**Syllabus: VIC 6005**

# **Spanish-language Journalism (SLJ) master’s program**

# **Web Design & Data Visualization**

# **SPRING 2024**

**Class Modality: In Person**

**Class time:** Thursdays 6:00 PM – 7:15 PM

**Classroom:**

**Instructor:** Professor Laura Kurtzberg, MFA

**Office:**

**Office hours:** By appointment anytime

**Email:** [lkurtzbe@fiu.edu](mailto:lkurtzbe@fiu.edu)

# 📜 **Course Description**

This course explores the practice of working with data to create interactive journalistic and investigative projects, with a particular focus on **data visualization and data journalism**. In this course, you will need to adopt a multidisciplinary skill set to produce data graphics, including basic web design methods, exploratory statistical analysis, and investigative research. Throughout it all, you will uncover new information and publish stories that you care about.

# 💡 **Why Should You Take This Course?**

*Data visualizations are persuasive.* A 2014 NYU study found that people are more likely to change their mind about a topic if they are presented with a chart (compared to textual information). As media makers, it is your responsibility to carefully use the power of visual graphics to reveal the truth and effectively communicate.

Even if you don't pursue a career as a journalist...

* Data visualization skills are in high demand. Many jobs, whether they are in marketing, social media, science or health, require the use of data graphics.
* Understanding data visualization will allow you to avoid being misled by charts. Increasing your chart literacy will help you see the truth, no matter how it is presented.

# 🧮 **Learning Objectives & Course Skills**

As a student, by the end of the semester you will have learned to:

* Identify and make use of **methods of encoding** to represent data
* Differentiate between and use different **chart types** in your investigative data stories
* Use **pivot tables** and **formulas** in Google Sheets to find patterns in datasets
* Build techniques to "interview" a dataset, and to find a story within the data
* Create an **interactive map** using Datawrapper or Flourish
* Create an **interactive chart** using Datawrapper or Flourish
* Read and interpret a diverse array of data charts
* Constructively critique professionally published data charts and maps
* Recognize and critique the origins and **context** of encountered datasets
* Recognize and discuss the biases and human error involved in **generating data**
* Tell data-driven stories with a rich set of **digital and non-digital** tools
* Apply the principles of web design to create interactive visual journalism **websites**
* Publish your work using **Canva**

# 📚 **Required Readings**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Name** | **Authors** | **Link** | **Publisher** | **Year** |
| **Hands-On Data Visualization: Interactive Storytelling from Spreadsheets to Code** | Jack Dougherty; Ilya Ilyankou | [**https://handsondataviz.org/index.html**](https://handsondataviz.org/index.html) | O’Reilly | 2022 |
| **The Data Journalism Handbook** | Multiple Authors | [**https://interactivos.lanacion.com.ar/manual-data/index.html**](https://interactivos.lanacion.com.ar/manual-data/index.html) | Open Knowledge Foundation | 2013 |
| **El Manual de Periodismo de Datos Iberoamericano** | Multiple Authors  Edited by Felipe Perry & Miguel Paz | [**https://laurakurtzberg.notion.site/Manual-de-Periodismo-de-Datos-Iberoamericano-7e3c5e898efa4fb5a2c9cb7ab353c6a2**](https://laurakurtzberg.notion.site/Manual-de-Periodismo-de-Datos-Iberoamericano-7e3c5e898efa4fb5a2c9cb7ab353c6a2) | Fundación Poderomedia | 2016 |

**🧰 Required Materials and Accounts**

In this class, you will need a **Mac or PC that you can bring with you to class**. A Chromebook may not provide all of the functionality that you need to run the necessary programs we use in class. Most iPads or tablets will **not** be sufficient.

You will need at least one **notebook** that you bring with you to class, pencils, a ruler, and either colorful markers or color pencils. Occasionally, you may need to print out your work. You can [print at the library](https://libanswers.fiu.edu/faq/18025).

As for web applications used in class, you will need to sign up for the following tools:

* A Google account in order to use [Google Sheets](https://www.google.com/sheets/about/).
* [Flourish](https://flourish.studio/)
* [Datawrapper](https://app.datawrapper.de/signin)
* [Canva](https://www.canva.com/)
* [Miro](https://miro.com/)
* A grammar checking tool of your choice. I recommend [LanguageTool](https://languagetool.org/).
* A password manager of your choice. I recommend using the built-in password manager provided by Firefox or Chrome web browser, or [Bitwarden](https://bitwarden.com/products/personal/).

🏆 **Grading**

## Total Possible Points: **760**

## **Breakdown**

**Attendance**: 140 points (18.4%)

**Quizzes**: 120 points (15.8%)

**Story Assignments and Class Activities**: 500 points (65.8%)

## **Scale**

|  |  |
| --- | --- |
| **Letter Grade** | Percentage of Points Received |
| **A** | 100% - 95% |
| **A-** | <95% - 90% |
| **B+** | <90% - 87% |
| **B** | <87% - 83% |
| **B-** | <83% - 80% |
| **C+** | <80% - 77% |
| **C** | <77% - 70% |
| **D** | <70% - 60% |
| **F** | < 60% |

## **Assignment Submission**

Assignments **must be submitted on Canvas** (due dates are on the schedule). Some assignments require you to log in to Microsoft OneDrive. Others require working with Google Sheets, Canva, Flourish, or Datawrapper. When your work is completed on these external tools, you must still use Canvas and submit a share link to your work in the text box input. Occasionally, we will complete an activity in class for credit. These in-class activities must also be submitted on Canvas.

## **Late Assignments**

If foreseen or unforeseen circumstances prevent you from completing an assignment on time, you may request an extension. Extensions must be requested **before the due date**. I will determine a new due date for the assignment based on your individual circumstances. Late work will be accepted without penalty, but only if you reach out to me **at least two hours** **before the due date** to request an extension. Late work turned in after the deadline without an extension request will result in a loss of points (usually, half of the total points possible for that assignment).

## **Final Grades**

The last day to submit assignments is midnight, **April 26th, 2024**. I will not accept late work after this date. The deadline for faculty to submit final grades is **May 1st** . I plan to submit final grades early, by Monday, **April 29th**at 8am. If you wish to discuss your final grade before I submit it, it is important to reach out to me at least 24 hours before Monday, **April 29th**at 8am. Once final grades are submitted, there will be no changes to your final grade.

## **Attendance**

Attendance in class is worth 10 points per class. If you cannot make it to class for any reason, you may complete a **makeup assignment**, which can be found at the end of each of the class presentation slides,to recuperate the 10 points. There are **no excused absences or exceptions**. If you are experiencing an emergency or an extenuating circumstance, please talk to me as soon as possible. You may miss up to 5 classes and still get an A- in the course, without completing makeup work. It is very possible to pass the course with a C, even if you do not earn any attendance points.

## **Extra Credit**

I do not round grades up to the next decimal place at the end of the semester, so I recommend completing some extra credit to help you ensure you achieve the grade you are aiming for. Extra credit opportunities will be available throughout the semester. All extra credit must be submitted before midnight, **April 26th, 2024.**

# 📰 **Caplin News**

The Lee Caplin School of Journalism and Media strongly emphasizes experiential learning, where students combine theory with hands-on practice in storytelling and media production. Caplin News is the Department's award-winning digital publication. Work from all classes in the department is submitted to Caplin News for publication.

Occasionally we share stories with partners in the professional press. While your professor will submit stories for consideration, you are responsible for doing quality work and providing all necessary materials. This opportunity will make you a better journalist or media producer, and allow you to create a portfolio that will help in finding a job after graduation.

To be published in Caplin News students must provide 1) a headshot and a two-sentence bio stating their majors and interests and 2) a copy of the work. Make sure to include the **embed links** for any multimedia elements (video, audio, visualizations). You will need to submit at least one horizontal photo at least 650 pixels wide. Address questions to your professor ([lkurtzbe@fiu.edu](mailto:lkurtzbe@fiu.edu)), digital director Chuck Strouse ([cstrouse@fiu.edu](mailto:cstrouse@fiu.edu)) or newscast professor Steve Kairalla ([skairall@fiu.edu](mailto:skairall@fiu.edu)).

# 🔏 **Course Policies**

You are expected to be honest in all academic work, consistent with the academic integrity policy as outlined in the [Code of Student Conduct](https://dasa.fiu.edu/all-departments/student-conduct-and-academic-integrity/). Failure to respect these course policies may result in a failing grade.

## **Respect**

This course will honor personal identity, and I urge every student to do the same. I invite you to be your most authentic self in class. Put yourself first, but also remember to respect the shared space and the others who are alongside you.

## **Factual Errors and Spelling Errors**

All student projects must be free of errors of fact. Meticulous research, careful copy editing, and a thorough proofreading of final work will usually catch any errors before the project is submitted for grading. Students who need help writing may consult the [FIU Center for Excellence in Writing](https://case.fiu.edu/writingcenter/). The center takes appointments via Zoom. You may also use a free online grammar checking tool, such as [LanguageTool](https://languagetool.org/), to proofread your writing.

## **Original Material**

All work in this class is assumed to be yours, and composed of your original material, or material that you have permission to use. Research and sourcing are fundamental to story construction. Quote attribution is required. If you use images, audio or video that you did not create, you must attribute them accordingly. Failure to **cite** material amounts to plagiarism, and you will fail the assignment. Unauthorized and/or unacknowledged collaboration on any work, or the presentation of someone else’s work, is plagiarism.

As a student of this course:

* You may not represent group work as your own individual work
* You may not submit work completed for another course as an assignment for this course
* You may not submit old work that you started before this course began as an assignment for this course, unless given explicit permission to do so

## **Improving and Editing**

In this course, many assignments include a draft requirement. This means you will submit a preliminary version of the chart, map, or writing assignment you are working on for my class. When a draft is required, it will have its own Canvas assignment drop box, rubric, and a deadline listed on the schedule. Please note that a large part of your grade for the final version of those assignments will be based on how much **feedback** you have incorporated from in-class editing sessions.

Feedback comes from both me and your peers. During class editing sessions, you will be required to submit edits of your peer's writing or visual work, providing detailed constructive criticism and a description of your suggestions for improvement.

## **Artificial Intelligence**

I am aware that AI (Artificial Intelligence) resources are widely available to generate text, images, and code. Dall-E-Mini was released in July 2022 and ChatGPT in November 2022. Students in my class are encouraged to think critically about the [problems](https://irisvanrooijcogsci.com/2023/01/14/stop-feeding-the-hype-and-start-resisting/) with these tools, and not just the benefits. Spencer Ross, professor of Social Media Marketing at UMASS Lowell, shared three ethical caveats, which I have edited here:

* Work created by AI tools may not be considered original work. Output from AI tools is derived from previously created materials that the models were trained on, but the tools may not give credit to ([or even have permission to use](https://www.nytimes.com/2023/12/27/business/media/new-york-times-open-ai-microsoft-lawsuit.html)) the source material.
* AI models have built-in biases, and they have been shown to reproduce, rather than challenge, the biases, offenses, and factual errors in their underlying sources.
* [AI tools have limitations](https://blog.smu.edu/smulibraries/2023/01/20/artificial-intelligence-and-the-research-paper-a-librarians-perspective/) (they create fake sources; they often provide false information; they lack critical thinking; they lack the ability to make judgments).

Content generated by an Artificial Intelligence third-party service or site (AI-generated content) **without proper citation** is another form of plagiarism. For example, if you use ChatGPT-3, you must cite "ChatGPT-3. (YYYY, Month DD of query). "Text of your query." Generated using OpenAI. <https://chat.openai.com/>". Here is a sample proper citation:

ChatGPT-3. (2023, January 10). "Write a syllabus policy about the academic integrity of students using ai-based tools." Generated using OpenAI. <https://chat.openai.com/>

These AI guidelines were based on a [crowdsourced document](https://docs.google.com/document/d/1RMVwzjc1o0Mi8Blw_-JUTcXv02b2WRH86vw7mi16W3U/edit) from college professors around the country who have shared their syllabus policies.

## **Academic Honesty**

Academic Honesty is of the utmost importance. We all value people who are honest and trustworthy. Be one.

Florida International University is a community dedicated to generating and imparting knowledge through excellent teaching and research, the rigorous and respectful exchange of ideas, and community service. All students should respect the right of others to have an equitable opportunity to learn and to honestly demonstrate the quality of their learning. Therefore, all students are expected to adhere to a standard of academic conduct, which demonstrates respect for themselves, their fellow students, and the educational mission of the University. All students are deemed by the University to understand that if they are found responsible for academic misconduct, they will be subject to the Academic Misconduct procedures and sanctions, as outlined in the Student Handbook. For specifics, see the [Academic Misconduct procedures & sanctions](https://dasa.fiu.edu/all-departments/student-conduct-and-academic-integrity/) as outlined in the Student Handbook.

# 🎓 **Professional Values and Competencies**

The [**Accrediting Council on Education in Journalism and Mass Communications**](http://www.acejmc.org/policies-process/principles/)requires that graduates of accredited programs (like Florida International University’s programs) be aware of certain core values and competencies (listed below). We will practice all the following values and competencies in this course, especially the ones that are highlighted.

Students will:

* Apply the principles and laws of freedom of speech and press, in a global context and in the United States;
* Demonstrate an understanding of the multicultural history and role of professionals and institutions in shaping communications;
* Demonstrate culturally proficient communication that empowers those traditionally disenfranchised in society, especially as grounded in race, ethnicity, gender, sexual orientation and ability, domestically and globally, across communication and media contexts;
* Present images and information effectively and creatively, using appropriate tools and technologies;
* Write correctly and clearly in forms and styles appropriate for the communications professions, audiences and purposes they serve;
* Demonstrate an understanding of professional ethical principles and work ethically in pursuit of truth, accuracy, fairness and diversity;
* Apply critical thinking skills in conducting research and evaluating information by methods appropriate to the communications professions in which they work;
* Effectively and correctly apply basic numerical and statistical concepts;
* Critically evaluate their own work and that of others for accuracy and fairness, clarity, appropriate style and grammatical correctness;
* Apply tools and technologies appropriate for the communications professions in which they work.

🗓 **Course Schedule**

|  |  |  |  |
| --- | --- | --- | --- |
| **Módulo 1: Periodismo de Datos** | | **January 8th, 2023 → January 27th, 2023** | |
| Week 1 | | | |
| Quiz | No le tengas miedo al "mostrito" | January 10th |  |
| Optional Video | [Dear Data: Keynote Lecture](https://vimeo.com/133608605?embedded=true&source=video_title&owner=8053320) | January 12th |  |
| Week 2 | | | |
| Required Reading | [Manual de Periodismo de Datos Iberoamericano](https://www.notion.so/laurakurtzberg/Manual-de-Periodismo-de-Datos-Iberoamericano-7e3c5e898efa4fb5a2c9cb7ab353c6a2):  pgs. 48 – 52 "Entrevista con una base de datos"  Data Journalism Handbook:  \* [Cuadros diferentes dicen cosas diferentes](https://interactivos.lanacion.com.ar/manual-data/difundir_datos_5.html)  \* [El uso de visualizaciones para narrar historias](https://interactivos.lanacion.com.ar/manual-data/difundir_datos_4.html) | January 18th |  |
| Quiz | Quiz on "Entrevista con una base de datos" | January 18th | 10 points |
| Optional Reading | [Organizing Data Projects with Women in Latin America](https://datajournalism.com/read/handbook/two/training-data-journalists/data-journalism-moocs-in-turkey) | January 19th |  |
| Assignment | Tutorial de Limpieza de Datos (primera parte) | January 19th | 30 points |
| Week 3 | | | |
| Required Reading | Convoca: [Espacios Públicos de Lima](https://ciudadenconcesion.convoca.pe/el-espacio-publico-entregado-a-empresas.html) | January 24th |  |
| Quiz | Quiz on "Espacios Públicos de Lima" | January 24th | 10 points |
|  |  |  |  |
| Assignment | Tutorial de Limpieza de Datos (segunda parte) | January 26th | 30 points |
| **Módulo 2** | | **January 30th 2023 → March 3rd 2023** | |
| Week 4 | | | |
| Required  Reading | [Manual de Periodismo de Datos Iberoamericano](https://www.notion.so/laurakurtzberg/Manual-de-Periodismo-de-Datos-Iberoamericano-7e3c5e898efa4fb5a2c9cb7ab353c6a2):  pgs. 60 – 68 "Equipo de Datos y Buenas Prácticas" | February 8th |  |
| Quiz | Quiz on "Equipo de Datos y Buenas Prácticas" | February 8th | 10 points |
| Assignment | Ejercício de Crear Gráficos con Google Sheets | February 2nd | 15 points |
| Week 5 | | | |
| Required  Reading | [**Del 1 al 10 mil**](https://interactivo.latercera.com/muertos-covid-santiago/muertos-covid-santiago-data/), de La Tercera | February 7th |  |
| Quiz | Quiz on "Del 1 al 10 mil" | February 7th | 10 points |
| Assignment | **Borrador:** Diccionario de Datos y Propuesta de Artículo | Interpretación de Datos | February 7th | 10 points |
| Assignment | **Version Final:** Diccionario de Datos y Propuesta de Artículo | Interpretación de Datos | February 9th | 25 points |
| Week 6 | | | |
| Required Reading | "Manual de Periodismo de Datos":   * [Cuadros diferentes dicen cosas diferentes](https://interactivos.lanacion.com.ar/manual-data/difundir_datos_5.html) / [Different charts tell different tales](https://datajournalism.com/read/handbook/one/delivering-data/different-charts-tell-different-tales) * [El uso de visualizaciones para narrar historias](https://interactivos.lanacion.com.ar/manual-data/difundir_datos_4.html) / [Using visualizations to tell stories](https://datajournalism.com/read/handbook/one/delivering-data/using-visualizations-to-tell-stories) | February 14th |  |
| Quiz | Quiz on " Manual de Periodismo de Datos" | February 14th | 10 points |
| Assignment | Reproduce un elemento visual con **Canva** | February 16th | 20 points |
|  |  |  |  |
| Week 7 | | | |
| Required Reading | [Como Visualizar 100 Mujeres Pioneras](https://www.prodigiosovolcan.com/proyectos/como-visualizar-cien-mujeres-pioneras/) | February 21st |  |
| Quiz | Quiz on "Como Visualizar 100 Mujeres Pioneras " | February 21st | 10 points |
| Assignment | Diccionario de Datos y Propuesta de Tema | Visualización de Datos | February 23rd | 25 points |
| Week 8: February 27th – March 3rd \*\*\* *Spring Break* \*\*\* | | | |
| **Módulo 3** | | **March 4th, 2023 →**  **March 17th, 2023** | |
| Week 9 | | | |
| Required Reading | El Confidencial: "[Metro Inaccesible](https://www.elconfidencial.com/espana/madrid/2019-09-06/metro-accesible-paradas-ascensor-escaleras_2209007/)" | March 6th |  |
| Quiz | Quiz on "Metro Inaccesible" | March 6th | 10 points |
| Assignment | Visualizaciónes Interactivas Usando **Datawrapper** | March 6th | 30 points |
| Assignment | Visualizaciónes Interactivas Usando **Flourish** | March 6th | 30 points |
| Week 10 | | | |
| Required Watching | [Jaime Serra Clase Abierta sobre Infografías](https://www.youtube.com/watch?v=bjCQ5x7HUj8) | March 13th |  |
| Quiz | Quiz on "Clase Abierta sobre Infografías" | March 13th | 10 points |
| Assignment | Borrador de Gráfico (individual) | Visualización de Datos | March 15th | 15 points |
| Assignment | Versión final de Gráfico (individual) | Visualización de Datos | March 15th | 20 points |
| Week 11 | | | |
| Required Watching | [Webinar Infografías - Alberto Cairo](https://www.youtube.com/watch?v=uiuz-_wiej0) | March 20th |  |
| Quiz | Quiz on "Webinar Infografías" | March 20th | 10 points |
| Assignment | Borrador Parte Escrita | Visualización de Datos | March 20th | 15 points |
| Assignment | Publicación en Medium.com | Visualizaciónes de Datos | March 22nd | 40 points |
| **Módulo 4: Todo Sobre Mapas y Geoperiodismo** | | **March 25th, 2023 →**  **April 21st, 2023** | |
| Week 12 | | | |
| Required Reading | [Manual de Periodismo de Datos Iberoamericano](https://www.notion.so/laurakurtzberg/Manual-de-Periodismo-de-Datos-Iberoamericano-7e3c5e898efa4fb5a2c9cb7ab353c6a2):  pgs. 154 – 157 "Geoperiodismo: relatos que dialogan con el territorio" | March 27th |  |
| Assignment | Diccionario de Datos y Propuesta de Tema | parte del Proyecto Final | March 29th | 20 points |
| Quiz | Quiz on "Geoperiodismo" | March 27th | 10 points |
| Week 13 | | | |
| Assignment | Mapas Interactivas Usando **Datawrapper** | April 1st | 20 points |
| Assignment | Entrevista a un Experto | parte del Proyecto Final | April 5th | 20 points |
| Week 14 | | | |
| Assignment | Mapas Interactivas Usando **Flourish** | April 8th | 20 points |
| Assignment | Exercicio de Diseño Web en Canva | April 10th | 20 points |
| Required  Reading | El Diario: ["España Vive en Pisos"](https://especiales.eldiario.es/espana-vive-en-pisos/)  (English [version](https://especiales.eldiario.es/spain-lives-in-flats/)) | April 12th |  |
| Quiz | Quiz on "España Vive en Pisos" | April 12th | 10 points |
| Week 15 | | | |
| Assignment | Borrador de Parte Escrita | parte del Proyecto Final | April 19th | 15 points |
| Assignment | Version final: artículo escrito y gráficos | Poyecto Final | April 19th | 30 points |
| **Finals Week** | | **April 24th, 2023 →**  **April 28th, 2023** | |
| Assignment | Publicación en Canva | parte del Proyecto Final | April 24th | 30 points |

\*\*This syllabus is subject to change\*\*