

MEJO 390 Advanced Data Reporting

Maymester 2023

M-F 9 a.m. - 12:15 p.m., Zoom link in Canvas

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Course Overview

In this course, students pick up where MEJO 570 leaves off as they learn more advanced tips and tricks for finding and telling hidden stories with data. Topics covered will include collaborative project management and organization using GitHub, R Studio and R packages created by the Associated Press. Students will learn and practice web scraping, text analysis and geographic data analysis and basic statistical analysis using R.

Course Goals

By the end of this course, you will be able to

- Collaboratively work on data journalism projects
- Use version control software to track your own work and collaborate with others
- Publish code, analysis and visualizations to the Web
- Scrape data from the Web
- Analyze, clean and organize text character strings
- Conduct and communicate statistical tests for a mass audience
- Conduct geographic data analysis and publish maps to communicate findings
- Write clear and compelling narratives using data interviews

Required Materials

Textbooks

- DataCamp.com
- Readings as assigned on Canvas
- Readings on digital reserve

Hardware

- You should have a clean, working laptop that meets CCI specifications. I recommend 8GB RAM and 256 GB SSD drive if possible. Your operating system must be Windows 10 or later, or mac OSX 10.15 or later

Software

- You will need to [install R and R Studio on your computer](#)
- You will need to [sign up for a student account at GitHub](#) if you do not already have one
- I support the Firefox browser. If you use Chrome or Safari you need to understand how to download and open files on your computer

Attendance Policy

This course is conducted synchronously via Zoom each weekday. Attendance is part of your grade. Please have your camera on while you're in attendance so that I can pick up on visual queues about your needs.

University Policy:

No right or privilege exists that permits a student to be absent from any class meetings, except for these University Approved Absences:

1. Authorized University activities
2. Disability/religious observance/pregnancy, as required by law and approved by [Accessibility Resources and Service](#) and/or the [Equal Opportunity and Compliance Office](#) (EOC)
3. Significant health condition and/or personal/family emergency as approved by the [Office of the Dean of Students](#), [Gender Violence Service Coordinators](#), and/or the [Equal Opportunity and Compliance Office](#) (EOC).

Late Work

Deadline policy will vary from assignment to assignment. I'll make each assignment's policy clear on its page on Canvas. Most assignments I will accept late – some for full credit and some for partial credit. Mostly these deadlines are to keep you from falling behind and to allow me to give you timely feedback.

Any regular class assignments not submitted by 1 p.m. on June 11 will receive no credit.

The final assignments will be due at 9 a.m. on June 2. Late final assignments may result in an incomplete grade in the course.

Determination of Grade

Tutorial Exercises	50% of course grade
Attendance	20%
Baby Names Feature Story	15%
Sports Data Visual Analysis	5%
Sex Offenders Mapping	5%
Campus Crime Scraping	5%

Your stories will be graded on objective and subjective criteria, as will whether you're hired and subsequently retained by a news or sports operation or marketing firm after you graduate. I will assess both the quality and quantity of your work.

Grading Scale

I will round final course grades to the nearest whole number.

Percentages will be converted to letter grades according to the following scale.

Letter Grade	Percentage	Meaning
A	94–100%	Excellent: Far exceeds standard
A-	90–93%	
B+	87–89%	Good: Exceeds standard
B	83–86%	
B-	80–82%	
C+	77–79%	Fair: Meets standard
C	73–76%	
C-	70–72%	
D+	67–69%	Poor: Shows growth but falls below standard
D	60–66%	
F	0–59%	Failing: Deficient

HONOR CODE:

I expect that each student will conduct himself or herself within the guidelines of the University honor system (<http://honor.unc.edu>). All academic work should be done with the high levels of honesty and integrity that this University demands. You are expected to produce your own work in this class. If you have any questions about your responsibility or your instructor's responsibility as a faculty member under the Honor Code, please see the course instructor or Senior Associate Dean C. A. Tuggle, or you may speak with a representative of the Student Attorney Office or the Office of the Dean of Students.

SYLLABUS CHANGES

The professor reserves the right to make changes to the syllabus, including project due dates and test dates. These changes will be announced as early as possible.

ARS

The University of North Carolina at Chapel Hill facilitates the implementation of reasonable accommodations, including resources and services, for students with disabilities, chronic medical conditions, a temporary disability or pregnancy complications resulting in barriers to fully accessing University courses, programs and activities. Accommodations are determined through the Office of Accessibility Resources and Service (ARS) for individuals with documented qualifying disabilities in accordance with applicable state and federal laws. See the ARS Website for contact

information: <https://ars.unc.edu> or email ars@unc.edu.

(source:

<https://ars.unc.edu/faculty-staff/syllabus-statement>)

COUNSELING AND PSYCHOLOGICAL SERVICES

CAPS is strongly committed to addressing the mental health needs of a diverse student body through timely access to consultation and connection to clinically appropriate services, whether for short or long-term needs. Go to their website: <https://caps.unc.edu/> or visit their facilities on the third floor of the Campus Health Services building for a walk-in evaluation to learn more.

TITLE IX

Any student who is impacted by discrimination, harassment, interpersonal (relationship) violence, sexual violence, sexual exploitation, or stalking is encouraged to seek resources on campus or in the community. Reports can be made online to the EOC at <https://eoc.unc.edu/report-an-incident/>. Please contact the University's Title IX Coordinator (Elizabeth Hall, interim – titleixcoordinator@unc.edu), Report and Response Coordinators in the Equal Opportunity and Compliance Office (reportandresponse@unc.edu), Counseling and Psychological Services (confidential), or the Gender Violence Services Coordinators (gvscc@unc.edu; confidential) to discuss your specific needs. Additional resources are available at safe.unc.edu.

POLICY ON NON-DISCRIMINATION

The University is committed to providing an inclusive and welcoming environment for all members of our community and to ensuring that educational and employment decisions are based on individuals' abilities and qualifications. Consistent with this principle and applicable laws, the University's [Policy Statement on Non-Discrimination](#) offers access to its educational programs and activities as well as employment terms and conditions without respect to race, color, gender, national origin, age, religion, creed, genetic information, disability, veteran's status, sexual orientation, gender

identity or gender expression. Such a policy ensures that only relevant factors are considered and that equitable and consistent standards of conduct and performance are applied. If you are experiencing harassment or discrimination, you can seek assistance and file a report through the Report and Response Coordinators (see contact info at safe.unc.edu) or the [Equal Opportunity and Compliance Office](#), or online to the EOC at <https://eoc.unc.edu/report-an-incident/>.

DIVERSITY

I strive to make this classroom an inclusive space for all students. Please let me know if there is anything I can do to improve; I appreciate any suggestions. More broadly, our school has adopted diversity and inclusion [mission and vision statements](#) with accompanying goals. These complement the University policy on [prohibiting harassment and discrimination](#). In summary, UNC is committed to providing an inclusive and welcoming environment for all members of our community and does not discriminate in offering access to its educational programs and activities on the basis of age, gender, race, color, national origin, religion, creed, disability, veteran's status, sexual orientation, gender identity, or gender expression. The Dean of Students (Suite 1106, Student Academic Services Building, CB# 5100, 450 Ridge Road, Chapel Hill, NC 27599-5100 or [919] 966-4042) has been designated to handle inquiries regarding the University's nondiscrimination policies.

ACCREDITATION:

The School of Journalism and Media's accrediting body outlines a number of values you should be aware of and competencies you should be able to demonstrate by the time you graduate from our program. Learn more about them here:

<http://www2.ku.edu/~acejmc/PROGRAM/PRINCIPLES.SHTML#vals&comps>

No single course could possibly give you all of these values and competencies; but collectively, our classes are designed to build your abilities in each of these areas. In this class, we will address a number of the values and competencies, with special emphasis on the last six bullet dots under "Professional values and competencies" in the link above.

NOTE: Always be professional in your dealings with your fellow workers and the people you meet as you gather news. News directors and editors say they want people with good attitudes as well as solid journalism skills.