



**Broadcast Journalism II | 12020 - JOUR 312 - 01**  
**Spring 2015**  
**Monday/Wednesday | 10:10am-11:30am**  
**Jennifer C. Thomas, Assistant Professor**

<b>Office Hours</b>	Mondays & Wednesdays: 2:30pm – 5:00pm Tuesdays: 10am – 1pm & by Appointment
<b>Class Location</b>	C.B. Powell Building SCRE
<b>Office Location</b>	C.B. Powell Building Room W5-233-0
<b>Office Telephone</b>	202- 806-4833
<b>Email</b>	Jennifer.thomas@howard.edu

Broadcast Journalism II brings together and builds upon the fundamental skills and principles learned in the prerequisite journalism courses for this class. While the emphasis is on reporting and writing for television news, students will also learn to shoot and edit packages. Through field and classroom assignments along with fieldwork, students will sharpen their research, reporting and interviewing skills, polish their writing and gain practical experience in digital newsgathering and editing.

**Prerequisites or Co-requisites:**

You must have completed all prerequisites for this class including—***Jour 311 with a grade of C or higher.*** Other prerequisites include:

JOUR 201	Writing for the Media	<ul style="list-style-type: none"> <li>▪ English 002 (Grade “C” or Better)</li> <li>▪ English 003 (Grade “C” or Better)</li> </ul>
JOUR 202	Reporting & Writing	<ul style="list-style-type: none"> <li>▪ JOUR 201 (Writing for the Media)</li> </ul>
JOUR 204	Intro to Broadcast News	<ul style="list-style-type: none"> <li>▪ JOUR 201 (Writing for the Media)</li> </ul>

RTVF 231	Introduction to Media Production	▪ Sophomore Standing RTVF/Jour 111
RTVF 322	Radio Production	▪ RTVF 231
JOUR 311	Broadcast Journalism I	▪ JOUR 202, JOUR 204, RTVF 322

**Course Goals and Objectives:**

This class will help students apply the elements of news that effectively inform audiences. 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. 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.
- Understand concepts and apply theories in the use of and presentations of images and information.
- Write clear, concise, accurate broadcast copy through practice and critical evaluation of your work.
- Refine the skills needed to research, report, package, and deliver television news and feature stories.
- Use digital recording devices to gather a variety of visual elements including interviews, and apply them to broadcast stories.

- Apply effective interviewing skills and techniques through field assignments requiring you to conduct interviews with digital recording devices.

### **Required Text:**

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

### **Additional Suggested Reading Materials:**

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, such as live /online versions of local and national television broadcasts such as CNN, MSNBC, FOX News, newspapers such as *The Washington Post*, *New York Times*, *Huff Post College*: <http://www.huffingtonpost.com/college>, *The Washington Afro American*, etc., radio broadcasts such as National Public Radio, and other news and information blogs.

***\*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 profession, but especially for journalists. Therefore, in this course I expect you to produce writing

that is not only thoughtful and accurate, but also organized, clear, and consistent with the rules of Standard English. 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 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 use proper grammar, spelling and punctuation according to AP Style. Mechanical errors will affect the student’s grade. Students may be 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.

### **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.

### **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.

**Ethics: Plagiarism and Other Forms of Academic Misconduct:**

Please keep in mind that the School of Communications maintains a **zero-tolerance policy** on plagiarism, cheating, fabrication (including fake sources and quotations), forgeries and duplication, which also includes submitting the same work to more than one class or media outlet without prior faculty approval. **All of your work must be original and created by you.** Joint projects must be pre-approved with clarity and documentation of the division of labor. Committing any of these infractions could result in:

- **A failing grade for an assignment or the course**
- **Suspension for a semester or more**
- **Delayed graduation**
- **Expulsion from the university and/or**
- **Revocation of your degree — even if the infraction is discovered years after you graduate.**

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).”

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

Students in the Department of Media, Journalism and Film are expected to do original analysis, reporting, writing, editing, filming or capturing of audio. This includes social media and other forms of communications. Students are expected to explicitly cite the sources of any information that is not derived from their own independent work.

Here are a few don’ts:

- Don't use excessive citations from a single source, which can result in a copyright infringement. Put in the work to make the story your own.
- Don't include excessively long quotations without attribution. That's plagiarism.
- Don't use images or audio without permission.
- Don't assume that information widely available to the public on the Internet or through other means is fair game. This includes many instances of "common knowledge." For example, if you're thinking, "Everyone knows that." Ask yourself, "How do they know?" Go to the source of the information, and cite the source.

**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. If you don't know, ask. In addition, please review the plagiarism information under Library System at [www.howard.edu](http://www.howard.edu).**

All instances of plagiarism or other forms of academic misconduct are documented in the student's academic record, filed in the dean's office and require a meeting with the instructor and the chair and/or assistant chair of the Department of Media, Journalism and Film at minimum. The department will seek the immediate suspension of any student whose academic record includes previous punishment for plagiarism or similar misconduct.

## **ACADEMIC CODE OF STUDENT CONDUCT**

*(Revised 2010)*

*Approved by the Board of Trustees, June 29, 2010*

Retrieved on November 19, 2013 from:

<http://www.howard.edu/policy/academic/student-conduct.htm>

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**—to take and pass off intentionally as one’s owns the ideas, writings, etc. of another without attribution (without acknowledging the author).

*Note: Also, included 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 without citing the source of the original content. Therefore, students are discouraged from submitting the same paper to more than one course.*

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 and Penalties.....** For details regarding the policy, refer to Howard University Student Academic Code of Conduct URL:

<http://www.howard.edu/policy/academic/student-conduct.htm>

Two copies of all relevant paperwork related to any infraction of these policies shall be kept in the SOC: one by the chair of the student’s department and the other in the Dean’s office.

### **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>

### **The HU Statement on ADA Procedures:**

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 Special Student Services for verification and determination of reasonable accommodations as soon as possible after admission to the University or the beginning of each semester. The dean of the Office of Special Student Services, Dr. Elaine Heath, can be reached at (202) 238-2420.

### **Course Requirements:**

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

1. Attendance, Class Participation = 10%
2. Scripts, blogs = 15%
3. Quizzes, assignments = 20%
4. Exams (Mid-Term & Final project)= 25%
5. Packages = 30%

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. 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.

### **3. 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.

### **4. Exams**

There will be a mid-term exam and a final project. The final project will likely be the final portfolio presentation highlighting accumulated assignments and packages for the course. Therefore, students will maintain portfolio (websites) highlighting their writings and work.

### **5. 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.

### **Final grades are based on the following performance standards:**

- A**      Excellent Work: 90% - 100%  
Student attends all classes, participates, and completes all work on time.  
Quality is excellent. Work and effort are excellent without error.
  
- B**      Above-Average: 80% - 89%

Student attends all classes, participates, and completes all work on time. Quality is above assignment expectations. Work and effort are very good and above average with minimal error.

**C** Average: 70% - 79%

Student attends most classes, participates, and completes most work on time. Quality is mostly consistent with assignment expectations. Work and effort are average with minimal error.

**D** Below-Average: 60% - 69%

Student attends some classes, participates, and completes some work on time. Quality is not consistent with assignment expectations. Work and effort are below average with error.

**F** Unacceptable: Below 60%

\*\*\*

***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. The instructor will advise of any significant changes.

#### **Week 1**

#### **Welcome to BJ II!**

Jan 12, 14      Introductions, review syllabus, manuscript format, grading criteria  
Review prerequisites  
The First Amendment  
In-Class Assessment  
Homework Assignment:  
Dissect a network/local Newscast – 30 mins  
Quiz  
What is news? Why is it necessary?  
EPortfolio reviews, PKG reviews

Homework: Text – (Tomkins) Ch. 1- Aim for the Heart  
Homework: Blog #1 (with smart phone SOTS): Selma & the First Amendment

**Week 2**

Jan 19

Jan 21

**The Makings of a Good News Story**

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

Homework Due

Having F.A.I.T.H. as media journalist

The Inverted Pyramid

Roles in a Newsroom

Quiz

Guest: E-Portfolio – Prof. Reginald Miles

Homework: (Tompkins) Ch. 2- The Shape of the Story

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

Homework: One page research on a broadcast journalist (to be uploaded to e-portfolio) Due Jan 27 via Blackboard

**Week 3**

Jan 26, 28

**Workshops | Finding the Story**

Quiz

Handout: *The Power Producer* - discussion

In class assignment: Identifying a news story – Ch. 2 discussion

Script Terminology | structure

Homework Assignment: Story Pitches for PKG #1 (HU community).

Three (3) pitches- Three (3) paragraphs each. Typed. **Due in class Feb 2 |**

**PKG #1 due Feb 24<sup>th</sup>, 5pm**

Camera workshop; editing workshop

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

**Week 4**

Feb 2, 4

**Anatomy of a News Story**

Quiz

In-Class assignment: Leads & Tags – [Finding the story- Ch. 4. Writing

Inviting Leads | Ch. 5 Verbs and Adjectives]

**PKG #1 Assigned | Due Oct 7,5pm**

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

Homework: Shoot, edit NATSOT PKG. Due (link uploaded) Feb 8, 5pm

Guest: TBD

- Week 5**  
Feb 9, 11
- Art of the Interview**  
Quiz  
Group assignment presentations: Chapter 6 (15-20 mins each)  
Video Journalism: Shooting the story  
Homework: PKG research/script due Feb 15 via Blackboard  
Homework: 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 15  
ePortfolio updates due  
Blog #2: Relevancy of Reporter Standups Due Feb 17, 5pm
- Week 6**  
Feb 16, 18
- Production Development**  
**UNIVERSITY CLOSED – PRESIDENT’S DAY OBSERVANCE**  
Reporter standups: Live vs PKG standups  
Planning the interview  
Writing intriguing scripts  
In class assignment: scriptwriting  
Homework: edit package pending script approval  
Homework Assignment: Ch. 13 Tell the Story Online
- Week 7**  
Feb 23, 25
- The Standup | Online Reporting**  
What makes a good reporter standup?  
In class assignment: Standup practice  
**PKG #1 due Feb 24<sup>th</sup>, 5pm**  
Homework: **PKG #2-pitches (Topic TBD). Due via Blackboard March 1, 5pm**  
**PKG #2 due March 27, 10pm**  
Homework: (Tomkins) Ch. 18. The Power of Enterprise Reporting
- Week 8**  
March 2, 4
- The Story Behind the Story | MIDTERM**  
How to Generate Enterprise Stories  
Finding your Voice & writing style  
PKG #2 Topics discussed.  
Guest: TBD  
MIDTERM  
**CONVOCATION- FRIDAY, MARCH 6**
- Week 9**  
March 9, 11
- Investigative & Beat Reporting**  
Nuts & bolts of investigative reporting  
In-class assignment/examples  
Blog #3 –TBD due March 22, 5pm  
News Quiz  
ePortfolio updates due.

Homework: Ch. 19 Surviving and Thriving in Today's TV Newsroom

**Week 10**      **UNIVERSITY CLOSED – SPRING RECESS**

March 16, 18

**Week 11**      **Surviving in Today's Newsroom**

March 23, 25

Quiz

Ch. 7, Interview Prep | Ch. 8, Conducting Interviews

Examples reviewed

News Quiz

Guest: TBD

Homework: TBD

**PKG #2 due March 27, 10pm**

Homework: **Final PKG #3 pitch due March 29, 5pm: Topic TBD**

**PKG #2 due April 17, 10pm: Topic TBD**

**Week 12**      **3, 2, 1 – Live**

March 30

Reporter live shots

April 1

PKG #2 review

Breaking News

Writing under deadline | practice

News Quiz

**Friday, April 3 – LAST DAY TO WITHDRAW FROM COURSE**

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

April 6, 8

News Quiz

Homework due April 13 on Ch. 17: Let's Get Critical-TBD

Media Ethics History

Blog #4: Media Ethics due TBD

PKG #3 discussion

**Week 14**      **Media Ethics – Cont.**

April 13, 15

Final Test

Final PKG#3 due April 17, 10pm

**Week 15**      **Final ePortfolio Presentations - SENIOR FINALS WEEK**

April 20, 22

Interview/Resume tips

Grading Rubric Discussed

Full attendance required

**Thursday, April 23 FORMAL CLASSES END**

**Friday, April 24 READING PERIOD BEGINS**

**Week 16**

April 27 Wk. TBD \*class *may* meet to present final podcasts, per the discretion of the prof.