DEVC 127: Data Journalism for Development

Sem 1, AY 2022-2023

Introduction

The sheer scale of data available now has provided new opportunities and possibilities for storytelling, particularly of development issues and concerns. Data journalism entails a nose for news and good storytelling skills/techniques bolstered by massive digital information. In this course, students will acquire conceptual background and skills that will enable them to tell stories using small and big data. In this way, students will be able to tell stories about complex development issues in the community in new and deeper perspectives.

DEVC 127 is a required specialization course in the BSDC curriculum.

Course Description

Course title: Data Journalism for Development
Course Description: This course will introduce students to the tools, techniques, and approaches in data journalism for development.
Course Goal:For the students to acquire conceptual background on and develop skills that will enable them to tell stories using small and big data.
Prerequisite: DEVC 125. Writing and Reporting for Development.
Credit: 3 units
Offering: 1st semester
Class hours: 5 hours/week (2 hr lecture and 3 hr lab)
Schedule for this semester:

Lecture Class	T 9-10 TTh
Laboratory Classes	T-1L 4-7 Tue
	T-2L 4-7 Thu
Lecture Class	AB 8-9 WF
Laboratory Classes	AB-1L 4-7 Tue
	AB-2L 4-7 Wed
Lecture Class	B 9-10 WF
Laboratory Classes	B-1L 4-7 Thur
	B-2L 4-7 Fri

Course Learning Outcomes

At the end of the course, students are expected to:
   a. Discuss data journalism in terms of its historical context, nature, similarities, and differences with other forms of journalism, potentials and limits, and implications to journalists and news organizations;
   b. Explain tools, techniques, and approaches in data journalism;
   c. Visualize data as part of a story; and
   d. Write a development-oriented story based on data.

Course Outline

I.   Data Journalism: Introduction
    A.   Historical context and nature of data journalism
    B.   Selected cases of DJ (outside the Philippines)
    C.   Ethical issues and considerations on data and data journalism
        1.   Ethical issues on data
        2.   Ethical issues on data journalism

II.   Sourcing, Analyzing, and Visualizing Data
    A.   Data Sources
        1.   Government research data and public records
        2.   Data from civil society, academe, businesses, non-government sources
        3.   Open data portals
        4.   Mining your own data

    B.   Tools and techniques (Cleaning, filtering, and analyzing data)
        1.   Terminology
        2.   Basic analysis
        3.   Applied analysis
        4.   Using software
        5.   Cleaning up raw data

III.   Writing and presenting a data-driven story
    A.   Data Stories
        1.   Data in basic news stories
        2.   Data in investigative stories
        3.   Data in feature stories

    B.   Techniques
        1.   Visualizations in publishing a story
        2.   Design principles in data visualization
        3.   Interactive visualization techniques
        4.   Narrative in writing the data journalism story

Course Delivery / Modality

The class is designed to be delivered remotely. Course materials, announcements, and submissions will be through Google Classroom/GitHub. We will send the invite to the course site via your up.edu.ph email. For students without internet access, the course pack compiled in a USB stick or printed module will be sent by courier.

The lecture classes will be both asynchronous and synchronous,to be recorded and available for later access. Laboratory classes will meet synchronously for instructions, consultations, and updates.

Course Requirements

Lecture Assessments (40%):

Lecture output: Records request project and 1 discussion thread

Laboratory Assessments (60%):

Exercise 1-3 will form the main output in the laboratory: Data Story (1-3 members)

        Exercise 1: Data journalism project - 30%

        Exercise 2: Cleaning, filtering, and analyzing data - 30%

        Exercise 3: Putting the story together - 40%

Study Schedule

Week	Unit Number & Title	Lesson	Assessments
1	Course Orientation		
2	UNIT 1: Data Journalism: Introduction	Lesson 1: Introduction to Data Journalism	Exercise 1: Data Journalism Project
3		Lesson 2: Selected Data Journalism Projects	Part A. Setting Up Accounts
4		Lesson 3: Ethical issues and considerations on data and data journalism	Part B. Choosing a Topic
5	UNIT II: Sourcing, Analyzing, and Visualizing Data	Lesson 4: Data Sources	Part C. Pooling Data Sources
6		Lesson 5: Tools and Techniques (Cleaning, filtering, and Analyzing data)	Exercise 2: Cleaning, Filtering, and Analyzing Data Part A: Cleaning
7			Part B. Data Processing
8	READING BREAK		
9			Part C. Exploratory Data analysis
10	UNIT III: Writing and presenting a data-driven story	Lesson 6: Data Stories	Exercise 3: Writing the Data Story
11		Lesson 7: Techniques	
12			1st Draft of the Data Story
13			
14			2nd Draft of Data story
15		Lecture Output: Records Request Project (dataset and deck)	Final Data Story

Course Policies

- Class attendance will be checked, academic delinquency rules will be in force, and the no-fail policy is lifted (per OVPAA Memo 2022-127). Deadlines will be observed, so please work on your requirements ahead of time to avoid spending your reading and health breaks on meeting deadlines. For offline learners, coordinate with your lecturer and laboratory instructor regarding your preferred modality (e.g., provision of printed module, submission of outputs via courier).
- Readings, videos, and other learning materials are provided for **YOUR** own use and study. Please do not make unauthorized copies or distribute them to people or groups who are not part of the class.
- As a rule of thumb, everyone in the class should protect each other's data privacy and is sternly warned about sharing any information from our class without the owner's consent. This includes comments/posts of your classmates in online forums, and other personal and sensitive information that might jeopardize anyone's privacy (RRDVCustodio).
- Being in remote learning does not exempt us from abiding by the rules and ethics on academic integrity. University rules on academic dishonesty still apply. Rules on copyright and plagiarism will be strictly enforced. Proper citations, if appropriate, must be included in reports and assignments. Your instructor may opt to use apps such as Turnitin and the like, which are designed to detect originality and plagiarism. Always pursue academic excellence with honor.
- Your feedback is important. Questions, clarifications, and suggestions can be raised through our LMS (forums, direct message, or comments) or through email.

Netiquette for Online Discussion Forums
(adapted from Touro College Online Education for Higher Ed,
https://blogs.onlineeducation.touro.edu/15-rules-netiquette-online-discussion-boards)

- Before posting your question to a discussion board, check if anyone has asked it already and received a reply. Just as you wouldn't repeat a topic of discussion right after it happened in real life, don't do that in discussion boards either.

- Stay on topic – don't post irrelevant links, comments, thoughts, or pictures.

- Don't type in ALL CAPS! If you do, it will look like you're screaming.

- Don't write anything that sounds angry or sarcastic, even as a joke, because without hearing your tone of voice, your peers might not realize you're joking.

- Respect the opinions of your classmates. If you feel the need to disagree, do so respectfully and acknowledge the valid points in your classmate's argument. Acknowledge that others are entitled to have their own perspective on the issue.

- If you reply to a question from a classmate, make sure your answer is accurate! If you're not 100% sure when the paper is due, DO NOT GUESS! Otherwise, you could really mess things up for your classmates and they will not appreciate it.

- If you ask a question and many people respond, summarize all answers and post that summary to benefit your whole class.

- Be brief. If you write a long dissertation in response to a simple question, it's unlikely that anyone will spend the time to read through it all.

- Don't badmouth others or call them *stupid*. You may disagree with their ideas, but don't mock the person.

- If you refer to something your classmate said earlier in the discussion, quote just a few key lines from their post so that others wouldn't have to go back and figure out which post you're referring to.

- Before asking a question, check the class FAQs or search the internet to see if the answer is obvious or easy to find.

- Check the most recent comments before you reply to an older comment, since the issue might have already been resolved or opinions may have changed.

- Be forgiving. If your classmate makes a mistake, don't badger him or her for it. Just let it go – it happens to the best of us.

- Run a spelling and grammar check before posting anything to the discussion board. It only takes a minute, and can make the difference between sounding like a fool and sounding knowledgeable.

- RULE OF THUMB: If you wouldn't do or say something in real life, don't do it online either. ☺

Faculty-in-Charge

Lecturer: Ms. Rikki Lee B. Mendiola, rbmendiola@up.edu.ph
Laboratory Instructors:
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