

Journalism 446/846 | Mosaic | Section 001 | Fall 2016

10:30-12:20 p.m.
Mondays and Wednesdays
Room 120 and Room 29
Andersen Hall

*“... identity is no longer based on territory.
The world community is small and
interconnected. We are all living in one big
town.”*

*Mary Pipher,
The Middle of Everywhere*

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*“In almost every generation, nativists portrayed new
immigrants as not fit to become real Americans: they were
too infected by Catholicism, monarchism, anarchism, Islam,
criminal tendencies, defective genes, mongrel bloodlines, or
some other alien virus to become free men and women in
our democratic society. Again and again, the new
immigrants or their children and grandchildren proved
them wrong.”*

*Peter Schrag,
Not Fit for Our Society: Immigration and Nativism
in America*

Office hours:
Tuesdays, 11 a.m.-1 p.m.
Wednesdays, 12:30-1:30 p.m.
Or by appointment

Welcome to Mosaic. In this class you will create and produce news and information for and about Nebraska's New Americans – refugees and immigrants. In the process, you will learn how to engage with and better understand diverse audiences. The stories you tell will be presented on our website, Nebraska Mosaic at www.nemosaic.org.

This class satisfies your ACE 10 requirement. This means that this class requires you to exhibit the knowledge and skills you have acquired in your time at the College of Journalism and Mass Communications by generating “a creative or scholarly product that requires broad knowledge, appropriate technical proficiency, information collection, synthesis, interpretation, presentation and reflection.” Your published work and portfolio will constitute that product.

REQUIREMENTS

The Middle of Everywhere, by Mary Pipher

Overcoming Bias: A Journalist's Guide to Culture and Context, by Sue Ellen Christian

The New York Times, which you will read regularly to stay current on national and international news of refugees. (Free copies are available at the J-school.)

You also will be required to stay current with the Nebraska Mosaic website, meaning you must read and view not only your work but also that of your classmates.

All of your writing assignments must conform to AP style, and your grade will suffer if they do not. This means you would be wise to acquire, if you don't already have one, a recent edition of *The Associated Press Stylebook* or an online subscription will be helpful.

Please have personal accounts opened in all of these as soon as possible:

- Google Drive
- Twitter
- Facebook
- Diigo – a social bookmarking site.

You should bring a laptop to each class until further notice.

PREREQUISITES

This is your capstone course so it should be among your final journalism skills courses. Required pre-reqs: JOUR 202 and 302 or, if you are a broadcast major, BRDC 369 and 370.

STUDENT EXPECTATIONS

Follow these and you'll have a much richer and rewarding educational experience:

Give your full attention. I work hard to create engaging and interesting lectures and in-class activities, including arranging for guest speakers. In return, I ask that you give your full attention to me, guest speakers and your fellow students at all times. At the beginning of each class, I will give a signal that means all laptops must be closed, all desk computers off and all phones turned off. Please abide by this so you and your neighbors will not be distracted and can focus on any presentations, exercises and discussions.

We will be using the computers in the class, but only during designated times. If you want to take notes during class, which I strongly suggest, I encourage you to use paper notebooks.

Come to class. This class will run more like a newsroom than a class. This means that attendance is critical for you to succeed (I cannot fire you, but you can certainly earn a poor grade). Plus, skills are best learned through regular participation. I allow no makeup of missed class work, so absences and tardiness can greatly affect your grade, not to mention your level of learning. Obviously, life happens, so you may have good reason to be absent. In that case, please at least send me an email.

And please be on time to class. Being late is unprofessional. It also is rude to me and others when you arrive late and interrupt the class.

Come to class fully prepared. When readings or videos are assigned, you should have carefully read them (or watched them) and be prepared to elaborate on main points

during class discussions. I'm not planning to require reading quizzes, but if it becomes apparent that you aren't reading the material before class, I may institute quizzes.

COURSE GOALS

The goal of this course is to provide a holistic way for you to practice and use the concepts and skills you've learned in this college to engage and inform a niche audience. With an established website, social media platforms and audience, this course becomes the perfect lab for you to explore ways to create news that will meaningfully engage a diverse audience, namely refugees and immigrants in the city of Lincoln and greater Nebraska.

You will study the following:

- International migration — the global, national and local history of refugees, the role of religion or navigating in a foreign language and culture, to cite just a few examples.
- Strategies for embracing a more inclusive and open-minded approach to covering a multicultural society.
- Methods and concepts of news engagement in a digital world.
- The essentials of high-quality journalism and story-telling across all platforms.

CLASS STRUCTURE

What we do in class will vary each week; it will be a mix of lecture, class discussion (which you will lead) and newsroom practicum, in which you – as a class – will plan coverage, develop engagement strategies and get stories and social media content ready for publication.

During the production part of the course, you will take turns either operating as a reporter or an editor.

Reporters will be responsible for the following:

- Developing and pitching story ideas.
- Determining how best to tell those stories. Not every story has to be a text story. Some stories might be better told through video or graphics, etc.
- Reporting for stories.
- Shooting a variety of photos for the stories and editing them for publication.
- Creating social media posts to promote stories.

Editors will be responsible for the following:

- Running story meetings and helping decide news coverage.
- Editing stories, including approving headlines and subheads.
- Editing social posts and scheduling them for publication.
- Creating social posts for archived stories.
- Creating a weekly e-newsletter, which will be posted on social channels and on the website, in addition to being emailed.
- Creating weekly analytics reports and sharing them.

STORIES FOR MOSAIC

All stories done for Mosaic should be fully reported and multi-sourced. Before pitching story ideas, it is your responsibility to check the website to make sure your story ideas have not already been covered by previous students. My suggestion: Search the site several times using a variety of key words.

You have the choice, on each of individual assignments, of telling the story via text, photography or video – or some other way that makes sense for the story you want to tell. I'm open to new ways of storytelling and am willing to consider other possibilities. No matter what platform you choose, however, you are required to provide a selection of photographs for every assignment (you should carry a camera with you for every interview). Each time one of your stories is published, you are responsible for creating social media posts to be used on Facebook and Twitter.

- Your first story for Mosaic will be a contributor self-portrait. This is your family's immigration story. Where did your family originate? When did your ancestors arrive in the U.S.? Why did they come? What hardships, if any, did they endure? And so on. If you are from a foreign country, you should include what brought you to the U.S. Our website contains the self-portraits of the students who have preceded you at <http://cojmc.unl.edu/mosaic/contributors/>. Check them out.
- Your second story will be of your choosing but must cover something of interest to our audience. In the coming weeks we will talk about strategies for developing solid story ideas – and part of the goal of your group project, outlined below, will be to help you brainstorm ideas.
- Newsletters will be compiled each week by those who are editors.
- Everyone will work together on a final, multimedia project. This project will consist of multiple stories centered on a single theme. You will be assigned different story components, which may include text, video, infographics, audio, slideshows and other multimedia. This project will be discussed in greater detail as the semester progresses.

GROUP PROJECT

You will be assigned this project at the beginning of the semester. Think of this project as a fact-finding mission. The goal is two-fold: 1) Determine some specific ways to increase the audience for Mosaic; and 2) explore the common problems refugees share in order to develop stories that are meaningful to them. In other words, what topics would refugees and immigrants like to see Mosaic explore. You will reach these conclusions through personal interviews with refugees and the people who help them. You will develop some specific ideas about how to better serve the Mosaic audience through news coverage and engagement strategies and present your ideas to the class.

As part of this fact-finding and brainstorming process, you will be introduced to the concept of "solutions journalism." You will be studying this concept through readings and discussions with Holly Wise, a professor at Texas State University, a member of the [Solutions Journalism Network](#) who will be in Lincoln during the first week of classes.

As a class, you will decide upon best strategies and how to implement them – and you will have a \$200 budget that has been graciously provided by a local donor. After conducting research in the community and studying engagement concepts, you – as a group – will decide how best to use the money to finance engagement methods, subject to the instructor's approval.

You will have to determine how to measure and analyze the effectiveness of your ideas to prompt better engagement and increased audience. You will be expected to document your findings in an end-of-semester report and presentation that we will present to the donor.

PORTFOLIOS

An important aspect of a capstone course is reflection. You will compile a portfolio that both highlights your work throughout the semester and your reflections on your learning. You'll complete the portfolio in three parts.

As a result of this assignment, it's important to keep track of your work during the semester so that you can clearly demonstrate through examples what you have learned and reflect upon it. For example, you might consider screenshotting a social post to discuss its success or lack thereof and your conjectures. Or a before-and-after look at a story you edited. Or you might include examples of a lede of a story that you improved from the first attempt. Or how you used mark up a story to show how you used transitions and story focus to create a tight narrative. These are just examples for you to think about; we will discuss this portfolio in more depth as the semester progresses.

My hope is that you could also incorporate this portfolio – or parts of it – in the materials you use in your job searches. I think prospective employers would be interested to read your discussions of journalism, particularly those relating to diverse audiences, news engagement, social media and analytics.

REFLECTION PAPERS

You also will write periodic reflections on the assigned readings. See the schedule for deadlines. These must be uploaded to Blackboard as a Word document (one page, single-spaced). Most often you will be answering specific questions or prompts, but not always. My hope is that you can start making connections between the readings, the class discussions and the reporting and publication process

HOOTSUITE

The college has worked out a special contract with HootSuite to allow us to upgrade to a Pro Account. Through this special designation, our class will have access to a full range of analytics as well as the ability to use the platform as a team. This designation also allows you to receive social media certification at a reduced rate (\$99). More details on this to come.

SLACK

We will be test-driving Slack, a messaging and project management app, to keep in communication, particularly during the newsroom/production phases of the course. You'll be receiving an email invitation – so watch for it. Slack also should prove useful for your group work. Many newsrooms use it.

GRADING

Reflections, pitches, stories and the portfolio will have a posted rubric (on Blackboard) with grading criteria so you will know what is expected. You will earn letter grades for all your work based on the following:

- 10 percent for reflection papers
- 15 percent for group fact-finding project (research results + final report)
- 20 percent for pitches
- 55 percent for portfolios, stories and newsletters

COURSE GRADING SCALE:

A+ = 97-100	B+ = 87-89	C+ = 77-79	D+ = 67-69
A = 94-96	B = 84-86	C = 74-76	D = 64-66
A- = 90-93	B- = 80-83	C- = 70-73	D- = 60-63 F = 59/below

ACADEMIC INTEGRITY

In this college, we take ethics very seriously. As an aspiring journalist, you are expected to demonstrate integrity and follow the Society of Professional Journalists Code of Ethics. In the classroom, that means also following the UNL Student Code of Conduct as outlined in the UNL Bulletin. Plagiarism generally results in firing in the journalism profession. Students who plagiarize or fabricate material may receive a failing grade on an assignment or for an entire course and may be reported to the Student Judicial Review Board. The work a student submits in a class must be the student's own work and must be work completed for that particular class and assignment. Students wishing to build on an old project or work on a similar project in two classes must discuss this with both professors.

Academic dishonesty includes:

- Handing in another's work or part of another's work as your own.
- Fabricating quotes, interviews or other material for any content you submit in this class.
- Turning in one of your old papers (including something you wrote in high school) for a current class.
- Turning in the same or similar paper for two different classes.
- Using notes or other study aids or otherwise obtaining another's answers for a quiz or an examination.

Anything and everything you include in your papers that comes from another source must be attributed with proper citation. That includes ideas and opinions. Plagiarism consists of using phrases, sentences or paragraphs from any source and republishing them without alteration or attribution. The sources include, but are not limited to, books, magazines, newspapers, television or radio reports, websites and other students' papers.

STUDENTS WITH DISABILITIES

Students with disabilities are encouraged to contact the instructor for a confidential discussion of their individual needs for academic accommodation. It is the policy of the University of Nebraska-Lincoln to provide flexible and individualized accommodation to students with documented disabilities that may affect their ability to fully participate in course activities or

meet course requirements. To receive accommodation services, students must be registered with the Services for Students with Disabilities (SSD) office, 132 Canfield Administration, 472-3787 voice or TTY.

DIVERSITY

The College of Journalism and Mass Communications values diversity, in the broadest sense of the word – gender, age, race, ethnicity, nationality, income, religion, education, geographic, physical and mental ability or disability, sexual orientation. We recognize that understanding and incorporating diversity in the curriculum enables us to prepare our students for careers as professional communicators in a global society. As communicators, we understand that journalism, advertising and other forms of strategic communication must reflect society in order to be effective and reliable. We fail as journalists if we are not accurate in our written, spoken and visual reports; including diverse voices and perspectives improves our accuracy and truthfulness. In advertising, we cannot succeed if we do not understand the value of or know how to create advertising that reflects a diverse society and, thus, appeals to broader audiences.

ACEJMC COMPETENCIES

The CoJMC is accredited by the Accrediting Council on Education in Journalism and Mass Communications (ACEJMC), whose mission is “to foster and encourage excellence and high standards in professional education in journalism and mass communications.” ACEJMC recommends that all of you be aware of certain core values and competencies, a number of which will be addressed in this class:

- Writing. You will write text articles, captions, video scripts, story pitches.
- Diversity. Your journalistic work in this course will focus primarily on communities of people new to Nebraska and to the United States. These people will be the subjects of your articles as well as your expected audience.
- Critical thinking. You will be expected to think critically about the creation of journalistic content that is helpful and informative, and you will be expected to learn how to navigate communities different from your own.

COURSE SCHEDULE

(Warning: This is subject to change; additional exercises and readings may be added and due dates may be changed. If things change, I will alert you and post a revised schedule.)

<p>Mon., Aug. 22</p> <p>Read for Wednesday:</p> <ul style="list-style-type: none">• The news we need to hear• Immigrants welcome here• Where refugees go in America• <i>Solutions Journalism Toolkit</i> (Blackboard > Course documents > Reading)• Inherited from ancestors: Work ethic• A family tradition comes to an end	<p>Wed., Aug. 24</p> <p>Discuss: Solutions journalism and story ideas</p> <p>Read for Monday:</p> <ul style="list-style-type: none">• <i>Nebraska Mosaic</i> magazine• What is community engagement?• <i>Engagement Resource for Newsrooms</i> (Blackboard > Course documents > Reading)• Familiarize yourself with this website: Refugee Resettlement Program• Familiarize yourself with this: Center for People in Need resource handbook
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<p>Mon., Aug. 29</p> <p>Reflection due by class time</p> <p>Discuss: Come with questions for guest speaker: Karen Parde, state refugee coordinator.</p> <p>Read for this week:</p> <ul style="list-style-type: none"> • Chapters 1-4, <i>Everywhere</i> • Chapters 1 and 2, <i>Bias</i> • A Karen family arrives in Lincoln. • Iraqi refugees bring chai time to U.S. • Unlikely love story • Faiths 'Americanize' after resettlement. 	<p>Wed., Aug. 31</p> <p>Discuss: Readings, engagement and story ideas</p> <p>Leader:</p>
<p>Mon., Sept. 5 NO CLASS</p>	<p>Wed., Sept. 7</p> <p>Reflection due by class time.</p> <p>Contributor story due by class time. <i>Bring two hard copies of contributor story with you to class.</i></p> <p>Discuss: Readings and revision</p> <p>Leader:</p> <p>Read for Monday:</p> <ul style="list-style-type: none"> • Cooling down from Mary Pipher's <i>Writing to Change the World</i>. • Nine photocomposition tips • 35 maps that explain how America is a nation of immigrants • The Refugee Project. • Refugee 101. • What's happened to history's refugees? • The refugee process in a graphic • Refugees' journey: a long, difficult process • Where Nebraska's refugees come from

<p>Mon., Sept. 12</p> <p>Reflection due by class time.</p> <p>Revised contributor story due by class time.</p> <p>Story ideas due. Be prepared to discuss them in class.</p> <p>Discuss: Readings, story ideas and photography</p> <p>Leader:</p> <p>Read for this week:</p> <ul style="list-style-type: none"> • Chapters 5 and 6 in <i>Everywhere</i> • Listening for newsrooms and communities • <i>Reach new and non-traditional publics</i> (Blackboard > Course documents > Reading) • Top 10 reasons to become a U.S. citizen. • 13 simple journalist techniques for effective interviews. • 10 interview tips from a reporter scared of reporting. • Hints for good interviewing. • Appendix 1 in <i>Everywhere</i> 	<p>Wed., Sept. 14</p> <p>Photos due by class time.</p> <p>Reporters: Pitches due; start reporting.</p> <p>Discuss: Readings, photo editing and uploading to the Mosaic CMS.</p>
<p>Mon., Sept. 19</p> <p>Reflection due by class time.</p> <p>Reporters: Come prepared to talk about your pitched stories and any updates.</p> <p>Editors: Newsletter, social posts due AND look through pitches and be prepared to run a story meeting.</p> <p>Group update</p> <p>Discuss: Readings, interviewing and newsletters.</p> <p>Read for Wednesday:</p> <ul style="list-style-type: none"> • Metrics, metrics everywhere • Think audiences • Going beyond page views 	<p>Wed., Sept. 21</p> <p>Discuss: Readings, newsletters and analytics,</p> <p>Leader:</p>

<p>Mon., Sept. 26 Newsroom</p> <p>Reporters: Stories due to shared folder by class time.</p> <p>Editors: Newsletter, social posts due</p> <p>Reading for the week:</p> <ul style="list-style-type: none"> • Chap. 7 + 8, <i>Everywhere</i> • Chap. 3-5, <i>Bias</i> • Watch these short videos: <ul style="list-style-type: none"> ○ Bhutanese refugee Chabi Neopaney. ○ Bhutanese refugee Kumar Gurung. ○ Burmese refugee Yamin Nyi Chay. ○ Burmese refugee Myo Myint. And read this additional information about him. 	<p>Wed., Sept. 28 Newsroom</p>
<p>Mon., Oct. 3 Newsroom</p> <p>Reflection due at class time</p> <p>Groups: Come prepared to work on engagement ideas and project ideas.</p> <p>Discuss: Readings</p> <p>Leader:</p> <p>Read for this week:</p> <ul style="list-style-type: none"> • Chap. 9 + 10, <i>Everywhere</i> • Chap 6, <i>Bias</i> • Yazidis settle in Nebraska • Watch these short videos: <ul style="list-style-type: none"> ○ Iraqi refugee Nagham Saady ○ Iraqi refugee Sahar Aldurobi ○ Ethiopian refugee Tegegne Feyissa. ○ Eritrean refugee Samson Ghilu. 	<p>Wed., Oct. 5 Newsroom</p> <p>Groups: Come prepared to discuss engagement ideas and project ideas.</p> <p>Reporters: Pitches due by midnight Wednesday.</p>

<p>Mon., Oct. 10 Newsroom</p> <p>Reflection due at class time</p> <p>Part 1 of portfolio due at class time</p> <p>Reporters: Come prepared to talk about your pitched stories and any updates.</p> <p>Editors: Look through pitches and be prepared to run a story meeting.</p> <p>Group update: Where have you been, who have you talked to and what's next?</p>	<p>Wed., Oct. 12 Newsroom</p> <p>Discuss: Readings</p> <p>Leader:</p>
<p>Mon., Oct. 17 NO CLASS Fall break</p>	<p>Wed., Oct. 19 Newsroom</p>
<p>Mon., Oct. 24 Newsroom</p> <p>Reporters: Stories + social due</p> <p>Editors: Newsletters + social due</p> <p>Read for this week:</p> <ul style="list-style-type: none"> • Chap. 11 + 12 + Coda, <i>Everywhere</i> • Chap. 8 + 9, <i>Bias</i> 	<p>Wed., Oct. 26 Newsroom</p>
<p>Mon., Oct. 31 Newsroom</p> <p>Reflection due at class time</p> <p>Editors: newsletters + social due</p> <p>Discuss: Readings/work on project</p> <p>Leader:</p> <p>Read for this week: Chap. 10, <i>Bias</i></p>	<p>Wed., Nov. 2 Newsroom</p>

<p>Mon., Nov. 7 Newsroom</p> <p>Reflection due at class time</p> <p>Part 2 of Portfolio due at class time</p> <p>Discuss reading:</p> <p>Leader:</p>	<p>Wed., Nov. 9 Newsroom</p>
<p>Mon., Nov. 14 Newsroom</p>	<p>Wed., Nov. 16 Newsroom</p>
<p>Mon., Nov. 21 Newsroom</p>	<p>Wed., Nov. 23 NO CLASS Thanksgiving holiday</p>
<p>Mon., Nov. 28 Newsroom</p>	<p>Wed., Nov. 30 Newsroom</p>
<p>Mon., Dec. 5 Newsroom</p> <p>All project stories due.</p>	<p>Wed., Dec. 7</p> <p>Presentation for donor on engagement strategies.</p> <p>Part 3 of Portfolio uploaded to Blackboard by 5 p.m., Friday, Dec. 9.</p> <p>Course wrap up/online evaluations.</p>