



Public Affairs Reporting

JOUR 231 (3 units)
Fall, 2019
Thursday 6-8:50 p.m.
Production Center
Convergent Newsroom

PROFESSOR/CLASS INFORMATION

Dr. Michael A. Longinow

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Office Hours: M10:30-11:30 a.m., 2-3 p.m.
W 9-10 a.m., 2-3 p.m.
TR 2-3 p.m.

Meetings with Professor: Make appt. via Google calendar
<https://docs.google.com/document/d/1ALX8m9KNj99GE4COZAmUc2VFXQDT41VQpRaB04tuhBs/edit>

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School Website: www.biola.edu Dept. Website: <http://www.biola.edu/journalism>

DISABILITY SERVICES

Disability Services exist to assist any student who thinks he or she may need such assistance. Students desiring accommodations for this class on the basis of physical learning, psychological and/or emotional disabilities are to contact The Learning Center which houses both learning assistance and disability services. The Learning Center is located in the Biola Library, Upper Level, Room U-137, and this department can be reached by calling 562.906.4542 or by dialing extension #4542 if calling from "on campus."

NON-DISCRIMINATION POLICY

The University deplores the unfair treatment of individuals based on race, gender, socio-economic status, age, physical disability, or cultural differences, regardless whether such treatment is intentional or simply

resultant from careless or insensitive behavior. Rather, employees and members of the student body should embrace the expectation of Scripture to love God with all their being and their neighbors as themselves.

You will find this a class that celebrates diversity and underscores the ways in which the alienated, the marginalized, and those bearing the pain of disability (physical, emotional, psychological) are near to God's heart. My courses, and my office, are havens of refuge for you. Make time to meet with me if you need to talk through the difficulties you face on this campus due to your family origins, your geographic origins or any other element of life that makes you feel different and out of the mainstream.

BIOLA UNIVERSITY MISSION STATEMENT

TRUTH~TRANSFORMATION~TESTIMONY

The mission of Biola University is biblically-centered education, scholarship, and service; equipping men and women in mind and character to impact the world for the Lord Jesus Christ.

SCHOOL OR PROGRAM MISSION/VISION STATEMENT

The mission of the department of Journalism & Integrated Media is to prepare students through rigorous academic and practical instruction to be critical thinkers, skilled factual storytellers, agile managers of multiple media platforms, and servant-leaders in a rapidly changing media landscape. The faculty brings the highest standards of professional media practice and academic understanding into their instruction, inviting students to meet those standards with creativity, tenacity and excellence.

Students shape their Christian world view of media and its place in society through encounters with Christ in classroom discussion and project work, listening for God's call on their lives, and expressing that call through multiple media formats. Their studies provide an understanding of media theory and the complex history underlying journalism and public relations in the United States and around the world.

COURSE DESCRIPTION

This course helps students learn the research skills, critical thinking and variable, multimedia deadline writing approaches needed to find the news and tell stories about uses and abuses of power, money and time that affect those who hold public officials in trust and, under democratic government, hold them accountable for that trust. Students in the course will become familiar with news happening in other countries, in our national, state and regional governments, in business, in sports, in entertainment

COURSE ALIGNMENT WITH PROGRAM LEARNING OUTCOMES

This lower-division course is designed as an intermediate course in research, reporting and media writing. It is required for students in the Writing & Publishing concentration, but is useful for any student in the department seeking to improve and strengthen their skills in research, critical thinking and fact-driven writing. It fulfills **Program Learning Outcome 1** ("Understand and apply robust knowledge and understanding of the profession'), **Program Learning Outcome 2** ("Illustrate an understanding of biblical

integration with knowledge of ethics and philosophical approaches to the industry”) and **Program Learning Outcome 3** (“Demonstrate Creative and Analytical Expertise in Writing or Presentations Using Critical Thinking and Excellence in Communicating.”)

COURSE OBJECTIVES AND STUDENT LEARNING OUTCOMES

By the completion of this course including class participation, class assignments (referred to as “Tasks”), class readings and group interaction, the following objectives and learning outcomes will be assessed and demonstrated:

IDEA Objective #4: You will learn to **develop specific skills, competencies and points of view needed by professionals** (This is classified as an *Essential* emphasis in this course.)

STUDENT LEARNING OUTCOMES You will demonstrate you’ve satisfactorily fulfilled IDEA Objective #4 through successful completion of **Task 1 (Writing Plan), Task 2 (Writing Journal), Task 4 (Portfolio), Task 5 (Deadline writing) and Task 7 (Final Presentation and Essay).**

IDEA Objective #6: You will **develop creative capacities (inventing, designing, writing...)** — applicable to journalism and media practice. (This is classified as an *Important* emphasis in the course.)

STUDENT LEARNING OUTCOMES You will demonstrate you’ve satisfactorily fulfilled IDEA Objective #6 by successful completion of **Task 1 (Writing Plan), Task 2 (Writing Journal), Task 4 (Portfolio), Task 5 (Deadline writing) and Task 7 (Final Presentation and Essay).**

IDEA Objective #9: You will **learn how to find, evaluate and use resources to explore a topic in depth** (This is classified as an *Important* emphasis in this course.)

STUDENT LEARNING OUTCOMES You will demonstrate that you have satisfactorily fulfilled IDEA Objective #9 by successfully completing **Task 1 (Writing Plan), Task 2 (Writing Journal), Task 3 (Portfolio Mtg.), Task 4 (Portfolio), Task 6 (Final Presentation & Essay, and Task 7 (Initiative).**

REQUIRED TEXTS

Required Textbooks (Each of the following are required and will be used in this course.)

Carole Rich
Writing and Reporting News: A Coaching Method (8th edition)

Bill Kovach & David Rosenstiel
Blur: How To Know What’s True in An Age of Information Overload

Associated Press Stylebook
Latest edition

On Reserve in Biola Library (circulation desk)

Ralph Izard and Marilyn Greenwald
Public Affairs Reporting: The Citizen’s News

Here’s a [resource](#) you should bookmark on your computer for covering local stories.

ACADEMIC HONESTY

Biola University and the Department of Journalism & Integrated Media are committed to ethical practice in teaching, scholarship, and service. As such, plagiarism and other forms of academic dishonesty will not be tolerated.

Plagiarism is the use of someone else's ideas or published work — as a whole or in part — in your own work without giving credit (attribution) to that person, group or organization.

Most acts of plagiarism in my classes happen when students cut and paste writing they have found online into their assignments but neglect to give attribution (properly quote or paraphrase) to sources. It's often a mistake. Sometimes it's intentional. Out of fairness to all students, and to uphold the integrity of our program, I must hold you accountable to the highest ethical standards. **Unintentional plagiarism is still plagiarism.**

You may not turn in, as assignments in this course, work from another course now or in the past. To do so constitutes plagiarism of yourself and is a breach of academic ethics. Same penalties as above.

To avoid plagiarism, go back and read through your writing to make sure you have given clear indication of where facts or assertions came from. If you didn't see, hear or otherwise experience them, the knowledge came from somewhere. Attribute (quote or paraphrase) that source — an article, a web site, etc.

I will check your work for plagiarism. If your work contains plagiarism, the given assignment will not earn points (it's a zero) and you will receive a warning. On the second instance, you will be advised to withdraw from the course because you will have earned an "F" for it (and it must be repeated to earn credit toward graduation in the major).

Work that you turn in for this class must be for this class only, and not for any other class — taken now or in the past. **To "double dip" (turn in work duplicated in two classes) constitutes plagiarism** of yourself, which is academic dishonesty. Such plagiarism will also earn a zero, and on second instance bring an F for the course.

For more details about honesty and other ethical expectations, see the course Ethics Policy later in this syllabus.

<http://studentlife.biola.edu/campus-life/student-handbook/academic-integrity>

<http://plagiarism.org/plagiarism-101/overview/>

ONLINE AND OTHER COURSE RESOURCES

The Canvas site for this course will have links to helpful resources.

It is your responsibility to make yourself familiar with the Canvas site for this course. Take the time to do that and print out any documents I attach that might be useful to you in completing projects.

In this writing-driven course I will be making comments and giving instruction about improvement on most assignments. I will highlight errors in mechanics of writing (punctuation, spelling, grammar, AP style). Take the time to read those comments and learn from them; Keep track of the errors you're making in mechanics of writing so you can remove them from your writing (and earn more points for your work).

Check your Biola email and the announcements page of the course Canvas site regularly (once a week, at least) for any changes to due dates or assignment details.

As a resource for your work in this course, Biola Library's website (under "articles and databases," bottom of the page) provides access to thousands of full-text articles in newspapers, magazines, and academic journal articles. The library's home page is available at: <http://library.biola.edu>

LEARNING TASKS (Assignments) & ASSESSMENT (Grading)

Description and Weighting of Assignments: The following tasks are in sequential dated order.

Task 1: Pitch

due in Canvas drop-box by 11 p.m. on due date.

Due Date:

Weighting: .056

Points Possible: (3 x 30 pts.) **90 pts.**

This class will operate, at least in part, as a newsroom. I will serve as executive editor. Each class member will serve, by rotation, as managing editor (running a news-budget meeting).

Every story you write (see Task 2) will be preceded one week by a **pitch to an editor (me)** (turned in via the Canvas drop-box the same deadline as a Show Me assignment — see Task 4). **Your goal in this pitch is to persuade me that your story is worth publishing in the multimedia site for our class.**

By deadline you will turn in:

a paragraph of narrative persuading me why this story matters to the community to which you were assigned, and how it pertains to the wider Southern California audience.

The pitch should be in bullet form and should include:

- 2-3 sentence overview of what the story is about, how you'll open it (possible lead/lede)
- 3 or more interview-able sources with full name, official title and a sentence or two explaining why each source is authoritative (by official credential (e.g. public information officer for the L.A. Sheriff's Dept., direct connection to the story's basis, professional or academic/research expertise (e.g. lead researcher with the U.S. Centers for Disease Control)

— Why this story matters (the “so what”) to the local community and to readers your age and older.

Assessment (how it will earn points):

An outstanding or excellent pitch will give a clear, concise and compelling **overview** of a story with authoritative and pertinent sources (names and titles spelled correctly).

Sources (three or more) will be well-explained as authoritative as officials, experts, or people directly involved with the story. Your **persuasion** of how this story appeals to your community or a wider readership will be very thorough and detailed, showing clear evidence of research or personal insight into that niche audience.

A very good, good or far above average pitch will give a concise but perhaps less than compelling **overview** of a story with somewhat authoritative or pertinent sources (names and titles might be spelled incorrectly). **Sources (three)** will be explained, though not all might be authoritative as officials, experts, or people directly involved with the story. Your **persuasion** of how this story appeals to your community or a wider readership will be somewhat vague, though giving some indication of either research or personal insight into that niche audience.

An above average, average or below average pitch might give a somewhat unclear **overview** of a story and will either leave out or show little understanding of interview-able sources (names will be left out or names or titles might be spelled incorrectly). **Sources (perhaps less than three)** might be only vaguely explained; not all might be authoritative as officials, experts, or people directly involved with the story. Your **persuasion** of how this story appeals to your community or a wider readership will be somewhat unclear, though giving at least marginal grasp of the topic from either research or personal insight into that niche audience.

A pitch that is far below average, poor work or barely passing will give a very unclear **overview** of a story and will either leave out or will show little understanding (or misunderstanding) of interview-able sources. Your **explanation** of how this story appeals to your community or to a wider readership will be left out or will be extremely unclear, giving little indication of either research or personal insight into that niche audience.

A pitch that earns no points will be turned in after the due date without meeting the exceptions for late work or will show little evidence of meeting the syllabus requirement for the assignment.

Task 2: Stories

due in Canvas drop-box by 11 p.m. on due date.

Due Date:

Weighting: .225

Points Possible: (6 x 60 pts.) **360 pts.**

Description

You will write three in-depth journalistic stories/articles this semester. The first two must be written in the inverted pyramid style. The third must be a feature-style article. (The third piece will be part of a semester-long criminal justice project.) All are aimed at audiences in your assigned beat area (outside the university), one can bring a tie-in between your beat area and Biola if you find a connection.

Your first story will be written in print style (no links), the second and third will be online style (many links).

Every story you write will be preceded one week by a pitch to an editor (me and perhaps also to an editor of the Chimes or an area community newspaper) (See Task 1)

Your online story must be preceded by promotion on social media (Twitter, Facebook or Instagram). **Turn in a screen-capture of your promotion with the story.** That promotion, which can be a headline, cutline or 2-3 sentence overview, will invite readers to find and read your story before it appears, then after it appears to find it and read it if they missed it. The social media post must be compelling — a kind of tease or invitation to check it out. **Post the social media promotion early in the day** the story is due (you will turn in a screen capture of it).

Story 1: (online news style) will be 250-300 words with at least one interviewed source. The source must be quoted or paraphrased in the piece. They must include a digital photo that adds meaning and context to the story. (Photo must contain people in action, showing expression.)

Story 2: (print news style) stories are 500-600 words with at least three interviewed sources. The sources must be quoted or paraphrased in the piece. The story must include a document (or documents) or data from an organization to provide context and background for the story. The document(s) or data must be referred to in the piece as a supportive element of the story.

Story 3: (online news-feature style about criminal justice and your beat) 1,000 words with at least four interviewed sources. The sources must be quoted or paraphrased in the piece. The story must include a document (or documents) or data from an organization to provide context and background for the story. The document(s) or data must be referred to in the piece as a supportive element of the story.

You will be assigned a city/community beat: an area with which you will make yourself an expert by background reading, background conversations and relationship building with authoritative sources close to the government and its agencies.

In a parallel assignment you will report on the progress of your connecting with people on your beat to build trust and earn insights, context (or tips) into stories. Your article writing will draw from your beat reporting (source relationship building) and research.

You can earn 20 pts. of extra credit per story (limit two) if you can build an angle in the story to the Chimes such that it could be published in print (as a feature) or online. Stories unrelated to your beat that are clearly related to the community beyond Biola's campus but that have a connection to Biola students can also earn extra credit (within the limit above).

By each story deadline you will turn in:

- a completed story** (one or more sources) w/ a photo and screenshot of a social media promotion
- notes of your interviews** (showing questions and answers) or a full transcript of the interview.
- a photo related to your story** with a caption telling the “who” and “what” of action in the frame. **The photo must include people in action** (photos of buildings or landscapes without people will cost you points on the assignment).

Assessment: (How it will be evaluated for points)

An outstanding or excellent online article will have a compelling lede, will clearly answer the “so what” question and will quote or paraphrase an authoritative, relevant source to support the factual assertion this piece makes. The writing will be clear, concise, creative and interesting. It will have no errors (or almost none) of grammar, spelling, punctuation or AP style (0-1 errors).

An outstanding or excellent print article will have a somewhat compelling lede, will to some degree answer the “so what” question and will use a quote or paraphrase from three or more authoritative, relevant sources to support its factual assertions. The writing will be a bit unclear clear but concise

and somewhat creative and interesting. It will have no errors (or almost none) of grammar, spelling, punctuation or AP style (0-1 errors).

A very good, good or far above average online article will have a somewhat compelling lede, will answer the “so what” question and will quote or paraphrase a source with connection to the story. The writing might be a bit wordy, perhaps lacking creativity. It will have few (2-3) errors of grammar, spelling, punctuation or AP style.

A very good, good or far above average print article will have a somewhat boring lede, might not answer the “so what” question and will quote or paraphrase three sources, though these might lack authoritative value or strong connection to the story. The writing might be a bit wordy and lacking in insight or creativity. It will have few (2-3) errors of grammar, spelling, punctuation or AP style.

An above average, average or below average online article will have a very boring lede, might seriously neglect answering the “so what” question and might not quote or paraphrase three sources; these sources might lack authoritative value or strong connection to the story. The writing will be a bit unclear, perhaps lacking creativity. It will have several (4-6) errors of grammar, spelling, punctuation or AP style.

An above average, average or below average print article will have a somewhat uninviting lede, will nearly ignore the “so what” question and will lack the necessary quotes or paraphrase from sources; their placement will not propel the story. The writing be very unclear, perhaps with poor word choice. It will have several (4-6) errors of grammar, spelling, punctuation or AP style.

An online article that is far below average, poor work or barely passing will have a very weak and unimaginative lede that neglects answering the “so what” question. The piece will lack authority, leaving out or haphazardly placing a quote or paraphrase from a source that will have little relevance to the story’s topic; The writing will be extremely unclear, perhaps with little attempt at creativity. It will have several (4-6) errors of grammar, spelling, punctuation or AP style.

An online article that is far below average, poor work or barely passing will have a very weak and unimaginative lede, that neglects the “so what” question. The piece will lack authority, leaving out or haphazardly placing quotes or paraphrases from sources that will have little authority on the story’s topic; The writing be very unclear, perhaps with poor word choice. It will have far too many (7-9) errors of grammar, spelling, punctuation or AP style.

An online or print article that earns no points will be turned in after the due date without meeting the exceptions for late work or will show little evidence of meeting the syllabus requirement for the assignment.

Task 4: Deadline Writing

Due Date:

Weighting: .187

Possible Points: 300 pts. (20 pts. x 15)

Description:

Each class session will put your fingers on the keyboard to take what you’ve read, what we’ve discussed or heard from a guest speaker or what you’ve seen in spontaneous reporting into narrative form. On this tight deadline you will further hone your skills in taking ideas and concepts into well-crafted, clear language. Some of these deadline writing sessions will involve document sharing or group discussion; others will be just you and your keyboard.

Some of these deadline writing sessions will involve spot-news coverage of campus news aimed at publication in the Chimes.

Why do we do it?

Writing is a muscle. It gets stronger when it's pushed, given reps with heavy and light weight. It becomes elegant by correction, revision, guidance and measurement against high standards. Writers learn to write by doing it; the most successful have done it in collaboration with an editor and peers. With all this in mind, these assignments give you what you need to craft your news narrative to its best form yet.

Assessment: (How it will earn points)

Outstanding or excellent deadline writing will use well-crafted sentences with much detail, many examples and thorough explanation as needed. It will follow the deadline writing theme in every required area (0-1 errors of grammar, spelling, punctuation, syntax or AP style).

Very good, Good or Far Above Average deadline writing will use somewhat unclear sentences with some detail, examples and explanation as needed. It will mostly follow the deadline writing theme (2-3 errors of grammar, spelling, punctuation, syntax or AP style).

Above Average, Average or Below Average deadline writing will use mostly vague or unclear sentences with little detail, providing few examples or explanation if needed. It will mostly follow the deadline writing theme (4-6 errors of grammar, spelling, punctuation, syntax or AP style).

Deadline writing that is Far Below Average, Poor Work or Barely Passing will extremely vague or unclear sentences with almost no detail, leaving out examples or explanation if needed. It will neglect the deadline writing theme (7-9 errors of grammar, spelling, punctuation, syntax or AP style).

Task 4: Walk-Around: My Beat, My Community, or Criminal Justice in them

3-4 pages typed double-spaced Word file or PDF due in drop-box by 11 p.m.

Weighting:

Possible Points: 50 pts.

This is an overview of what your assigned city looks like and feels like at sidewalk level. Drive and walk around in the parts of the city that have the most people in them. Observe the stores (walk into them, buy something), the industrial areas, the residences (Houses, Apartments, Condos, Trailer Parks, Tent encampments of homeless people), medical clinics, retirement communities. Talk to people and get to know them. Ask what they believe are stories in their community that nobody is telling or that aren't being told well. **One (or more) of those people should be an elected or appointed city official (make an appointment to get this interview at the city government offices — you need to see it, meet people).**

By deadline you will turn in:

—**Description** (2-3 paragraphs, min.) of description of the city's neighborhoods, businesses, schools, churches (or mosques or synagogues), city government facilities.

—**Conversation overview** (with 3 or more people—one a gov't official) in the community; Quote or paraphrase them, ask about the significant issues in the community not being covered by news media.

—**Reflection** on what you learned from this walk-around experience about your city beat that could turn into stories in upcoming weeks.

Assessment: (how it will be graded)

Outstanding or Excellent description will include extremely detailed, with anecdotes telling about what you're learning about change, development or problems in the city's neighborhoods, businesses, schools, churches (or mosques or synagogues), or city government facilities; the **conversation overview** will describe in detail who you've talked with, quoting or paraphrasing them about significant issues not being covered by news media; **reflection** will in great detail tell about your thinking, about challenges or inspiration regarding possible stories in this beat area.

Very Good, Good or Far Above Average description will include details, though perhaps without anecdotes telling about what you're learning about change, development or problems in the city's neighborhoods, businesses, schools, churches (or mosques or synagogues), or city government facilities; the **conversation overview** will provide some details about who you've talked with, quoting or paraphrasing them about issues, though perhaps not significant ones, that are not being covered by news media; **reflection** will tell in some detail about your thinking, about challenges or inspiration regarding possible stories in this beat area.

Above Average, Average or Below Average description will be vague about what you're learning about change, development or problems in the city's neighborhoods, businesses, schools, churches (or mosques or synagogues), or city government facilities; the **conversation overview** will be vague about who you've talked with, quoting or paraphrasing them; **reflection** will be vague about your thinking and about challenges or inspiration regarding possible stories in this beat area.

Far Below Average, Poor Work or Barely Passing description will leave out or be extremely vague about what you're learning about change, development or problems in the city's neighborhoods, businesses, schools, churches (or mosques or synagogues), or city government facilities; the **conversation overview** will be left out or will be extremely vague about who you've talked with; **reflection** will be left out or will be extremely vague about your thinking and about challenges or inspiration regarding possible stories in this beat area.

Task 5: Beat Reports

Weighting:

Possible Points: (3 x 60 pts.) **180 pts.**

Description

Each student in the class will be assigned a city and the county in which it is located. The student will turn in a beat report that gives details **about** reporting on the following (divided into segments).

Report #1

City Council and/or City Committees or Agencies

Public Works: Streets/sidewalks, Parks, Utilities (water, electric, gas, cable) Sewers, Air Quality

Report #2

Law Enforcement and Criminal Courts (criminal arrests, investigations, traffic-stop data)

Civil Courts (as applied to this city or county: lawsuits against city, schools, businesses, industries)

Schools: Admini/governance, Teachers/Curriculum, Athletics (elementary, middle, high school)

Report #3

Election races (city council, county boards, school boards, state assembly, U.S. House, U.S. Senate)

Faith-based organizations: Churches, ministries, non-profits that help the community

By deadline, you will turn in a brief, bullet-list style narrative (3-4 paragraphs) about the latest activity/steps you're taking to build and cultivate familiarity and trust in working relationships with those on your selected beat, leading to story ideas, sources and stories. **All areas of your report segment should be covered** (i.e. for Report #1 don't cover city council but leave out public works).

Your summary must list:

—**narrative** about action steps you're taking to get your interviews, necessary background articles and documents and explanation of how you're building connections, reporter-source relationships/trust.

—**three interview-able sources** (or people you have already interviewed by this due date with full name, title and business phone and business email or social media account)

—**a summary of two or more stories** (that you could or will write) from news activity in your beat.

Assessment: (how it will be graded)

An Outstanding or Excellent Beat Report will include a detailed and well-explained **narrative** about what you're doing to meet authoritative/expert sources in your beat area, updates on reporter-source relationships, new connections and interviews and background reporting you are doing; **the sources** you list will be three or more interview-able people who are authoritative/expert in your beat. The list will have full contact information and the means of reaching them; **the story summary** will give clear and detailed overviews of two or more stories arising from your beat area.

A Very Good, Good or Far Above Average Beat Report will include a somewhat vague narrative about what you're doing to meet authoritative/expert sources in your beat area, updates on reporter-source relationships, new connections and interviews and background reporting you are doing; **your source list** of the required three people might include people who lack authority or expertise in the beat area or might lack full contact info or means of reaching them; **the story summary** might be unclear but will include some detail about the two required stories from the beat.

An Above Average, Average or Below Average Beat Report will include a vague **narrative**, perhaps leaving out key details about experts, beat area, potential sources and background; the **source list** might not include three people, will include people not clearly connected to the beat, or contact info might be missing; the **story summary** will lack important detail about the two stories from the beat.

A Beat Report that is Far Below Average, Poor Work or Barely Passing might leave out the required **narrative** or will be extremely vague about experts and potential sources and background for the beat area; the **source list** might be left out, will not include the required people, or will include people unconnected to the beat or possible stories; the **story summary** will be left out or will be extremely vague.

Task 6: Newsroom Budget Meeting

Due Date: every class session by 6 p.m.

Weighting: .187

Possible Points: 300 pts. (20 pts. x 15)

Description:

The class will begin each week with presentations from each class member (news team member) on what news has been happening in each reporter's coverage area. Each reporter will be responsible for one story idea in each week's group session. Each reporter will come to the front of the newsroom and present (pitch) their story idea (5 min. per reporter) on the big screen. **This presentation should include a news story** (digital narrative story or broadcast story) that gives background to the story you would write.

By class time, each reporter will have posted an overall beat activity ("what's happening") summary and a headline and paragraph (30-40 words) **summarizing their main story idea** (with the "so what" clearly explained), **with a suggested photo or video clip** and why it is worth putting on the front page of the class news organization's multimedia site.

Why do we do them?

- **Writers and editors in media settings craft story ideas and approaches in groups** — the give and take of these class discussions will help you think through news ideas for upcoming stories.
- **Speaking ideas out loud reinforces them in your memory** and your ideas can help others craft ideas similar in approach (we're not in competition: we're a team; we learn from each other)
- **The weekly accountability to the beat will keep your news ideas fresh** as the semester moves forward, giving you familiarity and confidence with building your beat. Skill in presentation of ideas is a Program Learning Outcome in this department — one that prepares you for leadership in professional media or graduate studies in Journalism, Media or related areas.

For details on what each group should be looking at in their preparation for presentations, see the Newsroom Budget Meeting document in the Canvas site.

Procedure:

The classroom news presentation sessions will be done in alphabetical order (by student) each week. The sessions are designed for the unique community-learning setting of our class. **They cannot be completed in another form either before or after a given news roundup session** for any reason. If you miss a session due to excused absence, you may earn the lost points by extra credit.

By the classroom deadline: you will participate in the class presentations about news in your topic area, showing evidence of prior research and preparation in grasp of the facts and story implications.

By the evening deadline (end of class session): you will turn in a **headline and paragraph** (30-40 words) **summarizing your news idea with a visual idea (photo or video)** and why your story is newsworthy (using/referring to the CR text's definition of newsworthiness) for your target audience.

Assessment: (How it will earn points)

An outstanding or excellent meeting participation and write-up is one in which you actively present/pitch news stories, showing you have done research (have become expert) on your news topic area; your write-up will include two or more ideas beyond what you presented in class with news stories that are pertinent, newsworthy and creative in approach. Your explanation of their newsworthiness to the

Biola audience will be clear, convincing and elegant in word choice (0-1 errors in spelling, grammar or punctuation)

A Very Good, Good or Far Above Average meeting participation and write-up is one in which you are presenting news stories along with your group, showing to some degree that you have done research (have become somewhat expert) on your news topic area; your write-up will include two ideas beyond what you presented in class with news stories that are pertinent, newsworthy and creative in approach. Your explanation of their newsworthiness to the Biola audience will be somewhat clear and somewhat convincing. (2-3 errors in spelling, grammar or punctuation)

An Above Average, Average or Below Average meeting participation and write-up is one in which you are presenting news stories along with your group, even if in a reticent way, though evidence of your having done research on your news topic area might be difficult to see; your write-up will include two ideas beyond what you presented in class with news stories that might lack pertinence, newsworthiness or creative in approach. Your explanation of their newsworthiness to the Biola audience might lack clarity or will not be convincing. (4-6 errors in spelling, grammar or punctuation)

A meeting participation and write-up that are Far Below Average, Poor Work or Barely Passing is one in which you are late to the presentation time, seem to lack preparation and/or do not show grasp of the news topic area. your write-up might be left out or will include less than the two ideas beyond what you presented in class. News stories, if you have them, will be random in nature or will lack pertinence, newsworthiness or creativity. You will not provide an explanation of their newsworthiness to the Biola audience. (7-9 errors in spelling, grammar or punctuation)

A **meeting participation and write-up that earns no points** will be turned in after the due date without meeting the exceptions for late work or will show little evidence of meeting the syllabus requirement for the assignment.

Task 6: Show Me

due in Canvas drop-box by 11 p.m. on due date.

Due dates:

Weighting: .131

Possible points: 210 pts. (7 x 30 pts.)

Description

This is a two-part assignment

Part 1: Reading highlights. This is a bulleted summary and analysis of five (5) highlights from each chapter of assigned textbook readings for the week prior to and including the one in which the assignment is due (e.g. week 2 readings are chs. 2&17. Your summary and analysis are of those chapters and chs. 1&6 of the prior week.) Aim for 2-3 pages typed, double-spaced.

For each chapter you will find one example in professional journalism of what your top highlight was from that chapter. Your example will show what that highlighted principle looks like in actual practice. The examples can be from digital newspaper journalism, digital magazine journalism, digital radio or TV journalism or multimedia journalism. **Give me the media source, a headline and link to the online piece or date of the publication.**

Part 2: Top Parallel News, Inspiration. This is a bulleted summary of (with working links to) five online stories involving public affairs (i.e. gov't agency: city, state or national) that are shaping cities outside Southern California in the week each installment is due. **It is also one story outside your beat area**

which has writing and reporting that inspired you. The Inspiration story must be separate from the five stories above and cannot duplicate the example story above (from Part 1) or your Beat Report. (Tell me why you chose the story and what about the reporting was inspiring).

The summaries in the bullet points should tell how you are growing in your grasp of beat reporting (and public affairs coverage: government agencies) through these readings.

Assessment: (How it will be evaluated for points)

An outstanding or excellent Show Me write-up will have five or more **reading highlights** that are thoroughly detailed from the chapter(s), indicating clearly why they mattered to you; examples from professional journalism will be pertinent and timely giving detailed attribution to the media sources; **the parallel news** summary will provide many anecdotes and examples of your growing in your grasp of your beat by showing detailed examples of similar public affairs stories. The inspirational story will be described in great detail, telling clearly why it inspired you. **(0-1 errors in grammar, spelling, punct. or AP style)**

A Very Good, Good or Far Above Average Show Me write-up will have five **reading highlights** that contain details from the chapter(s), indicating somewhat why they mattered to you; examples from professional journalism will be somewhat pertinent and timely giving basic attribution to the media sources; **the parallel news summary** will provide some anecdotes but also perhaps some vague examples of your growing in your grasp of your beat by showing examples of similar public affairs stories. The inspirational story will be described with some vagueness, mentioning, though perhaps vaguely, how and why the story inspired you. **(2-3 errors in grammar, spelling, punctuation or AP style)**

An Above Average, Average or Below Average Show me write-up might have fewer than the five required reading highlights and might lack details from the chapter(s), with little indication of why they mattered to you; **parallel news examples from professional journalism** might be unrelated to the readings and/or will lack timeliness; it might leave out or will lack important detail in attribution to the media sources; The inspirational story will be described with some vagueness and brief mention of why it inspired you. **(4-6 errors in grammar, spelling, punctuation or AP style)**

A Show Me write-up that is Far Below Average, Poor Work or Barely Passing will leave out or will have far fewer than the five required reading highlights, making only vague reference to the chapter(s), leaving out or neglecting why they mattered to you; **parallel news examples from professional journalism** might be left out or will be unrelated to the readings and/or will lack timeliness; the news summary will be left out or will use only very vague examples of how they helped you grow in your grasp of your beat. The inspirational story will be left out or will give only very vague mention of why it inspired you. **(7-9 errors in grammar, spelling, punctuation or AP style)**

A Show Me write-up that earn no points will be turned in after the due date without meeting the exceptions for late work or will show little evidence of meeting the syllabus requirement for the assignment.

Task 7: Final Deadline Essays

Weighting: .062

Possible Points: 100 pts.

Date due: 12/11

Procedure

The examination session will be divided in half. Each of the two hours in the session will be given to a separate essay.

You may bring one page of notes into this examination.

These essays will be typed double-spaced as Word documents in the regular classroom/lab and posted to the Canvas site by the end of the session on the exam date for the class designated by the registrar.

No pre-written essays will be counted for points.

Hour 1: Deadline news writing (two parts)

Part 1: WRITING. You will use the news topics list in the Assignments folder for this exam and write **two brief news articles**. One will use the inverted pyramid style lead, the other a feature style lead of your choice. The articles will be graded for their lead and news approach (must be compelling and answer the “so what” question). They will also be graded for mechanics of writing and AP style.

Part 2: PITCHES (2). You will choose two stories (an international or national and regional California or Southern California) you find online the day of the exam and create a one paragraph pitch for each that localizes that story to the Biola audience or to students at Christian universities nationally, or to twenty-something adults who are Christians. **Each pitch** will tell how you would approach reporting for the story, will give the name and title of people you would interview for each story, and will give at least one document or data set (you’ll tell where to get it) that will support the story’s angle. Pitches will be graded for mechanics of writing and AP style.

Hour 2: Your Learning

You will write an essay that tells two things: 1) what you have learned this semester about reporting that involves public agencies and off-campus sources, referring to principles from the SC textbook along with your own experiences; 2) how you have grown as a person, believer in Christ, and journalist through the semester’s projects, interactions and discussions.

Give detailed examples from your project work to underscore this essay.

Rubric: (how it will be graded)

An Outstanding or Excellent Essay and Pitches: The articles will have compelling ledes/leads, answering the “so what” question, and will include well-placed quotes or paraphrases from authoritative interviewed sources that identify them by name and title. Documents you suggest will be authoritative and from a reputable and pertinent public agency or organization. **The pitches** will be clearly explained with a persuasive argument that the piece matters to the required niche audience. **The second-hour essay** will give extensive detail, using anecdotes and examples of your learning this semester from the book and your experiences, and your growth as a person, believer in Christ, and journalist.

A Very Good, Good or Far Above Average Essay and Pitches: The articles will have clear ledes/leads, answering the “so what” question, and will include well-placed quotes or paraphrases from interviewed sources that identify them by name and title. Documents you suggest might be somewhat lacking in authoritativeness and might not be from a reputable or pertinent public agency or organization. **The pitches** might be a bit unclear in explanation, though with a somewhat persuasive argument that the piece matters to the required niche audience. **The second-hour essay** will include detail, though perhaps leaving

out anecdotes or examples of your learning this semester from the book and your experiences, and your growth as a person, believer in Christ, and journalist.

An Above Average, Average or Below Average Essay and Pitches: The articles will have somewhat weak or vague ledes/leads, perhaps neglecting the “so what” question; it might include badly placed quotes or paraphrases from interviewed sources that do not identify them by name or title. Documents might be left out or will be lacking in authoritativeness and might not be from a reputable or pertinent public agency or organization. **The pitches** will not show an understanding of newsworthiness and will not make a persuasive argument that the piece matters to the required niche audience. **The second-hour essay** will be vague, neglecting (or not including) anecdotes or examples of your learning this semester from the book and your experiences, and your growth as a person, believer in Christ, and journalist.

Essays and Pitches that are Far Below Average, Poor Work or Barely Passing will have very weak or vague ledes/leads, seriously neglecting the “so what” question; they will leave out quotes or paraphrases from interviewed sources or will not identify them by name or title. Documents will be left out or will be lacking in authoritativeness and/or will not be from a reputable or pertinent public agencies or organizations. **The pitches** will show a lack of understanding of (or will ignore) newsworthiness and will leave out or not make much effort to persuade an editor that the piece matters to the required niche audience. **The second-hour essay** will be extremely vague, neglecting (or not including) anecdotes or examples of your learning this semester from the book and your experiences, and your growth as a person, believer in Christ, and journalist.

Essays that earn no points will be turned in after the scheduled examination session (without prior approval) or will provide little evidence of having met the syllabus description of the assignment.

Task 8: Initiative

Due Date: No single item is turned in for this task (my evaluation is based on all your work this semester)

Weighting: .025

Possible Points: 40 pts.

In this course, those whose out-of-class assignments include significantly more sources than required, with embedded visuals, audio or video elements (properly attributed), who write with special enthusiasm and clarity, whose participation in class discussion and presentations is robust and creative, and whose approach to assignments overall shows critical thinking and depth of perspective **can be rewarded with most or all the initiative points in the course.**

No individual assignment, in itself, constitutes a grade for initiative. You earn points by everything you’ve done all semester.

Initiative that’s Outstanding or Excellent (100-93%)

Work turned in for in-class and out-of-class assignments shows you grasp and pursue not just the letter but the spirit of the assignment. You go above and beyond what’s required on that work. You actively collaborate with others, listening well, adding your insights, encouraging others not just critiquing. You regularly ask pertinent questions or contribute examples or ideas in class, and give evidence of staying focused in class (no multi-tasking with your phone, email, social media or talking when I’m talking.)

Initiative that’s Very Good, Good, or Far Above Average (92-82%)

Work turned in for in-class and out-of-class assignments shows you grasp and pursue the assignment. You do what’s required on that work. You collaborate with others, listening adding a few insights, sometimes encouraging others, perhaps being harsh in critiques. You sometimes ask pertinent questions or contribute

examples or ideas in class, and only occasionally are un-focused in class (multi-tasking with phones, email, social media or talking when I'm talking.)

Initiative that's Above Average, Average or Below Average (81-72%)

Work turned in for in-class and out-of-class assignments shows some degree of grasp and attention to the assignment. You mostly do what's required on that work. You occasionally collaborate with others, though perhaps not listening well, adding a few insights, occasionally encouraging others, perhaps being harsh in critiques. You rarely ask questions or contribute examples or ideas in class, and are often un-focused in class (multi-tasking with your phone, email, social media or talking when I'm talking.)

Initiative that's Far Below Average, Poor Work or Barely Passing (71-63%)

Work turned in for in-class and out-of-class assignments shows almost no grasp or attention to the assignment. You rarely do what's required on that work. You rarely collaborate with others, not listening well, adding very few insights, neglecting to encourage others or offer critiques. You never (or almost never) ask questions or contribute examples or ideas in class, and usually un-focused in class (multi-tasking with your phone, email, social media or talking when I'm talking.)

No points for Initiative

Assigned work is so frequently not turned in, or shows so little evidence of over-and-above work or thinking, that it earns no initiative points. Your participation in class discussion also is so rare and non-committal that it also earns no points for initiative.

Task 9: Attendance

Weighting: .062

Possible Points: 100 pts.

This class is a learning community. We are a big team composed of smaller teams, and we learn from each other and with each other. Much of what we do is done in groups (for group scores). When you are absent, someone in the class, perhaps many, will be harmed in their ability to learn (and you'll be harmed in your ability to succeed in the class — particularly since the class meets only once a week. An absence puts you two weeks behind.)

Tardiness harms the class in many ways. Your late arrival distracts class members who are learning from each other, from me, or from a lab activity. It distracts me as the instructor, and it harms you by thrusting you into a class session that's already started. Find ways to limit what comes before this class so you're early or on time.

I take attendance every class session. Absences are recorded by Canvas at that time.

Canvas counts attendance for the semester at 100 pts. To earn all or most of the points for attendance, don't miss any sessions. For every session you miss, points will be deducted, though your ability to earn an A in this category allows for 1-2 unexcused absences. **Two tardy arrivals in class will count as an unexcused absence. Early exit from class without prior approval also counts as a tardy.**

In cases of excused absence, I will add points to your score to compensate for your missed sessions.

It is your responsibility to put verification of excused absence in the Excused Absence Verification folder in the Canvas site. I award points (or deduct them) for attendance in the last week of the semester. If, by that time, I don't have verification of excused absence, **the absence will be counted as unexcused.**

CLASS INFORMATION

1. Attendance Policy

Attendance will be taken every class day. Every absence counts against your total points for attendance (Task 9 in the course). **Three tardies** (late entrance to class) will be counted as an unexcused absence unless it meets the criteria below. **Leaving class early or repeated trips out of class** will also result in your being marked as tardy.

Excused absences are 1) a death or hospitalized illness in your family, 2) your own hospitalized illness, or 3) university-approved trips or activities. Journalism Program policy requires that you provide proof of these circumstances: a published or online obituary for the family member, a medical records photocopy, etc. (about your illness) or official university verification of an approved absence.

It is your responsibility to place print or online verification of your excused absence in the absence drop-box in Canvas. (No verification means I have to count the absence, even if excused, as unexcused.)

If you sense you're going to have to miss a class, let me know ahead of time and arrange to turn in missed work early or on time. Some course elements that are time specific (i.e. cannot be duplicated at another time) can be compensated for by means of extra credit.

If you miss class (excused or unexcused), you must find out what you missed — immediately. You will be responsible for missed class session material on assignments and exams. Due dates for projects are in the syllabus calendar, and the course summaries show you what's due with an overview of how to do it. Plan ahead so that when crises happen, you can get the assignment in early or on time (or get it in quickly if you have an excused absence.)

The university does not make specific mention of allowing absences for university activities such as athletics, student government (AS) events, campus media involvement, jobs, or ministry (off-campus or SMU).

But in this class, because we are part of a university community — and one that encourages campus media involvement — I will excuse absences for athletics, AS, campus media involvement, internship work, university field trips, or officially supported ministry. But the **limit on these excused absences is two (2), or the equivalent of two weeks' sessions.**

Check your academic and extra-curricular (i.e. non-academic) calendar early in the semester and if you anticipate having to miss class many class session, you will be asked to drop this course and repeat it at a time when you can give it your full academic attention. (It will be offered in the spring.)

The same goes for students whose illness, even if it meets the excused absence categories, find they are missing at or near the cap on absences listed above.

There are times when life gets too complicated to navigate in the context of an academic schedule. At those times, the best thing for you is to take care of your life — your health, your family, your job(s), etc. without a demanding course such as this or others in your semester schedule. Contact me with questions you have about your ability to attend class. This class is offered every semester. Next term might be a better fit given extreme circumstances.

2. Late work policy

All out-of-class assignments are due in class (if so designated) or by 11 p.m. on the due date in the drop-box for this course.

Except in cases of serious illness, a death in the family, university-approved activity, assignments will not be accepted for point credit after the day they are due.

Students who turn in an out-of-class assignment after the deadline but before midnight on the due date can receive points for the assignment, but scoring on the paper or project begins at half the scheduled points. **Late work turned in for the accepted absence reasons above must be turned in within the week after you return to class.** I reserve the right not to accept papers late — even in cases noted above — if there is no communication from you explaining the absence. Keep me informed.

Because I cannot grade out of my email inbox, out-of-class projects will not be accepted for point credit as an attached message in email without prior approval. Use the drop-box. If it's not working, contact Prof. Matthew Weathers for help (he's our tech support for the online course system.)

In cases where the Canvas dropbox seems not to be working, take a screen capture of your attempt to turn it in with a time-stamp to avoid its being counted late. Notify me and/or Prof. Weathers for help.

Contact me early on if it looks like technology is going to make your assignment late.

A note about deadlines:

If you find yourself in a choice between turning in a late paper/project and turning in an incomplete paper or project (i.e. one with less-than-perfect syntax or mechanics or one that's too brief), make deadline with *something*. By turning such a paper in (especially with an explanation of valid reasons for the situation) you gain points for content and effort. And you discipline yourself to make deadlines — a crucial journalistic regimen.

3. Error policy for mechanics of for writing and AP style

All written work in this course is graded using the rubrics for the assignment in the syllabus and/or on Canvas. Content (ideas) will be weighted more heavily in this rubric than mechanics of writing (spelling, grammar, syntax). But **more than 10 mechanical errors (spelling, grammar, punctuation, syntax or AP style)** means no points for mechanics of writing will be awarded by the rubric.

If English is not your first language, or if you did not have strong preparation in mechanics of writing, the university Writing Center has resources designed specifically to help you. Seek out this help early.

4. Ethics policy (conflict of interest, cheating, and other problems)

Journalists and media professionals who are followers of Christ become most evident in secular workplaces by their life — their ethics, the choices they make. In this course you are expected to show the lifestyle characteristics of a believer in Christ — including adherence to university rules and the laws of California and the United States. Failure to do so, in pursuit of work in this course, will result in an “F” for the course.

Put plainly, this ethics policy means you don't lie to interviewed sources to get them to tell you things; **you don't steal** property (includes data or documents) in pursuit of projects; **you don't say or act as if**

you're someone you're not to gain access to locations or access to information (includes digital theft); **you don't trespass** on private property to gain access to people or facts (this includes digital trespass); **you don't fabricate quotes, sources, or situations/events** to make your journalism more readable or convincing. **All the above are cheating.** Students in this class who are pursuing careers in journalism, media or public relations will find that such behaviors bring serious penalties in the workplace (not just being fired, but being labeled as a person lacking ethics). **But in this class, breach of the ethics policy** will bring a zero on any assignment where it occurs and could get you dismissed from the class, leading as well to disciplinary behavior through the university under student ethics rules (see the student handbook.)

One ethics area that frequently becomes a problem for students (and some professional journalists) is the area of Conflict of Interest.

Conflict of Interest, in Journalism, is writing, photojournalism or broadcast journalism that (without full disclosure) involves a journalist's family members, intimate friends, or something in which the journalist has a vested interest. The most ethical journalists and the most respected journalism organizations avoid conflicts-of-interest as means of protecting their credibility and reputation for fairness.

To support that principle of media ethics, you are not allowed, in this course, to interview or otherwise include as sources your close friends, people in this class, room-mates, family members or members of organizations in which you are an active member (e.g. a club, team or organization you're in, your church, etc.) For example, if you're a member of the tennis team, conflict of interest would not allow you to report on that team — though you could report on tennis generally and in an informed way. Public relations has different rules in this regard, though conflict of interest can still be a problem in PR writing.

5. Plagiarism policy

Plagiarism is the use of someone else's ideas or words without giving them credit. If work you turn in for this course was completed by someone else, or if you are using the words of someone else (from an online source, from a book, or from another student's work), you are plagiarizing.

Work that you turn in for this class must be for this class only, and not for any other class — taken now or in the past. To “double dip” (turn in work duplicated in two classes) constitutes plagiarism of yourself, which is academic dishonesty.

I will check your work for plagiarism. If your work contains plagiarism, that assignment will not earn points (it's a zero) and you will receive a warning. On the second instance, you will be asked to withdraw from the course because you will have earned an “F” for it.

Students — and sadly, some journalists, media professionals and public relations professionals — plagiarize by cutting and pasting quotes or even paraphrases into their writing from Internet sources without using quotation marks or giving attribution (telling who said the words, or came up with the idea, being used.) Even if this is inadvertent (i.e. not intentional), if the article or paper your turn in contains others' work, you have turned in plagiarism. **Plagiarism is a fire-able offense in most newsrooms and public relations firms. In this class your first offense will bring a warning (and a zero for the assignment). The second offense will bring an F for the course.**

To avoid plagiarism, go back and read through your writing before turning it in to make sure you have given clear indication of where facts or assertions came from. If you didn't see, hear or otherwise experience them, the knowledge came from somewhere. Attribute (quote or paraphrase) that source — an article, a web site, an interview that was quoted or paraphrased in an article you read, etc.

Work completed for this course must follow the highest standards of professional behavior in your professional discipline (journalism, integrated media fields or public relations.) Some examples of ethics codes for those fields can be found here. <http://www.apme.com/?page=EthicsStatement>;

http://www.rtdna.org/article/rtdna_code_of_ethics#.VWSvFWRViko; https://nppa.org/code_of_ethics ;
<http://www.prsa.org/aboutprsa/ethics/#.VWSvaWRViko>

Collaboration is encouraged in learning and in the workplace. But work in a group by others that makes your work essentially theirs — for which you take complete credit — is a breach of academic ethics. Any work that was not entirely yours must be noted as having involved others. If I find that you have claimed others' work as your own, that work, if turned in, will not earn points.

6. Professional Courtesy

Students are expected to uphold the highest standards of courtesy and professionalism to the professor, classroom guests, and fellow students. This includes the use of institutional and academic titles when addressing faculty, administrators, and other university personnel or classroom guests. Classroom dress, proper grooming, behaviors, and hygiene should be such that they are not distracting or offensive to classmates.

Don't dishonor the Lord Jesus Christ or this institution with crude jokes or profane language — in this class or outside it. That's biblical integrity. It's also the kind of pre-professional behavior that you should be cultivating so you become career-ready sooner than later. (Even the most profane media workplaces look favorably on workers who display the aroma of Christ in their lifestyle.)

7. Biblical approaches to profanity, obscenity and blasphemy in this course's media of instruction

You are in a class that explores realities of American journalism — day-to-day practice and decision-making of top professionals in newsrooms of all kinds. I will be showing you examples of media and you will hear the language of these journalists; some of it, along with lifestyles depicted, will not conform to biblical standards. Few of the top journalists in this country call themselves Christians.

The vernacular of some (not all) journalists is laced with profanity, obscenity, and references to God and our Savior that are demeaning to the holiness and power our Lord. My decision, on occasion, to show you examples of these does not in any way endorse language or lifestyles that dishonor God. It is meant to provide you a means of interacting with that language and those lifestyles with a biblical lens — God's perspective — in a context of like-minded believers who are learning, like you, to gain maturity of mind.

Our Lord is not surprised by sin. But it grieves His heart and He sees through profane language and lifestyles to the heart of people who, deep down, are hungry to know Him. Your task will be to learn to have God's heart, and the ability to — while avoiding impurity in your own life — be able to confront the darkness of our world with the light of Christ, His love that overcomes hate and cynicism toward God.

8. Respect for Divergent Viewpoints

In Christian higher educational institutions, it can be assumed that each believer-learner is at a different place of emotional maturity, intellectual depth or analytical grasp of truth and biblical bases for understanding themselves and their world. For these reasons, I will expect you to show deference of mind and respect for your peers, even when they express viewpoints with which you disagree — in the classroom or outside of it. Such respect, even if it leaves you in frustrated silence at the moment, does not mean you agree with or accept any given perspective.

Your ability to offer a counterpoint to another's views or facts must be earned by genuine concern for who they are as a person. Learn to love even those who think differently than you do.

The best journalists and media professionals are listeners who seek to learn even from those with whom they disagree or believe are morally wrong in some way.

9. Technology Use and Classroom Etiquette

Use of lab computers will be allowed only during Deadline Writing and some group projects. Notes will be helpful to you, but take notes by hand in a notebook.

Laptops are not allowed (unless they're closed) nor are smartphones (unless they're off or on silent mode) during class sessions in this course. Scientific research supports the fact that you learn more by taking notes with your hand on paper.

Here are some articles that explain the research.

<http://www.scientificamerican.com/article/a-learning-secret-don-t-take-notes-with-a-laptop/>
<http://www.pbs.org/wgbh/nova/next/body/taking-notes-by-hand-could-improve-memory-wt/>
<http://www.vox.com/2014/6/4/5776804/note-taking-by-hand-versus-laptop>

The goal of this course is teaching you to think, to interact with ideas and with each other in discussion; use of your laptop will not be necessary for you to do that effectively.

Furthermore, this course (as in much of our program overall) is teaching you disciplines that will help you succeed as a professional in media, journalism or any number of related professional fields or vocations. In those areas, the ability to concentrate, focus your attention and be fully in the moment with others is crucial to success. The absence of personal electronic devices will help you get the most out of this class.

If you have a medical or other diagnosed reason for use of a phone, tablet or laptop as part of this course, bring me the official documentation and I will consider it as an exception to this policy.

10. Initiative/Enterprise

This course prepares you for professionalism in the work of journalism and public relations. In those professions, people who make deadlines, get their facts straight and turn in clean copy generally don't get noticed — though they might get to keep their jobs in an era of budget cuts and media layoffs.

But those who turn in work with special insights, find sources nobody else has, or whose work “goes above and beyond” to creatively pursue the overall mission of the publication or media organization get bonuses or get hired into better positions for what's known as “initiative.”

In this course, those whose out-of-class assignments or blogs — turned in on time — that include significantly more sources than required, with embedded visuals, audio or video elements (properly attributed), who write with special enthusiasm and clarity, and whose approach to assignments shows creativity and depth of perspective **will be rewarded with most or all the initiative points in the course.**

Contribution to class discussion with comments and questions, and repeated, consistent attention to detail, creativity and excellence in all work will contribute to your earning all or most initiative points.

11. You can earn EXTRA CREDIT points through the semester as a cushion for you against unforeseen emergencies such as your getting the flu, your car breaking down (or your flight getting cancelled) so you miss class or miss an assignment deadline.

Spontaneous extra credit will occasionally be rewarded if a significant number of your classmates choose to miss class. Such extra credit will be a reward to you for showing up when others didn't. In such cases I'll add points to all of the loyal few who attended.

I reserve the right to award more points on a given assignment from any student if the work is so creative, so momentous in its depth and grasp of the assignment's concept that I'm floored.

You can also choose to do an **EXTRA CREDIT ASSIGNMENT** (choose **two** from below): 30 pts. each (Put it in the Extra Credit Canvas drop-box during the last week of instruction this semester — not before.)

Option 1: Do archives research in the university library about a building or location on campus that few know about and tell how that place began and how its identity has changed over time. Your feature story must include much descriptive detail and include three (3) or more interviewed sources. Story must be 2-3 pages typed, double-spaced in the Canvas Extra Credit dropbox.

Option 2: Interview a writer from a publication you read in your journal assignments. Write a profile of this person, telling how they got their start in journalism, what their favorite story was, and how they've developed techniques for interviewing tough sources, self-editing, and getting stories no one else has. Profile must be 2-3 pages typed, double-spaced in the Canvas Extra Credit dropbox.

Option 3: Campus Media: Write extra news, sports or features articles (beyond what your portfolio contains) for The Chimes or create a news, sports or feature package for Torch radio or Eagle Vision. To earn full credit, the article, audio package or video package must include three (3) interviewed sources and one or more links to a background source. Send me the link to the story or package.

Option 4: Radio News: report for and read news for the Torch programming list. **Contact Jonathan Linden** for details on what is required for this. **Place the audio file in the JIM folder** and send me the slug and date by email before the last week of instruction.

10. Computation of Final Grade:

	<u>Pts.</u>	<u>Pct.</u>
Task 1: Pitches (3x 30 pts.)	90	.056
Task 2: Stories (3 x 80 pts.)	360	.225
Task 3: Walkaround	50	
Task 3: Beat Reports (3 x 60 pts.)	180	
Task 4: Deadline writing (12 x 20 pts.)	240	.187
Task 5: News Budget (12 x 20 pts.)	240	.187
Task 6: Show Me (6 x 30 pts.)	180	.131
Task 7: Final Essays	100	.062
Task 8: Initiative	40	.025
Task 9: Attendance	100	.062
Total points:	1600	100%

13. The grading system for this course is a point system. Each assignment earns points that will be added into a subtotal (and ongoing percentage) through the semester. But your final grade will be a percentage of the semester total possible (e.g. a 910/1000, .91, will be a B+) on the scale below.

100-96 A Outstanding Work
95-93 A- Excellent Work
92-90 B+ Very Good Work
89-85 B Good Work
84-82 B- Far Above Average Work
81-79 C+ Above Average Work
78-74 C Average Work
73-71 C- Below Avg. Work (for course, does not count toward major)
70-68 D+ Far Below Average Work
69-65 D Poor Work
64-62 D- Barely Passing
Below 62 F Course does not count toward university credit

GENERAL INFORMATION

1. Select Bibliography: (suggested readings for deeper understanding, wider context)

Mark Briggs, Journalism Next
Henry Jenkins, Convergence Culture
William Strunk & E.B. White, Elements of Style
Bill Kovach & Tom Rosenstiel, Elements of Journalism

Rene Cappon, Associated Press Guide to News Writing
Jack Hart, Storycraft: The Complete Guide to Writing Narrative Non-Fiction
Jacob Riis, How the Other Half Lives
Marshall McLuhan, Understanding Media

Jeremy Iggers, Good News, Bad News: Journalism Ethics and the Public Interest
David Mindich, Just the Facts: How Objectivity Came to Define American Journalism
Jack Fuller, News Values: Ideas for an Information Age

Kathy Fitzpatrick and Carol Bronstein, Ethics in Public Relations: Responsible Advocacy
David Guth, Charles Marsh, Public Relations: A Value Driven Approach
Neville Hobson, Drawing a Line on Ethics in PR
Marcia DiStaso and Denise Sevick Bortree (eds.) Ethical Practice of Social Media in Public Relations
Patricia Parsons, Ethics in Public Relations: a Guide to Best Practices

2. Posting of grades through the semester and posting of final grades:

I will post point totals for in-class and out-of-class assignments within a week to 10 days after you turn assignments in (sometimes much sooner). You will find those scores on the Canvas site. It is your responsibility to check your scores and ask any questions as soon as possible. I post final grades for the course within the deadline required by the registrar (about two weeks after the close of final exam week.) No extensions will be allowed for individual assignments except in circumstances noted under the course policy for late work and excused absence.

3. Report Delay:

In virtually every case that students do not meet the course requirements and when required course tasks are not submitted to the professor, such students should anticipate receiving a failing grade. In rare and unusual situations (e.g., your hospitalized illness or a documented death of someone in your immediate family), you may formally request a report delay (RD) through the Vice Provost's Office. Details can be found in the student handbook.

<http://studentlife.biola.edu/campus-life/student-handbook/absences>

4. Course Calendar

Events and assignments and assignment due dates are subject to change as needs for instruction through the semester. You will be notified in class, by email and/or by announcement via the Canvas site about such changes. **Guest speakers will be coming into class as I'm able to schedule them to bring insight into the readings and your projects.**

Check your Biola email and your Canvas announcements each week. Ask in advance about any assignment whose description is not clear to you.

Readings for each week are listed in advance. Prepare thoroughly to earn maximum initiative points.

CR = Carole Rich; KR = Kovach & Rosenstiel

WEEK 1 Thu Sept 5

This week we will be learning about news judgment; best practices for in-depth Interviewing

Deadline Writing 1

News Budget Meeting Setup

To prepare for Week 2: Read IG ch. 1 (reserve); CR ch. 4 (CR ch. 2 suggested for transfers),

WEEK 2 Thu Sept. 12

This week we will be learning about taking a story from idea to revised draft; first assignments

Deadline Writing 2

News Budget Meeting 1

WalkAround: My Beat Location Overview due by 11 p.m.

To prepare for Week 3: Read IG ch. 2 (reserve); CR chs. 4 & 18,

WEEK 3 Thu Sept. 19 MEET AT THE ORANGE COUNTY COURTHOUSE

This week we will be learning about public record documents and techniques to get them as reporters

Deadline Writing 3: PRESS CONFERENCE: L.A. SHERIFF'S DEPT. CAPT. JAMES TATREAU

News Budget Meeting 2

SM 1 and Pitch 1 due by 11 p.m.

To prepare for Week 4: Read IG ch. 3 (reserve); CR ch. 19, (CR ch. 5 suggested for transfers)

Self-Guided Field Trip: Orange County Courthouse

WEEK 4 Thu Sept. 26 CAPT. JAMES TATREAU

This week we will be learning about storytelling, coaching, following a beat; best tools for reporters

Deadline Writing 4; Story 1 due

News Budget Meeting 3

To prepare for Week 5: Read CR ch. 7, KR ch. 1

Self-guided Field Trip: Orange County Jail

WEEK 5 Thu Oct. 3

This week we will be learning about

Deadline Writing 5

News Budget Meeting 4

SM2 due by 11 p.m.

Beat Report 1 (news from city council/committees; news about public works) due by class time

To prepare for Week 7: Read CR ch. 9 (CR ch. 8 suggested for transfers), KR ch. 2

WEEK 6 Thu. Oct. 10 (Torrey Conference) no classes in session on Thursday

WEEK 7 Thu. Oct. 17

This week we will be learning about

Deadline Writing 6

News Budget Meeting 5

To prepare for Week 8: Read CR ch. 20, KR ch. 3

WEEK 8 Thu. Oct. 24

This week we will be learning about grammar, word choice and style

Deadline Writing 7;

SM 3 and Pitch 2 due

News Budget Meeting 6

To prepare for Week 9: Read CR ch. 10, KR ch. 4

WEEK 9 Thu. Oct. 31

This week we will be learning about good leads, bad leads and how to avoid ruining your story

Deadline Writing 8;

News Budget Meeting 7

Story 2 due

To prepare for Week 10: Read CR chs. 3&12, KR ch. 5

WEEK 10 Thu. Nov. 7

This week we will be learning about mixing it up: varying story forms; how to write about death

Deadline Writing 9

News Budget Meeting 8

SM 4 and Beat Report 2 due (news on cops, courts (crim.& civil) & schools) by 11 p.m.

To prepare for Week 11: Read CR ch. 16, KR ch. 6

WEEK 11 Thu. Nov. 14

This week we will be learning about writing for print vs. online (different audiences and cultures)

Deadline Writing 10

News Budget Meeting 9

Pitch 3 and SM5 due by 11 p.m.

To prepare for Week 12: Read CR ch. 22, KR ch. 7

WEEK 12 Thu. Nov. 21

This week we will be learning about broadcast writing (video and audio that grabs audiences)

Deadline Writing 11

News Budget Meeting 10

Story 3 due

To prepare for Week 14: Read KR ch. 8

WEEK 13 Thu. Nov. 28 (Thanksgiving Holiday) no classes in session

WEEK 14 Thu. Dec. 5

This week we will be learning how to avoid being sued for reporting or writing (libel, privacy, ethics)

Deadline Writing 12

Beat Report 3 due (news about Faith-based organizations; the hottest political race in your beat area)

News Budget Meeting 11

To prepare for Week 15: Read KR ch. 9 & epilogue

WEEK 15 Thu. Dec. 12

This week we will be learning how to get and keep a job in journalism or related industries

Journalism movie night: semester recaps, food, feedback

SM 6 due by 11 p.m.

Final Examination Session

Thu. Dec. 18 3-5 p.m.