THE GRADUATE SCHOOL OF JOURNALISM

THE CITY UNIVERSITY OF NEW YORK

PROPOSAL

MASTER OF ARTS

IN SOCIAL JOURNALISM

Approved by Dean Sarah Bartlett and members of the CUNY Graduate School of Journalism Governance Council on May 24, 2014

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Proposal for a Master of Arts Degree in Social Journalism

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The Graduate School of Journalism
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Proposal for a Master of Arts Degree in Social Journalism

I. Purposes and Goals

The CUNY Graduate School of Journalism proposes to establish a Master of Arts degree in Social Journalism — the practice and study of informed and engaged communities — to offer alongside its existing MA in Journalism and MA and Certificate in Entrepreneurial Journalism. Our plan is to enroll a first cohort of 10 students in 2015, with enrollment projected to increase gradually to 40 students over the next five years.

We see the need and opportunity to meet journalism’s mission of informing communities in new ways using the new tools afforded by the internet, resetting the profession’s relationship with the public and shifting its focus from content toward service. We will teach the eternal verities of journalism that are a hallmark of our school alongside new skills for which we have found demand in the market. We also hope to have an impact on the culture and economics of the news industry, helping companies recognize the value of stronger relationships with members of the public.

The proposed, 33-credit master’s program will offer two semesters of classes and workshops, outlined below, and an intense practicum in which students work in their chosen communities, building services and business around them.

The new masters is highly complementary to the journalism school’s existing programs. Indeed, we believe this degree meets a need not being met by any journalism school in the country, including our own. We hope the program will have a positive impact on the curricula of journalism schools, bringing public engagement into the discussion about the field’s future.

Our thinking behind this degree begins with the belief that news must reach past the limitations
of mass media and the notion that we are in the business principally of manufacturing content. Journalism is properly conceived of as a service that helps people organize their knowledge and their communities. As a service, journalism can and must build relationships with members of the public, understanding their needs and wants and measuring success based on the outcomes they are able to achieve.

To perform that service, journalists must come to know people as individuals, not as a mass — and that has been made possible, at last, by the internet. Journalists must give people reasons to reveal themselves so that news organizations may deliver relevance and value in return. They must understand how to listen to the public before speaking. They need to recognize that people will use the tools the internet has brought them to share information and make connections on their own, without mediators — that is, without media as gatekeepers. Journalists will add value to that flow by asking the questions and getting the answers not already there — that is, by reporting — and by confirming facts, correcting errors, defusing rumors, and adding context and explanation through narrative; these are classic roles of journalism now made possible with new tools, in new forms.

Journalists have the opportunity to explore other new roles enabled by technology:

- listening to the flow of conversation online to discern and fulfill communities’ information needs and to find news;
- gathering and analyzing data — signals — about people to better know and serve them;
- discovering, curating, and confirming reports, including photos and videos, from witnesses to news and members of communities as new ways to report;
- enabling collaborative journalistic endeavors by and with members of a community;
- connecting people with each other via social tools;
- adapting or utilizing platforms to allow communities to share information and make connections on their own;
- organizing communities to work together for a goal — whether crowdsourcing journalism or taking action; and
- recognizing that the people formerly known as the audience — as Prof. Jay Rosen has said — provide journalists with a means of distribution of news and information via
These are the skills we will concentrate on in this new degree program, organized according to four pillars:

- **listening** — starting with the public to hear and discern its goals and needs; and
- **journalism** — that is, gathering and providing information the public needs;
- **data** — as a tool to listen to the public, gather news from and with the public, present information, and measure impact;
- **technology** — working with the social-media tools the public uses and new ones to come and also adapting them as platforms for public information.

In addition, the program provides students with basic business training and is capped with an intense practicum in which students find, listen to, and serve and then measure their impact on a specific community.

The school’s current journalism curriculum includes many of these skills, but not at depth because teaching journalism today emphasizes the skills of reporting and writing narrative. The current curriculum is also burdened with the task of teaching a constant flow of new media tools and skills. The journalism degree starts with content. The engagement degree will start with the public and with the skills of interaction and service. They will overlap somewhat, with the engagement curriculum including the skills of reporting and imparting information and the journalism curriculum teaching social skills. Indeed, the presence of each program will enhance and influence the other, bringing new skills and levels of expertise to the faculty and creating more elective opportunities for students in each program. But we have decided to create a separate degree and curriculum because the skills needed today are distinct and require greater depth than what we can teach in a single program.

The social journalism degree will bring in new disciplines to the school. Some of the pioneers in social media in news organizations such as the Guardian and in technology companies such as Google come from social anthropology. The new program’s faculty will include expertise in data gathering and analysis. We will call upon the experience of community organizers, especially their ability to listen to and serve communities’ needs. We will bring in technology experts and
programmers to teach some skills. We will call upon and, where needed, augment the journalism program’s resources in teaching reporting, media tools, and the business of media. The program will hire a full-time director who has demonstrated expertise in engaging and serving communities. Some courses will be taught by our current journalism faculty. The rest will be drawn from the extraordinary pool of potential adjuncts who are practicing different aspects of social journalism in the New York metropolitan region, as we will require a wide range of fast-evolving skills. We will also call upon expertise from an advisory board to be established across disciplines and related industries.

It should be noted that the program will not include instruction in public relations and brand marketing, though some of the skills outlined above are also used in those fields today. This program is designed to produce social journalists whose mission is to help communities discern and fulfill their own needs and meet their own goals, not to serve the economic interests of brands and marketers. The work of these journalists will continue to be supported in great measure by advertising revenue as well as income from commerce, events, data analysis, membership, and in some cases philanthropy, and so our students must understand the economic underpinnings of the field and be qualified to manage their enterprises as entrepreneurs. But we will make clear that this is not a marketing communications degree.

This new program will work closely with the journalism school’s Tow-Knight Center for Entrepreneurial Journalism and will follow its model in providing research and leadership alongside education. As this is a new and constantly changing field, it will be beneficial to the program to use research to stay current and to inform ongoing curriculum development and the work of faculty and students. As a pioneer in the field, it will also be important for the school to provide leadership in the industry, helping news organizations new and old to understand and see the value of building new relationships with the public and grappling with questions such as the ethics of engagement in news and the business sustainability of informing and engaging communities.

The program will build strong ties with Silicon Valley but also has a great advantage in being based in New York, where many startups — such as Tumblr — are crossing the line between
content and engagement and where many California technology companies — including LinkedIn, Google, Twitter, Word Press, and Yahoo — now have large outposts to enable connections with the media industry. The City now boasts the second-largest pool of technology venture investment after Northern California and so we will have a ready supply of experts, teachers, and mentors. The new program will build upon the strong ties the entrepreneurial journalism program has established with New York’s startup scene. The program will also take advantage of the work already being done by the Tow-Knight Center in fostering sustainable news ecosystems in communities in the City and New Jersey, using some of those communities as classrooms.

II. Need and Justification for the Program

In our preliminary feasibility research, we have found strong endorsement of the need for such a degree and of the hiring potential for its graduates (see appendix for letters from industry professionals). Meg Pickard, a social anthropologist who established the Guardian’s leadership in interactivity and social media and now consults to the industry, called the degree “immensely exciting,” observing that existing programs are “well-established in teaching the ‘what’ and ‘how’ of journalism with not much emphasis on the ‘why.’” That is, Pickard believes this program will address communities’ own motives and needs. She noted that the industry needs journalists skilled in serving communities, creating relationships, and adapting tools that communities use, such as Guardian Witness, a crowdsourcing platform; Storify, a means of capturing conversations as content; and Kinja, a comment-cum-creation tool for the public. She applauded our plans to include an intense practicum in the field as in her seven years of hiring, she found that experience working directly with communities is missing in the talent pool. She endorsed coverage of the ethics of community engagement as well as business and legal considerations.

Kate Day, who was engagement and social media editor of London’s Telegraph before taking on responsibility for all digital content, said this program would fill a “gap that is still enormous” in the field, producing journalists who understand communities and platforms and how to speak in a voice that is appropriate to various communities. Prof. Jeff Jarvis, who heads the Tow-Knight
Center and is acting director of this program, worked with the Telegraph in the formulation of a new business strategy built around serving the news organization’s distinct communities, or “tribes,” in their wording, with not only content but also tools, including ones communities already use, such as Facebook and Twitter. Rather than making content the starting point, she said, this program makes the public the starting point: “The audience is much more central.” She endorsed this plan’s emphasis on analysis of data signals and behavior from the audience. She also said there would be a robust market for graduates of such a program and emphasized that newsrooms will need to hire students such as ours to transfer social skills to all the journalists and editors there. She reported finding little success in her efforts to hire staff from journalism schools as they prefer to create content; thus, she has had to go to other sources, such as blogging, to find her employees, and she has been frustrated finding that marketers often apply for her jobs though they do not bring appropriate skills.

In a series of meetings in Silicon Valley, Dean Sarah Bartlett and Prof. Jarvis found considerable enthusiasm for the proposed program, with executives at Google, Facebook, Twitter, Flipboard, and Medium saying they would be in the market to hire graduates trained in engagement skills. We have also found many job descriptions at major media companies, old and new — the Washington Post, Condé Nast, Business Insider — seeking social media editors with the skills addressed in this proposal (see appendix). We believe our graduates will succeed at making news organizations more responsive to, accountable to, and collaborative with the publics they serve.

Our external reviewer, Professor Owen Youngman, the Knight Chair in Digital Media Strategy at Northwestern University’s Medill School of Journalism, also voiced strong support for our proposed new MA. Citing his 30 years of participation in online communities and more than 20 years of creation of digital products and services, he wrote: “I believe that the craft of journalism and the discipline of journalism education will be well served by the creation of such a degree, and from my own observation of the jobs that my best students are getting – some in social media companies, some using social media on behalf of their employers in both the for-profit and nonprofit sectors, some in data-focused startups – I can see clear reasons for CUNY to aggressively pursue the creation of this program.” (See appendix for full letter)
Finally, our most tangible endorsement came from Reid Hoffman, founder of LinkedIn, a prominent early investor in Facebook, and a partner at the venture capital firm Greylock, who has contributed $200,000 to the school as seed funding to develop the program. In response to this, the primary funder of journalism education in the nation, the John S. and James L. Knight Foundation, decided to match Hoffman’s grant with an additional $200,000 to support the development of the program.

In keeping with CUNY’s and the journalism school’s mission as public institutions, the new program will make it a priority to increase diversity in the field by attracting and training more women and minorities and people from cultures around the world for news organizations and for technology companies; both industries are in desperate need of diversity and the new perspectives it provides. In addition, we hope the program will produce graduates who will endeavor to serve communities that are ever-more underserved by shrinking traditional media, in the long run increasing the diversity of voices in the public sphere.

III. Students

We envision multiple recruiting pools for students. The first and most obvious group is prospective journalism students who are ever-more savvy about social media and technology and who want to be more involved in the side of the industry that is growing and attracting innovation and investment. We believe the engagement degree will make our school even more competitive, attracting a larger proportion of the existing journalism student market. In recent years, we have seen a softness in applications for our MA in Journalism. We attribute this softness to a strengthening economy, which lessens the allure of graduate school, and negative perceptions about the industry, given the publicity surrounding newspaper layoffs. By being one of the first to market with such a cutting-edge program, our new degree will help raise the profile of the school overall, increasing the number of applicants to our other two masters programs and thus helping the school’s general growth trajectory.

We also anticipate drawing students from other pools: students interested in social media as a career who are looking for a way to gain expertise in this new discipline; students who want to
become community organizers but for whom there is no specific graduate program; students disillusioned with law and politics as paths to having an impact on their communities; cultural anthropologists who want to gain tangible skills and experience; midcareer journalists looking to find a new but related career and holding close to their professional missions; former marketers who would prefer to turn their skills from selling to the public to serving the public; and journalists as well as bloggers already serving their communities who want to professionalize their skills and learn ways to better sustain their work.

This variety presents us with a marketing challenge to find students. We will need to reach out to more undergraduate programs and to new communities of prospective students. But we also have a distinct marketing advantage: The best place to find people interested in social media is in social media. This is where our research and events will help spread the word of our work and program and attract prospective applicants.

In the school’s entrepreneurial journalism certificate program, we have seen a preview of the variety of students likely to seek out and succeed in a specialty such as the one we propose here. A few examples: Mark Winston Griffith is a community organizer who came to the entrepreneurial program so he could build a news site to serve his community in central Brooklyn; he is the bridge between content and engagement. Justin Auciello is a city planner who almost by accident started a hugely popular service called Jersey Shore Hurricane News built entirely on Facebook as a platform that enabled members of his communities to share news; he successfully engaged the public but needs help in providing reporting and earning revenue. Kevin Coughlin is a former metropolitan news reporter who started Morristown Green to serve his town in New Jersey but who needs help in better engaging his community and in earning revenue. The entrepreneurial program attracted these students by offering a program uniquely suited to their needs. We anticipate a similar pool of ideal students for the program.

Another recruiting advantage for this degree is its duration: a calendar year instead of the journalism degree’s year-and-a-half (including a summer internship). By reducing the time commitment, we believe we will expand the pool of potential applicants.
The program will develop a series of high-profile events to draw attention, interest, and applications. By capitalizing on our connections with technology companies and startups that themselves attract considerable interest and curiosity — for example, inviting some of the major executives we have consulted about this program, celebrities in the field, to come speak at the journalism school and holding such events in California and elsewhere — we anticipate being able to get publicity and draw large audiences of people interested in our program.

We will market these events specifically to students at other CUNY campuses and in addition will hold a series of workshops in social media for them, in an effort to increase CUNY enrollment to the journalism school and this program and thus strengthen our diversity and ties to New York’s communities.

The program will also work with the National Association of Black Journalists, the National Association of Hispanic Journalists, the South Asian Journalists Association, and other such organizations to get their help in recruiting qualified candidates.

We anticipate considerable demand from out of the state and country. About 55 percent of the students in our two masters programs and certificate come from out-of-state or overseas; we anticipate a similar national and international footprint for this new degree.

**Admission Requirements**

Applicants will be expected to demonstrate active participation in social media with impressive profiles and portfolios using various tools in communities. They will be asked to write a personal mission statement about the communities they wish to serve and why. We have found in the entrepreneurial program that successful students come to the program with a specific goal in mind; even though their business ideas often change as they research their markets, without that initial drive, they are less likely to do well. Other requirements for engagement students include a 3.0 grade point average in college and three letters of recommendation from undergraduate faculty or employers. A personal interview will provide invaluable insight into applicants’ social aptitude and goals.
Students will not be required to have prior journalism or technical experience. They will be expected to exhibit ease and familiarity with various platforms and tools of the internet.

IV. Curriculum

At the start, all students in the program will take the same courses, as is the case in the entrepreneurial program. Thus they develop strong esprit. And thus the program will require fewer teaching and classroom resources. As the program expands enrollment, we will consider some specialization and electives, opening up courses to students in the other journalism programs. We anticipate that a large proportion of the program will continue to be made up of core and shared courses.

Classes in the first semester connect to classes in the second in the four key areas outlined above: Two courses together make up the core of journalistic skills and perspective; two courses are devoted to listening and community outreach; two to technology skills and tools; and two to data skills. The last segment of the program is then made up of intense work in a community as well as in business. Students will work toward their own intense practicums, in which they will select and serve specific communities, developing services and in some cases business plans around them.

Courses

### Semester 1

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<thead>
<tr>
<th>Course</th>
<th>Credits</th>
<th>Notes</th>
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<tbody>
<tr>
<td>Data Skills</td>
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<td>data skills</td>
</tr>
<tr>
<td>Community Engagement</td>
<td>3</td>
<td>listening skills</td>
</tr>
<tr>
<td>Information-Gathering and Reporting</td>
<td>3</td>
<td>journalism</td>
</tr>
<tr>
<td>Social-Media Tools</td>
<td>3</td>
<td>technology skills</td>
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### Semester 2

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<thead>
<tr>
<th>Course</th>
<th>Credits</th>
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<tbody>
<tr>
<td>Reporting and Presentation</td>
<td>3</td>
<td>journalism skills</td>
</tr>
<tr>
<td>Design and Development</td>
<td>3</td>
<td>technology skills</td>
</tr>
</tbody>
</table>
Ethical and Legal Considerations | 3 credit hours | listening skills  
Metrics and Outcomes | 3 credit hours | data skills  

**Practicum**  
Beat-Business Training | 3 credit hours | business skills  
Community Practicum | 6 credit hours | experience  

**Total** | **33 credit hours**

**Course descriptions**

**First semester:**

**Data Skills**
This course will present the fundamentals of data gathering, analysis, and presentation. Data skills will be critical across many aspects of public engagement work — analyzing signals (such as location, demographic, interest, behavior) to discern information about communities; analyzing audience behavioral data to inform the design and offerings of one’s service; gathering and presenting credible and trustworthy information for a community; and assessing outcomes of an enterprise’s efforts. The course will also address proper analytical skills and common pitfalls in misinterpreting data. The course will be taught by an experienced data professional who will, in turn, bring in specialists in such topics as data-base tools and data visualization in the journalistic context.

**Community Engagement**
This is a course in listening to a community: understanding and empathizing with its needs and learning how to help a community share its own knowledge. It is also an opportunity to expose students to a wide array of communities and perspectives. The instructor will engage ambassadors to communities of various definitions — geographic (neighborhoods, towns), demographic (ethnic groups, age groups), interest (topics such as cancer, parenting, or sports), and business (organized around an industry or a job description. These ambassadors can be journalists, community organizers, topic experts, and business proprietors who serve...
communities and who will, in turn, introduce the students to members of these communities so the students will develop skills in listening and discerning communities’ needs. Through this course, students will begin to identify the communities they plan to serve in the practicum and begin to interact with those communities where they gather online and in person.

**Information-Gathering and Reporting**

This course studies the information that communities need to know and how to get it up to them. Students will start by identifying the information that exists in communities: What do members of a community know and how can they be helped to share that information? Students will examine external sources of information — especially from journalism that already serves communities. In this course, they will begin by profiling New York neighborhoods and will gather information for them. In coordinated work with the Community Engagement course above, they will venture into the community to meet the people there. Students will learn how to present information to the community, whether through articles or tools or visualization, and so on. The course will be taught by a journalism professor.

**Social-Media Tools**

Students will gain an understanding of many popular and some obscure tools that communities already use — Facebook, Twitter, Instagram, YouTube, NextDoor, SeeClickFix, etc. — focusing on their capabilities, on how their use affects interactivity and the quality of information, and how they could be used to better inform communities. They will learn the skills of verifying information that comes from social media. They will then identify information needs and design specifications for adaptations of these tools that could be used by a community to connect with information and each other. This course will be taught by a developer and a journalist as a team.

**Second semester:**

**Reporting and Presentation**

In the prior semester’s journalistic course, students dealt with the information that exists in and around a community. Now they will deal more with the information that does not exist and needs to be gathered via reporting — questions that aren’t being asked in a community’s flow of
information; answers that are not forthcoming from officials; corrections to errors and misperceptions; perspective and explanation that are needed in discussions. They will learn how to identify and fulfill information needs and how to find and interact with sources, also working collaboratively with a community to gather accurate and trustworthy information (for example, by helping them file freedom-of-information requests). They will learn how to interview and fact-check. They will then determine the optimal form and means for presentation of this information, whether as a text story or a visual story or an event, whether on a web site or through a social network or alternative media tool. They will learn how to create that content, appropriate for the community, the need, and the medium. This course will be taught by a journalism professor.

**Design and Development**

Students will delve into what is known as design thinking, a discipline developed at the Stanford Design School and Ideo to watch community members’ behavior, listen to their needs, brainstorm solutions, then build or adapt tools. Students will work with developers to better understand what is possible and how to express their goals to developers. As in the journalism program at the school, our goal is not to produce coders but to produce journalists who are fluent — in this case, highly fluent — in technology so they may better communicate with technology partners and produce better and more effective products and services for communities. The course will be taught by an experienced developer who will be provided with a budget to hire additional developers to work individually with students.

**Ethical and Legal Considerations**

As engagement expert Meg Pickard told us, it is vital that students understand the ethical implications of working with communities. They cannot barge in uninvited with their own presumptions about a community’s needs, nor can they arrive one day and then the next desert a community that comes to depend upon them. To succeed, it is vital that they develop a relationship of mutual trust and understanding. In this seminar, students will examine these considerations and will anticipate pitfalls to avoid. They will also receive instruction in legal issues such as libel and copyright as well as freedom of speech and information rights. Students will receive guidance and mentorship as they begin to work with and inside the communities
they have identified for their practicums, upcoming. The teaching will be split by an engagement professional and a law instructor.

**Metrics and Outcomes**

In the second data course, students will learn how to gather and analyze behavioral data and other signals to understand what does and does not succeed with a community. They will learn that metrics can be corrupting — for example, that striving for more and more “unique users” and “pageviews,” as much of many in media have, can lead to crass sensationalism and degraded value, credibility, and reputation. Thus they will need to select the metrics by which they will judge success and impact carefully devise plans to measure their effectiveness with their communities. We will work with existing media outlets and metrics companies to evaluate their data and lessons. This course will be taught by a practitioner of media metrics.

**Third semester work:**

**Business Skills**

The program will provide students with brief and intensive training in running a community service as a business, with focus on content, revenue (primarily advertising but also events and other revenue streams, including grants), marketing of their services, and technology (in this case, primarily blogs). This intense program — an adaptation of similar training to be offered by the entrepreneurial journalism program for journalists running beats as businesses — is designed to give students related to business and sustainability. The program is taught by a team of business mentors.

**Practicum**

Every student will have selected an existing community — whether defined by geography, demography, interest, or business — to serve using the skills and tools he or she has learned in the prior semesters. As a capstone experience, students will assess the unmet information needs of the community and find ways to help serve those needs. Each student will be assigned a mentor to monitor and improve the quality of students’ work, helping to identify and solve problems and evaluate success. Students then graduate already doing work in their fields. They
may then start their own enterprises or seek related jobs in media, technology or other companies.

V. Faculty

As outlined above, the program will hire a full-time director to execute on plan and to recruit faculty with expertise and experience in the specialties needed.

The director will begin by calling upon faculty and adjuncts from the journalism school to explore the feasibility of teaching appropriate courses. We anticipate that existing faculty will teach the journalism courses. The journalism program’s interactive program has a cadre of specialists in such areas as data and data visualization, mobile applications, and the tools of interactivity who may be interested in teaching in the program. The school also has highly qualified instructors in law and ethics.

The level of additional enrollment we anticipate by the third year of this program normally would warrant the hiring of an additional full-time faculty member beyond the faculty-director position. However, because we anticipate a slowing in demand for the traditional MA in Journalism program, we plan to shift some of our full-time resources to the new MA. The budget also anticipates assigning extra non-teaching duties and coaching hours to one or more of the professional adjuncts teaching in this degree to provide extra support to students in the program.

The program will recruit specialists in other areas, including practitioners in specific aspects of data, business mentors, community ambassadors, and so on. We anticipate some challenge in finding developers willing to take time away from their highly competitive and compensated fields to work with students on their projects, but we also hope that the ability to work in this pioneering program will attract them in sufficient number. Note also that given rapidly changing nature of this field, we know we will need to regularly recruit instructors and mentors with new skills.
The program’s advisory board will also provide the director and faculty with a source of expertise as well as introductions. The program will recruit advisory board members from related industry as well as related academic fields — such as social anthropology, data science, and computer science — including faculty from other CUNY schools.

VI. Facilities and equipment

The program will open with a small cohort and will be able to work out of the journalism school’s existing facilities. Even if the new program grows to 40 students a year in the fifth year, it will not unduly strain our physical facility because the primary need for classroom space will occur in the spring and summer sessions, when we only have one student cohort from our regular MA program on campus. (In the fall semester, we have both first and third-semester students on campus.) Thus, if the publicity surrounding our new degree program results in an increase in applications to our regular MA program, as we hope it will, we will still have the physical capacity to increase the size of that cohort or we can choose to make that program more selective.

Students in the new MA program, as in the journalism school, will be expected to purchase their own laptops and smart phones. Because virtually all the work of this program will be online, students may be able to use less-expensive Chromebooks and other laptops most of the time. If they need more powerful computers and specialized software to do work such as video editing and advanced data analysis, the program may need to provide a limited number of shared machines — thus holding down expenses for all the students. Though the program will not have specific courses in photography, video, and other areas that make intensive use of equipment, specific projects will call for use of cameras and audio equipment, thus adding to the demand on the journalism school’s resources. This will need to be assessed through experience in the first year of the program.

VII. Cost assessment

The Tow-Knight Center will use Reid Hoffman’s gift of $200,000 and Knight’s of $200,000 to
get the program up and running. We are surveying potential students and employers regarding the specifics of their needs and how the curriculum can meet them; identify adjunct faculty, mentors, and other personnel resources; build a marketing plan; and commission one piece of related research on community information and engagement so as to host an event around that research that will draw attention to the program and attract prospective students. We anticipate holding this event in the fall of 2014.

While we anticipate a healthy stream of tuition revenue, especially given the expectation of a large percentage of out-of-state and overseas students, the school will need to raise additional funds to support some aspects of the program. The program will add work for admissions, financial aid, student affairs, IT, and career services, but, given the shrinkage in the current MA program, we have the capacity to take on that additional work without added cost. The necessary expenses associated with this new degree include the salaries of a program director and an admissions associate to be shared with the entrepreneurial program, and compensation for faculty adjuncts and additional human resources. The budget will include funds for ongoing research and events to contribute to the field, exhibit leadership, and draw attention to the program. It will also include the cost of some equipment and travel, and reimbursement to the Tow-Knight Center for Entrepreneurial Journalism for the use of that staff’s time and resources.

It is also vital that the program raise scholarship funding so it may attract the highest quality student body and especially so it can meet its mission of recruiting a student body defined by its diversity of race, gender, background, experience, and community perspective.

To cover the anticipated costs of launching this new MA program, we will raise a minimum of $500,000 a year from private sources. We do not consider this a daunting figure – indeed, it is how we launched our MA in Entrepreneurial Journalism. In the last eight years, the Journalism School has raised $28 million from a variety of foundations and individual donors, and has a current endowment of $10.8 million. We have been in extensive conversation with the Knight Foundation, the Ford Foundation, the Gates Foundation, and other major journalism education funders and are highly confident that our fundraising needs will be met. We are also having meetings in Silicon Valley with senior technology executives at Google, Facebook, LinkedIn,
Flipboard, Medium and others and anticipate receiving some support from the technology industry. Given our fundraising track record, we are highly confident that our new program will be self-sustaining within a year of launching and thus will not require significant investment from CUNY.

VIII. Evaluation

The director of the program, the director of Tow-Knight, the Dean of the journalism school, and faculty will design and implement a process of continuous program evaluation. The journalism school has a number of evaluation tools and procedures in place: faculty observations; student surveys; monitoring of student progress, graduation rates, and post-graduation employment rates; and surveys of graduates.

As with the journalism and entrepreneurial journalism programs, the school has a well-established history of constant evaluation and readjustment of curriculum. In this program, there is no doubt that we will learn, change, and improve what we teach and how we teach it.

The director will need to stay in close communication with faculty and students regarding the quality of adjuncts and mentors’ work, stepping in when needed to provide guidance. The director will also convene regular meetings of faculty to share best practices and lessons.

The director should lean heavily on the board of advisers to evaluate and adjust what is being taught against what is needed in the employment marketplace.

The director as well as faculty and students will also be expected — as part of their work — to regularly publish and interact online, thus attracting the evaluation and guidance of the public to our work.

Once launched, the school will seek comments about the program from two qualified external evaluators from other universities as well as additional evaluators from the field.
IX. ATTACHMENTS

NYS EDUCATION DEPARTMENT FORMS
I. Application for Registration of a New Program

This application is for New York degree-granting institutions seeking to register a new program that is below the doctoral level. Save this file, enter the requested information, and submit to the State Education Department.

- Proposals for new distance education, teacher certification, educational leadership certification, and professional licensure programs may require additional information, in addition to this core application.
- Certificate and advanced certificate proposals: use the certificate forms at www.highered.nysed.gov/ocue/. This expedited option is not available for teacher, educational leader, or professional certification/licensure programs.

<table>
<thead>
<tr>
<th>Item</th>
<th>Response (type in the requested information)</th>
</tr>
</thead>
</table>
| Program type Check program type(s) | x General academic program  
_ Program to prepare certified teachers or certified educational leaders  
_ Program to prepare licensed professionals |
| Institution name and address | CUNY Graduate School of Journalism, 219 W. 40th St., New York, NY 10018  
*Additional information:*  
- Specify campus where program will be offered, if other than the main campus:  
- If any courses will be offered off campus, indicate the location and number of courses and credits: |
| Program title, award, credits, and proposed HEGIS code | Program title: Social Journalism  
*Award* (e.g., B.A., M.S.): M.A.  
Credits: 33  
Proposed HEGIS code: |
| Program format | Check all program scheduling and format features that apply: (See definitions)  
i) **Format:** _x_ Day _x_ Evening _x_ Weekend _x_ Evening/Weekend  
_ Not Full-Time  
ii) **Mode:** _x_ Standard _x_ Independent Study _x_ External _x_ Accelerated  
_Distance Education (submit distance education application with this proposal)  
iii) **Other:** _Bilingual Language Other Than English _Upper Division Program |
| Diploma Programs | If the program is credit bearing *and* will lead to a Diploma or Advanced Diploma, indicate the registered degree program(s) to which the credits will apply: |
| Contact person for this proposal | Name and title: Amy Dunkin, Director of Academic Operations  
Telephone: 646-758-7826  
Fax: 646-758-7809  
Email: amy.dunkin@journalism.cuny.edu |
| CEO (or designee) approval | Name and title: Sarah Bartlett, Dean  
Signature and date: |
| Partner institution’s name | If the program will be registered jointly with another institution, provide the following information:  
Name and title of partner institution’s CEO:  
Signature of partner institution’s CEO: |
**Table 1b: Graduate Program Schedule**

- **Indicate academic calendar type:**
  - Semester
  - Quarter
  - Trimester
  - Other (describe)

- **Label each term in sequence, consistent with the institution’s academic calendar (e.g., Fall 1, Spring 1, Fall 2)**

- **Identify any comprehensive, culminating element(s) (e.g., thesis or examination), including course number if applicable:** Community Practicum

<table>
<thead>
<tr>
<th>Term</th>
<th>Course Number &amp; Title</th>
<th>Credits</th>
<th>New</th>
<th>Prerequisite(s)</th>
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<tbody>
<tr>
<td><strong>Spring 1</strong></td>
<td>Jour 75101</td>
<td>Data Skills</td>
<td>3</td>
<td>X</td>
</tr>
<tr>
<td></td>
<td>Jour 75102</td>
<td>Community Engagement</td>
<td>3</td>
<td>X</td>
</tr>
<tr>
<td></td>
<td>Jour 75103</td>
<td>Information Gathering and Reporting</td>
<td>3</td>
<td>X</td>
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<tr>
<td></td>
<td>Jour 75104</td>
<td>Social Media Tools</td>
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<td>X</td>
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<tr>
<td><strong>Term credit total:</strong></td>
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<td></td>
<td>12</td>
<td></td>
</tr>
<tr>
<td><strong>Summer 1</strong></td>
<td>Jour 75201</td>
<td>Writing for Social Media</td>
<td>3</td>
<td>X</td>
</tr>
<tr>
<td></td>
<td>Jour 75202</td>
<td>Design and Development</td>
<td>3</td>
<td>X</td>
</tr>
<tr>
<td></td>
<td>Jour 75203</td>
<td>Ethical and Legal Considerations</td>
<td>3</td>
<td>X</td>
</tr>
<tr>
<td></td>
<td>Jour 75204</td>
<td>Metrics and Outcomes</td>
<td>3</td>
<td>X</td>
</tr>
<tr>
<td><strong>Term credit total:</strong></td>
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<td>12</td>
<td></td>
</tr>
<tr>
<td><strong>Fall 1</strong></td>
<td>Jour 75301</td>
<td>Business Skills</td>
<td>3</td>
<td>X</td>
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<tr>
<td></td>
<td>Jour 75302</td>
<td>Community Practicum</td>
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</tr>
<tr>
<td><strong>Term credit total:</strong></td>
<td></td>
<td></td>
<td>9</td>
<td></td>
</tr>
</tbody>
</table>

**Program Totals:**

- **Credits:** 33

*New: Indicate if new course prerequisite(s) for the noted courses.*

- **Identify any comprehensive, culminating element(s) (e.g., thesis or examination), including course number if applicable:** Community Practicum

---

**Note:** Use the table above to show how a typical student may progress through the program. Copy/expand the table as needed.
<table>
<thead>
<tr>
<th>Faculty Member Name and Title</th>
<th>Program Courses to be Taught</th>
<th>Percent Time to Program</th>
<th>Highest and Other Applicable Earned Degrees &amp; Disciplines (include College/University)</th>
<th>Additional Qualifications: list related certifications/licenses; occupational experience; scholarly contributions, etc.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jeff Jarvis, Director of the Tow-Knight Center for Entrepreneurial Journalism; Professor at the CUNY Graduate School of Journalism</td>
<td>Community Practicum</td>
<td>20% - 25%</td>
<td>BA in Social Science, Columbia University Graduate School of Journalism, Master's in Journalism, University of California at Berkeley, PhD in Journalism, New York University, President of the Tow-Knight Center for Entrepreneurial Journalism</td>
<td>More than 20 years as editor and reporter in newspapers, magazines, digital; author of &quot;Public Parts&quot; and &quot;What Would Google Do?&quot;; investor and adviser to media startups; member of the International Media Council, World Economic Forum; speaker at journalism and online conferences; New Media columnist at The Guardian; adviser to The Guardian, The New York Daily News, and Entrepreneurial Journalism.</td>
</tr>
<tr>
<td>Sandeep Junnarkar, Director of the Interactive Journalism Program and Associate Professor at the CUNY Graduate School of Journalism</td>
<td>Social Media Tools</td>
<td>20%</td>
<td>BA in Social Science, University of California at Berkeley; MS in Journalism, Columbia University Graduate School of Journalism</td>
<td>Twenty years as a reporter/producer in digital media. Winner of numerous awards, including an Online Journalism Award, SABEW and SPJ Awards. Panelist, speaker at journalism conferences. Winner of a JLab/Knight grant for media project titled &quot;Family Life Behind Bars&quot; and most recently a grant from ONAJ/Knight and others for #hackthemold, a collaboration between CUNY and The New York Daily News.</td>
</tr>
</tbody>
</table>
Faculty teaching at the graduate level must have an earned doctorate/terminal degree or demonstrate special competence in the field. Provide information on faculty members who are full-time at the institution and who will be teaching each course in the major field or graduate program. The application addendum for professional licensure, teacher certification, or educational leadership certification programs may provide additional directions for those types of proposals.

<table>
<thead>
<tr>
<th>Faculty Member Name and Title (include and identify Program Director)</th>
<th>Program Courses to be Taught</th>
<th>Program Courses to be Taught</th>
<th>Program Courses to be Taught</th>
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<table>
<thead>
<tr>
<th>Highest and Other applicable Earned Degrees &amp; Disciplines (include College/University)</th>
<th>Percent Time</th>
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<tbody>
<tr>
<td></td>
<td></td>
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<td></td>
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</tr>
</tbody>
</table>

Additional Qualifications: list related certifications/ licenses; occupational experience; scholarly contributions, etc.

Professional licenses, teacher certification, or educational leadership certification programs may provide additional directions for those types of proposals. Faculty members who are full-time at the institution and who will be teaching each course in the major field or graduate program. The application addendum for professional licenses, teacher certification, or educational leadership certification programs may provide additional directions for those types of proposals.
Table 3: Part-Time Faculty

<table>
<thead>
<tr>
<th>Faculty Member Name and Title</th>
<th>Program</th>
<th>Courses to be Taught</th>
<th>Highest and Other Applicable Earned Degrees &amp; Disciplines</th>
<th>Additional Qualifications: list related certifications/licenses; occupational experience; scholarly contributions, etc.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jeremy Caplan, Education Director of the Tow-Knight Center for Entrepreneurial Journalism; Full-time Adjunct Faculty at the CUNY Graduate School of Journalism</td>
<td>Beat Business Training</td>
<td>A.B., Princeton University, Woodrow Wilson School of Public and International Affairs; Certificate in Violin Performance; M.S., Columbia University Graduate School of Journalism, Knight-Bagehot Fellow; MBA Columbia Business School, Wiegers Fellow</td>
<td>Ford Fellow in Entrepreneurial Journalism, Poynter Institute; longtime reporter and contributor, Time magazine; contributor to The Wall Street Journal's Digits Blog; Knight-Bagehot and Wiegers Fellowships; columnist for The Daily News, New York; former Board Member, City Limits; Next Generation Leadership Fellow, Rockefeller Foundation; Economic Justice Fellow at the Drum Major Institute for Public Policy; New York Magazine Innovation Award; Crain's 40 Under 40; Board Member, Free Speech TV; Former Board Member, City Futures, City Limits; Adjunct at the CUNY School of Journalism, Urban Social Issues, 2010-2012; Co-Founding Executive Director of the Brooklyn Movement Center, 2013-2019; Fellow at the Tow-Knight Center for Entrepreneurial Journalism, Certificate Program.</td>
<td></td>
</tr>
<tr>
<td>Mark Winston Griffith, Adjunct, CUNY Graduate School of Journalism</td>
<td>Community Engagement</td>
<td>B.A. in English Literature and African-American Studies, Brown University, Providence, R.I.; M.A. in English Literature, University of Ibadan, Ibadan, Nigeria</td>
<td>Fellow, Revson Fellowship for the Future of New York; Next Generation Leadership Fellow, Rockefeller Foundation; Fellow, Open Society Institute (now OSI); Economic Justice Fellow at the Drum Major Institute for Public Policy; New York Magazine Innovation Award; Crain's 40 Under 40; Board Member, Free Speech TV; Former Board Member, City Futures, City Limits; Adjunct at the CUNY School of Journalism, Urban Social Issues, 2010-2012; Co-Founding Executive Director of the Brooklyn Movement Center, 2013-2019; Fellow at the Tow-Knight Center for Entrepreneurial Journalism, Certificate Program.</td>
<td></td>
</tr>
<tr>
<td>Jere Hester, Director of NYCity News Service, Senior Adjunct, CUNY Graduate School of Journalism</td>
<td>Information Gathering and Reporting</td>
<td>B.A. in Journalism and Politics, New York University, 1988</td>
<td>Former reporter/City Editor for New York Daily News; Columnist for NBC Local Integrated Media; former reporter/editor for Downtown Express, a community newspaper; work has appeared in New York magazine, The Huffington Post, and various community publications; author and producer of several award-winning documentaries and educational films.</td>
<td></td>
</tr>
</tbody>
</table>

Note: The application addendum for professional licensure, teacher certification, or educational leadership certification programs may provide additional directions for those types of proposals.

Any faculty member who will be teaching a course in the major field of graduate program. The application addressed for professional licensure, teacher license, or educational leadership certification.

Faculty teaching at the graduate level must have an earned doctorate/terminal degree or demonstrate special competence in the field. Provide information on part-time faculty with a special emphasis on the contribution to the program's mission and the student's academic experience.
Faculty teaching at the graduate level must have an earned doctorate/terminal degree or demonstrate special competence in the field. Provide information on part-time faculty members who will be teaching each course in the major field or graduate program.

<table>
<thead>
<tr>
<th>Faculty Member Name and Title</th>
<th>Program</th>
<th>Courses to be Taught</th>
<th>Highest and Other Applicable Earned Degrees &amp; Disciplines (include College/University)</th>
<th>Additional Qualifications: Experience, Scholarly Contributions, etc.</th>
<th>Faculty Member Name and Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>Amanda Hickman</td>
<td>School of Journalism, CUNY Graduate School of Journalism</td>
<td>Data Skills</td>
<td>BA, The Wharton School, University of Pennsylvania; M.S., Columbia University Graduate School of Journalism; Adjunct at Columbia University Graduate School of Journalism (2011-2012); Program Director for DocumentCloud (2009-2011); Director of Technology for Gotham Gazette, Citizens Union Foundation (2007-2009); Frequent guest speaker/panelist on data tools</td>
<td>- Publisher of &quot;Raising a Beatle Baby&quot;</td>
<td></td>
</tr>
<tr>
<td>Geanne Perlman Rosenberg</td>
<td>Columbia University School of Law, Empire State College</td>
<td>Ethical and Legal Considerations</td>
<td>J.D., Columbia University Law School; M.S., Columbia University Graduate School of Journalism</td>
<td>- Director of the Harnisch Journalism Project at Baruch College; Admitted to Practice in New York State and Federal Courts</td>
<td></td>
</tr>
<tr>
<td>Indrani Sen</td>
<td>Columbia University School of Journalism</td>
<td>Reporting and Presentation</td>
<td>M.S., Columbia University Graduate School of Journalism; M.S., Oxford University; The Writer's Institute at CUNY Graduate Center</td>
<td>- Teaches Craft I and II (2007-present); Deputy News Editor at Quartz (2014-present); Editor of Voices of NY (2012); Staff Writer at The Local (2010-2011); Staff Reporter, Newsday (2001-2005); Freelance Writer for Magazines and Newspapers</td>
<td></td>
</tr>
<tr>
<td>Title/Rank of Position</td>
<td>No. of New Positions</td>
<td>Expected Hiring Date</td>
<td>Expected Course Assignments to Program</td>
<td>F/T or P/T</td>
<td>Percent Time</td>
</tr>
<tr>
<td>------------------------</td>
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<tr>
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<td>Design and Development</td>
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<td>YEAR II 2016</td>
<td>YEAR III 2017</td>
<td>YEAR IV 2018</td>
<td>YEAR V 2019</td>
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<td>P-T</td>
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</tbody>
</table>
X. APPENDICES
APPENDIX A

Course Syllabi
Syllabus: Data Skills / Engagement

It isn't hyperbole: journalists today have access to more data than ever before, as well as to better tools to understand that data and retell the stories it holds. Whether you want to understand your own audience better, measure the impact of efforts to expand your reach, or just tell stories about the impact of policy, a little bit of data can go a long way, if you have the skills to put data to use.

This semester we will work together to gather, analyze and visualize numbers you need to understand your audience and to tell interactive data-driven stories.

We’ll look at the data that helps us listen to audiences -- who are they and what are they asking? We’ll gather data that can help answer those questions, interrogate the data to make sure we have clear and realiable answers, and we’ll present that data in clear engaging stories and reports.

We’ll use Excel (or LibreOffice's Calc) and some command-line tools like CSVkit to dig into numbers and we’ll use web-based tools such as CartoDB and HighCharts to create maps and charts that clearly illustrate your findings. You’ll pick up a little HTML, CSS and jQuery along the way – just enough to show off your work online. This is not a course in coding, but programmers of all skill levels are welcome.

Note: this class will go deep on some data analysis tools, such as spreadsheets, that students will be expected to master. We will also introduce more complex advanced tools that students won’t master in a semester.

SYLLABUS in BRIEF

Lecture: what you can expect from me               Homework: what I expect from you
01: Finding and defining data, Context             Readings
02: Visual Encoding, CSVs, Pivot Tables           Pre-pitches -- data you're interested in
03: Cleaning data with OpenRefine, FTP            Spreadsheet exercise,  
04: Mapping                                        Pitch (community profile)
05: Finding patterns with maps                     Data cleaning exercise
06: Charts, Visual Encoding                       Map exercise,  
                                                   Storyboard (community profile)
07: Presentation, Navigation, Bootstrap           Map exercise 2,  
                                                   Pitch (data driven story)
08: Completeness, Advanced Chart Layout           Chart exercise
09: Building forms, Writing surveys               Chart exercise 2,  
10: Community Study critique                       Storyboard (data driven story)
11: Command line tools, CSVkit                   Rough Draft (community profile)
12: Show your work, publishing numbers            Survey exercise, Final (community profile)
13: Hands on TBD                                  Revised survey exercise, install CSVkit
14: Data Driven Crit, Hands on TBD                Rough Draft (data driven story)
15: Wrap Up                                      CSVkit Excercise, Final (data driven story)

Course outcomes
This semester you’ll learn to:

• Compose forms that gather the data you need from respondents
• Work with data from a variety of sources for use in reporting
• Identify new data sources to help you understand your own audience better
• Understand the context of the numbers you’re working with.
• Edit and organize data while maintaining its integrity
• Use basic statistical methods to summarize data
• Recognize and evaluate patterns in data
• Write basic SQL queries
• Use basic regular expressions for more powerful searches
• Design clean, compelling data visualizations
• Apply the fundamentals of effective visual communication to data driven-presentation
• Identify the elements that make a particular data driven project successful
• Skim technical instructions for examples you can use
• Ask for help when technology challenges you and the manual is too dense
• Prepare for and adapt to an ever-changing landscape of software tools

The skills we build in this course will be as applicable to reporting as they are to the work of interpreting signals from your audience.

About the Faculty

Amanda Hickman works at the intersection of journalism and civic engagement, and especially values reporting that makes it easier for individuals to participate in democratic processes. As program director at DocumentCloud, she helped reporters around the world analyze, annotate, and publish primary source documents. Amanda managed development of a series of games about public policy issues as Gotham Gazette’s director of technology. She has spent more than a decade reporting on local and international events and working directly with community based organizations to understand, and draw their membership into, the political process. Amanda has taught at Columbia Graduate School of Journalism, NYU’s Gallatin School and CUNY Graduate School of Journalism.

Software Requirements

We'll be using a handful of free and open source software tools this semester and a few that are just free of charge:

• Tabula allows you to extract structured data from PDFs
• Open Refine is indispensable for cleaning messy data
• CUNY recommends Fetch for FTP, but we’re going to use Filezilla
• Firefox is indispensable, as is the Web Developer Toolbar add on.
• Python ought to be installed on your computer already. We'll use it to install CSVkit, a command-line tool that lets you investigate data in comma delimited text files.
• Mou is a handy cost-free OSX app that makes basic HTML markup easy, without tempting you to get fussy with layout. Linux users can get much of what Mou offers from ReText, which is free.

You should already have TextWrangler and Excel installed. You'll need both. If you don't have Excel, you can also use LibreOffice Calc for all our spreadsheet work.

You will need to create accounts on JS Fiddle, CartoDB and Stack Exchange GIS. Important! Before you create your CartoDB account, make sure you have the information you need to get the student discount. Their standard free option is not adequate to our needs and upgrading is much more difficult than using the discount in the first place.

Major Assignments

Students will work in pairs to complete two major assignments. In addition, regular homework exercises will reinforce skills we've learned in class.

Assignments will be timed to allow you to dig deeper into your work in Information and
Communities and your reporting course. You will complete two major assignments: one a community profile, the other a reported data-driven story. Students will work in pairs on the two major assignments and will develop a compelling pitch, a clear storyboard, a comprehensive rough draft and a complete final piece for each.

**Community Profile Guidelines**

We have ready access to rich and varied data about communities of all shapes, whether those communities are joined by geography, interests, heritage, age or a combination of all of those. We'll use that data add quantitative understanding to what you already know about a community.

Students will work in pairs to compile a portfolio of data about a single community, based primarily on publicly available data, though where appropriate students are welcome to incorporate proprietary intelligence. Identify at least eight salient characteristics (is income relevant? educational attainment? is this community anchored in a single location or geographically dispersed?) and points of comparison (neighboring communities, for instance, in the case of a geographically-based community), and find data to quantify those characteristics.

Your final product will be a short report that describes the community in numbers and puts those numbers in context.

**Data Driven Story Guidelines**

Just how many hospitals have closed in New York State in the last two years? Where were they and who was impacted? Do low-income New Yorkers have better access to fresh produce than they did ten years ago? Can they walk to green markets? Where are the most dangerous intersections in New York City? How many of them are near schools? These are all examples of questions we can answer with data that is already accessible to the public.

For the data driven story, students will work in pairs to identify newsworthy data, pitch and report a story of no more than 600 words that includes at least two visualizations of that data. The story should have news value and the reporters should demonstrate a clear understanding of the data and its limitations. Students should speak with as many experts as necessary to write responsibly about these numbers.

**Absences and Tardiness**

Participation and attendance are required and are important to your success in the class. This is a fast moving, skills based class. We'll be tackling new tools every week and it will be very, very difficult to get caught up if you miss class.

Please be on time for class and back to class from breaks.

**Grading**

Your grade is determined by three factors: active participation in class, homework assignments, and the two major team assignments.

- Participation : 20%
- Homework assignments: 20%
- Community Profile: 30%
- Data Driven Story: 30%

Grades for your two team assignments are further broken down as follows:

- Pitch (25%)
Storyboard (12.5%)
Draft (25%)
Final (25%)
Revision (12.5%)

This means that if you complete a brilliant story or profile but don’t put real effort into your pitch or rough draft, you can’t get better than a C on the story.

**Pitches:** A complete pitch should tell us who cares, why we care now, and what pre-reporting you’ve done. You must include:

- a proposed title or headline
- a story slug – up to three words that capture the essence of your story
- a list of the story’s key elements
- a news hook, or explanation of why this story matters now
- a description of and link to the data (which means you have to find your data!)
- For your reporting piece: one source you have already spoken with or at least three potential expert sources and your plans for reaching them
- For your community profile: propose at least ten data points you’d like to work with and explain why each is relevant.

**Storyboards:** A storyboard organizes your content conceptually and spatially. This semester, when you turn in storyboards, you should also include a revised pitch and a proposed nut graf. Your nut graf will change your story develops, but it should capture all of the main elements of your story.

We use wireframe and storyboards interchangeably here. We’re looking for a simple sketch (on paper, in Word, or PowerPoint, Illustrator, or any number of online storyboarding tools) that shows us how you intend to integrate your visualizations, words, and navigation elements. Use simple boxes to tell us where your different elements will be positioned in a design, and how a user will navigate through the content. Check out [Mark Luckie’s thoughts on sketching/storyboarding](#), with examples, from 10,000 Words.

**Rough Drafts:** A rough draft does not have to have the polish of a final project, but it should be close. You should have created the visualizations that you plan to use. Your classmates should be able to evaluate a rough draft on its merits, without a guided tour of forthcoming features. A complete rough draft includes:

- Clean data in spreadsheets, already normalized, sorted, manipulated
- Visualizations of the data with labeled axes
- Captions
- Credits
- A headline
- For your reporting piece: at least three links to other reporting that puts your story in a broader context.
- Introductory text that includes information gleaned from at least one human source.
- For your reporting piece: A source list

**Final Story:** Your story must be uploaded to digital storage. Post an excerpt and a link to the class blog.

**Plagiarism and Copyright**

It is a serious ethical violation to take any material created by another person and represent it as your own original work. Any such plagiarism will result in serious disciplinary action, possibly including dismissal from the CUNY J-School. *Plagiarism* may involve copying text from a book or magazine without attributing the source, or lifting words, code, photographs, videos, or other materials from the Internet and attempting to pass them off as your own.
Please ask the instructor if you have any questions about how to distinguish between acceptable research and plagiarism.

In addition to being a serious academic issue, *copyright* is a serious legal issue.

Never "lift" or "borrow" or "appropriate" or "repurpose" graphics, audio, or code without both permission and attribution. This applies to scripts, audio, video clips, programs, photos, drawings, and other images, and it includes images found online and in books.

Create your own graphics, seek out images that are in the public domain or shared via a creative commons license that allows derivative works, or use images from the AP Photo Bank or which the school has obtained licensing.

If you're repurposing code, be sure to keep the original licensing intact. If you're not sure how to credit code, ask.

The exception to this rule is fair use: if your story is about the image itself, it is often acceptable to reproduce the image. If you want to better understand fair use, the Citizen Media Law Project is an excellent resource.

When in doubt: ask.

**SYLLABUS in DETAIL**

**Festival of Data:** Every week one student will choose a data driven story to present in class. Prepare to discuss the strengths and weaknesses of the story, the authors’ use of data as well as their use of interactivity, and to identify the underlying technology. Blog your story in the "Festival of Data" category by 5 PM on your week.

**Weekly Reading:**

- Read Kevin Quealy’s blog, "Charts and Things": [http://chartsnthings.tumblr.com](http://chartsnthings.tumblr.com)
- Read [Source](http://source.mozillaopennews.org/en-US/learning/), Knight-Mozilla’s blog on code and journalism
- Read Marketing Sherpa ([Email Subscription](mailto:a@b.com))

*Due Week 01:* Read: [Searches for “sundown” on Yom Kippur](https://www.homicidewatch.com/archives/2015/09/21/searches-for-sundown-on-yom-kippur), [Homicide Watch Interview](https://www.homicidewatch.com/archives/2015/09/18/peter-terry-interview-on-homicide-watch), [Homicide Watch on Search Queries](https://www.homicidewatch.com/archives/2015/09/18/homicide-watch-on-search-queries)

**1 | Week 01: Defining and Finding Data**

Discussion: Welcome and Expectations
What is data, what are data stories? How does data provide context? What can't data answer? Discussion: How does data help you understand a community? Discussion: Finding data

Festival of Data: ["In Climbing Income Ladder, Location Matters"](http://www.npr.org/2015/09/17/436404754/"In-Climbing-Income-Ladder,-Location-Matters")

*Due Week 02:* Pre-pitches: Identify three datasets that interest you. Write a short blog post that describes the provenance of the data (who maintains it?), where the data can be found (include a link) and in less than 200 words each, explain why the data is interesting. This can be data that gives context to the community you’re working in, or data that is worth doing some reporting on. Post these pre-pitches to the class blog.

Make sure that [Firefox](https://www.mozilla.org/en-US/firefox/) is installed on your computer, with the [Web Developer Toolbar](https://developer.mozilla.org/en-US/docs/Firefox_Add-ons/WebDeveloper). Install [Tabula](https://tabula.football/). Create an Academy account with CartoDB -- start from [http://cartodb.com/academic](http://cartodb.com/academic) to get the education discount. You will not be able to do the necessary work in this class without an "Academy" CartoDB plan.
Read Cairo: The Functional Art, Reading part 1: pages 25-31, 36-44, on thinking through a visualization as a tool for the reader; what graphical form best serves the goal? On e-reserve in the Library

Read The Perils of Polling Twitter

2 | Week 02: Visual Encoding, CSVs, Pivot Tables

Discuss homework: Problems, challenges, solutions
Discuss: Visual Encoding, Story expectations
Hands-on: Tabula and Pivot Tables

Due Week 03: Spreadsheet exercise, Pitch your community profile, Make sure Open Refine and Filezilla are installed on your computer.

3 | Week 03: Cleaning data, SFTP, Pitch

Hands-on: Basic HTML and moving files with SFTP Hands-on: Cleaning data with OpenRefine Workshop Community Profile pitches: are these the right data points to consider? What else would you wan to know to understand this community?

Due Week 04 :
Open Refine exercise, make sure you have TextWrangler installed. Map reading

4 | Week 04: Mapping

Discussion: Asking good questions Discussion: Limitations of maps, impact of mapping choices Hands-on: CartoDB, PostGIS

Due Week 05: Mapping exercise, Pitch 2, Readings: Steele and Iliinsky, Designing Data Visualizations Chapter 4: Choose Appropriate Visual Encodings (in Library); Cairo: The Functional Art, Reading part 2: pages 118-129, on Cleveland & McGill’s perceptual accuracy

5 | Week 05: Finding patterns in geospatial data

Discussion: Review Maps, Maps as Research Hands-on: Troubleshooting map exercise; If we get there: Advanced GIS queries

Due Week 06 : Storyboard (Community); Mapping Exercise #2;

6 | Week 06: Charting, Pitch (Data Driven Story)

Discussion: Pitches, Visual Encoding Hands-on: Making charts Workshop Data driven story pitches: is this interesting? Is this the right angle? What would make this story something you’d like to read?

Due Week 07: HighCharts exercise, Read Cairo: The Functional Art, Reading part 3: pages 73-86, on presentation;

7 | Week 07: Presentation, Navigation

Hands-on: Using Bootstrap templates Hands-on: Putting a Highcharts function in an HTML page

Due Week 08: Highcharts exercise 2, Storyboard (data driven) Read selections from Tufte, Quantitative Display of Information, on e-reserve in the Library: pages 91-105, 176-190.

8 | Week 08: Completeness, HighCharts API
Hands-on: Highcharts API Hands-on: Redesign exercise

Due Week 09: Rough Draft (community)

9 | Week 09: Forms and Surveys
Discussion: Polls, samples and surveys Writing questions people will answer, getting data into and out of a data store

Due Week 10: Final Story (Community), Survey exercise

10 | Week 10: Community Study Critique
Workshop: Surveys -- too many questions? Too few? Would you answer these? Workshop: Community Study

Due Week 11: Revised survey exercise, install CSVkit

11 | Week 11: CSVkit and Command Line Tools
Hands-on: Regular Expressions and CSVkit to work with big text files

Due Week 12: Rough Draft (data driven story), install MySQL query browser

12 | Week 12: Command Line Tools
Hands-on: Regular Expressions and CSVkit

Due Week 13: CSVkit exercise, Final story (data driven)

13 | Week 13: Infographics
Discussion: infographics for print and web Hands on: infographic redesign

Due Week 14: Revisions to Community Study Infographic exercise

14 | Week 14: Story 2 crit, Hands on TBD
Hands on: we'll take stock of how much we've learned and either go deeper on a tool you'd like more of, or tackle a new tool.

Due Week 15: Revisions to Data Driven Reporting

15 | Week 15: Wrap Up
Discussion: closing thoughts
Fill out student evaluations
SYLLABUS: Community Engagement

Jeff Jarvis

Three credit-hours

Summary:

This is a course in listening to a community: understanding and empathizing with its needs and learning how to help a community share its own knowledge. It is also an opportunity to expose students to a wide array of communities and perspectives. The instructor will engage ambassadors to communities of various definitions — geographic (neighborhoods, towns), demographic (ethnic groups, age groups), interest (topics such as cancer, parenting, or sports), and business (organized around an industry or a job description. These ambassadors will be journalists, community organizers, topic experts, and business proprietors who serve communities and who will, in turn, introduce the students to members of these communities so the students will develop skills in listening and discerning communities’ needs. Through this course, students will begin to identify the communities they plan to serve in the practicum and begin to interact with those communities where they gather online and in person.

Readings/selections from:

Jarvis, Jeff (2014) Excerpts from an essay on new relationships between journalists and the public they serve, starting here and including the links that follow: https://medium.com/p/e7ed95079a43
Outcomes:

Students will leave this course with a good sense for how to identify and understand communities, both virtual and physical, in terms of how they come together, what they seek to do, how they manage themselves, and what tools they use. Students will be exposed to diverse definitions of community, moving past their comfortable associations to learn how to understand people of different backgrounds, with various perspectives, and with their own needs. Students will also learn how to cope with difficulty in communities, particularly online: trolls and troublemakers, fights and feuds.

Classes:

Week 1: Students will examine the cultural, philosophical, historical, and economic underpinnings of the social journalism program — in short: Why are we here? They will have read Prof. Jarvis’ essay on new relationships journalists can build with communities and will discuss it with him. They will briefly discuss the history of media and the presumptions based on its means of production and distribution to date: that news needed to be one-way, that it is one-size-fits-all, that it is built for a mass market. Next they will ask how the internet and technology are challenging these assumptions and how they create opportunities to serve individuals and communities differently.

Week 2: Students will discuss the definitions of community: What needs and interests bring people together and bind them? What might their mutual goals be? How did they connect in the past and how do the tools of the internet and social media affect that? How do they behave together — for good and ill? Students will have read selections from *Diversity and Community* and will discuss the nature of communities with a cultural anthropologist as guest speaker. By the end of the term, students will have selected a community to focus on in further work in the program. In this class, they will begin talking about the communities they’re interested in serving.

Week 3: In the first-term reporting class, students will have been assigned to research geographically
based communities in New York. There they will examine demographic characteristics and research news and issues. In this class, they will meet the people of the neighborhoods, giving a human face to the data about the community and coming to understand the human dynamics of relationships there. In this session, students will meet an ambassador from the community — for example, a community organizer — who will help them interpret their research and who will guide them.

Students will be assigned to read *Bowling Alone* for later discussion.

**Week 4:** The class will visit the geographic community, led by their ambassador. They will get a sense of the physical surroundings. They will meet a number of members of the community brought in by the ambassador, who will assure that the class will hear from a diverse set of perspectives. In their discussion, the class will be asked to focus in on a few primary needs they hear the community members express.

Students will be assigned individually to meet more members of the community, trying to come to an understanding about the dynamics of relationships in the community, about issues that matter to members of the community, and about how the community interacts, including whether and how they use social-media tools. They will add their reports to the class’ shared document in the reporting class.

**Week 5:** Students will discuss *Bowling Alone* with Scott Heiferman, who was inspired by the book to found Meetup, a platform for in-person gatherings for communities around the world. The class will learn how communities and users take over platforms to put them to their own uses. They will explore the many communities on Meetup.

As assignments, students will choose communities to join and events to attend as research.

**Week 6:** The class will turn its attention to a virtual community — e.g., cancer patients, veterans, photographers on Google Plus, Star Trek fans — with an ambassador from the community to understand how it gathers and uses the tools of social media, how it establishes norms of behavior, and how it discerns shared interests and goals. Students will explore the community together to understand its organization and dynamics and to ask how they could add value to its efforts.

Students will be assigned to read *Assholes: A Theory* and *Misbehavior in Cyber Places* for later
discussion.

**Week 7:** In a live laboratory, the class will break into working groups to find and add value to virtual communities — including short-lived communities gathered, for example, around hashtags on Twitter — finding examples of where a community could benefit from reporting, fact-checking, advice, education, or mediation. The groups will then share their findings with the class.

**Week 8:** Each student will begin to focus on the community he or she would like to work in for remainder of the degree program. In this class, each student will present a community as a target, defining the community and how and where its members are to be found. Students will propose a hypothesis regarding the community’s needs and how the student can add value to its interactions. After one-on-one meetings with faculty, students will undertake research on their proposed communities for presentation in a later class. They will be asked to prepare community profiles — such as those the class created for the geographic community earlier in the term — and also to record interviews with members of the community.

**Week 9:** Now the students will meet ambassadors from a diverse set of ethnic, demographic, and lifestyle communities to learn, for example, that Spanish-speaking communities do not necessarily find common interest with other Spanish-speaking or ethnic communities. The ambassadors will be asked to discuss misperceptions about them in media coverage and issues that matter to them that do not receive media attention. The students will also have the opportunity to see how communities use social-media tools differently.

**Week 10:** Students will present their research on their own target communities: How they define the community and the characteristics of its members; where they found the community interacting; what the community discusses and shares; what the community needs or wants. They will also present edited versions of their interviews with community members, whether in person or via video or chat. And they will present a vision for how they plan to add value to their target communities. Finally, they will begin to establish their own identities in their communities.
**Week 11:** Now the class will turn its attention to trolls and troublemakers and how to deal with difficult behavior in a community. They will discuss *Assholes: A Theory* in an attempt to understand the roots of misbehavior. They will discuss *Misbehavior in Cyber Places* to identify tactics of troublemakers and strategies for dealing with them. They will learn that when someone seeks only to make trouble — to troll, in social-media parlance — it is best not to feed them. But it is also important to understand the cause of disagreement and to find ways to bring people together toward a common end. The class will hear from professional moderators who manage community conversations as a service to online sites.

**Week 12:** The class will meet with a panel of social-media editors and community managers from a variety of organizations — news sites, online platforms, and brands — to hear their varying goals and strategies, noting that brands will want to spread marketing messages and quell customer-service fires; online platforms and often media sites will want to pacify struggles and maximize revenues. So the students will be asked what their mission as social journalists should be in relation to the communities they serve.

**Week 13:** Students will each be assigned to mentors appropriate for their community selections — editors, social-media editors, community organizers, and so on. They will work with these mentors briefly in the following term and then in depth during the practicum in the last term. Individually, the mentors will review the students’ preliminary community profiles and plans — preparatory for the final class in the term — and will probe with questions. Mentors and students will then discuss their impressions together as a class.

**Week 14:** In a class reserved for open discussion of questions and problems students see, they will also be asked to share lessons from the other classes this term — in information, tools, and data — to their own specific community choices.

**Week 15:** Students will each present a community plan in writing and orally before faculty and mentors from the program and fellow students. They will be expected to draw a compelling and vibrant picture
of a community and its members of the community and explain what brings them together. They will give
a summary of a written community profile as described above. Most importantly, they will present a
gameplan for further work in the community during the next term and during the intensive practicum in
the last term. They will be expected to adapt and revise this plan as they learn more about the
community and work with their mentors.

Grading:

Grades will be determined:

- 50 percent on the students’ final reports and cumulative work on their own individual choices.
- 25 percent on the contributions to class work, such as research on the geographic community
  and the lab session.
- 25 percent on substantive and thoughtful contributions to class discussions and interviews with
  visitors.

Diversity:

As the title make clear, this is a course about diversity, about seeking out, interacting with,
understanding, and serving people different from ourselves. Students are expected to leave their zones
of familiarity and to learn from diverse communities in real life in New York and virtually around the
world. Students are expected to treat people in these communities with respect and deference; it is our
job here to listen and learn and then serve not the needs we presume but the needs we hear from the
communities. We may also discern needs — that is, information people may not know they need — but
we must never approach people with the condescending air of knowing more than they do. In the words
of journalist Dan Gillmor, the public knows more than we do and that is to be our attitude in
approaching communities.

Class conduct:

Attendance: Barring emergencies, students are expected to be present in class in body and in mind.
While in class we devote our full attention to the subject matter. Given that we only have 15 sessions,
each class missed results in an overall grade deduction of 1% if excused, 2% if unexcused.

Punctuality: Students are expected to arrive a few minutes early for each class session so we can
start—and end—on time. The second lateness results in a 1% overall grade deduction, with an
additional .5% deduction for each subsequent late arrival. Note: Being late returning to class after a
break is akin to being late to the start of class. Lateness in either case is disrespectful to your classmates
and instructors, and being late repeatedly may impair your reputation, which is even more important than your grade. Those who attend every session and arrive on time or early each time earn a 2% final grade bonus.

**Communicating:** If you are aware ahead of time that you might have to be absent or late, send an e-mail to the instructor(s) and the TA. Put your requests and updates in writing—a verbal notice is not sufficient. If you have to be absent or late due to unexpected circumstances, notify the instructors and TV by e-mail afterwards as soon as possible, with an explanation. In all cases where you miss class, please detail how you plan to catch up on what you missed.

**Community Engagement:** Because the course focuses on the social Web, students will be expected to participate actively on social platforms in order to learn the mores and techniques at the core of community engagement. Given that this is a course on social journalism platforms, online participation is crucial.

**Class Participation:** Discussions and exercises in-class are a key component of the course, and each and every student is expected to participate actively. Students will be asked to lead a discussion at least once during the term, to take notes for the group at least once, and to make a presentation to the class at least once.

**Plagiarism:** Plagiarism and fabrication are journalistic capital crimes. Our profession depends on our collective credibility to survive. All journalists suffer when one journalist steals copy, misrepresents the work of others as their own, makes up a quote or invents facts or characters. Plagiarism may involve copying and pasting text from a book or magazine without attributing the source, or lifting words, photographs, video or other materials from a social network and using them as your own. Student work may be analyzed electronically for plagiarized content. Please ask if you have any questions about how to distinguish between acceptable research and plagiarism. Egregious cases are referred to a disciplinary committee. Students have left our program—voluntarily and involuntarily—when confronted with evidence of such transgressions.

In social media as in journalism, we expect students to cite and link to source material and give credit wherever it is due.
Mission/General Description:

People are using internet tools to share information and make connections on their own, without the media as gatekeepers. But amid a digital flood of information and conversations, journalists are needed more than ever – not as gatekeepers, but in variety of shifting roles.

Much of the value we can add will come as curators and presenters of information already flowing online, not only to help inform, but to give form to and expand the conversation. Our challenge – and opportunity – is to find new ways, using web tools and journalistic judgment, to use and present this information to interact with and serve the public.

This approach, which represents an extension of traditional journalism, starts in the same place where many reporters learn the craft: at the community level. Our goal as journalists also remains essentially the same: to ensure people have the information they need to make decisions and become active participants in civic life. Still, we need to adjust to a new landscape where not only does information travel at unprecedented speed and volume, fueled by a growing number of platforms for sharing, but where the very definition of information is expanding to include visual media and raw data, among other forms.

Journalists need to form new, collaborative relationships with the public. We need to help community members connect with one another. We also need to recognize there are communities within communities, and that not everyone interacts with the digital world in the same way (or at all), making it difficult to locate/create a virtual town square to identify and debate issues of importance. In addition, we must recognize that while communities are often geographic, they also can naturally form (or be organized) around a particular topic, interest, demographics, business or other criteria.

It’s the journalist's job to help bridge gaps and better unite communities of all types via information.

This course will examine the information communities need to know and how to get it to them. Students will start by identifying the information that exists in communities: What do members of a community know and how can they be helped to share that information? Students will examine various external sources of information — including journalism that already serves communities. They will learn the best ways to present information to a given community, whether through articles or tools or visualization. They will hear from various information stakeholders and providers, including: journalists working for
traditional local news outlets, hyperlocal site pioneers and local bloggers. They also will learn the basics of community engagement and interaction.

The bulk of the coursework will stem from students being assigned to one of two geographic communities to gather information from/about, and create plans to use tools to gather and present information, engage and interact with their community. Students will learn how to do effective surveys to gauge community information knowledge, wants and needs. They’ll learn how to crowdsource. They’ll be encouraged to be creative – mashing-up tools and envisioning new platforms, as needed.

In the process, they’ll start to connect the dots to identify issues of interest that are in need of additional scrutiny – setting the stage for their second-semester reporting class. Information for Communities will be taught by a journalism professor, who will coordinate with the instructor of the Tools and Platforms course in terms of timing as students tackle how to best present the information they’re finding.

**Outcomes:**

Students will:

• Be able to identify a wide range of information sources within a community.

• Be able to help a community better share information.

• Be able to identify and use the most effective and appropriate tool/s to help present that information.

• Be able to identify and use the most effective and appropriate tool/s to foster more interaction, not only between the journalist and the community, but within the community itself.

• Develop editorial judgment to become effective curators/aggregators of news and other information for the digital/social media age.

• Develop effective crowdsourcing projects to gather and share information on a focused topic.

• Be able to identify issues of community interest that need additional journalistic scrutiny, as a prelude to the second-semester reporting class.

• Be able to effectively pitch projects/stories.

**Assignments:**

• Students will be charged with helping compile, via a shared document, a Community Information Profile with a wide range of sources of information for a given community. The class will be divided into two teams, each of which will be assigned to a geographic community. This effort starts Day 1 and extends through the semester.
• Students will be assigned to find one piece of information about their community a day—a link, a tweet, a public document—and post it to a shared document with a brief explanation of where it came from and its relevance.

• Students will be charged with identifying the best tools to present information and foster interaction with their given community.

• Students will use digital (and possibly non-digital) tools to create surveys to help determine what their communities know and what community members see as their unfilled information needs.

• Students will team on devising, pitching and deploying focused, issue-driven digital crowdsourcing projects aimed at spurring interaction with a community—and setting the stage for identifying stories/areas in need of reporting.

**Grades:**

• 25 percent: class attendance and participation

• 25 percent: helping compile a robust Community Information Profile and contributing daily to the shared class document (the professor will keep careful track of the quantity and quality of individual contributions to this team effort).

• 25 percent: community survey project (the professor will keep careful track of the quantity and quality of individual contributions to this team effort).

• 25 percent: crowdsourcing project (the professor will keep careful track of the quantity and quality of individual contributions to this team effort).

**Attendance/Professionalism Expectations:**

Students will be expected to attend all sessions. Excused absences will be at the discretion of the instructor. Students will be expected to conduct themselves in a manner befitting a professional environment, treating colleagues with respect. The course and the skills it sets out to teach are predicated on a spirit of collaboration that includes the sharing of information and ideas. Cooperation will be a hallmark of a successful class.

**Plagiarism/Attribution Notice:**

Identifying the original source of all information and providing links back to that original source are the way of doing business. Students who make up information or plagiarize (including lifting from any source without attribution) fail and will be reported to the proper J-School officials.

**Schedule of Lesson Topics:**

• Class 1: Course goals—Determining what information a community already has, what information it needs and where it can be found. Also: determining best ways to present information and methods of fostering interaction with and within a community.
Students will be assigned to one of two teams, each with a geographic area to serve. Students also will be assigned to start compiling the Community Information Profiles, and to contribute daily pieces of information to the shared class document. The crowdsourcing project will be introduced.

•Class 2: Public information -- Intro to NYC.gov, community profiles and Census data. Examples of visualizations of Census data will be shown and discussed. Also: when public info isn’t readily accessible -- a brief intro to the Freedom of Information Act. (Guest speaker/instructor: member of J-School Research Center). Assignment: Use these sources to begin building the Community Information Profiles.

•Class 3: Mining traditional news sources and hyperlocal sites -- How to identify relevant news sites. Going beyond Google News Alerts to find news/information of community interest. Guest speaker/s: a hyperlocal news site editor and/or a local newspaper editor (This guest appearance from a local journalist will coincide with the meeting and subsequent field trip with a community ambassador in the Diverse Community Perspectives course, adding to the community viewpoints to which the students are exposed). Also: Update on Community Information Profiles and how local media fit into the document.

•Class 4: Mining the local blogosphere – Where to look, what to look for. Guest speaker: a blogger with a following in one of our assigned communities. In-class judgment exercise -- what stories/links/posts do you pick to share and why? What are the best way/s to share this information? How can you foster/expand conversation while sharing? Also: Update on Community Information Profiles and how blogosphere fits into the document.

•Class 5: Social Media – Tapping Twitter, Facebook, list serves and more to find information from and interact with the assigned communities. How to find relevant visual social media (eg. YouTube, Flickr) for our communities, and how to best share. Also: the art of the effective link-bearing tweet/Facebook post. How to use social media to spur interaction. Guest: Someone who started/runs a community list serve.

•Class 6: Finding out what the community knows and wants to know – the art of the online survey. What are the attributes of an effective survey? What are the best high-tech and low-techs ways of ensuring representative participation across socio-economic and other lines? How do the most effective techniques vary from community to community? What are the measures of success/failure? (Possible guest: someone from Pew or another organization that uses surveys to gain insight).

•Class 7: Using Google Forms to create surveys. Teams come up with surveys to access the information their community has and to gauge its information needs. Teams also decide on best platform/s to promote/distribute the survey in their community.

•Class 8: In-class refinement and launching of surveys.

•Class 9: Introduction to Crowdsourcing. Many different kinds/examples – from the Guardian MP spending project to Brian Lehrer’s cost of living snapshot to ProPublica’s
Free the Files. Commonality: The art of keeping the bar to entry low while getting quality responses. Also: The importance of having a focus to gain and share insight with – and within – a community. Assignment: Find a crowdsourcing project, successful or otherwise, and give reasons for why it went right/wrong. Monitor initial survey results with an eye on finding a strong crowdsourcing topic.

• Class 10: Crowdsourcing Brainstorming – we’ll use initial results of the survey as fodder. Each team plans a project, and puts together a pitch to a past class guest to partner with, using the guest’s platform.

• Class 11: Crowdsourcing Critiques – we’ll bring in potential partners for feedback, fixes and launch. Also: update on survey results, and how we’ll integrate them into the Community Information Profiles.

• Class 12: Presenting Information – From what we’ve learned about each community, what are the best way/s to serve a wide spectrum of folks in terms of platforms, tools? Assignment: Each team comes up with a plan to serve their community in terms of helping the community share information. Crowdsourcing project updates.

• Class 13: Presenting Information, Part II – Presentation of platform plans. Also: Intro to identifying stories, and coming up with reporting/engagement plans that involve the community in the process. We’ll brainstorm story ideas, generated variously from the Community Information Profile, the survey, the crowdsourcing project or anything else we’ve discovered in this class or any others during the course of the semester.

• Class 14: The art of the pitch – how to sell your reporting projects to your boss – and your community. We’ll look at various kinds of pitches – written, in person, with and without multimedia element. We’ll practice team pitches and individual pitches.

• Class 15: Final class – class members will pitch their stories and reporting/engagement plans of the instructor of the second-semester reporting class. We’ll have a wrap-up, looking at the information we’ve found and helped our communities share, and look ahead to how we can apply these lessons to the practicum, upcoming classes and to the individual longer-term goals of the class members.

Statement on Diversity in this Proposed Syllabus:

Identifying the broad range of information a community possesses necessitates finding diverse sources of information within that community – in short, diversity of sources is fundamental to this course. Diversity across all socio-economic and other lines will be explicitly discussed – and practiced – every step of the way. We recognize there are communities within communities, and not everyone interacts the same way (or at all) with digital technology. Information wants and needs also vary within a community. Part of the course will center on determining which tools/methods work best in reaching the widest spectrum of people possible, particularly via the community survey and crowdsourcing project. The diversity of respondents and the information we receive will be metrics of where we’re succeeding, where we’re not – and serve as a spur to action to
try different methods as needed. One goal, essential to this enterprise, is to determine what voices aren’t being heard as we endeavor to help a community share information.

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COURSE DESCRIPTION

This course focuses on the primary platforms that comprise the social Web. Throughout the semester, we explore how communities are using social networks to communicate and collaborate. Students concentrate on why and how groups employ tools to connect internally and with external entities. The course aims to arm students with a strong social journalism toolkit and a deep working knowledge of how communities engage with the social Web. Once students have that understanding, they will be in a better position to develop new social tools, strengthen community connective tissue, or report with, for and on communities with the aid of social networks.

Students meet once weekly in person and periodically online during the week for course-related discussions. The learning approach is interactive, with a steady stream of readings, discussions, assignments and lively in-class and online activities designed to foster maximum engagement, enjoyment and learning.

COURSE LEARNING OBJECTIVES

After successfully completing this course, students will have learned to:

1. Capitalize on a broader range of social platforms, drawing on hands-on experience
2. More effectively curate and aggregate content for a community
3. Understand the ins and outs of how social platforms work
4. Assess the strengths and limitations of existing—and emerging—networks
5. Implement best practices for effective use of social tools and platforms
6. Identify specific community needs by drawing on a community’s use of social tools
7. Develop and design specifications for new tools or features to address the particular needs of an underserved, underrepresented, diverse community
8. Expand their use of social-media tools to optimally serve the needs of a community.
CONTACT INFORMATION & OFFICE HOURS [TBD]

Jeremy Caplan, Office #454a or Other Instructor TBD
Phone: 917-512-3211
Email: jeremy.caplan@journalism.cuny.edu
Office hours: Tuesdays and Thursdays 1 p.m. to 4:00 p.m., the hour after class each week, and by appointment. To reserve a specific time, visit: calendly.com/jeremycaplan

TEACHING ASSISTANT

The course’s teaching assistant is a former student recognized for his or her superior skills and understanding of this content. The TA will work with students individually and in small group breakouts. You will receive more information about our TA at the start of the course.

COURSE OVERVIEW SESSION - BY - SESSION

PART 1—Sessions 1 - 5:
A Web of Billions: The Connective Thread of Social Platforms

Session 1

Digital Connections: A whirlwind dive into the latest in social media. This exploration of today’s community platforms focuses on how communities are using these platforms and how journalists are making effective use of social media.

Selected Session Topics:

- Course introduction
- Presentation about the state of social platforms, focusing on:
  - Facebook, Twitter, YouTube, Tumblr, Reddit, Instagram, Google+, LinkedIn, Pinterest and Sina Weibo.
- Exploration of how selected communities are using existing platforms, and reading/listening to what they are doing/saying
- A discussion of how to assess tools and platforms, how to understand their capabilities, and how to develop a deeper understanding of their structures.

Session 2

Curation and Aggregation: This session explores both the mindset and the toolkit for today’s best curators and aggregators. We start by discussing what makes curation different from aggregation. We also look at some best practices illustrated by top curators and sources of aggregation. Part of the session is devoted to in-class exercises.

Selected Session Topics:

- Discussion of the values of curation, appropriate attribution, along with an exploration of information gaps that curation and aggregation can address
● Analysis of key curation tools and platforms, analyzing their capabilities
● A live curation exercise, drawing on an actual community event
● Student profile of a top curator, with insight into how they do their work

Session 3

The Art and Science of Facebook: The world’s primary social network is familiar to most of us, but a deeper exploration of this powerful platform yields new insights about the breadth of usage among communities for news, information and communication.

Selected Session Topics:
● Exploration of media and community Facebook usage w/ specific examples
● Discussion of Facebook case study
● Twelve ways to use Facebook more effectively to connect with a community
● Student presentation about the hidden corners of Facebook

Session 4

Deep-Diving Into Twitter: How does the network that the news world so loves serve the information and communication needs of communities small and large? What are the primary community uses for Twitter, what are its limitations, what do recent platform developments mean for where it’s heading?

Selected Session Topics:
● Exploration of how communities and media orgs are using Twitter
● Discussion of Twitter’s social case studies
● How six journalism organizations are using Twitter in creative ways to do more than distribute headlines
● Student presentation about boundary-pushing community uses of Twitter

Session 5

The World’s Video Voice: YouTube and Beyond: YouTube has become the world’s video channel, giving voice to millions and raising lots of questions about how communities use video for internal and external communication.

Selected Session Topics:
● Stats and trends that reflect YouTube’s social, political & cultural significance
● Analysis of five community YouTube videos for impact, problems and lessons
● A visit from a YouTube community manager to share tips on best practices
● Student presentation on how a particular community capitalizes on YouTube
PART 2—Sessions 6 - 10
Social 2020: New Approaches to Social Platforms

Session 6

A Brief History of Community Platforms: To fully understand where we’re at today and where we may be heading, it’s crucial to understand the evolution of social networks. This session focuses on the 20-year period between 1995 and 2015.

Selected Session Topics:
● Debrief on online discussion
● Presentation about the history of social platforms, including a look back at the decline of social networks such as the Globe, Six Degrees, and MySpace
● A discussion of how social networks have changed, focused on new capabilities that extend how communities can use these platforms
● Student presentation focused on a niche platform

Session 7

Plug-Ins, Add-Ons, Widgets and More: Social networks offer APIs to allow others to develop relevant products and services that add value. In this session we explore some of these that individuals and communities have adapted for their purposes of communication and collaboration.

Selected Session Topics:
● An exploration of the infrastructure of social networks, with an eye to a better understanding of how APIs and add-ons work
● An exercise to make use of an API and various plug-ins to extend the value of a social network or to adapt it to the needs of a particular community
● A discussion of the social ecosystem and a mapping of the key entities
● Student presentation on 10 specific plug-ins/add-ons/widgets of value

Session 8

Community Tactics, Tips and Techniques: This hands-on session focuses around the best practices suggested by key community managers and social media editors. Students practice implementing the techniques in class and in their online project work.

Selected Session Topics:
● Debrief on suggested best practices contributed by experts and community representatives who we reached to as a group earlier in the term
● Looking back at a recent social media community campaign to assess what worked and didn’t, with input from those involved
● Pitching social media campaign approaches to peers with feedback, in order to practice the process of developing, pitching and critiquing such campaigns
● Student presentation on worst-case-scenarios—what has happened, and how have communities taken advantage of social platforms to respond
Session 9

**Next-Gen Networks and Live Social Engagement:** Beyond Facebook, Twitter and YouTube, there are dozens of social networks of note popular in the United States. We’ll focus on some that tend to draw less media attention and explore niche communities focused on these alternate networks.

**Selected Session Topics:**
- Stats and trends that illustrate these other networks’ social, political, economic and cultural significance
- In-class live social exercise to explore live community engagement
- Practicing with CoverItLive, ScribbleLive, and other live blogging tools
- Student presentation comparing community usage of a primary platform with its use of a secondary network

Session 10

**Social and Global:** This session focuses on networks particularly focused outside the United States, to better understand how select international communities are using social networks that may be less familiar to American consumers.

**Selected Session Topics:**
- Understanding how social networks outside the U.S. differ from those popular here
- Analysis of global network case studies for impact, challenges and lessons
- A guest presentation from a Sina Weibo expert about social media in China
- Student presentation — a deep dive into a particular country’s social network landscape

PART 3—Sessions 11 - 15

**Adding Value for Next-Generation Social Journalism**

Session 11

**Voices Wide and True: Social Media Diversity and Ethics** At this point in the course, we take a deep look at how to foster a dialogue that represents a wide range of viewpoints and at the role tools can play in ensuring inclusivity. We also consider ethical challenges presented by the ease with which tools enable us to put information out to the world quickly and without time for consideration.

**Selected Session Topics:**
- A discussion about the pitfalls we face in managing social media accounts
- A guest speaker to bring us the voice of an underrepresented community
- Exploration of the way in which tools guide us toward particular choices and a consideration of how to ensure that tools are set up thoughtfully
- An in-class debate featuring multiple perspectives on an ongoing ethical challenge faced by social media editors to foster a multi-layered discussion
Session 12

**Social Media Verification:** Sorting fact from fiction in breaking news situations can be particularly challenging when the pressure is on to publish quickly. This session focuses on how individuals and journalism organizations can balance demands for quick coverage with a need for accuracy, thorough reporting and ethical treatment of sources and communities.

**Selected Session Topics:**
- Guest workshop with a representative of Storyful
- Live exercise in verification with feedback afterwards from outside guest
- Discussion of reading about past incidents of social media errors and the repercussions of rushing to publish unverified social material

Session 13

**Social Media Metrics:** A close look at various approaches to measuring social media efficacy. In addition to considering social media metrics tools and looking at how they can be used to measure an account’s social traction, we will discuss frameworks for determining which metrics may be relevant in various contexts.

**Selected Session Topics:**
- Exploration of social metrics tools
- Discussion about how to determine which social metrics tools are most appropriate in various contexts
- An analysis of several specific social accounts with an eye toward determining how to fairly and effectively present the metrics information to community stakeholders so they understand the impact of a social account.

Session 14

**Next Generation Social Tools:** Moving beyond the most widely-known current networks, this session focuses on what’s next in social. In addition to looking at the networks that are attracting increasing numbers of mobile users, we’ll look at new niche networks that are addressing gaps in the social market.

**Selected Session Topics:**
- Diving into new tools, we’ll explore some new tools live in this session
- We’ll assess how these new tools might be helpful in various news contexts, and how communities might prepare to capitalize on their potential
- An exploration of how the new capabilities of mobile and wearable devices may further shift the direction of social media in the months and years ahead

Session 15

**Final Presentations and Takeaways:** In this final session we’ll look back over the term to solidify key concepts, frameworks and toolkits that we’ve built up over the semester. Students will present their social media portfolios and hear feedback from colleagues and the instructors so they can
continue sharpening their work.

**Selected Session Topics:**
- Final student presentations
- A final look at the key principles, frameworks and toolsets we’ve covered
- Looking back at changes in social stats from day one of the class and the final day for a live perspective on how quickly the social world is moving

**READINGS**

**Selections from the Following:**
- [Here Comes Everybody: The Power of Organizing Without Organizations](https://www.amazon.com/Here-Comes-Everybody-Power-Organizing/dp/0393074633), Clay Shirky
- [Hatching Twitter](https://www.amazon.com/Hatching-Twitter-Inside-Social-Technology/dp/0981621902), Nick Bilton
- [Writing on the Wall: Social Media - The First 2,000 Years](https://www.amazon.com/Writing-Wall-Social-Media-First/dp/1937688125), Tom Standage
- [Net Smart](https://www.amazon.com/Net-Smart-Information-Teenagers-Everyday/dp/1591844606), Howard Rheingold

**Articles including the following:**
- [Truth in the Age of Social Media](https://www.nieman.org/2011/06/truth-in-the-age-of-social-media/), (Selections), Nieman Reports
- [8 Key Takeaways about Social Media and News](https://www.opinionated.com/2013/05/13/8-key-takeaways-about-social-media-and-news/), Katerina Eva Matsa & Amy Mitchell
- [Twitter News Consumers: Young, Mobile and Educated](https://www.niemanlab.org/ongoing/social-media/)
- [The Role of News on Facebook](https://www.niemanlab.org/ongoing/social-media/the-role-of-news-on-facebook/) and [The Facebook News Experience](https://www.niemanlab.org/ongoing/social-media/the-news-experience-on-facebook/) and [Is Facebook Too Big to Care?](https://www.nytimes.com/2014/04/28/technology/facebook-news.html)
- [Collection of Social Media Case Studies Curated by JCaplan](https://www.jcaplan.com/social-media-case-studies/)
- [WNYC Social Media Tips Spreadsheet](https://docs.google.com/spreadsheets/d/1fB9Q2Ad9cI1c3ZuQ5Z-0gQVdM0xw1MjW0L4G7_0Q/)
- [NPR Social Media Ethics Guidelines](https://www.npr.org/sections/openeditor/)
- [Social Media Searching Tips and Tricks](https://www.socialmediaexaminer.com/social-media-searching-tips-and-tricks/)

**In addition to the readings above, students will be expected to regularly read:**
[Mashable/ReadWrite/TechCrunch/MakeUseOf/The Verge/NY Times Bits Blog](https://www.mashable.com/)

**Supplemental readings on the following social networks:**
- LinkedIn and professional communities
- Facebook: Insights, Ads, Groups, Comments
- How communities are using Google Plus
- Storify and the art of social media curation
Flavors.me and social landing pages: flavors.me/directory
Tumblr, and social blogging
Vimeo and video communities
Flickr, Pinterest, Instagram and social images
StumbleUpon, Reddit, Delicious, and the evolution of social

ASSIGNMENTS

During the semester, students will complete the following primary assignments.

No. 1: Curate Content for a Community
Students will gather and filter content across various social media networks for the benefit of a particular community. They will select a presentation method that may include some combination of Storify or RebelMouse stories, a Tumblr or Wordpress microsite, an eBook, a series of newsletters, a printed product, a live event, or some other format of value to a particular community. The objective of the assignment is to gain practice gathering, filtering and presenting social content for a community across various platforms.

No. 2: Design a Social Media Strategy and Implementation Plan
Students will consider the needs of a particular community and focus on a particular short or medium-term community objective. With that objective in mind, students will draw on their study of social media platforms and tools to craft a strategy for making more effective use of social media toward the particular objective. The plan will include reference to specific metrics so that the success of the plan can later be measured, if the plan is implemented. The final part of the assignment is to prepare an implementation plan, with a timeline, specific steps, suggested social posts, and sample/template content.

No. 3: Social Media Portfolio
Students will assemble a social media portfolio to showcase their social media work. This will include not just highlights of their noteworthy social posts, but also notable curation or aggregation work. Students will include a well-designed document that highlights their skills, strengths and experience, and references their various social media credentials for potential employers, partners, or community members. The portfolio may include a social credo or manifesto that draws on a personal ethics perspective as well as a well thought-out analysis of how the student approaches social media.

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IN-CLASS PROJECTS

During the semester, students will complete several graded in-class projects.

Live Social Coverage
Students will cover a live event using social media tools covered in the class, bringing in live input from a community and adding a layer of perspective, analysis, fact-checking and curation to improve the quality
of the social dialogue and coverage of the event.

Social Tool Deep-Dive

Each student will be responsible for a “deep-dive” oral report to the class once during the term. These peer-led tools sessions will supplement our coverage of tools and platforms throughout the term. Each student will prepare a one-page handout documenting the session’s key takeaways, and each report will include some hands-on component for active, collaborative learning.

Social Account Management

To practice social account management, students—working in pairs—will be responsible during one week of the term for contributing to one or more of the school’s social accounts. This practical experience with account management will give students hands-on practice working with real social media accounts and engaging with an audience. In class, we will discuss what is working, what isn’t, and how to learn from our mistakes.

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GRADING RUBRIC

In assessing students' work, the instructor will focus on the following factors applicable to all assignments:

- **Quality and Shine**: Has the assignment been executed with skill and subtlety, and has it been edited well and polished?
- **Organization and Presentation**: Is the required material presented clearly and in a professional manner suitable for an audience?
- **Effort and Application**: Has the work been prepared with careful thought and attention to detail, and does it take appropriate advantage of the relevant tools?
- **Punctuality and Completeness**: Is it on time and complete, and does it fulfill the assignment? Are all required elements included in the submission?
- **Creativity and Thoughtfulness**: Has the student endeavored to go beyond what’s already been done to add an element of originality or a distinctive creative touch?

ASSIGNMENT VALUES

Grading for the class as a whole will be based on students’ work over the entire term:

<table>
<thead>
<tr>
<th>Grade Component</th>
<th>Percentage Value</th>
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<tbody>
<tr>
<td>Assignment #1</td>
<td>22%</td>
</tr>
<tr>
<td>Assignment #2</td>
<td>22%</td>
</tr>
<tr>
<td>Assignment #3</td>
<td>22%</td>
</tr>
</tbody>
</table>
In-Class Project #1 | 8%
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In-Class Project #2 | 8%
In-Class Project #3 | 8%
Class Participation | 10%
**TOTAL** | **100%**

Grading for assignments is based on the level of professionalism of the finished work:

- **A** = Professional quality work with minimal additional editing required before professional publication
- **B** = Good work
- **C** = Unsatisfactory work

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**COURSE EXPECTATIONS AND REQUIREMENTS**

**Attendance:** Barring emergencies, students are expected to be present in class in body and in mind. While in class we devote our full attention to the subject matter. Given that we only have 15 sessions, each class missed results in an overall grade deduction of 1% if excused, 2% if unexcused.

**Punctuality:** Students are expected to arrive a few minutes early for each class session so we can start—and end—on time. The second lateness results in a 1% overall grade deduction, with an additional .5% deduction for each subsequent late arrival. Note: Being late returning to class after a break is akin to being late to the start of class. Lateness in either case is disrespectful to your classmates and instructors, and being late repeatedly may impair your reputation, which is even more important than your grade. Those who attend every session and arrive on time or early each time earn a 2% final grade bonus.

**Communicating:** If you are aware ahead of time that you might have to be absent or late, send an e-mail to the instructor(s) and the TA. Put your requests and updates in writing—a verbal notice is not sufficient. If you have to be absent or late due to unexpected circumstances, notify the instructors and TA by e-mail afterwards as soon as possible, with an explanation. In all cases where you miss class, please detail how you plan to catch up on what you missed.

**Community Engagement:** Because the course focuses on the social Web, students will be expected to participate actively on social platforms in order to learn the mores and techniques at the core of community engagement. Given that this is a course on social journalism platforms, online participation is crucial.

**Class Participation:** Discussions and exercises in-class are a key component of the course, and each and every student is expected to participate actively. Students will be asked to lead a discussion at least once
during the term, to take notes for the group at least once, and to make a presentation to the class at least once.

PREREQUISITES
There are no courses that students must complete before taking this course, though it is assumed that students have a basic familiarity with social media and already have accounts set up on Twitter, Facebook, and LinkedIn.

DIVERSITY
Throughout this course, we use social tools to listen to voices that might otherwise be underrepresented in traditional media outlets to better understand their perspectives and their uses of social networks. We also focus on underrepresented communities to explore how social media can have particularly significant benefits—and present challenges—for small or vulnerable communities. In these cases, we focus on the ways in which social tools can provide communities with valuable connective thread, or can contribute to a community’s isolation, or can have other impacts along that spectrum.

PLAGIARISM
Plagiarism and fabrication are journalistic capital crimes. Our profession depends on our collective credibility to survive. All journalists suffer when one journalist steals copy, misrepresents the work of others as their own, makes up a quote or invents facts or characters. Plagiarism may involve copying and pasting text from a book or magazine without attributing the source, or lifting words, photographs, video or other materials from a social network and using them as your own. Student work may be analyzed electronically for plagiarized content. Please ask if you have any questions about how to distinguish between acceptable research and plagiarism. Egregious cases are referred to a disciplinary committee. Students have left our program—voluntarily and involuntarily—when confronted with evidence of such transgressions.
Mission Statement and Course Description

Last semester, you learned how to mine the information that exists in and around your communities. Now you have a more complex question to answer: How do you determine what information is missing, and how do you gather – or help others gather – that information? What questions are not being asked? What voices are not heard? How do you correct misperceptions and explain what's really going on? How do you extract the necessary information from government and how do you find out whether officials are keeping their promises? And what's the best way to present all that information once you gather it?

The answer to many of these questions is simple, though far from easy. It lies in what the first dean of the CUNY J-School, Steve Shepard, has called the “eternal verities” of journalism: the hard but rewarding work of reporting, writing and critical thinking, along with the application of ethical values. This class is will offer a field guide to those techniques and standards of journalistic practice, as well as to their corollaries: research, editing and fact-checking. There are plenty of exciting new tools and approaches being tested and practiced in today's journalism – you are learning them elsewhere in this program, and you will road-test them throughout this class. But you will also learn these bedrock journalism skills, honed over hundreds of years, and how to apply them to your practice of these newer tools.

Here, you will listen actively to your community, and you will act upon what you hear – and what you don't hear. You will learn how to identify and fulfill the needs for information; how to find and work effectively with sources and contributors; how to collaborate with a community to gather accurate and trustworthy information. You will learn how to verify information floated online and in social media, and how to fact-check assertions made by sources and contributors.

In this class, your chosen community will be your laboratory, where you will try out new ideas and approaches. We expect you to engage with that community on multiple levels and platforms: through various avenues of social media; on blogs or news organizations covering the community (yours and others); through listservs and community forums; and of course in person, by showing your face at meetings and gatherings of all sorts, and by planning your own events.

As far as presentation of work, this class is entirely platform-agnostic. Building on your work in the Tools and Platforms class last semester, we encourage you to try out forms and platforms you are unfamiliar with, but more importantly, we expect you to assess, decide and explain why the platforms and formats you choose make the most sense for each assignment (keeping in mind that will usually mean several platforms and formats). Since engagement is key, your assignments are not
complete once you show them to your professor or publish them. The goal is to spark and enhance conversations, which you should continue to participate in and nurture.

Reporting and Presentation will be taught by a journalism professor who will coordinate with the Metrics and Outcomes professor to find ways to apply those lessons on data to the work that students are producing and publishing in this class.

Course Outcomes

By the end of this course, students should be able to:

- Work collaboratively with the community, organizations and other news outlets to gather and disseminate accurate and trustworthy information.
- Practice the “eternal verities” of journalism: reporting, writing and critical thinking; as well as research, editing and fact-checking.
- Engage in a beat, developing extensive sourcing and deep fluency within the community, and bringing new perspectives and authoritative explanation to enhance ongoing discussions and correct errors or misperceptions.
- Hold officials to account for their actions and keep track of whether they have made good on their promises. Understand the basics of public records and open meetings law and freedom of information laws.
- Explain journalistic objectives and standards clearly (and not condescendingly) to non-journalists, and work with them to achieve those objectives.
- Verify information gleaned from sources, whether in person or via social media, crowd-sourcing or other methodologies.
- Navigate an unfamiliar setting; recognize when one’s unfamiliarity is undermining reporting; and figure out effective strategies to address that problem and report authoritatively.
- Determine the optimal format and means for the presentation of information, keeping in mind that usually that means several platforms, not just one.
- Practice ethical aggregation: adhere to journalistic standards in citing published reports or online sources, and develop a methodology and consistent format for citations.
- Present information – and the process through which that information was gathered – in a way that is transparent and replicable.
- Engage in and respond to ongoing discussions in the community, including (but not limited to) those sparked by your work.
- Understand analytics and its role in producing journalism, and form a clear policy on how to (and how not to) respond to analytics.

Assignments:
• Explainer (in two parts)
• Reported piece based on a document or database (in two parts)
• Community contributor piece (in two parts)
• Data-driven accountability project
• Public collaborative project (worth two assignments)
  * Collaboration with a local organization on an information-gathering project
  OR a crowd-sourced project
  * Building on the product of the above collaboration: a physical, in-person
    event – panel discussion, meetup, launch, guided walk, tour, etc. Assignment
    includes live coverage of the event.

**Grading Guide**

Grades in the Reporting and Presentation class are calculated this way:

A+ (97-100): Perfect or near-perfect, groundbreaking and innovative work.
A (93-96): Excellent, professional-level work.
A- (90-92): Strong work that needs only some minor tweaks.
B+ (87-89): Solid work that needs some additional steps to be complete and
  presentable.
B (83-86): Average work in need of revision.
B- (80-82): Middling work that falls short of professional standards.
C+ (77-79): Substandard work with problems several in number and serious in
  scope.
C (73-76): Very weak work, unacceptable in a work environment.
C-: Unacceptable work.
D range: CUNY does not offer this grade at the graduate level
F: Failure on most, if not all, levels used to measure performance. Missed
  assignments.

Assignments received after deadline will be marked down—the later it is, the more
it will hurt your grade.

For many of these assignments, documenting your process will be as important as
the finished product. Please be sure to provide the documentation requested for
each assignment, since it will be assessed as a part of your grade.

Grade Breakdown: Your semester grade is calculated as follows.

75 percent based on the assignments listed above
15 percent based on performance in classroom discussions, mastery of the reading,
drills
10 percent based on classroom deportment: contributions, professionalism,
collegiality
If you have questions about grading, be sure to ask.

**CUNY J-School Attendance Policy**

As a professional school, the CUNY J-School has the same expectations for professional behavior as a news organization. Students are expected to show up every day ready to work, and are expected to attend every one of their classes.

If you cannot attend one of your classes, you are expected to notify the professor with the reason and get an excused absence. A medical or family emergency is generally sufficient reason for an excused absence from the J-school, just as it is from a job. An unexplained or unexcused absence is never okay and will lead to a lowering of your grade. It is within the professor's discretion to determine what qualifies as an excused absence. Similarly, arriving late for class often will lead to a grade reduction for unprofessional behavior.

**Plagiarism and Fabrication**

You have all signed a code of ethics; we take that code very seriously. Plagiarism and fabrication in journalism are capital crimes. Journalistic credibility takes a hit when reporters steal, copy or otherwise misrepresent the work of others as their own. Plagiarism means taking any material created by another person and representing it as your original work. It may involve copying text from a book or magazine without attributing the source, or lifting words, photographs, videos, or other materials from the Internet and attempting to pass them off as your own. Fabrication refers to inventing sources, quotes or information. Student work may be analyzed electronically for plagiarized content. Any plagiarism of fabrication will result in serious disciplinary action, including likely dismissal from the CUNY J-School. Please ask the instructor if you have any questions about how to distinguish between acceptable research and plagiarism.

**Week-by-Week Schedule**

**Week 1:** Introduction – Students learned how to listen to a community last semester in their Information for Communities class and elsewhere; now they will start the process of actively engaging in a community. We’ll discuss the importance of the “eternal verities” of journalism: reporting, writing and critical thinking; as well as research, writing, editing and fact-checking. We’ll talk about what makes something news, and what we mean we talk about news values: impact, conflict, proximity, timeliness, prominence and novelty. And we'll discuss how to develop a beat, by building extensive sourcing and deep fluency within a community to stay abreast of and ahead of new developments.

**Assignment:** Identify an issue or story that has news value in your community, and that could use some explanation, either because it’s complex or it’s widely
misunderstood. The explainer can be in any format (text, multimedia, charts, Storify, etc.). Pitches and reporting plans will be discussed in class next week.

**Week 2:** Intro to the basics of story structure. We’ll talk about the traditional inverted pyramid, how it came about, and why it endures as a format. And we’ll discuss some other approaches to storytelling, from a well-crafted tweet to a thoughtfully and ethically aggregated story.

We’ll start to broach the collaboration piece of this, and discuss the work they’ll be doing collaboratively with individuals, organizations, and other news outlets to gather and disseminate accurate and trustworthy information. Later in the semester they will each devise a collaborative project (either with a local organization or news outlet, or a crowd-sourced piece), so they should get started thinking about ideas for that. They should also start thinking about identifying and recruiting contributors and sources within their communities.

**Assignment:** We’ll discuss and approve pitches for explainer pieces, and they should report and produce them before class next week.

**Week 3:** Students examined various ways to conduct and present their reporting in the Tools and Platforms class last semester. We’ll draw upon this knowledge by looking at the explainers students produced in various different formats, and discussing whether each chose the optimal format and means for the presentation of information, and what other formats might work even better. As a part of this discussion, we’ll ask, “Who will we reach with each of these platforms/formats? How will we reach a broader socioeconomic range of people?” We’ll also discuss the importance of presenting information – and the process through which that information was gathered – in a way that is transparent and replicable, and we will assess how each explainer did on that front. In the context of discussing these explainers, we’ll also discuss nut grafs, and what a nut graf can look like in a range of different formats. But we’ll make the point, clearly, that no matter what the format, a nut graf is not optional.

**Assignment:** Students should go back to their explainer pieces and present them in a different format or platform, as advised by the class during the discussion today. Due before class next week.

**Week 4:** Public records and access: We’ll discuss the basics of public records and open meetings law and our rights and responsibilities as society members and journalists. We’ll go over the procedures and some dos and don’ts of finding and requesting documentation and – when necessary – filing FOIL/FOIA requests. (Possible guest: Bob Freeman of the NY Committee on Open Government) Also, we’ll talk about approaches to presenting original source materials and documentation – why and when to do it, and, beyond the technology, how to provide guidance to readers and the community on how to read, understand and use those documents (rather than just dumping them online).

**Assignment:** Identify a document or database that would be useful in an ongoing conversation in your community, or that might yield a useful story. Request or access that document, or, if necessary, file a FOIL request. Whether or not the
Week 5: We talk a lot about listening to the discussions a community is already having with itself. But how do we, as journalists, add value to those discussions? How do we figure out whose voice is missing? How do we determine what context, history, data, or other information could enhance the discussion? Where do we find the data necessary to shed light? How do we correct errors or misperceptions within a community? We’ll discuss some scenarios and strategies. (Possible guest: Barbara Gray or someone else from the J-School’s research center staff.)

**Assignment:** Identify an ongoing conversation within your community and determine what data or contextual reporting would shed light on that ongoing conversation. (It may be the document/database requested or accessed last week, but doesn’t have to be). Produce a piece of reporting, in any format, that enhances that ongoing conversation. Due next week.

Week 6: We’ll discuss how to find, recruit and nurture sources who might contribute knowledge, experience or expertise; where to find them, what qualities to look for, how to approach and recruit them; how to realistically assess their abilities and availability, and how to determine the best format for their contributions. Also, how to be a clear-eyed judge of the motivations of sources, contributors and organizations, and think practically about how those motivations affect (but may not necessarily invalidate) the collaboration.

**Assignment:** Create a list of at least six possible contributors from your community that you’d like to work with. Write up a plan (a few paragraphs for each) explaining the projects you’d anticipate working on with them. The plan for each person should also include possible pitfalls or concerns.

Week 7: We’ll discuss the nuances of working with non-journalists to create useful content: from a local PTA member to a company’s CEO to a Bangladeshi anti-sweatshop activist thousands of miles away. We’ll talk about how to explain journalistic objectives and standards clearly (and not condescendingly) to non-journalists, and work with them to achieve those objectives; the importance of being respectful of a person’s authority and experience, while maintaining some journalistic skepticism; and how to edit without alienating, and without setting the bar so high that you discourage future collaboration. (Possible guest: Mitra Kalita, Ideas editor at Quartz, who works with a lot of non-journalists to produce content)

**Assignment:** Elicit a piece of collaborative journalism from a contributor in any format (an op-ed, an as-told-to piece, a video, a Reddit AMA, etc.), and work with the contributor to produce it. Due in two weeks.

Week 8: We’ll discuss ways to verify information gleaned from sources, whether in person or via social media or other methodology. And we’ll talk about “ethical aggregation”: how to adhere to journalistic standards in citing published reports or online sources, how to add value in an aggregated story, rather than just parrot
what's already been reported, and how to develop a methodology and a consistent format for citations that provide a path back through the flow of information, ideally to primary sources. (Possible guest: Barbara Gray or someone else from the J-School's research center staff. Or Gideon Lichfield, news editor at Quartz.) Also, a progress check on the contributor collaboration.

**Assignment:** Keep working on contributor collaboration, due before class next week.

**Week 9:** Accountability: We'll discuss the role of journalists as watchdogs on government; strategies to identify questions that are not being asked in a community; and answers that are not forthcoming from officials. We'll discuss some longer-term approaches to keeping officials' feet to the fire, including: tracking promises made and whether they're kept (like PolitiFact, or the “truth goggles” project, or even John Stewart’s use of archived video to point out flip-flops and hypocrisy); looking at the outcomes or performance metrics of government programs; crunching the numbers on the cost of developments; doing cost vs. benefit analysis. (Possible guest: Tom Robbins, investigative reporter)

**Assignment:** For a public official in your community, determine one measurable goal or promise that she has made. Do the research and reporting necessary to determine what progress has been made toward that goal or promise. Determine the best format/platform to present that reporting, and produce a piece in that format. Due in two weeks.

**Week 10:** Becoming authoritative: One challenge journalists are faced with constantly is the need to become knowledgeable quickly enough to report authoritatively on any subject. We'll discuss techniques for doing that, but also how an essential piece of that process is the acknowledgement of its limitations. We cannot truly become experts in a few hours, days, or even months, so it is essential to reach out to those who are immersed in a subject/community/culture for help and perspective. Whether that subject is nuclear technology or the transgendered community (as in the recent Grantland flap), we'll discuss how to navigate an unfamiliar setting; recognize when one’s unfamiliarity is undermining reporting; and figure out effective strategies to address that problem. (Possible guest: Wonbo Woo, producer at NBC news, former head of communications for GLAAD)

**Assignment:** Keep working on accountability assignment, to measure an official's words against his actions.

**Week 11:** We'll discuss the critical thinking part of a journalist's role, which is not just to say what happened, but also what it means; think proactively and analytically; form a compelling thesis or theory, then test and adjust that theory as necessary through reporting and research. We'll discuss the spectrum from the traditional detached journalistic voice through the webbier point-of-view writing to straight opinion-writing. And we'll talk about code-switching for different journalistic forums, ranging from social media to print publications, and how to maintain one's integrity throughout.
Also, we’ll broach the idea of a collaborative project, whether in partnership with a local group or news organization, or as a crowd-sourced project. Now that students are immersed in their communities, they should be in a position to step back and say, what needs to be done or discussed here? There are two stages to the project: an information-gathering piece, and an event. They should come to class next week prepared to pitch their project.

**Assignment:** Pitch the collaborative project discussed above.

**Week 12:** We’ll talk more about the event piece of the collaborative project, and show them some examples. This could mean many different things: a panel discussion on a spate of recent anti-gay attacks that brings together advocates, police precinct representatives, and public safety orgs; a meetup at a local bar for parents to compare notes on local day care options; a guided walk around a neighborhood to look at empty storefronts and discuss ways to encourage retailers to come into the community; a foodie’s tour of a neighborhood’s hole-in-the-wall eateries and street food. The event should be in the physical world, not online. And the student should work (ideally, with a community organization or news organization) to promote it, whether that’s online or by handing out flyers or attending meetings to spread the word—or, most likely, all of the above. Students should also come up with a plan for live coverage of the event, whether that’s live-tweeting, creating a storify, posting photos or video via Instagram or YouTube, or some other method. (Possible guest: Annaliese Griffin of Brooklyn Based, which does a lot of events.)

**Assignment:** Work on phase one of the collaborative project and start planning for the phase two, the event.

**Week 13:** We’ll discuss strategies to engage in and respond to ongoing discussions in the community, including (but not limited to) those sparked by your work—whether that’s via social media, comments, online discussions or events. By now students should be steeped in the world of metrics and analytics, so let’s take a look at the work they’ve done so far, and how to read the analytics they’ve gathered. With that real-world example, we’ll discuss how to understand analytics and its role, and the importance of forming a clear policy on how to (and how not to) respond to analytics—the point being, there’s no one right answer on this, but having a policy can help prevent overly reactive spur-of-the-moment responses to metrics.

**Assignment:** Complete phase one of the collaborative project and start promoting phase two, the event.

**Week 14:** Presentation of phase one of the collaborative project. We’ll show the work and discuss the process (which should also be represented in the work). What went well? What was difficult? What would you do differently next time?

**Assignment:** Complete phase two of the collaborative project—the event. And document that event as discussed.

**Week 15:** Debrief on the completed collaborative project events, look at the live reporting from those events, and seek feedback on the class. End-of-semester party.
Selected Readings:

- The first chapter of the Missouri Group book, “What is News?” which has a nice explanation of news values
- Selected readings from "The Elements of Journalism: What Newspeople Should Know and the Public Should Expect" by Bill Kovach and Tom Rosenstiel
- “What Journalism Can Learn From Science” by Gideon Lichfield (Quartz) and Matt Thompson (NPR), based on their popular SXSW talk
- “The Future of the News Business: A Monumental Twitter Stream All in One Place” by venture capitalist Marc Andreessen
- “5 Revenue Diversification Strategies for Hyperlocal Publications” by Stephanie Miles
- “Hyperlocal profitability, national ads, and learning from startups” by Reuben Stern, Olga Kyle
- “Catalysts of Collaboration: What Motivates New Journalism Partnerships” by Josh Stearns
- “Shaping the Multimedia Mindset: Collaborative Writing in Journalism Education” (PDF) by Daniel Perrin
- (Please note, this is just a selection of readings based partly on recent discussions of these subjects, but actual readings for the class should include newer perspectives in this rapidly evolving conversation. The class will also focus more on examples of journalism in different formats than instructional or scholarly texts.)

A few possible visitors:

**Gideon Lichfield**, news editor at Quartz (has written on the need for stronger methodology in aggregation and news practices and presentation)

**Lisa Riordan Seville** and **Hannah Rappleye**, free-ranging social justice investigative reporters (whose experience in building a hyperlocal blog fed into the creation of their subject-based beat)

**Shane Dixon Kavanaugh**, West Coast bureau chief for Vocativ (the controversial “global social news network”)

**Bob Freeman**, executive director of the NY Committee on Open Government

**Tom Robbins**, investigative reporter, professor

**Barbara Gray**, head of CUNY J-School’s research center

**Mitra Kalita**, Ideas editor at Quartz (who works with a lot of non-journalists to produce content)

**Annaliese Griffin**, editor of Brooklyn Based (which both publishes news and organizes events)

**Wonbo Woo**, producer at NBC news, former head of communications for GLAAD
Statement on Diversity in this Proposed Syllabus:

The central goal of this class is to bring a broad range of views to bear in ongoing discussions within a community. So in that sense, diversity – a diversity of views and a diversity of people whose views are heard – is fundamental to this class, and will be addressed every day.

Diversity will be explicitly discussed, however, in several places throughout the semester:

• When we discuss what platforms and formats work best for a particular piece, a part of that question will be “Who will we reach with each of these platforms/forms? How will we reach a broader socioeconomic range?”
• When we discuss listening and engaging in ongoing discussions within a community, one of our main goals is to figure out which voices aren’t being heard and how to add those voices to the discussion.
• Diversity is central to our discussion of becoming “authoritative.” We’ll discuss techniques for doing that, but also how an essential piece of that process is the acknowledgement of its limitations. We cannot truly become experts in a few hours, days, or even months, so it is essential to reach out to those who are immersed in a subject/community/culture for help and perspective. Whether that subject is nuclear technology or the transgendered community (as in the recent Grantland flap), we’ll discuss how to navigate an unfamiliar setting; recognize when one’s unfamiliarity is undermining reporting; and figure out effective strategies to address that problem.
• The reasoning behind this class requiring off-line engagement (through the event assignment and through the emphasis throughout the semester on maintaining a physical as well as online presence in a community) is also connected with diversity. It speaks to the importance of reaching a broad community to engage with, include those who are underrepresented online.
Design and Development

Description
Outcomes
Diversity Statement
Plagiarism
Faculty
Contact info
Office Hours
Major Assignment (with due dates)
Collaborating with Developers
Grading
Week-by-Week
   Week 1: Course Overview
   Week 2: Comparative Languages 1
   Week 3: Comparative Languages 2
   Week 4: Platforms
   Week 5: Selecting a Developer
   Week 6: Wire Framing/Design
   Week 7: Coding Culture
   Week 8: Request for Proposals
   Week 9: User Experience
   Week 10: Security/Privacy
   Week 11: Version Control
   Week 12: Release Cycles
   Week 13: User Feedback
   Week 14: Workshop
   Week 15: Showing

Description
You don't need to be a developer to come up with the next big idea for a product or service that connects communities digitally, or taps a way to collect information that helps communities make decisions. But you do have to develop some basic design sensibilities and be able to work with a developer to see your idea go from concept to implementation.
Whatever bit of programming you might know is unlikely to be enough to create a robust, secure and efficient digital product or service. Only an experienced developer knows the technical intricacies required to build functional and secure service. Working with a developer, however, can be both frustrating and expensive. Missed deadlines, unfinished products, running over budget or a final product that barely resembles what you like conceptualized are common horror stories.

This 15-week course prepares students to work successfully with designers and developers--from understanding fundamental design principles, to embracing programmers’ unique coding culture, to having a general knowledge of various programming languages, to knowing the steps and milestones that designers and developers expect to have clearly delineated for them by their clients.

Outcomes

At the completion of this course, students will be able to:

- Articulate their projects technical and aesthetic needs.
- Wireframe a detailed model of their product, service or site.
- Write clear Requests for Proposals.
- Avoid the pitfalls of working with developers.
- Communicate using a language that developers understand.
- Create user feedback mechanisms to improve product, service or site.
- Direct a developer clearly about security and privacy needs for the project.

Diversity Statement

This course bring together designers, developers and community members of different backgrounds to create a project that matters to a variety of people.
Plagiarism

You may look at other people’s application and web design using Element Inspectors. It’s a good way to learn. *You may not copy and paste someone else’s code, RFPs and use them as yours.*

All work in this class must be your own. Using other people’s ideas, code, etc. without attribution and their written permission will result in an F for the assignment or potential dismissal from the course depending on the severity of the infraction.

Plagiarism is the use of another’s ideas or words, video or recordings or ideas without properly and clearly acknowledging the source of the information.

Other forms of academic dishonesty include:

- Unauthorized collaboration.
- Fabrication of information, quotes or sources.
- And impeding the work of others.

Faculty

TBA

Contact info

TBA

Office Hours

The instructor will be available or 2 hours of office hours per week at a set time or by appointment.
Developer time will be arranged by appointment.

**Major Assignment (with due dates)**

Based on their work in previous courses in the program, students come to this class with an idea for a project they’d like to develop. This might be a service, a product, website, the crowdsourcing or engagement platform.

Students will be required to complete the following:

1. Project Pitch (Due: 2nd week)
2. Wireframe (Due: Week 9)
3. Request for Proposals (Due: Week 10)
4. Version 1 final product (Due: 14)

**Collaborating with Developers**

As they learn how to select and then work with developers, students will develop a strategy to build out a working version 1 of their project.

Each student will start with 20 developer hours in the bank (time with which they can engage the services of developers that CUNY has hired).

Students will have to be judicious with those developer hours, making sure they have considered course lessons, so they are left with a partially built product and no more resources to develop it to completion.

Version 1 is due at the end of the 14th week and will be shown at a screening during the final week.

**Grading**

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<th>Assignment</th>
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<tr>
<td>Attendance/Participation</td>
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<td>Project Pitch</td>
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<td>Wire frame</td>
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<td>Request for Proposal</td>
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<td>Version 1 final product</td>
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**Week-by-Week**

**Week 1: Course Overview**

Students are introduced to the course, its goals and its long-term assignment. Students also receive an overview of the development process.

**Week 2: Comparative Languages 1**

Students explore the pitfalls and advantages of building professional quality sites or services using professional developers. But the first step in the process is to get a handle on the various programming languages and frameworks currently being widely deployed. This session will convey the capabilities of blank and blank, and what needs to be considered in deciding which one is most appropriate for specific needs.

Students also share their preliminary ideas for their long term project in quick timed pitches.

**Week 3: Comparative Languages 2**

Students continue to explore the pitfalls and advantages of several programming frameworks and languages. This week, we examine Python and Ruby-on-Rails, languages which are excellent options for projects requiring data collection, organization and analysis. They are also excellent at presenting the information and allowing users to interact with that data.

**Week 4: Platforms**

The ways communities access and interact with digital information is as varied as the people in those communities. Many use Android phones. Others use iOS devices. Some access information on older desktop at public libraries. This session explores how to maximize reach by producing cross-platform applications that play as nicely on a mobile browser as they do on old Windows machines.
**Guest Speaker:** This non-developer speaker will discuss how he or she decided what language to use to build out a project, service or site.

**Week 5: Selecting a Developer**

Students explore both the technical and business considerations when selecting a developer. How can they separate a good talker from someone who can get the work done? How do they select someone who can translate their concept into something refined and exciting versus someone who creates something practical but uninspiring?

**Guest Speaker:** This developer will discuss what he or she views as the basis for strong collaboration with journalist.

**Week 6: Wire Framing/Design**

Words that describe your vision for site or service can easily be misinterpreted. You want to hand your developer a detailed visual model, or wireframe, of your vision. While a wireframe is not functional, it should show every link, function, entry form, etc that students will want.

Students will be introduced to simple wireframing tools that allow them build out a model that leaves no room for confusion or misinterpretation. Students will also explore wireframing tools that allow them to build models collaboratively. After the lesson, students spend workshop time building out their family you might like a you is you is a you that I you will you will like it wireframe.

Students will also be introduced to the fundamentals of design for good presentation and layout.

**Week 7: Coding Culture**

Developers don't see your project as a great idea. They see it as a problem. A problem that needs to be solved logically. This week, students learn about the culture of coding, the thought process that goes into development and the best ways to communicate with developers.

**Week 8: Request for Proposals**

Students learn to write effective Request for Proposals (RFP), a document that lays out a project’s requirements, billing schedule, and deliverable due date. A well-honed RFP requires specificity down to how you want a developer to hand you the code and makes the difference between a successful or disastrous launch.
Week 9: User Experience

Outside this course, students will have conceived of a community-based project collaborating with people from that community. We'll explore how to translate those community needs into a compelling user experience when interacting with an app, project or site regardless of the platform.

Week 10: Security/Privacy

There's no surer way to lose the trust of the community you are working with than to jeopardize their sense of privacy and security online. We'll explore the concrete steps you should require of your developer in order to build confidence and trust in your project.

Week 11: Version Control

As a developer begins to translate your vision into code, it becomes critical for you to provide feedback along the way. Students learn how to track incremental changes across various versions of the code to make sure both parties are commenting on the same lines.

Week 12: Release Cycles

If you've chosen to release an app for your project, you know that users now expect them to be updated regularly. In this session, students will explore the importance of creating a release cycle (when different functionalities in an app are released and/or updated).

Week 13: User Feedback

Before a product is released to the wider community, it must be tested in beta. Students learn how to invite community members to test out a beta version, gather feedback and then ask the developer to integrate the feedback into the product.

Students will also learn to track and address complaints and feedback on twitter, Facebook and other social media platforms.

Week 14: Workshop
Students have worked steadily on their semester-long assignment, but now it's crunch time. Students huddle with their partner-developers to work out the kinks and put the final touches on the .v1 projects.

Week 15: Showing

Students demo their projects, sites or apps to an audience of other students and invited community members.
Ethical and Legal Considerations

Professor Geanne Rosenberg

Because social journalists operate in close proximity with their participatory audiences, subjects, sources, customers, advertisers, funders and supporters (with many participants in the community wearing multiple hats), social journalists are navigating competing and sometimes conflicting interests and goals. The social journalist’s depth of engagement with and blurring of distinctions among friends and associates and sources and subjects can foster tricky situations involving privacy, conflicts of interest, impact of reporting and editorial independence concerns, just to name a few. Social journalists must understand their own ethical and legal rights, responsibilities and risks. As facilitators and moderators of community discourse and activity, social journalists also must reckon with ethical and legal and information quality issues involving their community stakeholders and participants.

Successful social journalists will become almost irreplaceable conveners in the communities they cover, contributing greatly to the vitality of their communities. Thus, they incur additional ethical responsibilities relating to sustainability and avoiding leaving their constituencies in the lurch.

In this course, students will learn how to engage with their communities in ways that are legal, ethical and constructive while avoiding lapses and complications that can drain productivity and journalism quality. Throughout the semester, students will consider appropriate best practices for their communities and develop annotated guidelines that relate to all of the issues studied and that are tailored after much research and deliberation for their individual communities.

Learning Goals:

In order to empower and protect students in their multiple roles as social journalists, conveners, entrepreneurs and community members and ensure those roles are complementary and their contributions add value to their communities, students will:

- Recognize and evaluate the often-overlapping and sometimes conflicting legal and ethical issues they are most likely to encounter in their community engagement, social networking, newsgathering, fund-raising and publishing.

- Explain the importance of the First Amendment and legal rights and protections available to news gatherers and publishers.

- Understand the value of participation that is fair and responsible, gives
voice to the voiceless, and sheds light on matters of public concern.

- Anticipate, recognize and appropriately respond to defamation, copyright, plagiarism, fabrication, privacy, conflicts of interest, newsgathering liability, subpoenas, and bias concerns, including seeking professional legal guidance when warranted.

- Seek to engage a diverse community to encourage widespread participation and communication and appreciate and thoughtfully consider issues relating to minors, gender, poverty, race, religion, ethnicity, and victims of crime.

- Develop research, reading comprehension, analytical abilities and journalistic judgment by locating quality online resources, dissecting and comprehending court decisions and applicable legislation, accessing and evaluating and drafting codes of ethics, gaining practice in weighing competing ethical and legal considerations, and teaching about significant legal and ethical doctrines both to deepen their own understanding and to share this empowering information with peers and perhaps eventually community participants.

- Establish ethical and content quality standards that contribute to an effective, positively engaged, highly functional community.

Requirements:
1. Attend all classes on time and prepared.
2. Participate in class discussions.
3. Successfully complete three in-class quizzes.
4. Prepare and present one social journalism teaching module.
5. Craft a carefully considered Code of Ethics or similar guidelines for your community.

Grading:
Final grade will be based on:
1. Attendance, class preparation and participation: 10%
2. Social Journalism Teaching module: 10%
3. Quiz 1: 15%.
4. Quiz 2: 15%
5. Quiz 3: 15%
5. Draft Annotated Guidelines: 35%.

Plagiarism and Academic Dishonesty:
It is a serious ethical violation to take any material created by another person and represent that it is your own original work or to engage in academic dishonesty or cheating on exams. Any such plagiarism or academic dishonesty will result in serious disciplinary action, including possible dismissal from the CUNY J-School.

Required Reading:
A Practical Guide to Media Law, Author: Ashley Messenger. Published by Pearson.
International Association for Public Participation Core Values: http://www.iap2.org/?page=A4

Assigned articles, Codes of Ethics, court opinions, online readings and interactive modules.


Week Two: Introductions into the Community: Parachuting In? The social journalist’s evolving role(s) in the community and related opportunities and obligations.
Social Journalism Teaching Module. Related guidelines for your community.

Week Three: Avoiding fabrication and defamation risk and Constitutional defenses and protections.
Social Journalism Teaching Module. Related guidelines for your community.

Week Four: Section 230 protections and limitations; Information quality challenges including legal and ethical issues related to hate speech, bullying, harassment and offensive content and considerations for community conveners and moderators.
Social Journalism Teaching Module. Related guidelines for your community.

Social Journalism Teaching Module. Related guidelines for your community.

Week Six: Quiz 1. Social Journalism, Attribution and Addressing Plagiarism and Copyright Concerns (including fair use and DMCA).
Social Journalism Teaching Module. Related guidelines for your community.
Week Seven: Use of Photos, Music, Trademarks and Personas; Intellectual Property and Right of Publicity Concerns.
Social Journalism Teaching Module. Related guidelines for your community.

Social Journalism Teaching Module. Related guidelines for your community.

Week Nine: Confidential Sources, Anonymous Participants, Subpoenas and Digital Security.
Social Journalism Teaching Module. Related guidelines for your community.

Week Ten: Newsgathering liability, reporting tactics, undercover reporting and dealing with illegally obtained information.
Social Journalism Teaching Module. Related guidelines for your community.

Social Journalism Teaching Module. Related guidelines for your community.

Week Twelve: Accepting Advertising and Legal and Ethical Considerations.
Social Journalism Teaching Module. Related guidelines for your community.

Week Thirteen: Access to government records, meetings and the courts.
Social Journalism Teaching Module. Related guidelines for your community.

Week Fourteen: Maturing Relationships, Departures from the Community and Related Legal and Ethical Obligations and Issues.
Social Journalism Teaching Module. Related guidelines for your community.
Metrics & Outcomes Syllabus

Instructor: TBD
Three credit hours

Metrics & Outcomes Syllabus
Overview
Outcomes
Assignments & Grading
Week-by-Week
Week 1 - Overview
Week 2 - Engagement for Outreach & Reaction
Week 3 - Engagement for Stakeholding
Week 4 - Engagement for Participation
Week 5 - Presentations - Optimal Outcomes for Student Projects
Week 6 - Understanding Social Media Optimization; Choosing the Correct Metrics
Week 7 - Overview of Analytics for Social Platforms
Week 8 - Presentations - Metrics for Student Projects
Week 9 - Understanding Twitter analytics
Week 10 - Understanding Facebook analytics
Week 11 - Understanding Web Analytics
Week 12 - Using SEO to drive engagement
Week 13 - Big Data for Social Engagement; Tapping into Recommendations & Reputation
Week 14 - Workshop: Refining Your Project Outcomes & Metrics
Week 15 - Presentations - Social Media Impact Analysis for Student Projects

Readings
Required
Suggested

Overview
Your first data course taught you how to listen to a community, determine what the outcomes of your engagement should be and then present information to help achieve those outcomes. This second data course is focused on using metrics to measure how well your social journalism is achieving the outcomes desired by the community.

Social journalism reflects a shift from making content we hope does good to helping a community achieve its goals. We will expect our social journalists to start by listening to the community rather than assuming they know what information and thus stories a community
needs. This means asking questions about what success means and how we might go about measuring it. Perhaps our communities are preparing for a school referendum, or facing a growing incidence of autism, or grappling with extreme weather risks. Only once we first quantify what they need, can we provide, for instance, information about budgetary implications of the referendum, access to treatment options for Asperger's, or options for local adaptation for climate change.

The ultimate success of social journalism, therefore, will be measured not by who sees our work, or even by more sophisticated engagement measures like how much time they spend with it or whether they share it, but rather by its impact - how well our public is helped to accomplish its goals by our work.

In this course, two threads will be interwoven: One, the conceptual grounding to understand what the community needs its outcomes to be, and two, the practical tools and techniques to gauge those outcomes. This course is less about the "why" of outcomes, than the "how" of outcomes, using metric tools & techniques that tell us when we succeed or fail at helping the community reach its goals, and the "what now?" of how to improve on our initial measurements.

You will also learn that certain metrics - such as “pageviews and unique users” - can mislead, leading to sensationalism and degraded value, credibility, and reputation. You will learn instead to select the metrics by which to best judge success and impact, and carefully devise plans to measure their effectiveness with your communities. That may mean measuring how informed a community becomes through our journalism, or how they are being engaged to react, contribute and participate toward their desired outcomes. Through lab-style sessions and in-class exercises, as well as student-led “skillsharing” presentations, you will learn the tools and techniques needed to gather and analyze behavioral data and other signals to understand what does and does not help a community succeed in its goals.

The course will look to apply these new tools to practical situations. We'll use “living labs” that look at real-world metrics/outcomes challenges, working with existing media outlets and metrics companies to evaluate their data and lessons. You will also create outcomes goals for your own community, and establish the appropriate metrics to measure your success. In that way, the process of measuring outcomes is continuously informed by the goal of helping the community achieve its outcomes.

Outcomes
- Understand how to apply the basic concepts of social journalism to community-desired outcomes.
- Understand basic concepts for measuring impact on the community
- Learn tools and techniques for measuring and monitoring social journalism impact
- Learn to analyze social media engagement data and distinguish between successful and corrupting measures
• Learn to apply these concepts and techniques to the select community for your own news project.

Assignments & Grading

By the start of the second term, you will have chosen the community you intend to work with for the remainder of the program. Your assignments for this class will aim to help create the outcomes and metrics building blocks for your news project. One additional assignment will test your knowledge of these principles and tools by applying them to an external news project.

Class participation (25% of grade)

Assignment: Optimal Outcomes for Student Selected Communities (20% of grade)
Analysis of optimal outcomes for your social journalism community engagement project

Assignment: Metrics for Student Projects (20% of grade)
Analysis of optimal metrics for your social journalism community engagement project

Assignment: Analysis - Outcomes & Metrics for Model News Project (15% of grade)
Detailed report on optimal outcomes and metrics for external news project (project TBD). We’ll use real metrics, and real challenges, with teams of students diagnosing the problems and suggesting a real-world response

Assignment: Student Project Report (20% of grade)
Demonstration of metrics “dashboard” for tracking outcomes, detailed report of term-long results for your social journalism community engagement project

Week-by-Week

Week 1 - Overview, Targeting Community Outcomes
DISCUSSION: How do you go about establishing engagement outcomes? What does your community need? What does success mean? First look at student projects.

Week 2 - Engaging Toward Outcomes - Inform, React, Participate, Stakehold
DEMONSTRATIONS: What forms of engagement can help achieve your community’s selected outcomes? We’ll look at numerous news models to answer the questions: How can your social journalism reach and inform your community? Encourage your community to comment, share, like, chat? Turn your community into participants who contribute stories, time, funding? Activate your community for civic participation to address community issues.
Week 3 - Presentations - Optimal Outcomes for Student Projects
PRESENTATIONS: Based on the previous discussion about outcomes and engagement, students will present their own analyses of optimal outcomes for their social journalism community engagement project. Guest speaker (community organizer, cultural anthropologist, etc., serving as respondent to student outcome proposals).

Assignment: Optimal Outcomes for Student Selected Communities - Analysis of optimal outcomes for your social journalism community engagement project

Week 4 - Understanding Web Analytics
DISCUSSION/LAB: Web analytics - Going beyond pageviews & uniques to measure engagement. Tour of Google Analytics dashboard. Survey of additional web analytics tools, such as Google Analytics, Chartbeat, Alexa, WordPress.com Stats, other Google Analytics (AdWords, Webtrends). IN-CLASS EXERCISE: Preparing and presenting an analytics report.

Week 5 - Using SEO to drive engagement
DISCUSSION/LAB: Search Engine Optimization - Encouraging engagement, not just traffic. Optimizing content for social discovery. Tools: Google Keywords Planner, Google Trends, Google Zeitgeist. IN-CLASS EXERCISE: Writing a mission statement that engages.

Week 6 - Understanding Social Media Optimization. Choosing the Correct Metrics
DEMONSTRATIONS: How do we measure success in social journalism? We'll look at numerous metrics used by journalism/media organizations to answer the questions: How do we measure outcomes that matter? How do we measure impact? How do we know if we’re reaching our goals? When do metrics mislead?

Week 7 - Overview of Analytics for Social Platforms
LAB: Basics of Twitter, Facebook, other measurement tools and approaches, such as Bit.ly, Klout, PeerIndex, Kred, Social Mention, Hubspot’s Marketing Grader, Crowdbooster, TwentyFeet, Sprout Social (free #BePresent service), Google+ Ripples, EdgeRank Checker (FB), Twitalyzer, Commun.it, Mention.net. IN-CLASS EXERCISE: “Skillshare” challenge - Teams analyze specific metrics/outcomes cases using selected tools.

Week 8 - Presentations - Metrics for Student Projects
PRESENTATIONS: Student analyses of optimal metrics for their social journalism community engagement project. Emphasis on how these metrics will reflect the success of their chosen outcomes.

Assignment: Metrics for Student Projects -- Analysis of optimal metrics for your social journalism community engagement project

Week 9 - Understanding Twitter analytics
LAB: Advanced Twitter metrics - how to measure success toward outcomes. Tools such as SocialBro, Swayy, Buffer, Sprout, TwapperKeeper, Twitalyzer, Twitter.grader.com, TweetSheep, ChirpStats.com, Twunfollow.com, TweeterScore (link), TweetStats.com, Twubs, Twhirl.
**Tagal.us, Tweepl**. IN-CLASS EXERCISE: “Skillshare” challenge - Teams analyze specific metrics/outcomes cases using selected Twitter metrics tools.

**Week 10 - Understanding Facebook analytics**  
LAB: Advanced Facebook metrics - how to measure success toward outcomes (comments vs. likes). Tools including Facebook Insights. IN-CLASS EXERCISE: “Skillshare” challenge - Teams analyze specific metrics/outcomes cases using selected Facebook metrics tools.

**Week 11 - Outcomes Case Study**  
CASE STUDY: In a “living lab”-style class, we’ll take a detailed look at a real-world example of how one journalism operation used metrics strategy to achieve its community outcomes. Guest Speaker (organization TBD).  
**Assignment:** Analysis - Outcomes & Metrics for Model News Project -- Detailed report on optimal outcomes and metrics for external news project (project TBD). We’ll use real metrics, and real challenges, with teams of students diagnosing the problems and suggesting a real-world response

**Week 12 - Big Data for Social Engagement**  

**Week 13 - Tapping into the Crowd**  
LAB: Building engagement through peer recommendation sites, social bookmarking and reputation-building tools. Tools: Reddit, Yelp, StumbleUpon, Delicious, Diigo. IN-CLASS EXERCISE: Using one or more of these crowdsourcing tools, identify a community “passion,” then analyze how it engages around it.

**Week 14 - Refining Your Project Outcomes & Metrics**  
WORKSHOP: Open lab for students to workshop their engagement projects. Discussion of reports on optimal outcomes and metrics for external news project

**Week 15 - Presentations - Social Media Impact Analysis for Student Projects**  
PRESENTATIONS: Student share results for their social journalism community engagement projects  
**Assignment:** Student Project Report -- demonstration of metrics “dashboard” for tracking outcomes, detailed report of term-long results for your social journalism community engagement project

**Readings**

**Required**

- Good metrics, bad metrics (March 10, 2014 by Jeff Jarvis)
• **What You Think You Know About the Web Is Wrong** (Tony Haile @arctictony, March 9, 2014)
• **Risks Abound as Reporters Play in Traffic** (David Carr, NY Times, March 24, 2014)
• **Non-profit journalism – Issues around impact: A white paper from ProPublica** (Dick Tofel, February, 2013)
• **Engaging Audiences: Measuring Interactions, Engagement and Conversions** (Jan Schaffer, J-Lab May 30, 2012)
• **Measuring Community Engagement: A Case Study from Chicago Public Media** (Breeze Richardson, RJI, December 1, 2011)

Suggested:

• **Social Media Editors in the Newsroom: What the Job is Really Like** (By Melanie Stone, MediaShift, March 17, 2014)
• **Social, Search and Direct - Pathways to Digital News** (Amy Mitchell, Mark Jurkowitz and Kenneth Olmstead, Pew Research Center)
  ○ **How people get to news websites influences engagement:** Pew report (Amy Gahran | Mar 19, 2014)
• **Tuesday Q&A: Amanda Zamora on participation metrics, deeper engagement, and why ProPublica is heading to Reddit** (March 26, 2013)
• **Journalists have to market their work in social media** (James Breiner, November 10, 2013)
• **How can news organizations assess impact and engagement?** (Lisa Williams, INN, September 25, 2013)
• **Social Media Metrics That Matter** (Karen Cabochan, February 19, 2013)
• **Metrics, metrics everywhere: How do we measure the impact of journalism?** (Stray, Nieman Journalism Lab, August 17, 2012)
• **Quantifying impact: A better metric for measuring journalism** (Linch, January 14, 2012)
• **Three Resources for Newsrooms Measuring Community Engagement** (Josh Stearns, Groundswell blog)
• **The Engagement Metric: A Resource for Newsrooms** (Joy Mayer, Reuben Stern, RJI, June 3, 2011)
• **How journalists are using metrics to track the success of tweets** (Patrick Thornton, Poynter, Feb. 21, 2011)
• **5 Needs and 5 Tools for Measuring Media Impact** (Jessica Clark, MediaShift, May 11, 2010)
• **What “engagement” means to The Guardian’s Meg Pickard** (Joy Mayer, December 1, 2010)
• **An impact reading list**
• **Don’t Like Klout? 12 Other Ways to Track Social Media Influence and Engagement** (Sharon Hurley Hall 06/04/2013)
• Social Media Demographics: The Surprising Identity Of Each Major Social Network (Business Insider, October 2013)
• How To Measure Your Social Media Return On Investment (Forbes, 4/25/2013)
• 3 Steps To Measuring Your Company's Social Media ROI (Fast Company, July 2012)
• Why Content Marketers Need to Stop Chasing Pageviews (Herbert Lui, Contently, March 26, 2014)
• 230 Tools for Measuring Your Social Media Impact (Social Media Monitoring Wiki)
• Wiki of Social Media Monitoring Solutions
**SYLLABUS: Business skills**

**Jeff Jarvis**

Three credit-hours

**Summary:**
In an intense, two-week training of half- and full-days (adding up to 45 hours), students will be given the fundamentals of running a small media business. Some students will run such enterprises — hyperlocal blogs or community sites or what we at CUNY now refer to as beat businesses. Some students will instead go to work for larger organizations. But we believe it is important for all students to leave with a grasp of the fundamental business dynamics in media and so all students will take this training. The training is a subset of a longer beat-business training program offered by the school's Tow-Knight Center for Entrepreneurial Journalism. Students will be taught the basics of media revenue: advertising, events, membership, donations, and content sales. They will be taught the basics of marketing, including not just the social media tools they will already know well but also such legacy techniques as local advertising and print circulars and other publications. They will be taught the essentials of monitoring and managing a small business. The modules in this intense program will be taught by specialized mentors shared with the other beat-business training.

**Classes:**

**Days 1 - advertising:** Students will learn the basics of advertising in media large and small to help them understand how media are supported and the downward pressures on revenue in the industry.

**Days 2-3 - advertising:** On the first day, students will study case studies of relevant local, beat businesses and community sites that will be prepared by Tow-Knight as part of its research. On the second, they will meet the proprietors of some of these enterprises. Through this, they will come to understand the dynamics of such a small business: the costs of gathering and presenting content and working with the community; the costs of technology; means of marketing to grow audience and metrics
for measuring success; and means of earning revenue.

**Day 4 - advertising:** Groups of students will spend the day with the proprietors of local beat businesses going on ad sales calls to local merchants and services to understand how to listen to customers’ needs and how to make sales.

**Day 5 - advertising:** Students will prepare their own advertising packages and adapt sales materials for a site — their own business or, for the purposes of the class, a hypothetical local enterprise, given typical assumptions about audience reach and frequency.

**Day 6 - marketing:** The class will learn how to adapt their social-media skills to marketing their own sites and services and also how to use other means of marketing, including advertising in other media and the creation of print products, circulars, email lists, and so on. They will adapt templated marketing materials for their own or hypothetical sites.

**Day 7 - events:** Students will learn about events as a revenue stream from local sites. They will attend an event held by a local site to observe the operation, talk with customers, and understand how value can be created in revenue and in strengthened relationships with members of the community.

**Day 8 - membership and patronage:** With help from local listener-supported radio stations (WNYC, WFMU), the class will learn key elements of successful campaigns to raise money from the community itself — including the limits of contributions as a sustainable revenue stream.

**Day 9 - grant writing:** In limited cases, students may find grants to support the start if not the operation of their community enterprises. They will learn how to look for appropriate foundations and other donors and will write grant proposals for their own or hypothetical enterprises.

**Day 10 - business dashboard:** Students will be given template spreadsheets to describe their businesses, bringing together what they have learned about cost, revenue streams, and marketing so
they can manage their enterprises.

**Grading:**

- Students will be graded proportionately:
  - 50 percent on assignments — building their own ad sales models, marketing materials, business dashboard.
- 50 percent on class participation, particularly in-field work and discussion with expert guests.
SYLLABUS: Practicum

Jeff Jarvis

Six credit-hours

Summary:
Every student will have selected an existing community — whether defined by geography, demography, interest, or business — to serve using the skills and tools he or she has learned in the prior semesters. As a capstone experience, students will assess the unmet information needs of the community and find ways to help serve those needs. At the end of the first semester, each student will be assigned a mentor to monitor and improve the quality of student’s work, helping to identify and solve problems and evaluate success. Students then graduate already doing work in their fields. They may then start their own enterprises or seek related jobs in media, technology or other companies.

Working with their mentors starting in the first semester and continuing in the second — addressing ethical and legal questions — students will have refined their profiles and plans. Now they will work in their communities at least half-time over six weeks, checking in with mentors each week and also meeting with faculty and fellow students to give progress reports and discuss questions and issues.

Communities will vary greatly — from geographic communities to virtual communities that gather long-term around common interests or short-term around an event or a news story, from ethnic groups to hobbyists, from political groups to professional groups. Plans for working in those communities will thus also vary tremendously — some working in-person and in-place in a community, some getting to know individuals in depth, some working with anonymous multitudes who come and go. Thus it is impossible to outline here exactly what the students will do as a group. This is why they will each have a mentor and this is why they will have begun working on their plans for this practicum before the end of the first semester.
One student may choose to work with with a local community group on a issue such as the closing of a school. Another student may help dentists better share information about how they run their practices.
Another may help a news organization find and yet witnesses to news stories who take and share pictures via Instagram, Flickr, and Facebook. Another may organize a series of FOIA/OPRA clubs across a state to open up public records. Another might help cancer patients in an area get together to give each other support and information and to meet with experts. There are also appropriate examples from recent projects in the school’s entrepreneurial journalism program: One student is helping lesbians in New York to get together by listing and also holding events. Another is extending the Brooklyn Movement Center, a community organization, to include a news outlet.

To quality as a project for the practicum, a student must identify a clearly defined community with research to show that the community exists, even if its ties are weak (that is, even if it could be helped to become better organized with the student’s efforts). The student must prepare a strong profile of the community including the characteristics of its members (interests, behaviors, demographics, locale, etc.); the shared interests of its members; interviews with its members; and a picture of how its members share and communicate using the tools of social media. Each student must also receive approval for an ambitious plan to better learn and then serve the needs of the chosen community, adding clear and tangible value to its life and efforts. Students will be paired with mentors with appropriate experience — e.g., a social-media editor from a newsroom might help a student working with a community that grows around news stories; a community organizer might help a student with a local community; an investigative reporter might help a student with the FOIA club. Students and mentors will agree on goals, milestones, and a timetable for accomplishment for their projects. The faculty member for this course will approve these plans.

Students will be expected to keep a diary/blog of their work in the community — likely private so it can yield frank discussion with mentors and faculty. They will produce the profile and plan in writing. At the end of the project, they will produce a major final report of their work and of their accomplishments against goals and hypotheses with input from community members discussing the value of the student’s contributions to the community’s life. Students will produce this report in writing and will make an oral presentation to the class with all mentors and faculty in attendance and given an opportunity to discuss the lessons learned.
The projects will be judged and graded on several criteria:

- Did the student come to learn the community, its members, and its needs well?
- Did the student develop a robust identity and following within the community?
- Do the metrics show that the student has increased the engagement of his or her chosen community?
- How did the student add tangible value to the work and life of the community?
- Did the student add journalistic value to the community — offering reporting, information, context, and other journalistic effort? Did the student add journalistic value to the output of the community — verifying facts, debunking rumors, adding context, and so on?
- Did the student show a strong ability to use all appropriate tools of social media to listen to and communicate with the community? Where appropriate, did the student show the ability to build on tools working with technologists?
- Wherever appropriate, did the student show an ability to use data skills taught in the program — to learn about and listen to the community, to observe the behavior of the community, to measure success of efforts in the community, and to offer information to the community?
- Did the student work in the highest ethical standards of social journalism as taught in the program?
APPENDIX B

Five-Year Financial Projections for the Program
<table>
<thead>
<tr>
<th>Expenditures</th>
<th>Year 1 Academic Year²</th>
<th>Year 2 Academic Year³</th>
<th>Year 3 Academic Year³</th>
<th>Year 4 Academic Year³</th>
<th>Year 5 Academic Year³</th>
</tr>
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<tbody>
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<td>Full Time Faculty</td>
<td>$ 219,480.00</td>
<td>$ 219,480.00</td>
<td>$ 219,480.00</td>
<td>$ 219,480.00</td>
<td>$ 219,480.00</td>
</tr>
<tr>
<td>Part Time Faculty</td>
<td>$ 79,552.00</td>
<td>$ 79,552.00</td>
<td>$ 159,104.00</td>
<td>$ 178,992.00</td>
<td>$ 236,170.00</td>
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<tr>
<td>Full Time Staff</td>
<td>$ 127,440.00</td>
<td>$ 127,440.00</td>
<td>$ 127,440.00</td>
<td>$ 127,440.00</td>
<td>$ 127,440.00</td>
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<td>$ -</td>
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<tr>
<td>Total all</td>
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<td>$ 689,744.00</td>
<td>$ 814,315.00</td>
<td>$ 892,362.00</td>
<td>$ 963,400.00</td>
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</table>

[1] Specify the inflation rate used for projections.
[2] Specify the academic year.
[4] New resources means resources engendered specifically by the proposed program. The new resources from the previous year should be carried over to the following year, new resources with adjustments for inflation, if a continuing cost.
[5] Specify what is included in "other" category, (e.g., student financial aid).
**Projected Revenue Related to the Proposed Program**

<table>
<thead>
<tr>
<th>Revenues[1]</th>
<th>1st Year</th>
<th>2nd Year</th>
<th>3rd Year</th>
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<td><strong>Tuition Revenue[3]</strong></td>
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<td>01. From Existing Sources[4]</td>
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<td>02. From New Sources[5]</td>
<td>$156,025</td>
<td>$244,175</td>
<td>$408,108</td>
<td>$486,743</td>
<td>$661,810</td>
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<td>03. Total</td>
<td>$156,025</td>
<td>$244,175</td>
<td>$408,108</td>
<td>$486,743</td>
<td>$661,810</td>
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<td><strong>Other Revenue[7]</strong></td>
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<td>07. From Existing Sources§</td>
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<td>08. From New Sources**</td>
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<td><strong>Grand Total[8]</strong></td>
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<td>10. From Existing Sources§</td>
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<td>11. From New Sources**</td>
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<td>TOTAL</td>
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<td>$488,350</td>
<td>$816,216</td>
<td>$973,486</td>
<td>$1,323,620</td>
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</table>

[1] Specify the inflation rate used for projections.
[2] Specify the academic year.
[3] Please explain how tuition revenue was calculated.
[5] New sources means revenue engendered by new students. The revenue from new sources from one year should be carried over to the next year as revenues from continuing sources with adjustments for inflation.
[6] Public institutions should include here regular State appropriations applied to the program.
[7] Specify what is included in "other" category.
[8] Enter total of Tuition, State and Other Revenue, from Existing or New Sources.
## DIRECT OPERATING EXPENSES

Include additional expenses incurred by other programs when satisfying needs of new program. Faculty need should be commensurate with "net section needs" based on enrollment (see "Enroll & Seat Need Projections" tab)

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<tr>
<th>Current Full Time Faculty Overload (include Summer)*</th>
<th>Year 1</th>
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<th>Year 3</th>
<th>Year 4</th>
<th>Year 5</th>
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<thead>
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<th>New Full Time Faculty Overload (include Summer)</th>
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<th><strong>Total</strong> (Links to Full-Time Faculty on Program Exp Worksheet)</th>
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<th>Year 2</th>
<th>Year 3</th>
<th>Year 4</th>
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<th>Part Time Faculty Actual Salaries</th>
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<td>$ 236,170.00</td>
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<th>Full Time Staff Base Salary (list separately)</th>
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<tr>
<th>Full Time Staff Fringe Benefits (41.6%)</th>
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</table>

<table>
<thead>
<tr>
<th><strong>Total</strong> (Links to Full-Time Staff on Program Exp Worksheet)</th>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
<th>Year 4</th>
<th>Year 5</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>$ 127,440.00</td>
<td>$ 127,440.00</td>
<td>$ 127,440.00</td>
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</table>

## PART-TIME STAFF (do not include library staff in this section)

<table>
<thead>
<tr>
<th>Part Time Staff Base Salary (list separately)</th>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
<th>Year 4</th>
<th>Year 5</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>94,000</td>
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<td>125,000</td>
<td>135,000</td>
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</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Faculty Replacement Costs (replacement of full-time faculty - e.g. on release time - with part-time faculty)</th>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
<th>Year 4</th>
<th>Year 5</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>10,000</td>
<td>10,000</td>
<td>12,000</td>
<td>15,000</td>
<td>20,000</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Graduate Assistants</th>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
<th>Year 4</th>
<th>Year 5</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>25272</td>
<td>25272</td>
<td>33291</td>
<td>36450</td>
<td>41310</td>
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</table>

<table>
<thead>
<tr>
<th><strong>Total</strong> (Links to Part-Time Staff on Program Exp Worksheet)</th>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
<th>Year 4</th>
<th>Year 5</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>$ 129,272</td>
<td>$ 129,272</td>
<td>$ 170,291</td>
<td>$ 186,450</td>
<td>$ 211,310</td>
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</table>

## LIBRARY

<table>
<thead>
<tr>
<th>Library Resources</th>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
<th>Year 4</th>
<th>Year 5</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Library Staff Full Time (List Separately)</th>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
<th>Year 4</th>
<th>Year 5</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>0</td>
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<td>0</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Full Time Staff Fringe Benefits (41.6%)</th>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
<th>Year 4</th>
<th>Year 5</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Library Staff Part Time (List Separately)</th>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
<th>Year 4</th>
<th>Year 5</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>0</td>
<td>0</td>
<td>0</td>
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</tr>
</tbody>
</table>
### Part Time Employee Fringe Benefits (24.3%)

<table>
<thead>
<tr>
<th>Year</th>
<th>Year 2</th>
<th>Year 3</th>
<th>Year 4</th>
<th>Year 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>0</td>
<td>0</td>
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</tbody>
</table>

**TOTAL** (Links to Library on Program Exp Worksheet)

<table>
<thead>
<tr>
<th>Year</th>
<th>Year 2</th>
<th>Year 3</th>
<th>Year 4</th>
<th>Year 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
</tr>
</tbody>
</table>

### EQUIPMENT

<table>
<thead>
<tr>
<th>Item</th>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
<th>Year 4</th>
<th>Year 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Computer Hardware</td>
<td>15,000</td>
<td>0</td>
<td>0</td>
<td>15,000</td>
<td>0</td>
</tr>
<tr>
<td>Office Furniture</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
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<tr>
<td>Other (Specify)</td>
<td>0</td>
<td>0</td>
<td>0</td>
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<td>0</td>
</tr>
</tbody>
</table>

**Total** (Links to Equipment on Program Exp Worksheet)

<table>
<thead>
<tr>
<th>Year</th>
<th>Year 2</th>
<th>Year 3</th>
<th>Year 4</th>
<th>Year 5</th>
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</thead>
<tbody>
<tr>
<td>$15,000.00</td>
<td>$0</td>
<td>$0</td>
<td>$15,000.00</td>
<td>$0</td>
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</table>

### LABORATORIES

<table>
<thead>
<tr>
<th>Item</th>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
<th>Year 4</th>
<th>Year 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Laboratory Equipment</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Other (list separately)</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

**TOTAL** (Links to Laboratories on Program Exp Worksheet)

<table>
<thead>
<tr>
<th>Year</th>
<th>Year 2</th>
<th>Year 3</th>
<th>Year 4</th>
<th>Year 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
</tr>
</tbody>
</table>

### SUPPLIES AND EXPENSES (OTPS)

<table>
<thead>
<tr>
<th>Item</th>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
<th>Year 4</th>
<th>Year 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Consultants and Honoraria</td>
<td>50,000</td>
<td>50,000</td>
<td>50,000</td>
<td>75,000</td>
<td>75,000</td>
</tr>
<tr>
<td>Office Supplies</td>
<td>2,000</td>
<td>2,000</td>
<td>2,000</td>
<td>2,000</td>
<td>2,000</td>
</tr>
<tr>
<td>Instructional Supplies</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Faculty Development</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Travel and Conferences</td>
<td>5,000</td>
<td>5,000</td>
<td>5,000</td>
<td>5,000</td>
<td>5,000</td>
</tr>
<tr>
<td>Membership Fees</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Advertising and Promotion**</td>
<td>55,000</td>
<td>55,000</td>
<td>55,000</td>
<td>55,000</td>
<td>55,000</td>
</tr>
<tr>
<td>Accreditation</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Computer Software</td>
<td>5,000</td>
<td>10,000</td>
<td>14,000</td>
<td>16,000</td>
<td>20,000</td>
</tr>
<tr>
<td>Computer License Fees</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Computer Repair and Maintenance</td>
<td>12,000</td>
<td>12,000</td>
<td>12,000</td>
<td>12,000</td>
<td>12,000</td>
</tr>
<tr>
<td>Equipment Repair and Maintenance</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**New Total Supplies and OTPS Expenses** (Links to Supplies on Program Exp Worksheet)

<table>
<thead>
<tr>
<th>Year</th>
<th>Year 2</th>
<th>Year 3</th>
<th>Year 4</th>
<th>Year 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>$129,000.00</td>
<td>$134,000.00</td>
<td>$138,000.00</td>
<td>$165,000.00</td>
<td>$169,000.00</td>
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</table>

### CAPITAL EXPENDITURES

<table>
<thead>
<tr>
<th>Item</th>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
<th>Year 4</th>
<th>Year 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Facility Renovations</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Classroom Equipment</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other (list separately)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**TOTAL** (Links to Capital Expenditures on Program Exp Worksheet)

<table>
<thead>
<tr>
<th>Year</th>
<th>Year 2</th>
<th>Year 3</th>
<th>Year 4</th>
<th>Year 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
</tr>
<tr>
<td>Other (list separately)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>------------------------</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td><strong>TOTAL</strong> (Links to Other on Program Exp Worksheet)</td>
<td>$</td>
<td>-</td>
<td>$</td>
<td>-</td>
</tr>
</tbody>
</table>

*For supplemental salary for Jeff Jarvis, management oversight by Tow-Knight Center

**Includes $20,000 a year for events**
## The Five-Year Revenue Projections for Program
### SENIOR COLLEGE (UNDERGRADUATE) WORKSHEET
#### Year 1 = Fall 2015

### EXISTING FULL-TIME STUDENTS

<table>
<thead>
<tr>
<th></th>
<th>Year One</th>
<th>Year Two</th>
<th>Year Three</th>
<th>Year Four</th>
<th>Year Five</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Tuition &amp; Fees:</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td># of EXISTING FULL-TIME, In-State Students (linked from &quot;Enroll &amp; Seat Need Projections&quot;)</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Tuition Income (calculates 2% increase per year after Fall 2015)</td>
<td>$5,065</td>
<td>$5,065</td>
<td>$5,166</td>
<td>$5,270</td>
<td>$5,375</td>
</tr>
<tr>
<td>Total Tuition</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
</tr>
<tr>
<td>Student Fees (enter ANNUAL program fees other than standard CUNY fees)</td>
<td>400</td>
<td>400</td>
<td>400</td>
<td>400</td>
<td>400</td>
</tr>
<tr>
<td>Total Fees</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td><strong>Total In-State Tuition &amp; Fees</strong></td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
</tr>
</tbody>
</table>

|                      |          |          |            |           |           |
| **Tuition & Fees:**  |          |          |            |           |           |
| # of EXISTING FULL-TIME, Out-of-State Students (linked from "Enroll & Seat Need Projections") | 0        | 0        | 0          | 0         | 0         |
| Annual Avg # of Credits per FT student (24-30) | 33       | 33       | 33         | 33        | 33        |
| Tuition Income (Specify Rate per credit. Calculates 2% annual increase after Fall 2015) | $780     | $780     | $796       | $812      | $828      |
| Total Tuition        | $0       | $0       | $0         | $0        | $0        |
| Student Fees (enter ANNUAL program fees other than standard CUNY fees) | 0        | 0        | 0          | 0         | 0         |
| Total Fees           | 0        | 0        | 0          | 0         | 0         |
| **Total Out-of-State Tuition & Fees** | $0       | $0       | $0         | $0        | $0        |

**TOTAL EXISTING FULL-TIME TUITION REVENUE**

<table>
<thead>
<tr>
<th></th>
<th>Year One</th>
<th>Year Two</th>
<th>Year Three</th>
<th>Year Four</th>
<th>Year Five</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Tuition &amp; Fees:</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
| **EXISTING PART-TIME STUDENTS**

<table>
<thead>
<tr>
<th></th>
<th>Year One</th>
<th>Year Two</th>
<th>Year Three</th>
<th>Year Four</th>
<th>Year Five</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Tuition &amp; Fees:</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td># of EXISTING PART-TIME, In-State Students (linked from &quot;Enroll &amp; Seat Need Projections&quot;)</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Total Enrolled Credits (Enter Avg # credits per student per year-Fall+ Spring+Summer -- i.e. 6 Fall, 6 Spring, 3 Summer=15)</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>Year One</td>
<td>Year Two</td>
<td>Year Three</td>
<td>Year Four</td>
<td>Year Five</td>
</tr>
<tr>
<td>--------------------------------</td>
<td>----------</td>
<td>----------</td>
<td>------------</td>
<td>-----------</td>
<td>-----------</td>
</tr>
<tr>
<td>Tuition &amp; Fees:</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td># of NEW FULL-TIME, In-State Students (linked from &quot;Enroll &amp; Seat Need Projections&quot;)</td>
<td>5</td>
<td>7</td>
<td>12</td>
<td>15</td>
<td>20</td>
</tr>
<tr>
<td>Tuition Income (Calculates 2% increase per year after Fall 2015)</td>
<td>$5,065</td>
<td>$5,065</td>
<td>$5,166</td>
<td>$5,270</td>
<td>$5,375</td>
</tr>
<tr>
<td>Total Tuition</td>
<td>$25,325</td>
<td>$35,455</td>
<td>$61,996</td>
<td>$79,044</td>
<td>$107,500</td>
</tr>
<tr>
<td>Student Fees (enter ANNUAL program fees other than standard CUNY fees)</td>
<td>400</td>
<td>400</td>
<td>400</td>
<td>400</td>
<td>400</td>
</tr>
<tr>
<td>Total Fees</td>
<td>2000</td>
<td>2800</td>
<td>4800</td>
<td>6000</td>
<td>8000</td>
</tr>
<tr>
<td>------------</td>
<td>------</td>
<td>------</td>
<td>------</td>
<td>------</td>
<td>------</td>
</tr>
<tr>
<td><strong>Total In-State Tuition &amp; Fees</strong></td>
<td><strong>$27,325</strong></td>
<td><strong>$38,255</strong></td>
<td><strong>$66,796</strong></td>
<td><strong>$85,044</strong></td>
<td><strong>$115,500</strong></td>
</tr>
</tbody>
</table>

**Tuition & Fees:**

- # of NEW FULL-TIME, Out-of-State Students (linked from "Enroll & Seat Need Projections")
  - 5  
  - 8  
  - 13  
  - 15  
  - 20

- Annual Avg # of Credits per FT student (24-30)
  - 33  
  - 33  
  - 33  
  - 33  
  - 33

- Tuition Income (Specify Rate per credit. Calculates 2% increase per year after Fall 2015)
  - $780  
  - $780  
  - $796  
  - $812  
  - $828

- Total Tuition
  - $128,700  
  - $205,920  
  - $341,312  
  - $401,698  
  - $546,310

- Student Fees (enter ANNUAL program fees other than standard CUNY fees)
  - 0  
  - 0  
  - 0  
  - 0  
  - 0

- Total Fees
  - 0  
  - 0  
  - 0  
  - 0  
  - 0

- **Total Out-of-State Tuition & Fees**
  - **$128,700**  
  - **$205,920**  
  - **$341,312**  
  - **$401,698**  
  - **$546,310**

**TOTAL NEW FULL-TIME TUITION REVENUE**

- **$156,025**  
- **$244,175**  
- **$408,108**  
- **$486,743**  
- **$661,810**

### NEW PART-TIME STUDENTS

<table>
<thead>
<tr>
<th>Tuition &amp; Fees:</th>
<th>Year One</th>
<th>Year Two</th>
<th>Year Three</th>
<th>Year Four</th>
<th>Year Five</th>
</tr>
</thead>
<tbody>
<tr>
<td># of NEW PART-TIME, In-State Students (linked from &quot;Enroll &amp; Seat Need Projections&quot;)</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Total Enrolled Credits (Enter Avg # credits per student per year-Fall+Spring+Summer -- i.e. 6 Fall, 6 Spring, 3 Summer=15)</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Tuition Income (Specify Rate per credit. Calculates 2% increase per year after Fall 2015)</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
</tr>
<tr>
<td>Total Tuition</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
</tr>
<tr>
<td>Student Fees (enter ANNUAL program fees other than standard CUNY fees)</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Total Fees</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td><strong>Total In-State Tuition &amp; Fees</strong></td>
<td><strong>$0</strong></td>
<td><strong>$0</strong></td>
<td><strong>$0</strong></td>
<td><strong>$0</strong></td>
<td><strong>$0</strong></td>
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</table>

<table>
<thead>
<tr>
<th>Tuition &amp; Fees:</th>
<th>Year One</th>
<th>Year Two</th>
<th>Year Three</th>
<th>Year Four</th>
<th>Year Five</th>
</tr>
</thead>
<tbody>
<tr>
<td># of NEW PART-TIME, Out-of-State Students</td>
<td>0</td>
<td>0</td>
<td>0</td>
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</tr>
<tr>
<td>Total Enrolled Credits (Enter Avg # credits per student per year-Fall+Spring+Summer -- i.e. 6 Fall, 6 Spring, 3 Summer=15)</td>
<td>0</td>
<td>0</td>
<td>0</td>
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</table>
Tuition Income (Specify Rate per credit) calculates 2% increase per year

<table>
<thead>
<tr>
<th></th>
<th>Year One</th>
<th>Year Two</th>
<th>Year Three</th>
<th>Year Four</th>
<th>Year Five</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Tuition</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
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</table>

Student Fees (enter ANNUAL program fees other than standard CUNY fees)

<table>
<thead>
<tr>
<th></th>
<th>Year One</th>
<th>Year Two</th>
<th>Year Three</th>
<th>Year Four</th>
<th>Year Five</th>
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<tbody>
<tr>
<td>Total Fees</td>
<td>0</td>
<td>0</td>
<td>0</td>
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Total Out-of-State Tuition & Fees

<table>
<thead>
<tr>
<th></th>
<th>Year One</th>
<th>Year Two</th>
<th>Year Three</th>
<th>Year Four</th>
<th>Year Five</th>
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<tbody>
<tr>
<td></td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
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</tbody>
</table>

TOTAL NEW PART-TIME REVENUE

<table>
<thead>
<tr>
<th></th>
<th>Year One</th>
<th>Year Two</th>
<th>Year Three</th>
<th>Year Four</th>
<th>Year Five</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
</tr>
</tbody>
</table>

TOTAL NEW REVENUE (LINKS TO REVENUE SPREADSHEET ROW 7)

<table>
<thead>
<tr>
<th></th>
<th>Year One</th>
<th>Year Two</th>
<th>Year Three</th>
<th>Year Four</th>
<th>Year Five</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>$156,025</td>
<td>$244,175</td>
<td>$408,108</td>
<td>$486,743</td>
<td>$661,810</td>
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OTHER REVENUE

<table>
<thead>
<tr>
<th>Other Revenue From Existing Sources (specify and explain) (LINKS TO REVENUE SPREADSHEET ROW 13)</th>
<th>Year One</th>
<th>Year Two</th>
<th>Year Three</th>
<th>Year Four</th>
<th>Year Five</th>
</tr>
</thead>
<tbody>
<tr>
<td>$400,000</td>
<td></td>
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<td></td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Other Revenue New (specify and explain) (LINKS TO REVENUE SPREADSHEET ROW 15)</th>
<th>Year One</th>
<th>Year Two</th>
<th>Year Three</th>
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<tbody>
<tr>
<td>$500,000</td>
<td>$500,000</td>
<td>$500,000</td>
<td>$500,000</td>
<td>$500,000</td>
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</table>

*Private donation

**Anticipated minimum from fundraising
### Projected Enrollment

<table>
<thead>
<tr>
<th></th>
<th>Year One</th>
<th>Year Two</th>
<th>Year Three</th>
<th>Year Four</th>
<th>Year Five</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Existing Full-time Students</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>In-State</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Out-of-State</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td><strong>Existing Full-time Total</strong></td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td><strong>Existing Part-time Students</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>In-State</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Out-of-State</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td><strong>Existing Part-time Total</strong></td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td><strong>New Full-time Students</strong></td>
<td>10</td>
<td>15</td>
<td>25</td>
<td>30</td>
<td>40</td>
</tr>
<tr>
<td>In-State</td>
<td>5</td>
<td>7</td>
<td>12</td>
<td>15</td>
<td>20</td>
</tr>
<tr>
<td>Out-of-State</td>
<td>5</td>
<td>8</td>
<td>13</td>
<td>15</td>
<td>20</td>
</tr>
<tr>
<td><strong>NEW Full-time Total</strong></td>
<td>10</td>
<td>15</td>
<td>25</td>
<td>30</td>
<td>40</td>
</tr>
<tr>
<td><strong>New Part-time Students</strong></td>
<td>0</td>
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<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>In-State</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Out-of-State</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td><strong>New Part-time Total</strong></td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
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</tr>
</tbody>
</table>

**NOTES:** New students are students who would not otherwise have been enrolled in your college if this program were not offered. The proposal text should explain the basis for this enrollment estimate.

*program at your college, had the new program not been established.*

### Section Seats per Student

<table>
<thead>
<tr>
<th></th>
<th>Year One</th>
<th>Year Two</th>
<th>Year Three</th>
<th>Year Four</th>
<th>Year Five</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Full-time Students</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Existing Courses</td>
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<td>11</td>
<td>11</td>
<td>11</td>
<td>11</td>
</tr>
<tr>
<td>New Courses</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td><strong>Total (normally equals 10)</strong></td>
<td>11</td>
<td>11</td>
<td>11</td>
<td>11</td>
<td>11</td>
</tr>
<tr>
<td><strong>Part-Time Students</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Existing Courses</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

0 | 0 | 0 | 0 | 0 | 0
## Seat & Section Needs

<table>
<thead>
<tr>
<th>Seat &amp; Section Needs</th>
<th>Year One</th>
<th>Year Two</th>
<th>Year Three</th>
<th>Year Four</th>
<th>Year Five</th>
</tr>
</thead>
<tbody>
<tr>
<td>Change in Seat Need for Existing Students</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Existing Courses</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>New Courses</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Seat Need for New Students</td>
<td>110</td>
<td>165</td>
<td>275</td>
<td>330</td>
<td>440</td>
</tr>
<tr>
<td>Existing Courses</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>New Courses</td>
<td>11</td>
<td>11</td>
<td>11</td>
<td>11</td>
<td>11</td>
</tr>
<tr>
<td>Total Seat Need Change</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Existing Courses</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Avail. Seats in Existing Courses</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Net Seat Need in Existing</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>New Courses</td>
<td>11</td>
<td>11</td>
<td>11</td>
<td>11</td>
<td>11</td>
</tr>
<tr>
<td>All Courses</td>
<td>11</td>
<td>11</td>
<td>11</td>
<td>11</td>
<td>11</td>
</tr>
<tr>
<td>Average Seats per Section</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Existing Courses</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>New Courses</td>
<td>10</td>
<td>15</td>
<td>15</td>
<td>15</td>
<td>15</td>
</tr>
<tr>
<td>Net New Section Need</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Existing Courses</td>
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<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>New Courses</td>
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<td>0.7333333</td>
<td>0.73333333</td>
<td>0.7333333</td>
<td>0.7333333</td>
</tr>
<tr>
<td>Total</td>
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<td>0.7333333</td>
<td>0.73333333</td>
<td>0.7333333</td>
<td>0.7333333</td>
</tr>
</tbody>
</table>
APPENDIX C

Letters of Support
April 20, 2014

Dear Dean Bartlett,

The idea of creating a Master of Arts Degree in Social Journalism is timely, prescient and will help position the graduate school firmly as a place that has a unique understanding of the changes, challenges and opportunities technology has created for 21st Century journalism.

I have had a successful career as a journalist, with nearly 40 years in the newspaper industry doing nearly every job in a newspaper form copy boy to executive editor. Since January 2008 I have served as the Executive Director of The Center for Investigative Reporting (CIR). During that time CIR has been recognized for its success and its innovative approaches to story telling and distribution of its content across multiple platforms.

Crucial to our model of engagement and impact is social media. The staffers at CIR who manage our distribution, engagement and social media strategy are among the most talented and entrepreneurial people in our organization. Yet they did not have any formal training in school. They are “digital natives” who by practice and instinct have become a force for CIR. Their skills help us engage audiences, distribute our stories in non-traditional ways, and are a catalyst for expanding the impact of our work.

Best practices are being created and learning around “social journalism” is happening every day. And as technology continues to create more and more devices that link us all the “social elements of journalism” are going to become even more important, as a distribution tools, information collectors, connectors among communities, and checks on the accuracy of information.

We are living in a revolutionary time in terms of information and technology. The idea of a Masters in Social Journalism is not only relevant but I believe an obligation for the best schools. There will be jobs for these skilled individuals within and outside journalism. News organizations from around the country and world come to CIR to learn about our social media and engagement team’s work.

The control and distribution of quality information is a crucial pillar of a democracy. Technology has created great opportunities and great potential for abuse with regard to information distribution. The skills of the social media journalist and understanding best, and ethical, practices will have an important place in the 21st century. As someone with a personal connection to CUNY, my father, Irving Rosenthal created and taught the first journalism courses at CCNY in the 1930’s, I could not be prouder to offer my support for the Masters of Arts Degree in Social Journalism.

Best,

Robert Rosenthal
Executive Director
To Whom It May Concern,

My name is Stacy-Marie Ishmael. I am the Vice President of Communities at the Financial Times, and a visiting lecturer at the CUNY Graduate School of Journalism.

I am writing in support of the proposed Master of Arts degree in Social Journalism.

Over the course of my career in journalism, I have been on the bleeding edge of digital media - from co-creating the first ever financial blog launched by a major media organization in 2006 to inaugurating a role at the Financial Times that is dedicated to understanding the very areas this new degree would cover.

At the Financial Times, my team’s mission is to understand and engage with the FT’s communities around the world - in print, digital, online, and offline. Our goal is to build relationships with and increase the loyalty of these audiences.

To do this, we are using techniques (and evangelizing ways of thinking within the newsroom) that would seem drawn from the playbook described in the proposal:

Journalists must give people reasons to reveal themselves so that news organizations may deliver relevance and value in return. They must understand how to listen to the public before speaking. They need to recognize that people will use the tools the internet has brought them to share information and make connections on their own, without mediators — that is, without media as gatekeepers. Journalists will add value to that flow by asking the questions and getting the answers not already there — that is, by reporting — and by confirming facts, correcting errors, defusing rumors, and adding context and explanation through narrative; these are classic roles of journalism now made possible with new tools, in new forms.

The curriculum described in the proposal includes the very skills we at the FT are prioritizing in our hiring decisions and in our internal training programs. The students
who successfully complete this program will be unusually well qualified to thrive in both traditional news organizations and disruptive media startups.

I have been consistently impressed with the calibre of the students produced by the CUNY Graduate School of Journalism, and I am convinced - having reviewed the proposal and discussed its nuances with both Dean Bartlett and Professor Jarvis - that this program will meaningfully enhance the School's consistent track record of excellence and innovation in journalism education.

Regards,

Stacy-Marie Ishmael
VP Communities
Financial Times
APPENDIX D

Recent Job Postings in the Field of Social Journalism
Chalkbeat’s director of engagement is charged with maximizing our readers’ opportunities to access, learn from, interact with, contribute to, and act on our journalism. Simply put, it is the director of engagement’s job to get more people to read, share and talk about Chalkbeat stories.

Because we believe that reader engagement work is part of the journalistic process, the director of engagement is seen as an important member of our editorial team. The director of engagement reports directly to Chalkbeat’s CEO and editor-in-chief. With input from Chalkbeat’s managing editor, bureau chiefs and reporters, the director of engagement is responsible for executing the organization’s engagement strategy.

The director of engagement oversees Chalkbeat’s evolving engagement strategy, which is divided into four parts:

- **Audience research**
- **Distribution and partnerships**
- **Editorial engagement**
- **Impact measurement**

**Audience research** involves market sizing, qualitative and quantitative research, meeting with the user insight panels and overseeing the maintenance of a Customer Relationship Management (CRM) database.

**Distribution and partnerships** involves overseeing the organization’s social media distribution strategy, helping reporters pitch their stories to media and other stakeholders, building distribution partnerships with media and other stakeholders and improving the quality of bureaus’ newsletters.

**Editorial engagement** involves advising reporters and bureau chiefs on how to be attuned to readers’ interests and needs as well as developing more creative ways to make substantive reporting more interesting and fun to consume.

**Impact measurement** involves managing MORI, Chalkbeat’s Wordpress plug-in that helps us plan and track the impact of our reporting.

*The engagement director spends half of his or her time working directly with reporters and bureau chiefs to help them execute day-to-day engagement strategies.*

*The engagement director spends the other half of his or her time working with the engagement team, which includes each bureau’s community editor and the network’s community editor facilitator. The engagement director acts as a secondary manager to the community editors, providing them with the support and tools they need to achieve our goals.*
Cole Goins is the distribution and engagement manager at The Center for Investigative Reporting. He works with CIR’s editorial staff and multiplatform media partners to create distribution and outreach plans around CIR’s work. He also works on engagement initiatives that build conversation, community and impact around CIR’s investigations online and on the ground. Previously, Cole was the engagement editor at the Center for Public Integrity, an investigative journalism nonprofit in Washington, D.C., where he led social media and engagement initiatives. He graduated with a degree in journalism and mass communications from the University of North Carolina, Chapel Hill, where he spent two years as music director for WXVU, the student-run radio station.

Reports & Blog Posts

Mar 19, 2014
Is solitary confinement contributing to rise in violence on Rikers Island?

Mar 17, 2014
Explaining the toxic trail: Live Q&A with CIR's reporters

Feb 05, 2014
Defining media impact at Dissection: B

Dec 09, 2013
Here's how local police can tap into your cellphone data

Nov 06, 2013
On Veterans Day, advice for veterans from veterans

Sep 28, 2013
How to localize CIR's reporting on VA opiate prescriptions

Sep 16, 2013
Write a song about veterans' struggles for a CIR, WMXT soundtrack

Aug 28, 2013
Could change in tax code bring transparency to charity fundraising?

Jul 17, 2013
Finding a path to better charity oversight

May 28, 2013
What's an engagement editor do?

6:15 PM, Oct. 6, 2012 | 0 Comments

FILED UNDER
Columnists
Josh Awtry - Opinion

It's taken nearly 10 months, but I'm thrilled to report to you that the Coloradoan's news team is at full staff.

We could have gotten there sooner - but the addition of new positions for our expanded reporting pool, coupled with my notorious habit of being exceptionally picky, meant that finding the right fits took longer than expected.

The newest (and final, for now) hire on our news team is Paul Berry, a journalist who joins us from The (Colorado Springs) Gazette. He fills a role that is still rare, but becoming increasingly common in newsrooms: that of the engagement editor.

What's an engagement editor?

Simply put, an engagement editor connects. They connect stories to readers, citizens to journalists, questions to answers.

For those of you reading this in print, the idea of connecting a story to a reader might seem foreign. After all, you became connected to these stories when the paper was delivered on your doorstep this morning in one big package.

But, increasingly, readers online don't get the digital equivalent of the "news is here" thwamp of a paper on concrete. Thus, part of the role of the engagement editor is to make sure prospective readers are finding the work we're doing.

An example: Let's say we do a story on the southern segment of the Mason Trail reopening after completion of the Troutman underpass (a story I personally can't wait to see in the paper). Regular readers of the paper or website will be informed, but what...
about those who haven't established a news habit?

Enter the engagement editor. In this case, they'd seek out Fort Collins' cycling community where they digitally gather (places like Bike Fort Collins' Facebook page) and share the story there. Thus, those readers who are potentially most interested in the information are now connected to it.

That same scenario will play itself out many times per day - stories on energy, nonprofits, volunteerism, beer, environment, innovators and more all have potential audiences that aren't seeing the stories. And, as long as our folks are going to write them, we aim to get as many people as possible to read them.

In addition to connecting stories with audiences, expect to see the engagement editor be able to directly answer a lot more questions asked of us on social media. We often get questions on our Facebook page like, "Why are there sirens at Horsetooth and Shields?" The engagement editor will be able to more closely monitor those questions, ask around the newsroom and post the answer rapidly online - even if the end result is too minor of an item to put into print.

The engagement editor combines the old-school roles of town crier and ombudsman with new-school knowledge of social media approaches and web development.

In the end, the goal of an engagement editor is lofty, and speaks to journalism's highest purpose: make sure the community is as informed and educated as possible. In this digital age, that means looping in readers in every way we know how.

During the coming weeks, I hope you notice the change. Visit our social media pages at Facebook.com/Coloradoan or Twitter.com/Coloradoan, and tell us what you'd like to see answered. We'll put our news team to work.

About those letters
I've been getting a lot of questions about why letters haven't run. Blame the election - everybody has an opinion, and we're striving to make them all heard.

As you've hopefully noticed, we're adding extra space into our Opinion section to accommodate the volume of letters. We're still working through a backlog, but we're now getting letters into the paper faster than you can send them. Don't let it deter you from making your voice heard - too many opinions is always better than too few.

Josh Awtry is executive editor of the Coloradoan. Email him at
What Voice of San Diego wants in an “engagement editor”

By Megan Garber

One thing you should know about Voice of San Diego’s new engagement editor gig: it’s not (just) about social media. Yes, being active on Facebook and Twitter will be part of the job, but that’s a means rather than an end. Really, the new position is about leveraging new tools to achieve goals that have always been challenges for journalism: publicity, conversation, context.

Per the job announcement:

The pioneering news organization voiceofsandiego.org wants someone to revolutionize how it presents its content and engages the San Diego community. You will find creative ways — from e-mail to blogs to twitter and more — to deliver our service to San Diegans. You will also be a new age opinion editor, sparking dynamic debates and discussions on the site. And you will be a guide to our service, helping our users find the needed context to keep up with the complex local issues that determine San Diego’s quality of life.

In other words, Voice of San Diego is looking for an editor who will use all the information and communication tools available to us — online and in person — to expand our often tweetcentric view of what “community engagement” actually means.

Take the “new age opinion editor” idea. “Imagine if there were an opinion editor who had
never heard of what an opinion editor was in a newspaper,” says Scott Lewis, Voice of San Diego’s CEO. That person would aim to spark discussions. And expand discussions. And guide discussions. And frame discussions.

That person would also curate the web — no information overload, only filter failure — to add depth and breadth to those discussions. “I’m really sold on this idea of context as the future of news,” Lewis told me. “For so long we had this idea, from newspapers, that you put a story up for 24 hours, and it did what it needed to do, and then you moved on.” Now, though, we’re engaging differently with our news — and are more in need than ever of people to act as stewards of engagement. That’s where this new editor will step in.

The idea for the job sprang from a series VoSD recently posted, about San Diego County’s social services. The project was about a year in the making, and “the reporters just gave their heart and soul, and it was beautiful, and very impactful,” Lewis says. “It was everything we want to do.”

A few days after the series launched, though, the outlet’s staff realized that a particular reader — an advocate type, “somebody you’d consider an engaged reader,” Lewis says, “a woman who was part of the circle of people who would respond to this” — hadn’t, in fact, responded to it. Because she hadn’t seen it.

So part of the new job will be to help Voice of San Diego avoid tree-falling-in-forest syndrome — and the other part will be ensuring that its stories make as loud a sound as possible when they drop. The outlet, after all, has a double mission: to do investigative journalism, yes, but also to educate and engage the community. “We just realized that there’s a whole list of things you have to do,” Lewis says. “Not only to notify people that things are up on the site, but also to help them respond to it — to be engaged and loyal followers of a narrative.”

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WHAT TO READ NEXT

JOSEPH LICHTERMAN APRIL 21, 2014

A money-back guarantee: How Blendle hopes to convince Dutch news readers to pay by the article

New York Times’ latest hire part of evolving social media team

by Mallary Jean Tenore
Published June 5, 2012 12:47 pm
Updated June 5, 2012 12:47 pm

The New York Times’ social media team is expanding, and ProPublica’s Daniel Victor is its newest hire.

Victor, who is currently social media editor at ProPublica, announced yesterday that he’s joining the Times as a social media producer and will start at the end of June.

“I’ll be doing a good bit of daily production, newsroom training, formulating best practices and experimenting with new tools and techniques,” Victor said via email. “I’ll be working directly with people who are as passionate about the potential of social media as I am, and an organization that understands how important it is. (Not that ProPublica wasn’t … it was very much both of those things, too.)”

The Times also promoted its own Michael Roston to social media producer last week and plans to hire a third person for this role within a month to six weeks, said Sasha Koren, deputy editor of interactive news.

Victor started out as a reporter for The Patriot-News in Pennsylvania and has spent the past two years working in social media related roles at TBD, Philly.com and ProPublica. While in these jobs, he’s led training sessions on social media, managed social media accounts, and worked on social media strategy and crowd sourced initiatives like ProPublica’s Free the Files project.

“My position at the Times will be some combination of those experiences, which is one reason why it’s so exciting,” Victor said.

Koren said the Times was drawn to Victor’s ability to work with reporters and
editors to incorporate social media into a variety of newsroom projects.

“We were looking for someone who had a really good sense of how a newsroom could use social tools, and use them not just to be present on social media platforms but also to incorporate social media thinking in what we’re doing with our journalism on the site. Daniel has a lot of experience doing that,” Koren said. “We were really impressed with his previous projects and thought he had a really great take on the social media landscape.”

**Selecting the next social media hire**

The Times’ decision to hire Victor wasn’t surprising; he’s built a reputation for himself as one of a small group of social media editors/producers who are well-known among journalists. Folks like Mandy Jenkins, Ethan Klapper and Lauren McCullough have also been recruited to work for different news sites in the last year.

Koren said she was “well aware of” Victor because of his presence on Twitter and because she had met him at events in New York City. As she’s looked through the more than 500 resumes that have come in for the social media producer role, she’s been encouraged by the range of candidates.

“There’s a certain familiarity you can have — especially on Twitter — with people who make themselves known in this arena,” Koren said by phone.

“There have definitely been a lot of strong candidates who we’re still talking to who have come from smaller newsrooms or other kinds of contexts whose names were not familiar to me before this process began.”

The Times, she said, is open to candidates who have worked in newsrooms, as well as those who haven’t.

“There’s no doubt that newsroom experience is a real plus — understanding the particularities of how social media can be used in a real news context, as well as experience having worked with journalists,” Koren said. “If someone were to come along who had real innovative and interesting ideas and hadn’t worked in a traditional newsroom before, we wouldn’t automatically and haven’t automatically said no to them.”

For now, the Times is holding off on hiring a successor to Liz Heron, who recently left her role as social media editor at the Times to lead social media and engagement at The Wall Street Journal. Heron worked with Lexi Mainland, who is also a social media editor at the Times.

“We’re looking to re-establish what the needs of the newsroom are, and where
that position might best be oriented once we have a kind of slightly bigger team in place,” Koren said. “So we’re going to get settled with our three producers and then reconsider as a group what we need. We might need to hire [a] social media editor now, or allocate that resource later on down the line maybe in a slightly different but related direction.”

**Adapting the social media editor/manager/producer role**

Social media jobs started to pop up in newsrooms around 2009. Now, many newsrooms have hired social media editors and community engagement editors, and are learning that there’s a lot more to social media than simply posting to Facebook or Twitter.

The Times is an interesting example of how the role of social media editor and producer has changed in just a few short years. The Times hired Jennifer Preston as its social media editor in May 2009. In December 2010, Preston announced that the Times was eliminating her position and that she would be returning to reporting full-time.

At the time, Preston told Poynter.org that the move was part of the Times’ effort to more fully integrate its print and digital operations. It was also an acknowledgment that social media needs to be a shared responsibility.

“Social media can’t belong to one person; it needs to be part of everyone’s job,” Preston said at the time. “It has to be integrated into the existing editorial process and production process. I’m convinced that’s the only way we’re going to crack the engagement nut.”

Aron Pilhofer, editor of interactive news at The New York Times, said both management and staff have shown their support for expanding the Times’ social media efforts.

“I think just looking at what Arthur [Sulzberger] has said about social and how important it is to the company, it absolutely seems to me that social and community engagement are core to what we do,” Pilhofer said by phone. “Everyone from the top of the company down is more or less in agreement with that.”

In a talk at the London School of Economics last November, Sulzberger said the Times has “put a priority on the utilization of social media.”

“There is a reason why we are so committed to social media at The Times and that reason rests with our audience,” he said, noting that a Times story gets tweeted every four seconds. “We have an incredibly enlightened, intelligent
and sophisticated group of users who are highly engaged with our products. Our efforts in social media are meant to tap into the knowledge from that readership. We value what they can share with us and with other users.” He praised three journalists — Nicholas Kristof, C.J. Chivers and Lydia Polgreen — for their work on social media.

When he starts his new job, Victor hopes to work with New York Times staffers to continue strengthening their use of social media. He also plans to show that social media producer jobs aren’t all that different from other jobs in journalism. Getting retweets and followers involves specialized skills, he said, but those skills aren’t worth much if they’re not rooted in journalistic fundamentals and excellence.

“To succeed in a social media role you need an editor’s judgment, a reporter’s eye for the salient details in a story and a writer’s ability to present information in a concise and compelling way,” he said. “At its core, what I do now doesn’t feel all that different from what I did when I was covering Derry Township School Board meetings for The Patriot-News.”

Tags: Social media, The New York Times

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Amanda Zamora Joins ProPublica as Senior Engagement Editor

New York, N.Y. – July 5, 2012 – ProPublica has hired Amanda Zamora to serve as senior engagement editor starting August 6. Zamora will be responsible for leading ProPublica’s reader engagement and distributed reporting efforts.

Zamora comes to ProPublica from the Washington Post where she most recently served as the national digital editor and led digital coverage of the presidential election. She first joined the Post in 2003, spending six years as an online editor and producer for various departments, including the investigative reporting unit, before serving as its first social media and engagement editor from 2010 – 2011. Zamora began her journalism career at the Austin American-Statesman as an editorial aide and reporter. In 2009, she helped launch the Huffington Post Investigative Fund, a nonprofit news site based in Washington, D.C. She is also a previous Knight Digital Media Fellow with the Kiplinger Program in Public Affairs Journalism.

“We’re thrilled Amanda is joining us,” ProPublica senior editor Eric Umansky said. “We’re constantly pushing ourselves to do not only ground-breaking reporting but to do it using all the tools the Internet offers, including social. Amanda will help us super-charge that effort.”

“ProPublica has proven itself to be as serious about innovation as it is investigative journalism,” Zamora said. “I am thrilled to be joining a team of such accomplished journalists and I’m looking forward to leveraging social media and collaborative tools to deepen ProPublica’s impact.”

ProPublica is an independent, non-profit newsroom that produces investigative journalism in the public interest. In 2010, it was the first online news organization to win a Pulitzer Prize. In 2011, ProPublica won the first Pulitzer awarded to a body of work that did not appear in print. ProPublica is supported primarily by philanthropy and provides the articles it produces, free of charge, both through its own website and to leading news organizations selected with an eye toward maximizing the impact of each article. For more information, please visit www.ProPublica.org.
APPENDIX E

External Review
May 21, 2013

Prof. Jeff Jarvis  
CUNY Graduate School of Journalism  
219 West 40th Street  
New York, NY 1008

Dear Prof. Jarvis:

Thanks for providing me with the opportunity to review CUNY’s proposed master of arts degree in social journalism. I hope that you, your colleagues in the faculty and administration, and other interested parties find them to be helpful.

I believe that the focus of this degree program helps to fill an existing gap in journalism education generally by addressing one of the central truths of the current decade: “social media” networks have taken center stage as a means for citizens to become informed and to inform each other. One statistic and one related observation should suffice: There are more people using Facebook today than there were using the entire Internet when Facebook was founded – but much of journalism, and much of journalism education, is still using the media-centric definitions of “interactivity” that we created in the online-services era, circa 1992.

Given that fact, the idea of a curriculum that focuses on “informing communities in new ways . . . resetting the profession’s relationship with the public and shifting its focus . . . toward service” seems not only appropriate but necessary. A recent Medill graduate who served for a year as managing editor of Facebook has said that in a world of vast scale, we must reset our expectations in order to be effective in using the “eternal verities” upon which our democracy relies.

The four organizing “pillars” described in the degree proposa – listening, journalism, data, and technology – seem to be solid principles to use in training journalists in the new roles enumerated in the opening pages of the proposal. This is not to say that we cannot, or should not, continue to
teach skills including reporting and the writing of narrative. But it does remind us of things that have actually been true for generations, yet sometimes are overlooked:

- Reporting includes and depends on listening;
- Journalism cannot be effective without an understanding of data, particularly numerical data; and
- Inferior or misused technologies hamper the dissemination of critical information just as surely as superior or properly employed technologies can facilitate and improve it.

The proposed link to your Tow-Knight Center for Entrepreneurial Journalism also seems important, given how many of students are likely to find themselves with ideas that will flower most successfully in the environment of a new or innovative business, their own or someone else’s. This proposal does an effective job, then, of demonstrating that is distinct from your current courses of study, yet should be able to draw strength and support from those programs while buttressing them as well.

Under Roman numeral II of the proposal, “Need and Justification for the Program,” I find the anecdotal evidence from Meg Pickard and Kate Day to be compelling evidence of the need, and of course am impressed with the additional evidence provided by Reid Hoffman’s founding gift. But I believe that the need and justification are actually better demonstrated by the details of the curriculum as found under Roman numeral IV, and in the description of the practicum with which I also was provided.

The following proposed courses would appear to fill clear needs, based on my 30 years of personal participation in online communities, and more than 20 years of creation of digital products and services for both niche and mass markets. I highlight only a few in the interest of concision.

- Diverse Community Perspectives – It is a powerful goal to “learn how to help a community share its own knowledge.” Journalism companies and journalism educators work hard to train their staff to absorb what’s important about a community and share it widely across that community, but by definition we can’t be everywhere – and by economic fact we’re not in as many places as we used to be. We must ensure that the members of any community have the ability and the facility to help each other understand what’s important (which of course is part of the coursework in “Information for Communities.”
- Metrics and Outcomes – For all the lip service we pay to the wonders of “big data,” few journalists are well equipped to move beyond counting to understanding, and then from understanding to leveraging. By building on the first-semester “Data Skills” course, students should be positioned by this class to be smarter about selecting metrics that are actually related to the goals of journalism. One brief example: “More pageviews” should not be a goal; it should be, when appropriate, an outcome of a basic understanding of what our current pageviews tell us.
- Tools and Platforms – A course that is explicitly about understanding today’s tools and platforms, and their highly individualized functions, is necessary to helping students to understand how to evaluate those that are developed in the future and then to deploy them in the service of journalism.
• Practicum – Finally, this project-based effort seems an appropriate capstone for such a course of instruction. Like most journalism, it will begin with an idea drawn from direct observation; rely on reporting to determine its potential value; incorporate each of the program’s four pillars in the creation of its plans; and demonstrate its value with a focus on community, the animating idea contained in the opening paragraphs of this proposal.

In short, I believe that the craft of journalism and the discipline of journalism education will be well served by the creation of such a degree, and from my own observation of the jobs that my best students are getting – some in social media companies, some using social media on behalf of their employers in both the for-profit and nonprofit sectors, some in data-focused startups – I can see clear reasons for CUNY to aggressively pursue the creation of this program.

Good luck in your further work on this proposal.

Yours truly,

Owen R. Youngman
APPENDIX F

External Reviewer’s Curriculum Vitae
Summary (April, 2014)

Owen Youngman joined Medill as the Knight Professor of Digital Media Strategy in 2009 after a 37-year career at the Chicago Tribune focused on new product development, innovation, and interactive media. He created such Web sites as chicagotribune.com and metromix.com as the Tribune’s first director of interactive media (1995-99); directed the development and launch of RedEye, the Tribune’s successful daily newspaper for young urban commuters (2002); and, in nine years as vice president and senior vice president, oversaw strategy and development, strategic marketing, philanthropy, and the company’s developing businesses.

A user of online services since 1982 who brought the first Apple II into the newsroom in 1984, he went on to serve on a task force for parent Tribune Co. that created its first explicit technology strategy. At Medill, he has built on his work in media strategy by developing graduate and undergraduate courses in which students analyze the role of technology and media economics in journalism so that they are equipped for the next round of change. With other faculty, he also worked to secure a $4 million, 4-year grant from Knight Foundation for the Knight News Innovation Lab and from January to June 2012 served as its interim CEO. In the fall of 2013 he taught Northwestern University’s first massively open online course (MOOC) through Coursera.

Professional Experience

- Knight Professor of Digital Media Strategy, Medill 2009-present
- Chicago Tribune 1971-2008
- Senior Vice President; Vice President 2000-2008
- Director of Interactive Media 1995-1999
- Managing Editor/Features; Features Editor 1993-1995
- Associate Managing Editor/Financial; Business Editor 1990-1993
- Associate Features Editor; Associate Metro Editor/Suburban 1986-1990
- Deputy Sports Editor; Sports News Editor 1979-1986
- Various positions of increasing responsibility 1971-1979

Selected Publications/Presentations

- “How two-thirds of my students never showed up, but half of them passed”: cross-posted at Quartz and theatlantic.com Nov. 21, 2013
- Invited presentation, Provost’s 2013 Learning, Teaching and Assessment Forum: “Assessing Student Achievement at Scale” Oct 8, 2013
- Invited presentation to the Bienen School of Music, Northwestern: “If all I have is a Web site, am I doomed?” Feb 5, 2013
- “The case for relaxing cross-ownership laws,” BillMoyers.com December, 2012
• “What would Honest Abe say?”, Chicago Tribune op-ed Feb. 8, 2012
• “Creating the makes-me-smarter experience,” chapter for Medill on Experience Published 2011
• “We meet at the audience,” NU Board of Trustees Technology Committee Nov. 10, 2011
• “When Worlds Collide,” Northwestern Club of Western Michigan March 30, 2011
• Featured presenter, A Day with Northwestern in Evanston April 17, 2010
• “Opportunity is knocking. Or tweeting, as the case may be,” presentation to New York City Medill Alumni May 4, 2009
• “Through a glass, darkly,” address to the first class of McCormick Tribune Foundation Scholars at Medill and Kellogg April 7, 2006
• “Bloggers’ dilemma: Speed vs. accuracy,” Chicago Tribune op-ed Nov. 5, 2004
• “You won’t be alone: Technology and the Business Environment,” editorial seminar presented to Chicago Tribune staff to introduce the Internet Oct. 14, 1994

See also “The next miracle” (http://owenyoungman.com), a personal Web site launched in 1994

Non-Medill Teaching Experience
Occasional lectures in the Newspaper Management Center and Media Management Center, Northwestern; School of Business and Nonprofit Management, North Park University; Trinity International University

Selected Awards / Recognition

• Inland Press Innovation Award 1995
• Tribune Company Values Award 1995
• North Suburban Library Systems Partnership Award 1996
• Best Online Newspaper, both Newspaper Assn. of America and Editor & Publisher 1997
• Doctor of Humane Letters honoris causa, North Park University 2005
• Ashtabula (Ohio) High School Alumni Hall of Fame 2005
• Metropolitan Family Services Leading Voice Award 2007

Selected Civic, Business, and Other Boards

• Legacy.com Inc., board of directors 2000-2012
• Evangelical Covenant Church, national executive board 2007-2013
• North Park University Board of Trustees 2008-2011, 2014-
• Swedish Covenant Hospital board of directors (life director since 2012) 1999-2009
• Governing Member, Chicago Symphony Orchestra 2012-present
• Solti Foundation U.S., board of directors 2006-present
• Chicago Tribune Foundation, board of directors 2000-2008
• NAA New Media Federation, board of directors 1997-2000