**JOURNALISM 311: REPORTING AND INFORMATION GATHERING**

**Fall 2015**

**SPA Room 207**

**10-11:50 pm Mon/Wed**

Instructor: Christopher Knap

Email: Chris.Knap@csulb.edu

Office Hours: Mon/Wed 12 to 1 pm.

Office Location: LA-4 Room 206F

Phone: 562-985-5361

“Journalism’s first obligation is to the truth.”

 —Bill Kovach and Tom Rosensteil, The Elements of Journalism

**COURSE OVERVIEW**

This second skills course in the CSULB journalism program will give you the opportunity to learn:

* How to gather information for news stories in print and multimedia formats
* How to conduct interviews
* How to write clearly and concisely
* How to manage and cover a beat
* How to analyze news reports for quality and fairness

**GOALS**

By the end of the semester, you should be able to find appropriate and credible sources and use them to report and write accurate, clear, newsworthy stories. To reach these goals you will:

* Conduct background research, identify sources and locate public documents.
* Identify the most newsworthy and/or interesting trends and facts
* Prepare for and conduct Interviews.
* Craft clear, compelling, and accurate news reports.
* Meet news deadlines with publication-ready copy

**CLASS PARTICIPATION**

Class participation is mandatory in this class. It is a major component of your final grade, but more than that it is crucial to your learning experience. Our classroom will be more like a seminar than a lecture—the background, experience and insight each of you bring will be integral to the success of this class. In addition to learning to report and write stories, this class will teach you how to analyze the quality of journalism you encounter every day. I will expect you to read the news every day; to identify both excellent and shoddy reporting, and to participate in lively class discussions. Students who do these things will do well in this class. Students who expect to silently sit and scribble notes won’t like this class, or journalism, for that matter. Good journalists are inquisitive, aggressive and outgoing.

**ACCURACY, INTEGRITY AND FAIRNESS**

As in any journalism course or real-world story assignment, you are expected to demonstrate the highest standards of accuracy, integrity and fairness in your news gathering and writing. Sources are to be attributed. Any student found guilty of plagiarism, fabrication, cheating on examinations or purchasing papers or other assignments will immediately receive a failing grade in the course. There are no exceptions to this policy.

This includes the fabrication or falsification of data, or co-opting work produced

by someone else. If you are caught engaging in any form of academic misconduct, you will receive an “F” for the course, and you may find yourself in an academic misconduct grievance procedure. Plagiarism accusations can ruin careers. If you have any questions about citing sources or how to use references, please ask me.

The attached CSULB plagiarism policy lays out the basics:

***CSULB Cheating/Plagiarism/Fabrication Policy:*** *CSULB takes issues of academic dishonesty very seriously. If you use any deceptive or dishonest method to complete an assignment, take an exam, or gain credit in a course in any other way, or if you help someone else to do so, you are guilty of cheating. If you use someone else’s ideas or work and represent it as your own without giving credit to the source, you are guilty of plagiarism. This does not apply if the ideas are recognized as common knowledge, or if you can show that you honestly developed the ideas through your own work.*

**Sourcing:** Good journalistic practice requires that, to the extent possible, our stories include the point of view of all communities interested in the issue. That includes people who are often overlooked or disenfranchised, including ethnic, racial and religious minorities, the elderly, disabled and poor; gay, lesbian, bisexual and transgender people; and other similar groups.

Journalistic rigor demands that we find outside sources; that means no “interviewing” family members, roommates, classmates, romantic partners, etc. I will expect you to identify the sources for each major assignment, including an email address or phone number in case follow-up is needed. (Examples: Lt. Stan Simpson, shift commander, Long Beach Police Department, ssimpson@lbpd.com; Joe Duran, Long Beach resident, 711 15th Street, 562-678-2345). You should expect me to check back with some of your sources!

**REQUIRED TEXTBOOKS AND READINGS**

* Inside Reporting by Tim Harrower, Third Edition, 2013, McGraw Hill. This is a modern, readable textbook written in a magazine style. Mandatory reading!
* AP Stylebook (The 2015 version is preferred; you can buy an online subscription but the paperback stylebook is only $13 on Amazon.)
* Current news examples (will be posted on Beachboard by your instructor).
* In addition you will be expected to read at least two news sources every day and be aware of the most prominent national and local stories. One of your daily reads must be a top ten national news organization; The Los Angeles Times is strongly suggested although the New York Times is also excellent. The second can be a smaller and more local paper: The Long Beach Press Telegram or The Orange County Register are two good examples. All of these papers can be read online.

**ASSIGNMENTS/EXAMS/QUIZZES**

There will be a number of in-class writing exercises, especially in the first few weeks, that will be part of your class participation grade. Each student will sign up for and lead at least one daily news briefing exploring the best/worst news stories of that day. There may be opportunities for students to do several of these, which will boost your class participation grade.

There will be four news stories assigned during the semester. In addition, there will be a major final project incorporating all of the skills you have gained in the class. This major project will be in lieu of the final exam.

1. Meeting/speech/press conference story. Deadline: Wednesday Sept. 16. Length: @ 800 words

Attend a meeting or speech and write a news story about it. This can be on or off campus...a Zoning Board hearing, a lecture by a renowned climatologist, a political rally, a school board

meeting. You will need to speak to participants and audience members and get opposing points of view. Reporting outside the event itself may be required. You must interview a minimum of three sources for this story.

2. Straight news story: Deadline: Wednesday Oct. 14. Length: @ 700+ words

Write a hard news story with quotes from at least three sources. Pay special attention to your lead—which can be summary, anecdotal or descriptive—and nut graph. Be sure to immediately alert readers to the focus of your story. How you organize the body is up to you, but remember the common structures we’ve learned about, such as inverted pyramid, hourglass and feaure lead. You must interview a minimum of three sources for this article.

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3. Profile story. Deadline: Monday Nov. 09. Length: @ 900 words

Take readers to a unique place or introduce them to a special person by writing a lengthy human- interest story. A strong profile depends on your powers of observation, as well as your ability

to ask questions that lead to anecdotes and revealing answers. If you look closely enough, a remarkable story lurks behind even the seemingly mundane. This is your chance to showcase literary writing and descriptive details that might be cut from a breaking news story. You must interview a minimum of four sources for this article.

4. Trend or issue story. Deadline: Monday Nov. 30 Length: @ 1,100 words

Report on a trend, identify a social or economic phenomenon, or explore a controversial issue. Interview sources who explain what is happening, why, and the impact on real people. Find some of those people and use color, anecdotes and quotes to bring the issue to light. If you report on a conflict or controversy, you must identify the origin of the disagreement, and use visual language to present multiple sides of the issue. Be sure to highlight the “universal” aspect of the trend or conflict (you may explore it in one city or neighborhood but the best stories show how the impact is broader than this one place. This story will require substantive reporting. You must interview a minimum of five sources for this article.

FINAL PROJECT: Deadline: Finals week Dec. 14. 1,200 to 1,500 words. Each student will identify a major story that they will report out during the semester as their final project. These will be enterprise stories similar to a Sunday Column One story in the LA Times, a Middle Column story in the Wall Street Journal, or a Sunday feature or investigation in any major paper.

In addition to these major assignments there will be a mid-term exam to test your knowledge of the course material, including AP style. There will also be several pop quizzes on material found in the books, in lectures, and in the news stories spotlighted and assigned by your instructor.

Use Microsoft Word for all assignments. Double-space your copy. Write a headline and ADD YOUR BYLINE. Put your name, date and story slug and story word count in the top left-hand corner of the first page and your name and slug on subsequent pages. End your stories with -30-.

Add a source list on the final page identifying the sources used, both human and non-human. (Examples: Lt. Stan Simpson, shift commander, Long Beach Police Department, ssimpson@lbpd.com; Joe Duran, Long Beach resident, 711 15th Street, 562-678-2345; Planning Memo by Long Beach Harbor Commissioner John Doe, 08/10/15)

You will need hi-speed Internet and access to a printer for your assignments. If you do not have these at home, please plan accordingly to make sure you have enough time to print your assignments before they are due.

**ATTENDANCE and CLASS ETIQUETTE**

You will be expected to come to class on time, to turn your cellphone off, and to refrain from sending e-mails or text messages during class time. If I see you texting or Face-booking during class time I will take your device and turn it off. (No I won’t keep it…this is not high school). These activities are disrespectful to your instructor and to other students who are here to learn. Be present in class, physically and mentally!

If you miss classes (other than an excused absence) it will affect your grade. In class assignments, quizzes and the daily news analysis constitute a large part of your grade. If you will be forced to miss a class due to a death in the family or an illness pls. email me before class. An unexcused absence is one in which the student simply doesn't show up for class and hasn't contacted the instructor in advance.

On the second day of class please choose the seat you prefer. I will pass around a seating chart on that day. On subsequent days please sit in the same seat. This will help me and other students in the class to learn your name.

**GRADING**

Assignments will be graded on accuracy, clarity, organization, fairness/balance, completeness/omissions, AP style, grammar, punctuation, spelling and the ability to meet deadlines. Any factual error in a story merits at least a letter downgrade. Serious errors on critical facts will knock you down two grades. Multiple errors, and you will quickly be in F territory.

Similarly, late papers merit a downgrade of one letter per day. A paper is late when it is turned in more than 10 minutes after the start of class. All assignments must be turned in on paper unless otherwise noted.

GRADING GUIDELINES:

An A paper is one that is clear, complete and ready to be published. Very minor copyedits are typical as very few of us are perfect, but the story is a “good read.”

A B paper might lack a clarifying fact, need one more source, or need some passages redrafted for clarity. But it should be easily fixable within a few minutes.

A C paper has some problems: Weak sourcing and/or writing and perhaps some sloppy attribution or style errors. Still fixable.

A D paper has serious problems and can’t be published without substantial rework. It might be incoherent, lack adequate sourcing or contain errors that would force a correction. You are going to miss deadline if you file this kind of copy!

An F paper is a disaster with major errors of fact, weak or inaccurate sourcing, and poor writing. A reporter who files this kind of work will likely have his story spiked or reassigned to someone else; his or her job is at risk!

Don’t despair though: On the four major stories you will write for this class you will be allowed to rewrite and revise any paper with a grade of C or below. The revision is due one week after you received the original grade. Please include a copy of the original/graded story with the rewrite. The grade on the rewrite will be averaged in with the original grade. Stories may be rewritten only once. To receive a higher grade on a rewrite, you must do more than correct style errors. You can submit outlines and first drafts on your major project early to get initial guidance, just as you can in a newsroom.

Please remember that grades are not an end in and of themselves. They are the best means instructors can come up with to help you learn. Comments from me and comments from your classmates are a reflection of your work, not you. Now would be a good time to get used to “feedback.” Editors dissect reporters’ stories in meetings. Reporters must listen to readers scream at them on the phone when they don’t like a story. Sometimes they see alternative papers make fun of them in print. No one will be allowed to be rude to others in this class. But polite questioning of ***every*** story discussed in this class is welcomed. Develop a thick skin now and it will serve you well later in your professional life. These questions are always appropriate, both in journalism and in this classroom: How do you know that? What evidence do you have to support that?

Don’t be discouraged by poor grades in the beginning. Remember that improvement matters a lot. Learning to be a great writer and reporter is hard work. Those who stick with it will see the best grades and the most success on the job.

**EXTRA CREDIT**

Students may earn extra credit by having news or feature stories published in the Daily 49er, Dig Magazine, Long Beach Post or other legitimate news publication. Extra credit earned will typically be 25 points, although a complex project may earn more. This credit can boost your grade no more than 100 points, or one level. Individual extra credit will also be available, as announced.

I want you to consider me your mentor. Yes, I have to give you a grade at the end. But I will help you if I see you struggling, or, if you cover it up well, when you ask for help. Don’t be afraid to ask. That’s why I am here!

##  Your instructor

 Chris Knap is an investigative reporter, feature writer and editor with 30 years of experience covering public and consumer affairs, business, legal issues, government and health. His byline has been published in more than a dozen newspapers and magazines, including The Orange County Register, The San Francisco Chronicle, and The Washington Post. At the Register, he was a part of health-reporting team that was a finalist for a Pulitzer Prize in Explanatory Reporting in 2004.

 From 2006 to 2014 Knap was the Investigations Editor at the Orange County Register, where he ran a team of investigative reporters who won awards and accolades from IRE, CNPA, APNEC and SABEW.

 From 2014 to spring of 2015 Knap worked as a regional editor at Southern California Public Radio, where he edited radio and web stories on public affairs. You can read more about him on the Department of Journalism’s faculty profile page at

http://www.cla.csulb.edu/departments/journalism/people/faculty/

**GRADING STRUCTURE**

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| --- | --- | --- |
| Assignments (1-4) |  100 points each | Total: 400 points |
| Class quizzes (5) |  20 points each | Total: 100 points |
| Midterm |  100 points | Total: 100 points |
| Class Participation (including Daily News Analysis and in-class exercises) |  200 points | Total: 200 points |
| Final Project |  200 points | Total: 200 points |
| **TOTAL** |  | **1,000 POINTS** |

**CLASS SCHEDULE**

**Week 1:** **Aug. 24 and 26**

 Introductions, course overview and review of syllabus and semester assignments.

 NEWSWRITING BOOT CAMP – Wk. 1

 Lecture topics: Tips for good writing. Leads and the inverted paragraph. Proper use of quotes.

 **In class assignment :**  Basic news story: The problem with crabs

 ***Reading for this week*:** Harrower, pp 36-64. Newswriting basics, ledes that succeed, 66 Newswriting Tips

**Week 2: Aug. 31 and Sept. 02**

Daily News Analysis basics. (see sign-up sheet)

NEWSWRITING BOOT CAMP CONT. – Wk 2

Lecture topics: Focusing in: Headlines, leads and nut grafs. How clips assist the reporting process. Best news sources: How do we find the most credible sources? Real world review: Three recent stories from local media.

**In class assignment 2:** Analytical news story

 ***Reading for this week:***

 Harrower: Story of Journalism, 6-16;

 Reporting Basics, 68-85: Interviewing, quotes and attributions

**Week 3:** **NO CLASS SEPT.07; campus closed for Labor Day**

 **Wed. Sept. 09**

 Student-led Daily News Analysis begins

 NEWSWRITING BOOT CAMP; Wk. 3

 Lecture topics: Public documents, government sources and regulatory agencies. US Census data.

 How to make a meeting interesting.

Discussion of story subjects for Assignments One and Two; final project.

 ***Reading for this week:***

 Harrower, pp 94-114; Covering the News: Crime, courts, speeches and meetings.

 LB Press Telegram 08/09/15: “Outages test the utility of LB grid”

**Week 4:** **Sept. 14 and 16**

 Daily News Analysis

 NEWSWRITING BOOT CAMP; Wk 4

 Lecture Topics:

 Features and feature leads on news stories.

 How to use nutgrafs in features.

 Column One and the Daily Read. Tips for feature writing

 ***Reading for this week:***

 Harrower: pp 116-138; Beyond Breaking News

 LA Times/Mozingo: “No room at the inn for innocence”

 LA Times/Fleming: “Car Week’s auction figure.”

 **Meeting story due at start of class Sept 21!**

**Week 5: Sept. 21 and 23**

 **Meeting story due at start of class Sept 21!**

 Daily News Analysis

 Researching your story.

 Lecture topics: First places to go for information; Checking Credibility

 Effective use of online resources: Google, Lexis/Nexis and ProQuest

 The Reporter’s Desktop .(http://www.reporter.org/desktop/)

 Blogging: News or opinion? On California, OC Watchdog, and XXXXXX

 Class room exercise: Grass roots ban

 ***Reading for this Week:***

 Harrower pp, 158-180; Digital Journalism

**Week 6:** **Sept. 28 and 30**

 Daily News Analysis

 RESEARCH Wk. 2

 Lecture Topics: Using government sites to find information. Public

 documents and government sources. Also agendas, minutes,

 legislative information, regulatory agencies, voting sites, SEC, FCC

 Public agency visit.

 **Assignment 2**: Covering a news story (due Oct. 14)

 *Reading for this Week:*

**Week 7:** **Oct. 05 and 07**

 RESEARCH Wk. 3

 Daily News Analysis

 Public documents and government sources II:

 Budgets, statistics & math for reporters.

 Review for Midterm Oct. 12

 Sign up for midterm conferences.

 **MIDTERM: Oct. 12**

  ***Reading for this week:***

Harrower pp 86, 87; Math for journalists

**Week 8:** **Oct. 12 and 14**

 Midterm Oct. 12 (no news analysis today)

 **INTERVIEWING: Wk. 1**

 Midterm conferences Oct. 19: (no class)

 Daily News Analysis:

 Lecture Topics: Human Sources & Advanced Interviewing Skills:

Combatting shyness, reluctant sources, and hostile public.

 John Sawatsky’s Seven Deadly Sins

***Reading for this week:***

 Best Newspaper Writing:

 Richard Ben Cramer; Shiva for a Child;

 William E. Blundell; The Life of a Cowboy.

**Week 9: Oct. 19 and 21**

 October 19: Mid-term conferences; no class meeting

 (you should already have signed up by now!)

 Oct. 21

 **INTERVIEWING: Wk. 2**

Daily News Analysis

Discussion of profile assignment (due Nov. 09)

 **In-class Interview**

 ***Reading for this week:***

Harrower pp 112-134; Beyond Breaking News

**Week 10:** **Oct. 26 and 28**

 INTERVIEWING: Wk. 3

 Daily News Analysis

 Lecture topics: Interviewing II: The Difficult Interview

 Individual discussion:

 Final Project and Story Conference Schedule

 ***Reading for this Week*:**

 ASNE pp 290-301;

 The process of reporting and the language of journalism.

**Week 11**: **Nov. 2 and 4**

INTERVIEWING: Wk. 4

 Daily News Analysis

 Lecture topics: Deconstructing press releases; decoding

 PR spin; what to do when a key source’s spin is false.

 In class exercise: Straightening the Spin

 Profile stories due Nov. 09!

 Class discussion: Accelerating final projects

***Reading for this Week*:**

Harrower: pp 194-204: Public Relations and PR strategies

**Week 12: Nov. 09**

Profile stories due Nov. 09!

 **No class November 11: Campus closed for Veteran’s Day**

 COVERING A BEAT: Wk. 1

 Daily News Analysis

 Lecture Topics: Getting started on a beat: Introducing yourself;

 Finding and cultivating sources; the difficult job of balance.

 Five tips for achieving balance.

 ***Reading for this Week:***

 Harrower, pp 90-110; Covering a beat.

 **Week 13:** **Nov. 16 and 18**

 COVERING A BEAT: Wk. 2

 Daily News Analysis

 Lecture Topic: Reporting on local communities; source diversity.

 **Assignment Four (trend or issue story) due Nov. 30!**

 **Discussion:** Outlines, interview appointment

 and deadlines for final project.

 ***Reading for this Week:***

Harrower pp 88,89: Diversity in news coverage

**Week 14: Thanksgiving Break**

 **No class Nov. 23 or Nov. 25**

**Week 15: Nov. 30 and 02**

 **Assignment Four (trend or issue story) due Nov. 30!**

Daily News Analysis

 COVERING A BEAT: Wk. 3

Lecture topics:Reporting Problems:Errors, lawsuits, and corrections.

 Class exercise: Print it or pull it?

 Discussion of final projects; sign up for story conferences

 ***Reading for this week:***

 The Smoking Gun: Big Phat Liar

**Week 16:** **Dec. 07 and 09 (Last week of classes)**

 **Daily News Analysis**

 **Final project story conferences (you should be signed up already)**

**Week 17:** **Final project due in class Dec. 14!**

 **Final classroom quiz for extra credit**

**Dec. 22: Last day of Fall Semester!**

*Addendum 1 to Course Syllabus:*

**Department of Journalism Policies on Grading, Conduct of Classes, Drops, Absences and Cheating**

Grading: The grading policies and practices in this class are explained elsewhere in the syllabus. It is the student’s responsibility to read them and to seek clarification if necessary. The student should be fully aware of what is required for success in the course, such as group participation, writing, speaking, completing assigned.

Seat in Class: An enrolled student may lose his/her seat in class if he/she misses the first class meeting without notifying the instructor. At the instructor’s discretion, a student who attends the first class but not subsequent classes may also be dropped from the course.

Withdrawal from Class: Students may withdraw from a class from the third to the 12th week for “serious and compelling reasons.” Normally these are defined as anything of importance that is beyond the control of the student. This includes, but is not necessarily limited to, death or serious illness in a student’s immediate family or a documented change in a student’s work schedule. Poor performance, tardiness and unexcused absences are not considered serious or compelling reasons beyond the student’s control for purposes of withdrawing.

Absences from Class: Grades in a course may be adversely affected by absences, and students should seek clarification from the instructor regarding the course absence policy. Make-ups usually are granted in strict accordance with CSULB policy, which defines excused absences as (1) illness or injury to the student; (2) death, injury or serious illness of an immediate family member or the like; (3) religious reasons; (4) jury duty or government obligation; (5) CSULB-sanctioned or approved activities [2002-03 Catalog, p.75]. *These and any other requests for an excused absence must be documented*.

CSULB Cheating/Plagiarism/Fabrication Policy: CSULB takes issues of academic dishonesty very seriously. If you use any deceptive or dishonest method to complete an assignment, take an exam, or gain credit in a course in any other way, or if you help someone else to do so, you are guilty of cheating. Making something up constitutes fabrication. If you use someone else’s ideas or work and represent it as your own without giving credit to the source, you are guilty of plagiarism. This does not apply if the ideas are recognized as common knowledge, or if you can show that you honestly developed the ideas through your own work.

Any instructor can show you the correct ways of citing your sources, and you should use quotation marks, footnotes or endnotes and bibliographic references to give credit to your sources according to the format recommended by your instructor. The Department of Journalism has a zero-tolerance policy in these areas, and any instance of academic dishonesty -- cheating, plagiarism and/or fabrication -- may result in your failing of the assignment, immediate removal from class with a failing grade, removal from the College of Liberal Arts, expulsion from the university and/or other sanctions as the instructor deems appropriate.

Responses, Penalties and Student Rights: Students should consult the appropriate sections of the Catalog for examples of cheating, fabrication and plagiarism, and instructor and/or CSULB response options in such circumstances. The Catalog also outlines student rights.

Additional Student Learning Assessment

The national accrediting agency for journalism education has established a requirement that all accredited journalism schools assess student mastery of 11 core values and competencies that any graduate of a journalism and mass communication program should possess. According to the Accrediting Council on Education in Journalism and Mass Communication, all graduates, irrespective of their particular specialization, should be able to:

1) Understand and apply First Amendment principles and the law appropriate to professional practice.

2) Demonstrate an understanding of the history and role of professionals and institutions in shaping communications.

3) Demonstrate an understanding of the diversity of groups in a global society in relationship to communications. 4) Understand concepts and apply theories in the use and presentation of images and information.

* 5)  Work ethically in pursuit of truth, accuracy, fairness and diversity.
* 6)  Think critically, creatively and independently.
* 7)  Conduct research and evaluate information by methods appropriate to the communications professionals in which they work.
* 8) Write correctly and clearly in forms and styles appropriate for the communications professions, audiences and purposes they serve.
* 9) Critically evaluate their own work and that of others for accuracy and fairness, clarity, appropriate style and grammatical correctness.
* 10) Apply basic numerical and statistical concepts.
* 11) Apply tools and technologies appropriate for the communications professions in which they work.

Accommodation of students with disabilities in journalism courses Students with disabilities who need assistant or accommodation to participate in or benefit from university programs, services, and/or activities should inform the instructor and then contact Disabled Student Services. Students needing support services or accommodations should contact the instructor of the course within the first week of class. In addition, students should establish their eligibility for assistance by contacting the Disabled Student Services Office (Brotman Hall 270) at 562-985-5401.

Students are to provide to the instructor verification of their disability from Disabled Student Services. Typical accommodations available from Disabled Student Services, working with the journalism instructor, includes extended time for tests, test proctoring, private test rooms, note taking, Braille transcriptions, and referral for tutoring.

If the service offered is insufficient or inadequate, the student should confer with the instructor and the director of Disabled Student Services. If these efforts are unsuccessful, students have the option of directing their concerns to the Office of Equity and Diversity (University Student Union 301) at 562-985-8256. Responsibility for oversight and implementation of the Americans with Disabilities Act and the Rehabilitation Act has been delegated to the campus director for disability support and accommodation.

*Addendum 2 to Course Syllabus:*

***About CSULB’s Department of Journalism and Mass Communication***

**Advising**: If you are a journalism major or minor, the department recommends that you see one of our advisers at least once a year. We have two experienced advisers – Professor Jennifer Fleming (Jennifer.Fleming@csulb.edu) and Professor Danny Paskin (Danny.Paskin@csulb.edu) – to assist you with your course selection, answer questions about requirements, help you stay focused on your chosen path to graduation, and offer other relevant advice. Their information and advising hours are posted around the department and available in the department office (LA4-106).

**Internships**: The department recommends that you pursue internships, service-learning experiences, and extra-curricular activities to enhance your career preparedness and marketability when you graduate. Employers will expect to see examples of your work; they prefer applicants with experience. Therefore, you will find all internships and job opportunities that come to the department posted on the department’s BeachBoard site. A binder with hard copies of all internships is also kept in the department office for your review. In addition, internship postings are available online through the CSULB Career Development Center. Students pursuing opportunities through our BeachBoard or CDC sites should be aware that the department and CDC do not screen these opportunities for JOUR 498 credit. If you are seeking JOUR 498 credit, you must attend one of the mandatory orientations conducted the semester prior to your enrollment in JOUR 498. Students enrolled in a section of JOUR 498 will also receive advance notice of the orientations from their instructor.

**Student Media**: The department is home to the *Daily 49er* and *Dig Magazine* and closely tied to *KBeach Radio* and *College Beat TV*. Getting involved in student media will help you hone your skills and give you real-life experiences. Stop by the *Daily 49er* and *Dig Magazine* offices in LA4-201 and talk to the staff. Introduce yourself to the faculty advisers – Professor Barbara Kingsley-Wilson (*Daily 49er*, Barbara.Kingsley-Wilson@csulb.edu), Professor Gary Metzker (*Daily 49er* and *Dig Magazine*, Gary.Metzker@csulb.edu), and Professor John Shrader (*KBeach Radio* and *College Beat TV*, John.Shrader@csulb.edu) – who can answer any questions you may have.

**Bateman Case Study Competition**: Consider joining the *Bateman Case Study Competition Team*. The *Bateman Competition* (http://prssa.prsa.org/scholarships\_competitions/bateman/) is a prestigious inter-collegiate contest, often called the Super Bowl of collegiate public relations competitions. It is one of the most intense and rewarding experiences for our students. Participants on the *Bateman Team* receive JOUR 485 credit. See Professor Joni Ramirez (Joni.Ramirez@csulb.edu), our *Bateman* coach, for more information.

**Student Organizations**: The department is home to three active student organizations – the *National Association of Hispanic Journalists*, *Public Relations Student Society of America*, and *Society of Professional Journalists*. Each group has its own leaders and sponsors a variety of activities, including esteemed professionals as guest speakers. These three groups also work closely with the department to co-sponsor special events, such as Journalism and Public Relations Day. Get involved and have a blast with your classmates! Contact the respective faculty advisers for more information: Professor Danny Paskin (Danny.Paskin@csulb.edu) for **NAHJ**, Professor Holly Ferris (Holly@Ferriscomm.com) for **PRSSA**, and Professor Chris Karadjov (Chris.Karadjov@csulb.edu) for **SPJ**.

**Social Media**: Be sure to get connected to the department’s Facebook page (https://www.facebook.com/CSULBJournalism) and website (http://www.cla.csulb.edu/departments/journalism/) for photos and information about department happenings.

**Office Hours**: Each faculty member holds office hours to help you perform well in your classes, answer any of your questions, and offer advice. Take advantage of office hours and get to know your faculty.

**Accreditation**: The Department of Journalism and Mass Communication at California State University, Long Beach is accredited by the *Accrediting Council on Education in Journalism and Mass Communications* (ACEJMC, https://www2.ku.edu/~acejmc/). Accreditation by ACEJMC is an assurance of quality in professional education in journalism and mass communication. Students in an accredited program can expect to find a challenging curriculum, good facilities, and a competent faculty.

 ACEJMC lists 12 **professional values and competencies** that must be part of the education of all journalism, public relations, and mass communication students. Each one of your required courses in the journalism major addresses at least one of the 12 professional competencies. Therefore, graduates who majored in journalism and public relations should be able to do the following:

* understand and apply the principles and laws of freedom of speech and press in the United States, as well as receive instruction in and understand the range of systems of freedom of expression around the world, including the right to dissent, to monitor and criticize power, and to assemble and petition for redress of grievances;
* demonstrate an understanding of the history and role of professionals and institutions in shaping communications;
* demonstrate an understanding of gender, race, ethnicity, sexual orientation and, as appropriate, other forms of diversity in domestic society in relation to mass communication;
* demonstrate an understanding of the diversity of peoples and cultures and of the significance and impact of mass communication in a global society;
* understand concepts and apply theories in the use and presentation of images and information;
* demonstrate an understanding of professional ethical principles and work ethically in pursuit of truth, accuracy, fairness and diversity;
* think critically, creatively and independently;
* conduct research and evaluate information by methods appropriate to the communications professions in which they work;
* write correctly and clearly in forms and styles appropriate for the communications professions, audiences and purposes they serve;
* critically evaluate their own work and that of others for accuracy and fairness, clarity, appropriate style and grammatical correctness;
* apply basic numerical and statistical concepts;
* apply tools and technologies appropriate for the communications professions in which they work

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