



PUBLIC AFFAIRS REPORTING - BJ | MJFC 313 – 01 | CRN- 87416

Tuesday/Thursday 10:10am – 10:30pm room #221 CB Powell
SPRING 2017

Jennifer C. Thomas, Assistant Professor
Rm# 234 | 202-806-4833
Jennifer.thomas@howard.edu

Office Hours:

Mondays & Wednesdays: 1:00pm – 6 pm
& by Appointment

Class Location:

C.B. Powell Room 221

Course Syllabus

This syllabus is a contract. It is also a general plan for the course; however changes deemed necessary by the instructor will be announced during class. Breaking news and developments may cause a change in this syllabus. *Updates will be disseminated in class, online or via email/Blackboard.*

Blackboard

Blackboard is the university mandated method for this course and will be used for communication and grading. **All students must make sure his/her account is active.**

Course Description

Public Affairs reporting (Broadcast) is designed to introduce the skills needed to explore how the federal, state and local government work and their impact on communities. While doing this, they will learn how to be an effective broadcast journalist capable of excelling in multimedia platforms. This course emphasizes writing for broadcast and digital news with concise, accurate, thoughtful copy and producing quality packages for distribution, bringing together and building upon the fundamental skills and principles learned in the prerequisite MJFC courses. Students will also maintain ePortfolios (websites) featuring their podcasts, packages, projects, blogs and assignments. Students are expected to develop and interview sources, research documents, and use other techniques vital to reporting public affairs. Additionally, students gain experience in covering public issues to understand local and federal politics in Washington, D.C.

Through field and classroom assignments along with fieldwork, students will sharpen their research, reporting and interviewing skills, polish their writing, shooting and reporting and gain practical experience in digital newsgathering and editing. They will learn effective application of ethics in

covering a variety of subjects pertaining to public affairs reporting, apply First Amendment principles while developing style and technique. Successful completion of this course requires students to analyze complex issues and ideas, and to demonstrate your mastery of the material in digital and broadcast form. The broadcast journalists are expected to produce audio, video and multi-media stories for Howard University communication outlets, namely the Howard University News Service (HUNS), District Chronicles, The Hilltop, and 101 Magazine. Ultimately, all broadcast students are expected to transition from classroom to newsroom.

Prerequisites

Writing for the Media, Multimedia Storytelling, and/or permission of the instructor.

Course Objectives and Learning Outcomes

This class will help students apply the elements of news that effectively inform audiences. Emphasis is placed on critiquing of political and public policy news in the Howard and Washington, DC communities. We will examine the rigors of broadcast journalism and engage in activities that will help you to think critically about news gathering and reporting. Students will participate in all aspects of broadcast news to enhance broadcast delivery, reporting, writing and producing.

Throughout this course you will write and produce stories and participate in projects and exercises that will provide you with a practical understanding of the rules and principles that guide ethical journalism in general and broadcast journalism in particular. Students should leave the course with the confidence to use such materials to inform their future reporting and careers. Upon successfully completing this course you will be able to:

- Understand and apply the First Amendment principles and the laws appropriate to professional journalistic practice.
- Demonstrate an understanding of the ethical principles that guide journalism; apply concepts and theories such as fairness and accuracy and be able to critically analyze information and news stories.
- Write clear, concise, accurate broadcast copy through practice and critical evaluation of your work.
- Utilize effective deadline management
- Hone observational skills and instincts and understand and demonstrate sound news judgment.
- Generate story ideas and practice pitching and defending them to editors and producers through effectively written story proposals
- Refine the skills needed to research, report, package, and deliver broadcast, radio, and digital news and feature stories.
- Illustrate knowledge of current events, and local and national governments, and speak intelligently and thoughtfully on a variety of related issues.
- Demonstrate a professional capacity to shoot, light, mic and edit stories for broadcast in traditional and converged media and define and employ the proper way to dress for air.
- Follow through to completion all tasks assigned!

Required Texts:

Aim for the Heart: Write, Shoot, Report and Produce for TV and Multimedia by Al Tompkins | ISBN: 978-1-60871-674-6.

Public Affairs Reporting Now: News of, by and for the People 1st Edition
G. Michael Killenberg | ISBN-13: 978-0240808253

Additional Suggested Reading Materials:

Reassessing Journalistic Pedagogy: Howard University's Broadcast Coverage during the 2014 Midterm Election by Jennifer C. Thomas, Asia Pacific Media Educator

<http://ame.sagepub.com/content/25/2/238.full.pdf+html>

SPJ Code of Ethics: <http://www.spj.org/ethicscode.asp>

Whither the Black Press?: Glorious Past, Uncertain Future by **Clint C. Wilson II**

Ethics in media communications: Cases and controversies by Louis A. Day

Breaking News: A Memoir by Martin Fletcher

Don't Be Afraid of the Bullets: An Accidental War Correspondent in Yemen by Laura Kasinof

Split Image: African Americans in the Mass Media by Jannette L. Dates and William Barlow

Milestones in African American Journalism/Media History:

<http://www.huarchivesnet.howard.edu/0002huarnet/moments1.htm>

African American Media: Fact Sheet: <http://www.journalism.org/2015/04/29/african-american-media-fact-sheet/>

Racial bias and news media reporting: New research trends - See more at:

<http://journalistsresource.org/studies/society/news-media/racial-bias-reporting-research-trends#sthash.irHouqJZ.dpuf>

Other books, articles and media clips, and materials related to current events will be used to supplement classroom instruction. These will be assigned by the professor.

Equipment

Students are required to purchase the following:

- (1) External hard drive with at least 300 GB of memory.
- (2) Be prepared to buy 9-Volt batteries when you are in the field for the Beachtek (sometimes the Tech Center runs out).

Tech Center Equipment

This class will involve your shooting, editing, producing packages and other "elements" for a newscast. The following is the list of equipment that will be available for check out. **All students must sign the Statement of Responsibility and take a brief equipment test before equipment can be checked out.** All equipment is expected to be checked out and returned as agreed on the sign-out sheet. Any student who fails to return tech center equipment will receive a failing grade for the assignment(s) and the course.

Beachtek

Canon Ti4 or Ti5

Tripod

Headphones
Shotgun microphone
Lav mic
Handheld mic
Spare 9-VOLT battery, if possible

Blackboard:

Class announcements, online materials, lecture notes and other resources, will be available via Blackboard. This will be the primary source for the collection of assignments for this course. Please log in immediately to make sure your user name and password work and try sending an Email. Be sure to correct your Email address on the Blackboard system and check it frequently.

Expectations:

Students must be able to work in high competitive multi-platform arena. They should be familiar with current local and national news and events, and be prepared to discuss in class. Professor may assign in-class papers, discussions, and quizzes regarding news stories, wires, blogs, local, regional, and national news as well as information from broadcast, print, new media and magazines. These news events are of vital importance to the chapters and news cases and events discussed in this course.

This class will offer practical instruction on learning basic newsroom culture, terminology and newsgathering, while also researching, writing, recording, editing and producing news stories and audio news packages for broadcast and digital distribution. Students who successfully complete the course will have an online “ePortfolio” of their work including story pitches, scripts and audio packages (see Expectations section).

Students are expected monitor various local and national media, including live /online local and national television broadcasts such as CNN, MSNBC, FOX News, newspapers such as *The Washington Post*, *New York Times*, *theroot.com*, *Huff Post College*: <http://www.huffingtonpost.com/college>, *The Hilltop*, and *Hilltop online* <http://www.thehilltoponline.com>, *The Washington Afro American*, etc.; radio broadcasts such as National Public Radio, WTOP, WNEW; news/social media aggregate and information sites such as *Mashable*, *Storyful*; social media/news aggregators such as *Feedly*, *Flipboard*, *Pocket*, etc. These will prepare you for being up to date with the news and what’s trending.

****Weekly news/text quizzes will be given. Students who are late or have an unexcused absence will receive a zero “0” grade for any in-class quiz or assignment. No exceptions.***

****No late assignments will be accepted. Assignments which are not submitted as instructed will not be accepted.***

Attendance:

Broadcast journalism is driven by deadlines and time constraints. Student journalists are expected attend all classes and to be on time. Attendance, punctuality and participation will affect one’s grade. Being absent is not acceptable unless a student is ill (with proper document substantiating same), or has experienced a personal or family emergency. An excused absence requires prior approval, and students with excused absences are expected to make up any missed assignments by the next class session. **Any student missing 3 or more classes (unexcused absences) will risk receiving a grade of D.** Four tardies

equal one absence. Attendance will be taken at the beginning of each class. Students who arrive 20 minutes (or more) late will be marked “absent.”

The Importance of Writing!

Writing is an essential tool for thinking and communicating in virtually every discipline and profession. Therefore, in this course I expect you to produce writing that is not only thoughtful and accurate, but also organized, clear, grammatical, and consistent with the conventions of the field. If your writing does not meet these standards, I may deduct points or ask you to revise. For assistance with your writing, go to the student section of the Writing across the Curriculum (WAC) website, <http://www.cetla.howard.edu/wac/students.aspx>

Requirements for ALL SCRIPTS:

All written assignments must be **typed, and free of grammatical and factual errors**. Factual errors: Inaccuracies in facts, misspelling of proper nouns (including person and place names and product), or inaccurate numbers (such as ages, street addresses, or quantities) are considered factual errors. Any assignment that contains factual errors will have points deducted from it. An assignment with two or more gross factual errors will receive an automatic “F.”

Students are expected to complete all required assignments which should be submitted on time, typed, proofread, and free of grammatical errors. The deadline for turning in assignments is the beginning of each class, or uploaded per the professor. **Homework will not be accepted after the deadline.** Students will be held responsible for all class-related assignments, activities, and announced and unannounced quizzes. Whenever an assignment is missed due to an unexcused absence, a grade of **“zero” (0)** will be automatically assigned. If a student misses class, he or she misses any in-class assignments that count toward his or her grade, and he/she is still responsible for any homework assigned that day. The professor is NOT responsible for sharing information from class for students who are not in attendance. All out-of-class assignments should be typed or computer-generated and conform with expository or report writing guidelines. Student participation in each assigned activity is mandatory. Students are expected to maintain personal blogs for grades, and select signature assignments should be uploaded to the student’s digital notebook (ePortfolio initiative)

Attire:

Students are expected to dress professionally (business attire) when in the field, or while representing Howard University, this course and professor. Be dressed in a manner that is appropriate to interacting with all sorts of people that a working journalist might encounter during a day’s work. Professional demeanor is required.

Class Participation:

A newsroom is an interactive environment where ideas are exchanged, discussed and debated. In class all students are also expected to contribute to discussions and actively participate in exercises and group projects. You should expect to be engaged in our news meetings and willing to accept critical assessments of your work from classmates and the professor.

Classroom Etiquette:

Students are expected to maintain a positive learning atmosphere conducive of participatory collegiate discourse in which the opinions of others are respected. To maintain a positive learning classroom

atmosphere, **use of cell phones, I-Pods and/or other electronic entertainment devices, and the checking e-mails are not allowed in class and must be turned off and put away.** In-class use of the Internet will only be allowed during designated class time as directed by the instructor. Remove all headphones and ear plugs during class. No foul language or inappropriate conduct will be accepted.

What you can expect from me.

I will begin class on time and will be prepared with lectures, discussions and assignments. I will return assignments in a timely manner. I will keep posted office hours, and return emails and phone calls promptly. I will inform you of any changes in my schedule, the syllabus or class assignments.

HU STATEMENT ON ADA PROCEDURES (Revised 1/17)

Howard University is committed to providing an educational environment that is accessible to all students. In accordance with this policy, students in need of accommodations due to a disability should contact the Office of the Dean for Student Services for verification and determination of reasonable accommodations as soon as possible after admission to the University or at the beginning of each semester. Additional information regarding student services is available online at: [http://www.howard.edu/specialstudentservices/Disabled Students.htm](http://www.howard.edu/specialstudentservices/Disabled%20Students.htm)

For assistance contact, Dr. Elaine Bourne Heath, Dean, Student Services at (202) 238-2420.

STATEMENT ON INTERPERSONAL VIOLENCE

Howard University takes sexual assault, dating violence, domestic violence, stalking and sexual harassment seriously. If a student reveals that he or she needs assistance with any of these issues, all responsible employees, which includes faculty, are required to share this information with the University Title IX Office (202 806-2550) or a student can be referred for confidential services to the Interpersonal Violence Prevention Program (IVPP) (202 238-2382) or University Counseling Services (202 806-6870). For more information about these services, please go to: www.CampusSafetyFirst.Howard.Edu.

CETLA WRITING MATTERS CAMPAIGN

Writing is an essential tool for thinking and communicating in virtually every discipline and profession. Therefore, in this course I expect you to produce writing that is not only thoughtful and accurate, but also organized, clear, grammatical, and consistent with the conventions of the field. If your writing does not meet these standards, I may deduct points or ask you to revise. For assistance with your writing, go to the student section of the Writing across the Curriculum (WAC) website: <http://www.cetla.howard.edu/wac/students.aspx>.

ACADEMIC CODE OF STUDENT CONDUCT

(Revised January 4, 2017)

Approved by the Board of Trustees, June 29, 2010

Retrieved on December 13, 2016 from: <https://www.howard.edu/students/hbook/H-Book.pdf>

Howard University is a community of scholars composed of faculty and students both of whom must hold the pursuit of learning and search for truth in the highest regard. Such regard requires adherence to the goal of unquestionable integrity and honesty in the discharge of teaching and learning responsibilities. Such regard allows no place for academic dishonesty. To better assure the realization of this goal any student enrolled for study at the University may be disciplined for the academic infractions defined below.

Definitions of Academic Infractions

1. **Academic Cheating**—any intentional act(s) of dishonesty in the fulfillment of academic course or program requirements. This offense shall include (but is not limited to) utilization of the assistance of any additional individual(s), organization, document, or other aid not specifically and expressly authorized by the instructor or department involved. (Note: This infraction assumes that with the exception of authorized group assignment or group take-home assignments, all course or program assignments shall be completed by an individual student only without any consultation or collaboration with any other individual, organization, or aid.)
2. **Plagiarism** is a reprehensible offense. It is an act of dishonesty and undermines the credibility that is essential to all professional communicators. The Howard University H-Book for Academic Offenses (Section II.1.b) defines plagiarism as: “to take and pass off as one's own the ideas, and writings of another, without attribution (without acknowledging the author).” *Note: Also, included in the CHSOC policy is **self-plagiarism** - the reuse of one's own writing taken from another written document (published or unpublished) without acknowledgement. Self-plagiarism has also been identified in cases of 'duplicate publication,' and consists of a person re-purposing their own written material or creative media (i.e., video, audio, presentations, etc...) without citing the source of the original content* (Approved by CHSOC Faculty 12/13/16).

The copying does not have to be exact to be plagiarism. Shuffling the order of ideas, moving paragraphs around, or changing a word here and there does not mean you have made the work your own.

Students are expected to do original analysis, reporting and writing. Students are expected to explicitly cite the sources of any information that is not derived from their own analysis, reporting and writing.

Here's a rule to live by: If you have any doubt about the need to cite a source, cite the source. Err on the side of over-attribution.

3. **Copy Infringement**—Copy infringement occurs when a copyrighted work is reproduced, distributed, performed, publicly displayed, or made into a derivative work without the permission of the copyright owner.

Administration of the Code

This Academic Code of Student Conduct applies in all schools and colleges. In professional schools and colleges that have adopted honor codes, the honor code may supersede this Code. The authority and responsibility for the administration of this Academic Code of Conduct and imposition of any discipline upon any particular student shall vest in the Dean and faculty of the School or College in which the student is enrolled but may be delegated by the faculty to the Dean of the School or College in which the student is enrolled. The Dean shall be assisted in this responsibility by any faculty members and administrative officers in the School or College the Dean shall consider appropriate. Any student accused of an infraction of this Code shall have a right to a limited hearing, as described herein, of the charges against him before a committee of faculty members, at least three in number, none of whom shall be the accuser or witness to the alleged infraction. The committee may be either a standing of the School or College, whose responsibilities are considered appropriate by the Dean to conduct a hearing under this code, or a committee appointed by the Dean for the special purpose of conducting only a particular hearing or all such hearings that may arise during an annual period. The hearing committee shall be chaired by a member designated by the Dean and the chairperson shall have the right to vote in cases of a tie vote.

Procedure

Informal Process

Any faculty member who has knowledge of an infraction of this Code shall assemble all supporting evidence and identify any additional witnesses to the infraction and make this information known [first to the Department Chair per CHSOC policy within] ten (10) business days of the infraction. [Then the student meets with the chair and the faculty member for the resolution. The results are reported to the Dean or the Dean's designee].

Formal Appeal Process

1. Any faculty member who has knowledge of an infraction of this Code shall assemble all supporting evidence and identify any additional witnesses to the infraction and make this information known [first to the Department Chair per CHSOC policy within] ten (10) business days of the infraction. [Then the student meets with the chair and the faculty member for the resolution. The results are reported to the Dean or the Dean's designee]. If the resolution is appealed, then the formal process would proceed.]
2. The Department Chair shall notify the alleged offender of the charge(s) against him/her together with a designation of a hearing time and place where the accused may respond to the charge(s). The hearing date shall be no later than ten (10) business days after notification to the accused of the charge(s) against him/her. The [Chair] shall similarly notify the hearing committee members of the time and place of the hearing together with identification of the accuser and accused.
3. The “limited hearing” authorized by this Code is not an adversarial proceeding. Constitutional principles of “due process” are not applicable to these proceeding. [The faculty member and the student] shall be allowed to present witnesses and evidence in support of their positions concerning the charge(s). However, no legal counsel for either side shall be allowed. The members of the hearing committee may question the accused and the accuser and examine all

evidence presented. The standard of proof for the proceeding under this Code shall be the standard of “substantial evidence.” The proceedings may be tape recorded but will not be transcribed.

4. After the hearing of the charge(s) against the accused, the hearing committee shall, in closed session, vote by secret ballot to sustain or reject the charge(s). If the charges are sustained, the committee shall transmit the results and recommendation of the hearing committee to the Dean five (5) business days after the hearing.
5. Upon receipt of the results and recommendations of the hearing committee, the Dean may sustain the recommendation of the Committee concerning the penalty or may reduce or increase the severity of the penalty, and shall, within five (5) business days, notify the student of the Dean’s determination. The student may appeal directly to the Provost and Chief Academic Officer or Senior Vice President for Health Sciences (Health Science students) for reconsideration of any disciplinary penalty. The student shall have five (5) business days to make such appeal from date of receipt of notification.
6. After hearing any appeal from a student, the Provost and Chief Academic Officer or Senior Vice President for Health Sciences shall make a decision that shall be communicated to the student within ten (10) business days. This decision shall be final.
7. A copy of all relevant paperwork shall be kept in the CHSOC. One by the chair of the department and another in the Dean’s office.

Penalties

The disciplinary penalty imposed upon a student for the first infraction will be a score of “0” on the course assignment or examination. In the event of a second occurrence of academic dishonesty and/or plagiarism, the student will receive a final course grade of “F” (FAIL). All infractions of academic policies shall be reported to the department chair in writing who will then send a memo of inform the Dean of the CHSOC (Approved by CHSOC Faculty 12/13/16).

However, a more severe penalty, such as suspension from the University, may be imposed depending upon the nature and extent of the infraction(s). (Approved by the Board of Trustees on June 29, 2010). See the guidelines set forth in the 2016-17 H-Book Academic Policies pp. 13.

FORGERY, FRAUD, DISHONESTY POLICY

“Forgery, Fraud, Dishonesty Forging the name of a University employee, another student or any other person or entity, altering or misusing any official Faculty, Staff or University forms, documents, records, stored data, electronic data bases, websites, webpages, University enterprise systems, or knowingly furnishing false information to University Officers, Officials, Faculty and/or employees or providing such information involving or referring to the University in off campus organizations, institutions, or individuals is strictly prohibited. Making false statements in public or private, including knowingly filing false charges under the Code is also a violation. Aiding and abetting another individual in any of the conduct referenced above also constitutes a violation of this provision. Unauthorized and unsanctioned use of the University name, logo and/or seal are also strictly prohibited under this Code.

The University has registered its name, logo and seal as trademarks; therefore, they are property of the University and protected under applicable federal and local laws. Students may not use the seal, logo(s),

motto, trademarks, or other intellectual property of the University without express written permission from the University's Office of General Counsel. Authorized student organizations must be pre-approved by the office of Licensing and Vending to reproduce these marks and/or to have a manufacturer reproduce the University trademarks on merchandise for sale or distribution. The use of the University seal is restricted and can only be used to authenticate the highest level of official University documents and be displayed during major ceremonies. On very rare occasions, exceptions to this general rule regarding the University seal are made. All requests to use the seal are considered on a case-by-case basis, only after a formal written request and justification for use are submitted to the Office of the President or the Office of the Secretary, and a written response granting use is supplied to the requesting party." (pp. 121)

Penalty

Cases of forgery, fraud, and dishonesty are adjudicated by the Office of Student Services.

Retrieved from Howard Student Handbook
2016-17 edition

Incomplete Grades:

**School of Communications
Office of the Dean
Policy for Assignment of Incomplete Grades**

School of Communications Incomplete Policy

Faculty in the School of Communications (SOC) are to assign Incomplete (I) grades only, in instances when the student has the potential to pass the course and has completed the majority of the work. In addition, the university policy must be followed with regard to considerations for assignment and implementation of "I" grades as outlined under university guidelines for *Academic Standing*. See statement below:

Howard University Incomplete Policy

Incomplete grades may be assigned ONLY to students who, as a result of circumstances beyond their control (e.g., illness or family emergency) are unable to complete their coursework. Although the student initiates the request for an incomplete grade, the decision to assign an incomplete grade rests solely with the instructor. If the student's request is approved, the instructor establishes and submits specific "make-up" conditions on an Incomplete Grade Processing Form (IGPF). Each incomplete designation ("I") must be accompanied by an alternative grade ("B," "C," "D," or "F"). The alternative grade will become the permanent grade, if the incomplete is not removed.

Retrieved on November 19, 2013 from <http://www.howard.edu/academics/standing.htm>

Course Requirements: (updated)

The requirements for this course will include and may not be limited to: audio, broadcast and online packages, broadcast scripts, blogs, and logs of television broadcasts, assignments, quizzes, and exams.

1. Attendance, Class Participation = 5%
2. Final ePortfolio Presentation= 10%

3. Scripts, blogs = 15%
4. Quizzes, assignments = 20%
5. Exams (Mid-Term & Final project)= 20%
6. Packages/Multi-Media Content = 25%
7. Extra Credit = 5%

Total= 100%

Course Requirements:

1. Attendance, Class Participation

Students are expected to attend all classes, and be prepared to discuss current events, and in class or homework assignments. This class will have several class assignments. Students are expected to be “read in” on the day’s news and likely be assigned in-class activities. Student participation in each assigned activity is mandatory. Students are also expected to be prepared for class guests; knowing background information on guests and be prepared to ask relevant questions. Students may also be provided the opportunity for out-of-class / on-site visits.

2. Final ePortfolio Presentation

The final portfolio presentation will highlight accumulated assignments and packages for the course along with the student’s resume, contact information, etc.

3. Scripts/ Blogs

Students will be required to write broadcast-style scripts in class and as part of homework assignments. The scripts should be concise, factual, interesting and adhere to the journalistic objectives of this course. Additionally, students are expected to maintain a blog for this course on relevant topics. The blog should be as professional as possible with written and visual elements, and its content should be uploaded as assigned to the student’s portfolio.

4. Quizzes, Assignments

There will be regular quizzes that test your knowledge of current events, and your understanding of the reading assignments/text, or lectures. Quizzes may take place at the beginning of class and cannot be made up. They may be pop quizzes or scheduled. Tests covering content learned in class may be administered in addition to the midterm and possible final. This may include information from notes from the professor, book, or relevant class discussions or assignments. Heavy emphasis is placed on writing, and understanding the concepts of a working broadcast newsroom. In-class writing assignments cannot be made up. Students may also receive weekly homework assignments. Out-of-class assignments will also likely be given. Assignments, tests/quizzes are at the professor’s discretion.

5. Exams

There will be a mid-term exam and a final project. The final project will be announced

6. Packages

Students will report, write and edit packages- pro tools, final cut, as well as other editing suites provided by the Tech Center. Workshops with other departmental professionals may be offered

to assist in refreshers for these projects. These projects will utilize the terminology, ethical standards, and scenarios learned throughout the course of this semester. The final PKG must have an online/ sidebar component.

7. Extra Credit

Students will have the opportunity to attend special events, panels, etc., as well as produce reporter pkgs. Pkgs and things that require more time/production will carry more weight than others. This is at the sole discretion of the professor.

I can do two things in life; I can dissolve into the mainstream, or I can be distinct. To be distinct, I must be different. To be different I must strive to be what no one else but I can be.

–Unknown

Course Calendar:

*Note: The instructor reserves the right to make changes or modifications to this schedule to accommodate professional media, adhere to university class suspensions, and other Departmental or University mandates. Likewise, the instructor reserves the right to administer “pop” quizzes, and other impromptu in-class assignments. *This calendar will be amended often during the first three weeks of class.*

Week 1 Introduction to PAR, Having a Nose for News

Jan 10,12

Introductions, syllabus review, blogs, podcasts & expectations
Broadcast Journalism I, II review | EPortfolio reviews, PKG reviews
The Importance of the First Amendment to Broadcast Journalists
What is news? Why is it necessary? What is Public Affairs Reporting?
Inauguration Coverage
Quiz
In-class assignment
Homework: Text – (Tomkins) Ch. 1- Aim for the Heart
Homework: Blog #1: **Due Monday, Aug 16 10pm in Blackboard**

UNIVERSITY CLOSED -Martin Luther King, Jr.'s Birthday Observed

Week 2 Broadcast vs. Everything Else

Jan 17, 19

Quiz
Homework Review
Pyramid vs Hourglass
Having F.A.I.T.H. as media journalist
Writing /reporting for broadcast

Broadcast Terminology

In-Class Assignment

Homework: (Tompkins) Ch. 2- The Shape of the Story, and
Ch. 12 Working as a Backpack, VJ, and On-Man-Band Journalist

Homework: Audio Assignment (Groups) 5 minute podcast Due: Jan 30, 10pm in
blackboard/Soundcloud

Homework: Story Pitches for PKG #1 (audio). Three (3) pitches- At least 400 words each.
Pitches due Jan 23, 10pm. *Audio PKG Due Feb 6-* in blackboard and print for class

Friday, January 20 - Inauguration Day- University Closed

Week 3 Shoot! Everybody Has a Story to Tell

Jan 24, 26

Quiz

Homework review

Guest: TBA Covering County Governments

Homework: (Tompkins) Ch. 2- The Shape of the Story, and
Ch. 12 Working as a Backpack, VJ, and On-Man-Band Journalist

Week 4 Camera/Editing Workshops

Jan 31, Feb 2

Quiz

In Class Assignment: TBD

Homework: Reading: *The Power Producer* (handout/Blackboard)

Homework: Text: (Tomkins) Ch. 7: Why Pictures Are So Powerful;
Ch. 11. The Sound of the Story

Homework: multi-media assignment TBD
(Audio PKG due Feb 6)

Homework: Video PKG Pitches due. 3 pitches. 400 words each. Due in Blackboard, Mon
Feb 13, 10pm. Video PKG Due March 7, 10pm

Week 5 Anatomy of a News Story

Feb 7, 11

In-class exercise

Beats, Research, and Resources

Homework: Text: Ch. 4. Writing Inviting Leads | Ch. 5 Verbs and Adjectives

Homework: Group Assignment. Chapter 6: The Art of the Interview
(Class presentations- each group prepares 15-20 min presentation for next week)

Week 6 Art of the Interview; Standup Syndrome

Feb 14, 16

Quiz

Group assignment presentations: Chapter 6 (15-20 mins each)

PKG vs LIVE standups

Homework Blog: The Standup Syndrome (in Blackboard). Also, look up, upload 3 unique
reporter standups (CANNOT USE YouTube reporter reels; must be from actual

PKGS/Newscasts). Add to e-portfolio, explaining reason for selecting them. Due Feb 20
Blackboard
Homework: Assignment -ePortfolio updates due Jan 20, 10pm Blackboard

Monday, Feb 20 UNIVERSITY CLOSED -Presidents Day Observed

Week 7 **Importance of Standups**
Feb 21, 23 Quiz
Lecture- types of standups.. why they are important
Discussion of homework/review
Guest: TBD

Week 8 **MIDTERM EXAM**
Feb 28, 2 Review / Midterm

Social Media & Journalism
Examining how Snapchat, Vine, Periscope, FB and Twitter are used in Journalism
What is VR? How is it changing the Social landscape?
Homework Assignment: Ch. 13 Tell the Story Online
Homework: (Tomkins) Ch. 18. The Power of Enterprise Reporting
Homework: VR Assignment

Friday, March 3 Charter Day Convocation – Classes suspended 10am-1pm

Week 9 **Social Media & Journalism**
Mar 7,9 Examining how Snapchat, Vine, Periscope, FB and Twitter are used in Journalism
What is VR? How is it changing the Social landscape?
Homework Assignment: Ch. 13 Tell the Story Online
Homework: (Tomkins) Ch. 18. The Power of Enterprise Reporting
Homework: VR Assignment

Week 10

March 11-19 SPRING RECESS – UNIVERSITY CLOSED

Week 11 **Investigative & Beat Reporting | In the Community**
Mar 21, 23 Nuts & bolts of investigative reporting
In-class assignment/examples
Blog #3 –TBD due xx
News Quiz
ePortfolio updates due.
Homework: Ch. 19 Surviving and Thriving in Today’s TV Newsroom

Week 12 **Surviving in Today's Newsroom PT 2 & 3, 2, 1 – Live**

Mar 28, 30 Reporter LIVE SHOTS
PKG #2 review
Breaking News
Writing under deadline | practice
News Quiz

Friday April 7 – LAST DAY TO WITHDRAW FROM A COURSE – OR THE UNIVERSITY

Week 13 **Investigative & Beat Reporting | Media Ethics**

April 4, 6 News Quiz
Homework due xxx on Ch. 17: Let's Get Critical-TBD
Media Ethics History
Blog #4: Media Ethics due TBD
PKG #3 discussion

Week 14 **Breaking News | Surviving in Today's Newsroom**

April 11, 13 Final PKG#3 due TBD, 10pm
Pkgs reviewed
Final test review

Week 15 **Final Test | Final Presentation review**

April 18, 20 Final test, review for final presentations

April 25-27 FINAL EXAMINATIONS FOR SENIORS

Week 16 **FINAL CLASS PRESENTATIONS**

April 25,27 Our final week of class, presentations given.. if all goes as planned, there will not be classes during final examinations *per the instructor

May 3-9 FINAL EXAMS FOR THE UNIVERSITY

SATURDAY, MAY 13 COMMENCEMENT