opportunities and challenges for journalists and the news industry at large. This course provides students with opportunities to explore these opportunities and challenges underpinned by communication and social semiotic theories. To do this, they will develop a multimedia storytelling package using converging mediums (web, phone, tablet, hard copy), and digital communication modes (still and moving images, print, video/film, social media platforms) in a British context. They will develop a project considering the difference between outcomes and deliverables and be ever mindful of the discursive construal of news values and metaphors across the modalities. With the course having a strong emphasis on practical learning, the development of a series of short works and a longer news narrative will involve research and story production resulting from immersive fieldwork in context of a case study. Students will also engage in researching the interfaces that are used to report a current event or issue in the United Kingdom across mainstream and social media platforms. In doing so, they will engage in an analysis of modes, composition, repertoires used, potential readership targets, deliverables and angles taken in reporting the event or issue.

### **Learning Objectives**

By completing this course, students will:

- Connect ideas and contexts during group collaborative projects to produce a body of work which assembles a story from multiple perspectives and viewpoints.
- Implement production ideas and evaluate the processes critically and reflectively.
- Apply a range of sources and communities in the production of short media stories.



- Identify, consider and evaluate multimedia deliverables for reporting on a current event, significant place or contemporary issue.

### **Course Prerequisites**

Students should have completed a level 2000 class in communication and new media.

### **Methods of Instruction**

The course will be taught using lectures, case studies, an individual presentation, as well as field trips to events and locations. Classroom activities will involve group work and critical discussion groups considering and discussing key concepts. Students will also be expected to carry out an ethnographic field observation task and present their data to class for discussion. Invited guest speakers will add to the learning objectives of this course.

### **Assessment and Final Grade**

1. News Event Analysis	15%
2. Multi-platform News Package	20%
3. Phonography Travel Magazine	25%
4. Shared Narratives	20%
5. Class Participation	20%
TOTAL	100%

### **Course Requirements**

#### **Phonography Travel Magazine**

Students will explore this medium as a way to share local news events experienced from travel co-curricular immersions in the United Kingdom as the news content. They will document their engagement at the activities using smartphone photography and compose FIVE original written news snippets of 300 words. The news snippets will be dominated by the visual mode compositionally and ideationally but supported succinctly with written text. Each news snip will be collated to produce a visual magazine of 1500-words exactly. The magazine will be graded according to a student's ability to develop articulate and descriptive new stories that recount the topic, whilst demonstrating comprehensive understanding of the readings from the course.

#### **News Event Analysis**



Students will select one current global news event and collect data on what is reported about this event in the United Kingdom across modes and mediums. The analysis will require a collection of data from two newspapers, two free-to-air television networks and one social media site. The analysis will cover the impact of 'fast news delivery' and 'in the door' approaches on content shaping and ethical inquiry both in the United Kingdom and internationally. Using news students will find a similar social event or issue from the previous decade making a critical comment about the socio-cultural context in what is captured, how it is told and interpreted. The analysis will be 850-words.

### **Multi-platform News Package**

Students will create two multi-platform news packages. The packages will demonstrate bi-media and tri-media skills by working across modes. The first package will be focused on a local news story and character profile. It will involve them in reporting on a sports talent from a sporting event that includes photography, a 2-minute video clip that involves a brief interview, and two social media posts (Twitter and Instagram). These data will be accompanied by a 250-word written narrative to create a multi-platform news report on a sporting event.

The second news package involves students in collecting film and audio data from one of the following sites listed below and develop a VR report that can be viewed using VR Goggles. (Goggles will be supplied by the instructor). Students will share their presentation in one of the classes.

### **Phonography Travel Magazine**

Students will explore this medium as a way to share local news events experienced from travel co-curricular immersions in the United Kingdom as the news content. They will document their engagement at the activities using smartphone photography and compose FIVE original written news snippets of 300 words. The news snippets will be dominated by the visual mode compositionally and ideationally but supported succinctly with written text. Each news snip will be collated to produce a visual magazine of 1500-words exactly. The magazine will be graded according to a student's ability to develop articulate and descriptive new stories that recount the topic, whilst demonstrating comprehensive understanding of the readings from the course.

### **Shared Narratives**

Students will select and analyze a series of images on a contemporary global issue used in online British News. They will then compare the way images are used on the same event in their home country. Students will deploy a framework for multimodal analysis of these items with a focus on attitude, evaluation and stance from a social-semiotic theoretical viewpoint. The presentation will also reflect how images and events are socially and culturally situated and the impact of 'view' on the transparency of truth in PR. They will present their work visually through as an individual 6-minute presentation using two visual mediums. The presentation will be graded according to a



student's ability to represent their analysis in a visually creative way, whilst demonstrating comprehensive understanding of the readings from the course.

### **Participation**

Participation is valued as meaningful contribution to tangible learning, utilizing resources and materials as part of the course. Meaningful contribution requires students to be prepared in advance of each class session and to have regular attendance. Students must clearly demonstrate they have engaged with the materials as directed, for example, through classroom discussions, online discussion boards, peer-to-peer feedback (after presentations), interaction with guest speakers, and attentiveness on co-curricular and outside-of-classroom activities. Participation is NOT the same as attending.

### **Attendance Policy**

Regular class attendance is required throughout the program, and all unexcused absences will result in a lower participation grade for any affected CIEE course. Due to the intensive schedules for Open Campus and Short Term programs, unexcused absences that constitute more than 10% of the total course will result in a written warning.

Students who transfer from one CIEE class to another during the add/drop period will not be considered absent from the first session(s) of their new class, provided they were marked present for the first session(s) of their original class. Otherwise, the absence(s) from the original class carry over to the new class and count against the grade in that class.

For CIEE classes, punctuality is critical to professional engagement in your studies. Students will be marked absent when 15-minutes or longer. Attendance policies also apply to any required co-curricular class excursion or event, as well as Internship, Service Learning or required field placement. Students who miss class for personal travel, including unforeseen delays that arise as a result of personal travel, will be marked as absent and unexcused. No make-up or re-sit opportunity will be provided.

Attendance policies also apply to any required class excursion, with the exception that some class excursions cannot accommodate. Students risk being marked as absent if they fail to be present at the appointed time. Unexcused absences will lead to the following penalties:

<i>Percentage of Total Course Hours Missed</i>	<i>Equivalent Number of Open Campus Semester classes</i>	<i>Minimum Penalty</i>
Up to 10%	1 practical class, or up to 2 content classes	Participation graded as per class requirements
10 – 20%	2 practical classes, or 3-4 content classes	Participation graded as per class requirements; <b>written warning</b>
More than 20%	3 practical classes, or 5 content classes	Automatic <b>course failure</b> , and possible expulsion

### Weekly Schedule

#### **Week 1**

#### **Orientation Week**

##### **Class 1:1**

##### **Convergent Journalism**

This opening lecture will introduce students to key terms that will be covered over the course and present an outline of the discourses and theoretical frames that will underpin their engagement in the principles of convergent journalism. It will also discuss the changing journalist–source relationship in a digital age. By the end of this lecture students will have been provided an opportunity to develop their understanding about how to apply these frameworks for their field work analyses and the opportunities and challenges for multi-platform journalism. Details of assessment one will also be discussed.

##### Readings:

Halpern, M. & Humphreys, L. (2016). Iphonography as an Emergent Art World, *New Media and Society*, (18)1, pp 62–81.

Lecheler, S. & Kruikemeier, S. (2015). Re-evaluating Journalistic Routines in a Digital Age: A Review of Research on the Use of Online Sources, *New Media and Society* (18)1, pp 156–171.

#### **Week 2**

##### **Class 2:1**

##### **News Values Analysis**

This lecture will introduce an approach for systematic examination of how verbal and visual resources occur in news discourse. It discusses notions around the how culturally important events are reported across modes and mediums in a British context. Students will also engage in reflecting on traditional discourse around the

view that news is provided information to an ill-informed world to current developing theories and perspectives of the role of news and what is considered newsworthy. By the end of the lecture students will have considered how news shapes and defines the 'truth' of a reported happening and viewers' evaluative stance on what is being told.

Readings:

Bednarak, M., & Caple, H. (2012). Killing Osama: A Case Study of Online News, Chapter 9, *News Discourse*. Oxford University Press: Australia.

Snow, J. (2015). *What makes the news Newsworthy: Position and Priority as Considerations in the Channel 4 News Room*. pp 185-189. in Piazza R., Haarman L., and Caborn, A. (ed.), *Values and Choices in Television Discourse. a View from Both Sides of the Screen*. Palgrave Macmillan: Australia.

**Class 2:2 Attitude, Evaluation and Stance in an Image**

Students will be guided through the process of analysing a series of images displayed in online British News deploying a framework for multimodal analysis. The focus of the analysis will be on attitude, evaluation and stance from a social-semiotic theoretical viewpoint. They will then share and discuss their analysis with the wider group and in doing so compare commonalities and differences.

Readings:

Bates, K. (2017). Examination of images as prompts in Australian standardised writing assessments: A case for recognising social and cultural disadvantage. *Social Semiotics*. pp 1-29. Taylor and Francis: United Kingdom.

Caple, H. & Knox J.S. (2015). A framework for the multimodal analysis of online news galleries: What makes a "good" picture gallery? *Social Semiotics*, 25(3), pp. 292–321.

**Class 2:3 Newsworthiness**

Students will deploy two set of inventories to analyze a standard current hard news story. Students research how the story is reported across modes and compare which aspects of the story are told and how. Students will then discuss the current news items illustrated in image in terms of the construal subjectivity risks that can occur with the minimalization of linguistic repertoires for news reporting.

Students will then compare their analysis with an archived news story on a similar topic from the previous decade and compare the devices that were used in the visual devices to construct newsworthiness. Students discuss the influence of culture and values on what is reported and how the story is composed using the inventory of linguistic devices constructing newsworthiness (Bednarek, 2016) and the inventory of visual devices constructing newsworthiness (Caple, 2016). Assessment two will be discussed in detail.

Reading:

Zappavigna, M. (2016). Social Media Photography: Construing subjectivity in Instagram Images, *Visual Communication* 15(3), pp 271–292.

### **Date Due for Submission of the News Event Analysis**

#### **Week 3**

##### **Class 3:1**

#### **Inter-Semiotic News Landscape**

This lecture will discuss the storytelling and story showing skills that journalists need in an intersemiotic news landscape where multi-platform journalism is seen as the new norm. The lecture will discuss notions of investigative practice that involves critical thinking and viewing. In a landscape that requires fluency in technology, research findings that argue employers still value skills which drive content quality while still using digital currency within a crowded news platform is also discussed. Details of the assessment three task will be discussed.

Reading:

Fletcher, R., Nielsen, R.K. (2018). Are People Incidentally Exposed to News on Social Media? A Comparative Analysis. *New Media and Society* (20)7, pp 2450–2468.

##### **Class 3:2**

#### **Digital Activism**

This workshop will continue the discussion on digital activism in age of digital universalism. The class will explore the opportunities and threats for big-data investigative journalism and the sustainability of confidentiality of sources. It will critically review incidents resulting from high profile stories such as the Snowden files to the Panama Papers. It will involve students in exploring the reporting of a contemporary issue and the activist angles taken by 'authors on the social media platform within a specific time frame.

Readings:

Kaun, A. (2018). Digital Activism: After the Hype, *New Media and Society* (20)6, pp 2099–2106.

O'Donnell, P., McKnight, D. and Este, J. (2012). *Journalism at the Speed of Bytes: Australian Newspapers in the 21st Century*, The Walkley Foundation / MEAA, Australian Research Council: Canberra.

Posetti, J. (2017). *Protecting Journalism Sources in the Digital Age*. United Nations Educational Scientific and Cultural Organisation, France.

**Class 3:3 Reporting News in Real Time**

This workshop will provide opportunities for students to attend a professional event in the city of London to collect data for writing news reports across modes. The session will involve attending the event in order to collect research and compose a podcast news report of the event. Data collection will contribute to assessment one.

Reading:

Nankervis, K. (2011). Pushing the Right Buttons? Training Television Journalists in the Digital Age, *Australian Journalism Review*, 33 (1). pp 199-130.

**Date Due for Submission of the Multi-News Package.**

**Week 4**

**Class 4:1 Feature Writing in a Multi-Semiotic Environment**

Students will attend a field site visit to report on a professional sporting session and conduct interviews (or similar) in view of writing an online match report. Students will transcribe their interviews and analyze content in terms of the ideational and interpersonal meaning enacted. Students will share the common cultural and social themes highlighted in their transcriptions. Students will compare how this type of event would be reported in their home country and propose reasons for the differences and similarities generated.

Reading:

Caple, H. (2016). *Results, resolve, reaction: Words, images and the functional structure of online match reports*, in *The Discourse of Sport: Analyses from Social Linguistics*, pp. 210 – 227.

**Class 4:2 Editions Battle Light News and Fake News**

The focus of this workshop is to discuss the fading notions of 'edition' newspapers in light of the 'always on live news reporting' and the risk of 'fake news' in the always on era. Students will debate how newspapers strategize their differentiation of validation and confirmation of breaking news, in the social media waves and the challenges for newsworthy and factual reporting that differentiates from the social media wave and the minimalistic design and maximized focus reporting which uses AI technology (<https://ia.net/>).

Students compare and contrast episodes from archived social media news on past significant events. Students form pairs and evaluate an online magazine. They then summate the key points of their discussion to the wider group.

Readings:

Picard, R.G. (2010). *Value Creation and the Future of News Organisations: Why and How Journalism Must Change to Remain Relevant in the 21st Century*. Ch1 in, *An Industry in Turmoil*. Media XXI: Barcelona.

Tandoc, E.C., Ling, R., Westlund, O., Duffy, A., Goh, D and L.M.Wei. (2017). Audiences' Acts of Authentication in the Age of Fake News: A Conceptual Framework, *New Media and Society* 20(8), pp 2745–2763.

<http://www.walkleys.com/partner/news-corp-australia/7141/>

<https://medium.com/the-walkley-magazine>

**Class 4:3 Finding Common Ground**

Students undertake on a meta comparative analysis of the most recent set of Saturday Morning papers and deploy the previously implemented frameworks and theoretical notions to discuss the common ground across the featured stories, the evaluative and judgement stances projected and how the publications compose / compete / link their features across social media multi-platforms.

**Date Due for Submission of the Phonography Travel Magazine**

**Week 5**

**Class 5:1 Visual Journalism and Immersive Journalistic Experiences**

Immersive journalism is a recent trend in the production of news using virtual reality. This approach provides opportunities for viewers to experience the

incidents or situations depicted in the news reports and documentary films to place people in the context of the news story that has taken place. The terms 'immersive' and 'experiential' will be discussed and what this approach means in a futures focused journalism industry. To address this issue, students will form expert groups and view one of the stimuli provided to feedback three top tips to consider for their portfolio to the wider group.

Readings:

[BBC Journalism Academy](http://www.bbc.co.uk/academy/journalism/skills/multimedia-journalism/article/art20141219140730868) Multimedia Skills Accessed at:  
<http://www.bbc.co.uk/academy/journalism/skills/multimedia-journalism/article/art20141219140730868>

**Class 5:2      Evolving Journalism Traditions for Contemporary Times**

Traditional journalism in terms of the attempts to create a connection between the readers and the news story is discussed. Understandings that this approach to journalism focuses on making a connection of the viewer with the story being shown or told. Immersive Journalism (IJ) is further discussed and the promises of IJ to place users closer to a story than any traditional platform is debated. Use of smart phones to capture data for news story and using virtual reality goggles is experienced.

**Class 5:3      Journalism and User Cognition**

The active aspects of immersion and the dynamic relationship with user cognition are discussed. Students then organise their co-curricular for story data collection. The data will contribute to assessment three and details about process and procedures will be explained in this class.

Students will be involved in collecting data for their narrative news package using iPhone technology. An on-site group reflection meeting will follow for critically reviewing the importance of immersion experiences in news reporting from the sociocultural perspective.

Reading:

Shin, D and Biocca, F. (2017). Exploring Immersive Experience in Journalism, *New Media and Society* 20(8), pp 2800–2823.

**Week 6**



**Class 6:1 Local News Reporting**

Students participate in a co-curricular and will be involved in collecting data for their narrative news package using Smartphone and drone technology. They will interview a local photographer and engage in a flying camera experience for collecting Heli-Camera bridge images.

**Class 6.2 Sub-Culture News Reporting**

Students will collect multiple local newspaper clippings and evaluate the content in terms of representational, interactional and compositional functions. A comparative analysis in terms of what and how the 'news' are reported is discussed underpinned by visual and socio-cultural theories. The way images are used to instantiate meaning is analyzed using a visual framework.

Reading:

Bates, K. (2017). Examination of images as prompts in Australian standardised writing assessments: A case for recognising social and cultural disadvantage. *Social Semiotics*. pp 1-29. Taylor and Francis: United Kingdom.

<http://dx.doi.org/10.1080/10350330.2017.1292629>

**Class 6:3 Application of Knowledge**

Students present their 10-minute writing to image analysis in a tutorial presentation.

**Date Due for Submission of the Shared Narrative Assessment**

**Course Materials**

**Readings**

Bates, K. (2017). Examination of images as prompts in Australian standardised writing assessments: A case for recognising social and cultural disadvantage. *Social Semiotics*. pp 1-29. Taylor and Francis: United Kingdom.

<http://dx.doi.org/10.1080/10350330.2017.1292629>

Bednarak, M., and Caple, H. (2012). *Killing Osama: A Case Study of Online News, Ch 9, News Discourse*. Oxford University Press: Australia.

Caple, H. (2010a). What you see and what you get: the evolving role of news photographs in an Australian broadsheet, in Rupar, V. (Ed.), *Journalism and meaning-making: Reading the Newspaper*, pp. 199 – 220, Original, Hampton Press: Cresskill, NJ.

- Caple, H. (2010b). Doubling-up: allusion and bonding in multi-semiotic news stories, pp. 111 – 133, Bednarek M., Martin J.R. (ed.), *New Discourse on Language: Functional Perspectives on Multimodality, Identity, and Affiliation*, Original Continuum: London.
- Caple, H. (2016c). *Results, resolve, reaction: Words, images and the functional structure of online match reports*, in *The Discourse of Sport: Analyses from Social Linguistics*, pp. 210 – 227.
- Caple, H., and Knox, J.S. (2012). Online news galleries, photojournalism and the photo essay. *Visual Communication* 11(2), pp 207-236.
- Caple, H. and Knox J.S. (2015). A framework for the multimodal analysis of online news galleries: What makes a “good” picture gallery? *Social Semiotics*, 25(3), pp. 292- 321.
- Flether, R., Nielsen, R.K. (2018). Are People Incidentally Exposed to News on Social Media? A Comparative Analysis. *New Media and Society* (20)7, pp 2450–2468.
- Halpern, M. & Humphreys, L. (2016). Iphonography as an Emergent Art World, *New Media and Society*, (18)1, pp 62–81.
- Kaun, A. (2018). Digital Activism: After the Hype, *New Media and Society* (20)6, pp 2099–2106.
- Lecheler, S. & Kruikemeier, S. (2015). Re-evaluating Journalistic Routines in a Digital Age: A Review of Research on the Use of Online Sources, *New Media and Society* (18)1, pp 156–171.
- Nankervis, K. (2011). Pushing the Right Buttons? Training Television Journalists in the Digital Age. *Australian Journalism Review*, 33(1). pp 199-130.
- O’Donnell, P., McKnight, D. and Este, J. (2012). Journalism at the Speed of Bytes: Australian Newspapers in the 21st Century, *The Walkley Foundation/MEAA*, Australian Research Council: Canberra.
- Picard, R.G. (2010). *Value Creation and the Future of News Organisations: Why and How Journalism Must Change to Remain Relevant in the 21st Century*. Ch1 in, *An Industry in Turmoil*. Media XXI: Barcelona.
- Posetti, J. (2017). *Protecting Journalism Sources in the Digital Age*. United Nations Educational Scientific and Cultural Organisation, France.
- Shin, D and Biocca, F. (2017). Exploring Immersive Experience in Journalism, *New Media and Society* 20(8), pp 2800–2823.
- Snow, J. (2015). *What makes the news Newsworthy: Position and Priority as Considerations in the Channel 4 News Room*. pp 185-189. in Piazza R., Haarman L., and Caborn, A. (ed.), *Values and Choices in Television Discourse. A View from Both Sides of the Screen*. Palgrave Macmillan: Australia.
- Tandoc, E.C., Ling, R., Westlund, O., Duffy, A., Goh, D and L.M.Wei. (2017). Audiences’ Acts of Authentication in the Age of Fake News: A Conceptual Framework, *New Media and Society* 20(8), pp 2745–2763.
- Zappavigna, M. (2016). Social Media Photography: Construing subjectivity in Instagram Images, *Visual Communication* 15(3). Pp 271-292.



### Online Resources

<https://www.newsvaluesanalysis.com/what-is-dnva/>

<https://www.newsvaluesanalysis.com/wp-content/uploads/2017/08/Bednarek-2016-Inventory-of-linguistic-devices-constructing-newsworthiness.pdf>

<https://www.newsvaluesanalysis.com/wp-content/uploads/2017/08/Caple-2016-Inventory-of-visual-devices-constructing-newsworthiness.pdf>

<https://medium.com/the-walkley-magazine/protecting-sources-in-the-digital-age-3aa5959abeb>

Mobile Journalism Tips: Get your Mojo Working:

<http://www.bbc.co.uk/academy/journalism/article/art20161012171047783>

<https://www.theguardian.com/uk>

<http://www.bbc.co.uk>