Title of the course: Design and techniques of multimedia journalism
Course coding: INFP 4036
PROFESSOR: Luis Fernando Coss Pontón Phd
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1st semester year 2018-2019
MONDAY AND WEDNESDAY: 10AM – University Plaza 5006S
Numbers of hours credits: three (3) hours a week
Prerequisites: INFP 4001
** Office Hours (University Plaza 5022S): Monday / Wednesday - 2:30 pm-5:30pm (or by appointment)

I. DESCRIPTION OF THE COURSE

This course is aimed at developing skills and knowledge necessary for the conceptualization and production of multimedia content and print media. The history of the Internet and the challenges of digital communication are also discussed.

II. OBJECTIVES

The objectives are aligned with the basic course syllabus and the assessment rubric approved for it. (See here copy of the rubric).

At the end of the course, students will:

1. Recognize the importance of design and visual language in journalistic platforms.

2. Conceptualize and produce journalistic content for different media based on editorial, graphic and business criteria.

3. Ponder the historical background of digital journalism, the Internet and so-called new media technologies and their current debates or challenges.

4. Understand theoretical and aesthetic criteria of excellence in design, layout, graphics, photography and video associated with the production of multimedia or print media.

5. Apply technical skills of journalistic design.
6. Ethical considerations related to journalistic production.

III. Content

A. Introduction to the course and background of journalistic design

1. Typesetting as a design tool for newspapers and other platforms media.

2. Formats and resources of journalistic design.

3. Elements in the process of creating journalistic design: text, title, photos and videos, arts (images, infographics, illustrations, animations, cartoons…), boxes, advertising space, spacing and others.


5. Tour of a variety of publications and journalistic formats printed and on the Net.


7. Characteristics of digital-multimedia-interactive media. (hypertextuality, multimediality, interactivity, on the one hand, and on the other, the legible and the intelligible / “readability”).

9 HOURS

B. History of the internet and the introduction of the digital in journalism

1. The big corporate company: models based on advertising and factors of its definitive crisis at the end of the 20th century.


3. Alternative journalism.

9 HOURS

C. Knowledge and skills for the construction of Web pages:

1. Paralinguistic “content”

2. Infographic: its functionality and its informative capacity.
3. Illustrations: its argumentative and informative capacity.
4. Practical exercises of web page construction.
5. Graphics ethics: data management.

D. Research project (build a digital medium - a web page)
   2. Organization.
   3. Structure of the page.
   4. Research, planning and editorial execution.
   5. Business concept.
   6. Prototype.

E. Presentation to the public
   1. Pre-production and post production
   2. Public presentation

IV. EDUCATIONAL STRATEGIES

Conferences and workshops are combined in real time and virtual. In addition, they will be assigned practical work to be done inside and outside the classroom.

Group work for the production of more complex projects (production for the Network, multimedia, infographics, etc.).

The teaching-learning experience in this course may include the communication via email, chats, forums, virtual communities, classes virtual, etc., in addition to the initiatives that arise from the students themselves.

V. LEARNING RESOURCES
The most important reference medium of the course is the blog Periodismoabc. Further, arrangements are made for students to access classroom computers of class in and outside of regular schedule. Surveys are also done among the students to determine the peril of the research and construction projects web pages.

VI. AVALUO STRATEGIES

A rubric will be used to estimate the skills acquired and the quality of execution of the students in the course.

VII. ASSESSMENT STRATEGIES

Short tests (2) 40%
Assistance and participation 20%
Individual and group final project 40%
* A differentiated evaluation will be made for students with needs special

VIII. QUALIFICATION SYSTEM

The traditional qualification system will be used (qualifications from "A" to "F"). Absences and tardiness affect the note automatically. Four absences entail a lower qualification. Late submissions of papers or tests are not accepted. The main qualification (research project) strictly follows the rubric established for the course.

IX. INSTITUTIONAL POLICIES

1. Those students who have special needs or who suffer from medical conditions or any type of physical, mental or emotional impairment that require reasonable accommodation, you must notify it as soon as possible to the Office of the Procurator of Persons with Prevent from the Precinct and to the Office of Student Affairs of the School of Communication.

2. Students receiving Vocational Rehabilitation services must communicate with the teacher at the beginning of the semester to plan the accommodation reasonable and necessary assistance equipment in accordance with the recommendations of the Office of Affairs for Persons with Disabilities (OAPI) of the Deanery of Students.

3. All students must comply with the policies of the University of Puerto Rich in relation to the use and abuse of drugs and alcohol, sexual harassment, discipline in the classroom, academic honesty and use of information technologies.

X. FOCUS OF THE SCHOOL OF COMMUNICATION ON DIVERSITY

We approach the concept of diversity from the context of our identity culture whose historical hybrids facilitates an intrinsic heterogeneity to our way of being and thinking.
We start from the conviction that differences in human beings can not constitute inequality but afirmación of individual identity, acquired right by the very nature of what we are. It guides us, among other postulates, article 4 of the Universal Declaration on the cultural diversity of UNESCO (2002) which states that "the defense of diversity cultural is an ethical imperative, inseparable from respect for the dignity of the person human."

We promote the understanding of the plurality of identities in a disposition of inclusion in terms of gender, race, ethnicity, sexual orientation, religion, modes of think and be, cultural background, national origin, social class, age, political ideology, etc.

We fully comply with Law 51 of June 7, 1996 that gives people with impediments the right to receive reasonable accommodation for the development of your particular abilities and abilities.

We honor the article 6 of the Regulation of Students of the University of Puerto Rico, Río Piedras Campus, which states that "no one may be deprived student, by reason of sex, race, origin, social status, political creed or religion, the right of association or the services and programs provided by the College".

By the very nature of the knowledge that investigates and studies the field of communications, we are guided by the interest of promoting the dimension in the curricular design transdisciplinary, multicultural and international, thus stimulating not only knowledge but the relevant sensitivities for the understanding of various identities that deter us.

XI. COMPULSORY BIBLIOGRAPHICAL RESOURCES


____________, “Introduction: The Ages of Publicness”.


Hillborn, Acid Test (una guía para conceptualizar y planificar publicaciones).


Ramón Salaverría, “Del papel a la Web. Evolución y claves del diseño periodístico en internet” (pp. 207-239).


**BLOGS:**

Carlos Scolari

Hugo Pardo Kuklinski:

Jeff Jarvis

Niemanlab:

Press room:

**Other bibliographical resources in Periodismoabc or in the RED**


Christa Olson, *Cruel Looking: From Puerto Rico, and Beyond*, *Salon*, 17 December 2017.

In the blog *Periodismoabc* you can find:

"Aaron Swartz, un joven paladín de la Internet"
¿Cómo evaluar el desempeño de tu publicación digital?
El reportaje con vuelo narrativo
Diseño periodístico: algunas claves

Others:

Hernán Casciari
¿Cómo matar al intermediario? (video from Youtube)

Carlos Scolari
¿Tienen futuro las revistas impresas?

BIBLIOGRAPHY INCLUDED IN THE MASTER SYLLABUS

Bibliography:


Tomasi, Chuck and Steppe, Kreg (2010): **Sams Teach Yourself WordPress in 10 Minutes.** Pearson Education Inc. EU.

Tow Center (2012). **Post Industrial Journalism: adapting to the present.** Tow Center for Digital Journalism, Columbia University.

**Recommended supplementary bibliography:**


**Cybernetic pages:**

Black, Roger. A Narrative Design Studio: http://rogerblack.com/

Cairo, Alberto. Infografía, visualización y periodismo: http://www.albertocairo.com/index/index_espanol.html

Center of News Literacy: http://www.stonybrook.edu/journalism/newsliteracy/index.html

García, Mario. GarcíaMedia: http://garciamedia.com/


Fundación Nuevo Periodismo Iberoamericano: http://www.fnpi.org/

George Washington University. 2009 Social Media & Online Usage: http://www.gwu.edu/~newsctr/10/pdfs/gw_cision_sm_study_09.PDF

Graphics & Design Program at the Poynter Institute for Media Studies (on line).

Institute for Interactive Journalism: http://www.j-lab.org/

Knight Foundation Citizen News Network: http://www.kcnn.org/site/
Newseum: http://www.newseum.org/index.html

Pardo Kuklinski, Hugo, Digitalismo, (*blog dedicated to digital media of communication and the ecology / evolution of the media*), 2014-2016.

Periódico online El País: http://www.elpais.com.co/reportaje360/

Periódico online La Vanguardia: http://infografiaalavanguardia.blogspot.com/

Periódico online La Información: http://graficos.lainformacion.com/

Poynter Institute: http://www.poynter.org/

Salaverría, Ramón, Salaverría.es, ideas sobre periodismo.

Scolari, Carlos, Hipermediaciones, (*blog dedicated to digital media of communication and education, ecology and evolution of media*)

Serra, Jaime: http://jaimeserra-archivos.blogspot.com/p/dirtywork.html

Stark Adam Design: http://www.starkadamdesign.com/newspapers/newspapers.html

Vargas, Esther. Clases de Periodismo: http://www.clasesdeperiodismo.com/

**Tutorials:**

PhotoShop CS4: http://www.google.com.pr/search?hl=en&q=tutorials+photoshop+cs4

PhotoShop CS5: http://www.google.com.pr/search?q=TUTORIALS+PhotoShop

InDesign: http://www.google.com.pr/search?q=tutorials+InDesign

IMovie: http://www.google.com.pr/search?q=tutorials+IMovie

FinalCut: http://www.google.com.pr/search?q=tutorials+end+cut
Describe life and migration patterns among ordinary Americans during the Depression. Many people moved to California to become migrant workers as jobs were no longer available in industrial cities. Describe the background of Franklin D. Roosevelt, how he came to power, and how his personality and political skills helped him lead the U.S. through the Great Depression and World War II.