

**Course Outline**

**COURSE:** JOUR 16B      **DIVISION:** 10      **ALSO LISTED AS:**

**TERM EFFECTIVE:** Fall 2011      **Inactive Course**

**SHORT TITLE:** REPORTING FOR MEDIA

**LONG TITLE:** Reporting for Media

<u>Units</u>	<u>Number of Weeks</u>	<u>Type</u>	<u>Contact Hours/Week</u>	<u>Total Contact Hours</u>
3	18	Lecture:	3	54
		Lab:	1	18
		Other:	0	0
		Total:	4	72

**COURSE DESCRIPTION:**

Fundamentals of reporting for print and broadcast media, with attention to research methods, cultivation of sources, and interviewing techniques. Students will practice gathering information from a variety of sources for presentation in print and broadcast media. **ADVISORY:** Journalism 16A

**PREREQUISITES:**

**COREQUISITES:**

**CREDIT STATUS:** D - Credit - Degree Applicable

**GRADING MODES**

L - Standard Letter Grade

**REPEATABILITY:** N - Course may not be repeated

**SCHEDULE TYPES:**

02 - Lecture and/or discussion

03 - Lecture/Laboratory

04 - Laboratory/Studio/Activity

**STUDENT LEARNING OUTCOMES:**

1. Students will assess their own story ideas based on common standards of interest and value.

Measure: written

ILO: 2, 1, 3

GE-LO: A1, A2, A3

2. Students will write a variety of news and feature stories

Measure: written

ILO: 2, 3, 4, 7

GE-LO: A3, A5, A1

3. Students will discuss the ethical issues raised by journalistic reporting and writing

Measure: oral report

ILO: 6, 4, 2,

GE-LO: A2, A1, A4

4. Students will have mastered basic copy-editing rules, techniques and procedures

Measure: written

ILO: 1, 5, 3, 7

GE-LO: A3, A5, A6

## **CONTENT, STUDENT PERFORMANCE OBJECTIVES, OUT-OF-CLASS ASSIGNMENTS**

Inactive Course: 09/26/2011

- 1 3 Human interest and journalism.
- 2 3 Getting ideas and matching them to form.
- 3 3 Basic story elements.
- 4 3 The profile: Interviewing.
- 5 3 The Profile: Organizing
- 6 3 The trend; the color story & occasion story
- 7 3 Review and midterm with take-home portion and in-class portion
- 8 3 Service articles: How to's and Informatives
- 9 3 Personal narratives.
- 10 3 Reviews: products, books, films, music or other.
- 11 3 Opinions.
- 12 3 Longer, investigative stories.
- 13 3 Ethics
- 14 3 The Law
- 15 3 Review for final, work on take-home portion.
- 16 3 Take in-class portion of final.

### **CONTENT:**

Please note: students will write in journals at every class meeting about an issue in the news or an issue raised by local newspapers in their approach to stories. Students will arrange one additional hour a week of lab work.

Week 1 - Chapter 14, half-page critique of two newspaper articles.

Week 2 - Chapters 9, 11, handouts; written approach to one story idea from several angles. Six story ideas due with their origins.

First chapter of copy-editing book due. Students will come on a field trip to local newspaper for tour and discussion with editors and reporters.

Week 3 - Chapters 12, 13, handouts. Direct and indirect leads

written for two of last week's story ideas.

Week 4 - Read chapter 8 and handouts. Preparations with written questions for a fantasy interview. Begin work on profile assignment. Hand in second copy-editing chapter.

Week 5 - Profile story with art ideas. Read Chapter 16.

Week 6 - Read Chapter 15 and handouts. Evaluate several occasion stories, and propose an occasion story they may wish to do in lieu of a how-to story. Hand in third copy-editing chapter. Start trend story assignment.

Week 7 - Review and midterm with take-home portion and in-class portion. Service article assigned.

Week 8 - Read chapter 18 and handouts. Students will analyze Census Bureau article as an informative piece, looking for gaps and noting facts and details included. Students will write a four-paragraph informative based on notes given in class. Students will bring rough drafts of their how-to articles for instructor critique.

Week 9 - Read handouts. How-to story due with art ideas. Hand in fourth copy-editing chapter.

Week 10- Students will read chapter 19, handouts on freebies and junkets. Begin work on review stories.

Week 11- handouts and rough draft of editorial on international issue. Hand in review story.

Week 12- Read Chapter 20, "Frank Sinatra Had a Cold" by Gay Talese. Hand in international opinions piece.

Week 13- Read Chapter 22 and handouts. Students will begin to develop their personal codes of ethics for future journalism work.

Week 14- Handouts, turn in code of ethics.

#### COURSE OBJECTIVES:

At the conclusion of this course the student will be able to understand and use the following:

1. of human interest vs. straight news stories; students will be able to describe the transformation of newspapers in this half-century; students will critique high and low interest newspaper articles.
2. to originate story ideas from several sources. Students will learn how to plan an approach to any assignment. Students will demonstrate mastery of 30 terms relevant to newspaper writing. Students will practice matching ideas to formats.
3. propose direct and indirect leads for several story ideas. Students will demonstrate understanding of essentials for any good lead. Students will learn to identify transitions in a news story and to write transitions when they are needed. Students will analyze endings of several stories to suggest improvements.
4. will have learned to prepare adequately for a profile

interview. Students will collect information about potential interview subjects. Students will discuss what is appealing and not appealing about doing journalistic interviews, and identify their own strong and weak points in doing such interviews. Students will practice interview techniques. Students will critique an interview done by instructor with an outside party. Students will determine what special approaches would be appropriate for interviews with disabled, elderly, homeless, imprisoned or grief-stricken people, and with children. Students will learn how different designations ("on the record," "off the record") work and when to apply them.

5. will critique others' profiles based on profile essentials.

Students will learn three rules governing the use of quotations. Students will learn when to paraphrase rather than quoting sources. Students will learn how to handle notes they've taken from interviews once they start writing their stories. Students will select an organizational form for their profiles. Students will discuss the ethics of fluff pieces and hatchet jobs, and will evaluate when it is appropriate to "sell out" and source and when it is not.

6. Students will learn how to differentiate between a trend and an isolated incident or situation. Students will learn common pitfalls in using numbers to prove things. Students will identify trends around them. Students will appraise stories employing descriptive writing techniques, and will practice these techniques themselves. Students will discuss the ethics of press pool and press conference coverage of canned media "occasions," and will write a short in-class essay on their opinion of such coverage.

7. Trend Story due.

8. Students will learn to recognize service articles and will be able to list three essentials for good service articles.

Students will use their own notes and instructor's materials in deciding how to sift through large amounts of factual information for informatives that are pertinent and interesting. Students will practice step-by-step writing for clear how-tos.

9. Students will rate various of their own experiences according to potential each has to become a publishable personal narrative piece. Students will establish in class a list of attributes common to effective personal narratives we read outside of class. Students will learn the essentials for writing about meetings, events or activities. Students will become familiar with accessible markets for personal narrative pieces. Students will discuss the "limits to information" idea put forth in "Talking AIDs to Death" by Randy Shilts, and will debate the applicability of this theory to journalism.

10. Students will discuss the purpose of reviews in general, and will propose their own review. Students will roleplay the

consequences of positive and negative reviews, and answer a series of such questions for themselves as the basis of a personal code of ethics.

11. Students will demonstrate understanding of ten attributes of good editorial pieces. Students will demonstrate understanding of the difference between editorials and opinions pieces. Students will generate the opinions-piece ideas from a daily newspaper. Students will analyze the work of syndicated columnist by studying three of the writer's articles. Students will write a mini-editorial in class on a local or national issue. Students will discuss what makes ideas controversial. Students will do library research on a topic of international importance. Students will learn to use periodicals and book indexes. Students will debate international topic in class before writing editorials.

12. Students will learn how reporting on in-depths differs from daily news & features reporting. Students will learn how to approach and structure background research for longer stories. Students will discuss four methods used by investigative writers for organizing themselves. Students will study case histories of investigative reporting and submit three ideas of stories they'd like investigated.

13. Students will learn five frameworks for figuring out where they stand on ethical issues that come up often for journalists. Students will critique cases of privacy invasion and denial of access in journalism. Students will analyze two journalistic codes of ethics.

14. Students will learn four defenses against libel. Acting as mock court judges, defendants and plaintiffs, students will analyze several pieces of writing to determine whether libel has been committed according to current case law standards. Students will discuss how the threat of libel cases has affected the development of First Amendment expression.

#### **METHODS OF INSTRUCTION:**

Lecture, class discussion and many more out-of-class performance assignments than in 16A. Students will be attending city council meetings, school board meetings, conducting news and symposium interviews and writing complete news stories. Some will be submitted to the campus newspaper. In addition, 10 chapters in copy editing are designed to increase the students knowledge of good copy editing practices. There will be two main exams plus a final.

#### **METHODS OF EVALUATION:**

The types of writing assignments required:

Other: EXPECTATIONS

The problem-solving assignments required:

None

The types of skill demonstrations required:

None

The types of objective examinations used in the course:

None

Other category:

None

The basis for assigning students grades in the course:

Writing assignments: 0% - 0%

Problem-solving demonstrations: 0% - 0%

Skill demonstrations: 0% - 0%

Objective examinations: 0% - 0%

Other methods of evaluation: 0% - 0%

### **REPRESENTATIVE TEXTBOOKS:**

Required:

The Missouri Group, Telling the Story, Bedford/St. Martin, 2010, or other appropriate college level text.

Reading level of text: 13+ grade Verified by: Jan Janes

### **ARTICULATION and CERTIFICATE INFORMATION**

Associate Degree:

GAV C1, effective 199470

CSU GE:

IGETC:

CSU TRANSFER:

Transferable CSU, effective 199470

UC TRANSFER:

Not Transferable

### **SUPPLEMENTAL DATA:**

Basic Skills: N

Classification: A

Noncredit Category: Y

Cooperative Education:

Program Status: 1 Program Applicable

Special Class Status: N

CAN:

CAN Sequence:

CSU Crosswalk Course Department: JOUR

CSU Crosswalk Course Number: 16B

Prior to College Level: Y

Non Credit Enhanced Funding: N

Funding Agency Code: Y

In-Service: N

Occupational Course: D

Maximum Hours:

Minimum Hours:

Course Control Number: CCC000347621

Sports/Physical Education Course: N

Taxonomy of Program: 060200