CM3670: JOURNALISM
Spring 2017  Hyde 419  T/R 11-12:15

OBJECTIVES
When you have completed this course, you should be better able to:

- meet deadlines
- adhere to the rules of journalistic integrity and ethics
- write/edit/proofread high quality news copy.
- use audio technology to produce rich media news stories for web/radio broadcast.
- exercise initiative/creativity when conceiving, designing and executing high quality stories.
- find and interview quality sources.
- collaborate with others to conceive, design, and execute high quality stories.
- use technology and traditional reporting methods to ensure that stories are high-quality with a critical eye toward accuracy, technique, agenda, and ethics.
- evaluate the trustworthiness of stories presented in the news and on social media.

EVALUATION
Your final grade will be calculated as follows:

- 5 Quizzes \(\cdot\) 10%
- Audio Podcast, transcripts, and online summaries \(\cdot\) 10%
- Written stories \(\cdot\) ...15%
- Fact-checking \(\cdot\) ...15%
- Midterm Exam/Project \(\cdot\) .. 20%
- Final Project \(\cdot\) ..10%
- 4 Story Ideas \(\cdot\) 5%
- Misc. Assignments/Stories \(\cdot\) .. 5%
- Participation \(\cdot\) ..10%

A note on my grading philosophy: I do not give an A (i.e. full credit) simply because your work meets my expectations. Work that meets my expectations is given a C (which equates to average). B’s are reserved for work that surpasses my expectations and A’s are reserved for truly outstanding work. I am always happy to discuss grades that you may have questions about, but be prepared to explain why you believe your work surpassed my expectations or represented outstanding work.

GENERAL EDUCATION CONNECTIONS
This course is considered a T course (for Technology in the Disciplines) under the General Education guidelines. In the modern world, technology has application to every academic discipline, and educated people must have an understanding of technology that will allow them to adapt to rapid technological change. This course will help you examine the role of technology within the discipline of professional writing and within a larger societal and cultural context. The T course will provide you with hands-on experience using current technologies; with a broad understanding of the concepts underlying current technology; with an understanding of the potential ethical issues involved with the use of technology; and with an understanding of forces, based in the needs and values of our culture, that drive technological innovation.

This course is also designated a W course (Writing in the Disciplines) under the General Education guidelines. In order to communicate effectively, students need to learn the conventions of their own discipline or profession. They need to learn how to write like an educator, a social worker, a biologist, an historian, or a literary critic, for example. Students take a three-credit Writing (W) course within their major that contains significant writing experiences appropriate to the discipline. These experiences should be based on Writing Across the Curriculum activities, for example, free-writing, outlining, writing multiple drafts, responding to feedback, and creating a finished product. In addition to extending the process of developing writing skills, W courses also emphasize writing to learn in the discipline.
PARTICIPATION & PREPARATION

I've found that students and myself alike grasp the material better when we discuss it as a group. You will need to be prepared to participate in these discussions. Your effort to effectively participate will be noted and rewarded. An effective class participant:

- has read the assigned material and thus comes to class informed and prepared to participate.
- brings the text to class and refers back to it to support and clarify points.
- listens openly, fully, and actively to the contributions of others and encourages and supports those who might be reluctant to participate.
- respects differences of opinion but challenges ideas.
- advances even tentative opinions and thoughts, understanding that sometimes these open the doors to new understandings.
- asks follow-up questions such as: Why do you think so? Do you agree? Can you elaborate? Tell me more. Can you give an example?
- values time and eliminates repetitious or extraneous discussion.
- avoids personal attacks.

Journalism is about publication, otherwise it would be called journaling! Therefore, every story you write/produce will be considered for publication by The Clock, PSU's student newspaper. Please note, though, that The Clock is not formally affiliated with this class and they are not obligated to print your work. Stories that are poorly researched or edited will not be considered for publication. Space, style, and duplication may also prevent publication. Do not write or tape anything that you do not wish to be run in The Clock.

Although membership on The Clock staff is in no way required, I encourage you to attend their meetings. The editors and writers of The Clock have many contacts on campus and in the community—they can make generating story ideas and finding sources MUCH easier! In fact, when you agree to write a story for The Clock, that means you can usually expect a certain level of support from their editorial staff—finding out who to talk to and where to look for sources will make for better stories. It also increases your chances for publication, enabling you to build a professional portfolio to show potential employers. As I explained above, though, it does not guarantee publication.

Please note, though, that you cannot get credit for work published in The Clock unless it is handed in to me prior to publication.

MOODLE

You are expected to log into Moodle often. In fact, because Moodle email is more difficult to misplace, you'll be using it to communicate with me and your classmates frequently. Additionally, handouts and other course materials will be available on Moodle.
ASSIGNMENTS

Stories - The course schedule makes note of several deadlines (FOUR, to be precise) for stories. All stories must exhibit good reporting skills—that means good sources (see right), proper fact-checking, and no opinion columns (this includes music and restaurant reviews, as well as advice columns that don’t use actual interviewed sources). All stories will be evaluated on accuracy, clarity, flow (or shape), completeness, and style/grammar correctness. Special emphasis will be put on writing accurate, efficient, and inviting leads.

Photos — All stories, written or audio, should be accompanied by an original photo. If your cell phone has a camera, that’s good enough for me. If you don’t have a digital camera, the library has several available (this may require some planning on your part). Do not include pictures from web sites or other sources — I will consider that copyright infringement, at best, and plagiarism at worst.

Audio Podcast Stories - Since the future of journalism is in convergence (a term we’ll talk about often this semester) I require you to push the bounds of technology a little and produce audio podcast versions of at least two stories. We will spend some class-time discussing the editing and production aspects, but I am more concerned with substance than style, so I will not emphasize editing/production in my evaluation. You and a partner from your bureau (one acting as reporter, the other as producer/technician) will collaborate on two 5-8 minute audio stories. The story must include tape of at least two sources speaking, as well as the reporter/narrator and “atmospheric” sounds to accompany the voice recording. You may use the library facilities or the Communication lab to edit these stories. They can either be posted to our Wiki page, or posted elsewhere and linked to the wiki page. Along with your audio, you MUST turn in planning documents that you used to research and organize your project. I will grade this on the same standards of reliability, completeness, and objectivity that I grade “regular” stories on. As with “regular” stories, these audio stories may be picked up by the Clock (or even WPCR) for their online newspaper.

At the end of the semester, you and a partner will submit an mixed-media feature story of 8-10 minutes duration. The story will combine audio features like voiceover and atmospherics, along with original photos and other visuals in something like a narrated slideshow. Since you have more time, you may want to incorporate two hosts and more stylized interplay (a la Radiolab) and it must include at least two knowledgeable sources.

Fact Checking – One of the aims of this course is not only to introduce you to reporting, but to make you better consumers of journalism. One activity that supports BOTH of those aims is to learn about fact-checking. Professional journalists at reputable news organizations must submit their work to fact-checkers to make sure that it is true. At the very least, it saves an organization from embarrassing errors like misspelled names, incorrect dates, etc. When fact-checking is working as designed, it also means neither reporters, nor their sources, can get away with false or grossly exaggerated statements. We’ll be doing some fact-checking exercises, talking about fact-
checking web-sites, and fact-checking each others’ work. In fact, if (during fact-checking) gross errors are found in your stories, I reserve the right to change the grade on those stories.

Midterm Exam/Project – The midterm will consist of two components: a brief in-class exam that covers ALL of the readings we have done to that point in the class (50%) and an in-class fact-checking exercise in which you correct mistakes in a brief news-story (50%).

COMMUNICATION AND MEDIA STUDIES PORTFOLIO

If you are not a Communication and Media Studies major, you need not read the rest of this section. The Communication and Media Studies department is beginning to institute a portfolio requirement for all students in the department. Below you will find a description of that requirement. If you declared your C&MS major using the 2012 catalog (or later), you are required to assemble a portfolio during your tenure as a C&MS major. This section explains more about the portfolio and how assignments in this course may be useful in assembling your portfolio.

A portfolio is a collection of your student activities and achievements over a period of time such as the four years of college. The Communication and Media Studies portfolio displays your best work and allows you to demonstrate the skills, knowledge and dispositions that you have achieved during your tenure at Plymouth State University.

In particular, as a student in the Communication and Media Studies department at Plymouth State University, you will use the portfolio to demonstrate that you have achieved each of the twelve learning objectives listed below. Our courses provide opportunities for you to create artifacts that demonstrate your mastery of these learning objectives. You will collect these artifacts into a portfolio that will also include your self-reflection explaining what each artifact demonstrates. You will begin your portfolio in CM2000 (Studies in Communication and Media) and finalize and evaluate it in CM4900 (Senior Seminar). Your portfolio should contain at least one artifact (assignment, paper, exam, project, etc.) per learning objective along with a reflection statement in which you explain the ways in which this particular artifact demonstrates that you have met this particular learning objective. That is, your portfolio will contain at least twelve artifacts (one for each learning objective) and twelve reflection statements.

Departmental Learning Objectives

By the completion of their undergraduate degree in Communication and Media Studies, a student will be able to:

1. Communicate effectively orally.
   The ability to speak effectively is a core skill for all Communication and Media Studies students. Students will demonstrate the ability to communicate clearly in one-on-one situations, in group situations, and in public speaking situations.

2. Communicate effectively in writing.
   Students will demonstrate the ability to write effectively and clearly. Written communication includes academic papers with cited sources, various types of reports and memos, letters, resumes, emails, text messages, tweets, status updates, etc.

3. Communicate effectively using a variety of communication and information technologies and media.
   Technology is an increasingly important communication tool and all Communication and Media Studies students will demonstrate the ability to use a variety of technologies to communicate effectively.

4. Explain the process of human communication in its various contexts.
   Human communication is a process through which information is passed from one person to one or more other people. The communication occurs in a variety of contexts, from the interpersonal (one on one communication) to mass communication via media corporations (newspapers, magazines, TV shows, movies, radio, etc.). Communication and Media Studies students will be able to explain how communication occurs in these various contexts.

5. Explain how human communication is impacted by various technologies and media.
   Communicating face to face with a single other person is different than communicating with that same person via email or text message or Twitter. Each Communication and Media Studies student will be able to explain the ways in which various technologies and media types impact the communication that occurs between humans.

6. Explain the significance of major moments in communication and media history.
Each Communication and Media Studies student will be able to explain the ways in which major historical moments in communication and media impacted and continue to impact how we communicate.

7. Use the history of communication and media to explain the present and anticipate the future of the field.

Our current communication and media landscape arose from major moments in communication and media history. Each Communication and Media Studies student will demonstrate their understanding of communication and media history by explaining our current landscape and by using that history to make predictions about the future of our communication landscape.

8. Use communication theory to analyze and evaluate individual, group and mass media messages for how they work and for their consequences.

Communication theory explains how messages between individuals, among group members and from the mass media work as well as their consequences. Each Communication and Media Studies student will demonstrate the ability to analyze and evaluate these messages.

9. Create communicative materials that incorporate communication theory, audience analysis, and rhetorical and persuasive strategies.

Each Communication and Media Studies student will demonstrate their ability to use appropriate theories, analyses and strategies to create messages that result in the consequences that the student intends.

10. Understand and apply the concepts of social and legal regulation as they relate to the use of existing and the creation of new communicative materials.

Each Communication and Media Studies student will demonstrate an understanding of social norms, laws and other regulations related to issues such as copyright and intellectual property. The student will be able to apply his/her knowledge effectively in the use of existing and creation of new messages.

11. Be sensitive to and respectful of cultural differences in communicative and media practices.

Each Communication and Media Studies student will demonstrate an understanding of and sensitivity to cultural differences in a variety of communication contexts.

12. Recognize an ethical responsibility to other individuals, the community, the discipline, the profession and society as a whole based on various perspectives and associated standards of ethical communication in face-to-face and mediated environments.

Each Communication and Media Studies student will demonstrate an understanding of his/her ethical responsibilities in a variety of communication contexts. In particular, each student will have developed a personal code of ethics as well as an ability to apply that code to a variety of communication scenarios.

CM3670 will provide you with the opportunity to show that you have met almost any objective from above. However, assignments in this course are especially good examples of objectives 1, 2, 3, and 9. You will spend significant time in this course thinking about how to design communication for specific audiences. This communication may be oral (you and your team-mates will make a formal presentation this semester), written (there are several writing assignments that range from brief assignments to extensive team projects) and may incorporate a number of technologies and media.

Please remember, however, that you will need to write a reflection statement for any item you include in your portfolio so you can explain how the included item demonstrates that you have met the objective in question.

Guidelines for these reflections and a sample portfolio can be found at:
http://www.plymouth.edu/webapp/mahara/view/view.php?t=qAqaxChFn16WsfwZNOBj
ATTENDANCE & TARDINESS POLICY
Regular attendance and active participation in class discussions are mandatory. You are permitted to miss two classes, excused or unexcused. For every absence beyond two (2), I will deduct points from your participation grade. Missing a scheduled conference, regardless of how many other absences you have, will result in a point deduction from your participation grade.

Professional conduct includes arriving on time and staying until the end of the class meeting. We will begin on time and end on time unless directed otherwise. For every tardy beyond two (2), I will deduct 25 points from your participation grade. Leaving before I have dismissed class will count as a tardy.

TECHNOLOGY
Technology, and the willingness to adapt to it, is not only crucial to the work of journalists it is crucial to almost every 21st century job you can conceive of. Students in this class are expected to adapt to new technologies (digital audio recorders, sound-editing software, wikis, etc.) readily and without my direct supervision. Failure to do so may impact your assignment grades and even your participation grade.

CELLPHONES
"I know when you’re texting in class. Seriously, no one just looks down at their crotch and smiles."
Students are not allowed to use cell phones in class unless specifically invited. Please turn them off as you enter the classroom and keep them stored out of sight in your backpack or pocket. Texting during class will impact your participation grade for the course.

ACADEMIC INTEGRITY & PLAGIARISM:
You are responsible for documentation of any and all sources. You are not allowed to use press releases as a source. To avoid potential problems, use an approved format for citation in all writing assignments. In less formal writing (e.g. Moodle postings) take great care to acknowledge any source material very clearly.

The rules of Academic Integrity are published in the Academic Catalog and available online. Plymouth State University policy dictates that violations of these rules may result in FAILURE of the course after due process. No exceptions will be made: I will not hesitate to consult with the English department chair regarding any student suspected of plagiarism; the chair will refer the matter to the Academic Integrity panel of the Academic Affairs Committee; a full hearing will be convened; the panel will hear the student's defense, and, if the student is found guilty, levy an appropriate punishment. Please consult your handbook for your rights under this procedure.

FAIR GRADING:
The Fair Grading Policy is in place to ensure that students receive equal opportunities. This applies to extra credit, alternate work, or work done after finals have occurred. I, therefore, cannot provide extra work, extend deadlines, or provide additional extra opportunity to any individual. If a student believes that they have not received equal opportunity, or been graded fairly, they have the right to challenge the evaluations of their work. The procedure for challenging an evaluation, as well as some examples of violations of the Fair Grading Policy, can be found in the Academic Catalog.

ADA
Plymouth State University is committed to providing students with documented disabilities equal access to all university programs and facilities. If you think you have a disability requiring accommodations, you should immediately contact the PASS Office in Lamson Library (535-2270) to determine whether you are eligible for such accommodations. Academic accommodations will only be considered for students who have registered with the PASS Office. If you have a Letter of Accommodation for this course from the PASS Office, please provide the instructor with that information privately so that you and the instructor can review those accommodations.

PLETHORA
Plethora was an interesting word the first time you read it because you didn’t know many big words back then. It is a dumb word overused by students who are obviously attempting to sound smart. It does not work. Needless to say, any student who uses the word plethora in any writing assignment will immediately fail the course.

WEATHER CANCELLATIONS
When significant snow or ice accumulations are expected, or underway, it’s a good idea to check Moodle. In the event of a weather cancellation, I will usually send a Moodle mail and post a quiz or assignment, or even host an online discussion. The quizzes will be timed and restricted to coincide with our regular class meeting. To check if classes are cancelled or delayed for all of Plymouth State University, call the storm line at 535-3535.
## TENTATIVE COURSE SCHEDULE

Please note that ALL dates are subject to change.

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<thead>
<tr>
<th>Phase</th>
<th>Date</th>
<th>Class activity</th>
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<tbody>
<tr>
<td><strong>Principles of Journalism</strong></td>
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<tr>
<td>Tuesday, 1/31</td>
<td>Speed dating intro</td>
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<td>Thursday, 2/2</td>
<td>Telling the Story CH1</td>
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<td>Tuesday, 2/7</td>
<td>Telling the Story CH1 cont’d</td>
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<td>Thursday, 2/9</td>
<td>Telling the Story CH2</td>
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<td>Tuesday, 2/14</td>
<td>Telling the Story CH2 cont’d</td>
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<td>Thursday, 2/16</td>
<td>Fact checking</td>
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<td>Tuesday, 2/21</td>
<td>Fact checking group presentations</td>
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<td>Thursday, 2/23</td>
<td>Telling the Story CH3 &amp; Interviewing</td>
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<td>Tuesday, 2/28</td>
<td>Telling the Story CH3 &amp; Interviewing</td>
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<td>Thursday, 3/2</td>
<td>Story 1 Pitch</td>
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<td><strong>Written Stories</strong></td>
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<td>Tuesday, 3/7</td>
<td>Telling the Story CH 6</td>
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<td>Thursday, 3/9</td>
<td>Telling the Story CH 6 &amp; Developing questions for NEMLA</td>
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<td>Tuesday, 3/14</td>
<td>Telling the Story CH7 (Story due)</td>
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<td>Thursday, 3/16</td>
<td>Midterm project &amp; exam</td>
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<td>Tuesday, 3/21</td>
<td><strong>Spring Break!!!</strong></td>
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<td>Thursday, 3/23</td>
<td><strong>Spring Break!!!</strong></td>
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<td>Tuesday, 3/28</td>
<td>Story 2 Pitch (feature)</td>
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<td>Thursday, 3/30</td>
<td>Fact-checking another student’s Story 1</td>
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<td>Bring all notes/audio files for previous story</td>
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<td><strong>Audio Stories</strong></td>
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<td>Tuesday, 4/4</td>
<td>Intro to audio equipment</td>
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<td>Thursday, 4/6</td>
<td>Audio editing (Story 2 due)</td>
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<td>Tuesday, 4/11</td>
<td>Podcast pitch</td>
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<td>Thursday, 4/13</td>
<td>Fact-checking another student’s story 2</td>
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<td>Bring all notes/audio files for previous story</td>
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<tr>
<td>Tuesday, 4/18</td>
<td>Working on podcasts on your own</td>
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<td>Thursday, 4/20</td>
<td>Final Story Pitch</td>
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<td>Tuesday, 4/25</td>
<td>Podcast 1 due (Critique)</td>
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<td>Thursday, 4/27</td>
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<td><strong>Final Project</strong></td>
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<td>Tuesday, 5/2</td>
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<td>Thursday, 5/4</td>
<td>Working on Final Project</td>
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<td>Tuesday, 5/9</td>
<td>Working on Final Project</td>
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<td>Thursday, 5/11</td>
<td>Working on Final Project</td>
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<tr>
<td><strong>Thursday, 5/18</strong></td>
<td>11 AM FINAL (We’ll watch your final projects in class)</td>
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