

**City University of Hong Kong
Course Syllabus**

**offered by Department of Media and Communication
with effect from Semester A 2019/20**

Part I Course Overview

Course Title:	Digital and Data Journalism
Course Code:	COM3203
Course Duration:	One semester
Credit Units:	3
Level:	B3
Proposed Area: <i>(for GE courses only)</i>	<input type="checkbox"/> Arts and Humanities <input type="checkbox"/> Study of Societies, Social and Business Organisations <input type="checkbox"/> Science and Technology
Medium of Instruction:	English [For practicum component: English and Chinese]
Medium of Assessment:	English
Prerequisites: <i>(Course Code and Title)</i>	None
Precursors: <i>(Course Code and Title)</i>	None
Equivalent Courses: <i>(Course Code and Title)</i>	None
Exclusive Courses: <i>(Course Code and Title)</i>	None

Part II Course Details

1. Abstract

(A 150-word description about the course)

This course aims to train students to deliver a wide range of data-driven on-line journalistic works. It emphasizes a hands-on approach to practising data acquisition, data analysis, and the production of news content with multimedia data visualization.

2. Course Intended Learning Outcomes (CILOs)

(CILOs state what the student is expected to be able to do at the end of the course according to a given standard of performance.)

No.	CILOs [#]	Weighting * (if applicable)	Discovery-enriched curriculum related learning outcomes (please tick where appropriate)		
			A1	A2	A3
1.	Demonstrate and understand knowledge of the various communication channels on the Internet	10%		✓	
2.	Distinguish the special writing styles of digital journalism with traditional journalism	10%		✓	
3.	Perform data acquisition and data analysis for news content	20%		✓	
4.	Produce audio, video or graphic elements for data visualization in the news content	20%		✓	
5.	Write publishable data-driven on-line news stories	40%		✓	✓
		100%			

* If weighting is assigned to CILOs, they should add up to 100%.

[#] Please specify the alignment of CILOs to the Gateway Education Programme Intended Learning outcomes (PILOs) in Section A of Annex.

A1: Attitude

Develop an attitude of discovery/innovation/creativity, as demonstrated by students possessing a strong sense of curiosity, asking questions actively, challenging assumptions or engaging in inquiry together with teachers.

A2: Ability

Develop the ability/skill needed to discover/innovate/create, as demonstrated by students possessing critical thinking skills to assess ideas, acquiring research skills, synthesizing knowledge across disciplines or applying academic knowledge to self-life problems.

A3: Accomplishments

Demonstrate accomplishment of discovery/innovation/creativity through producing /constructing creative works/new artefacts, effective solutions to real-life problems or new processes.

3. Teaching and Learning Activities (TLAs)

(TLAs designed to facilitate students' achievement of the CILOs.)

TLA	Brief Description	CILO No.					Hours/week (if applicable)
		1	2	3	4	5	
Lectures	Lectures on various channels on the Internet	✓					1 week
Lectures & discussions	Lectures and discussions on the differences between digital journalism and traditional journalism		✓				2 weeks
Lectures & exercises	Lectures and exercises on data acquisition and data analysis for news content			✓			6 weeks
Lectures & exercises	Lectures and writing exercises on various styles of digital journalistic works					✓	4 weeks
Discussions	Discussion, trouble shooting and correction of language problems in accuracy, expression, grammar, and style			✓	✓	✓	Throughout the course

4. Assessment Tasks/Activities (ATs)

(ATs are designed to assess how well the students achieve the CILOs.)

Assessment Tasks/Activities	CILO No.					Weighting*	Remarks
	1	2	3	4	5		
Continuous Assessment: <u>100</u> %							
Quizzes: <ul style="list-style-type: none"> Internet channels and their special features Differences between digital journalism and traditional journalism 	✓	✓				20%	
Assignments: <ul style="list-style-type: none"> Data acquisition Data analysis Data visualization 			✓	✓		40%	
Project: A publishable news story linked to background, audio, video and graphic elements					✓	40%	
Examination: _____ % (duration: _____, if applicable)							
* The weightings should add up to 100%.						100%	

5. Assessment Rubrics

(Grading of student achievements is based on student performance in assessment tasks/activities with the following rubrics.)

Assessment Task	Criterion	Excellent (A+, A, A-)	Good (B+, B, B-)	Fair (C+, C, C-)	Marginal (D)	Failure (F)
Quizzes	Command of subject matter	Excellent command of the course content	Good command of the course content	Adequate command of the course content	Fair command of the course content	Inadequate command of the course content
Assignments	Ability to handle data using programming skills	Excellent demonstration of creativity and techniques	Good demonstration of creativity and techniques	Adequate demonstration of creativity and techniques	Fair demonstration of creativity and techniques	Inadequate demonstration of creativity and techniques

Grading Criteria for News Writing Project

A — The news story is well written and free of errors. The lead is clear, concise and interesting. The story is well organized and contains effective transitions, quotations, descriptions and anecdotes. The datasets contain rich information. The analysis is insightful. The visualization is informative. It can be published by websites or news portal.

B — The story contains only a few minor errors of style. The lead clearly summarizes the story, and the body presents all the information for a comprehensive news story. The story is written in a cohesive, well-organized manner. The datasets contain a fair amount of information. The analysis extracts the information from data. The visualization reflects the information. A website or news portal could publish the story after minimal editing.

C — The news story is superficial. The lead is too wordy and fails to clearly emphasize the latest, most interesting or most important aspects of the story. The story tends to be disorganized and contains many minor errors. Some parts have to be rewritten because they are repetitious, awkward or confusing. The datasets contain some information. The analysis is correct. The visualization is correct. It could be published only after extensive editing.

D — The news story contains all the necessary facts, but those facts are presented so ineffectively that they would have to be rewritten before the story could be published. The story also may contain an unacceptable number of stylistic, spelling or grammatical errors. The datasets contain little information. The analysis contains errors. Visualization skills are applied.

F — The news story could not be published by any publication and is so incomplete, confusing or erroneous that the facts in the story could not be rewritten and published.

Grading Criteria for the Use of Language (20% of each writing assignment)

Accuracy = 4 points

Conciseness = 4 points

Expression = 4 points

Grammar = 4 points

Style = 4 points

Part III Other Information (more details can be provided separately in the teaching plan)

1. Keyword Syllabus

(An indication of the key topics of the course.)

Specialist reporting and news writing skills; Feature writing; Sub-editing news texts for publication; Computer assisted journalism; Data journalism; Data visualization.

2. Reading List

2.1 Compulsory Readings

(Compulsory readings can include books, book chapters, or journal/magazine articles. There are also collections of e-books, e-journals available from the CityU Library.)

1.	Jeffrey S. Wilkinson, August E. Grant, Douglas J. Fisher (2009). Principles of convergent journalism. New York: Oxford University Press.
2.	Mike Ward (2002). Journalism online. Oxford; Boston: Focal Press.
3.	Jonathan Gray et al. (2018). Data Journalism Handbook. Sebastopol: O'Reilly Media
4.	Paul Bradshaw (2017). Scraping for Journalists. Amazon Digital Services LLC
5.	<i>The Associated Press Stylebook and Libel Manual</i> (current edition)

2.2 Additional Readings

(Additional references for students to learn to expand their knowledge about the subject.)

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