**JOURNALISM 311:  REPORTING**

**AND INFORMATION GATHERING**

**FALL 2015**

*A news sense is really a sense of what is important, what is vital, what has color and life - what people are interested in. That's journalism.*

-- Burton Rascoe, American journalist and literary critic

*There is a terrific disadvantage in not having the abrasive quality of the press applied to you daily. Even though we never like it, and even though we wish they didn't write it, and even though we disapprove, there isn't any doubt that we could not do the job at all in a free society without a very, very active press.*

-- John F. Kennedy (1917-1963) 35th U.S. president

**Room 102 LA4**

**Class time: T, Th 10-11:50**

**Instructor: Barbara Kingsley-Wilson**

**Email:** **bkingsle@csulb.edu**

**Office Hours: Monday, 3:30-5:30 p.m., Tuesday, Wednesday, 9-10 a.m., or by appointment.**

**Office Location: LA4 201c**

**Phone: 562-985-5779**

**COURSE OVERVIEW**

This second skills course in the CSULB journalism program will teach you:

·         How to gather information for interviews and news stories for print and multimedia formats

·         How to conduct interviews

·         Reporting for news, feature and trend stories

**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, successful students will:

• Conceptualize what makes an interesting news story and why.

• Determine questions to ask and reactions to report in a news story.

• Identify key sources for news stories.

• Write leads that convey critical information and “hook” the reader.

• Organize facts into accurate, complete and structured stories that follow journalistic style and AP rules.

• Ask questions and conduct interviews, as well as understand how to quote/attribute

information obtained.

• Learn how to cover various types of news stories, including straight news; meetings,

speeches and press conferences; profiles; and news features.

• Learn to meet deadlines.

• Grasp the ethical issues in news reporting, such as accuracy, fairness and multicultural

sensitivity.

• Think critically, creatively and independently.

• 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.

**OVERVIEW**
This course is an introduction to news gathering and writing for newspapers, magazines and websites. We will learn the basics of conducting interviews, writing a straight news story, covering a meeting, crafting a news feature and writing a profile. We will focus equally on information gathering and writing skills. The course will also teach you about honing your “news judgment” so that you may develop an aptitude for identifying and developing story ideas. We will also consider the ethical and legal issues involved in newsgathering. A good deal of class time will be devoted to writing, in order to work on style and organization.

**CLASS PARTICIPATION**

Class participation is crucial, not only to your grade, but to your success as a reporter and professional writer. The more lively the in-class “newsroom” and the more ideas and problems we all discuss and attempt to help solve, the more interesting the class will be. Students who take the initiative will thrive here. So ask questions if something doesn’t make sense. Students who expect to silently sit and scribble notes won’t like this class, or journalism, or the working world, for that matter. Any tendencies toward shyness will be exorcised -- in a supportive and collegial environment.

**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 information gathering and writing. Sources are to be attributed. Any student found guilty of plagiarism, fabrication, cheating on examinations or class work will immediately receive a failing grade in the course. There are no exceptions to this policy.

Good journalistic practice also requires that, when possible, reporters include in their stories people who are traditionally overlooked. These include ethnic, racial and religious minorities, the elderly, disabled and poor; gay men and lesbians; and other similar groups.

**PLAGIARISM**

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, you may find yourself in an academic misconduct grievance procedure. This is serious stuff. Plagiarism accusations can ruin careers. If you have any questions about citing sources or how to use references, please ask me, and please read the attached CSULB plagiarism policy.

*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.*

**REQUIRED TEXTBOOKS AND READINGS**

**·**        Inside Reporting: A Practical Guide to the Craft of Journalism, 3rd edition, by Tim Harrower

·         AP Stylebook (You should already have one.)

·         Webster’s Dictionary

All readings should be completed before the class for which they are assigned.

**ASSIGNMENTS/EXAMS/QUIZZES**

There will be several, mostly in-class “boot-camp” newswriting review assignments and exercises in the first weeks. You will also be filing numerous reporting assignments over the course of the semester. In addition, there will be a major final project incorporating all of the skills you have gained in the class. This project will consist of a 200-point story/information package.

In addition, there will be a midterm exam to test your knowledge of the course material, including AP style, and your ability to gather information and write on deadline. There will also be several pop quizzes on material found in the books and in lectures.

Use Microsoft Word for all assignments. Double-space your copy. 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-. You need to know how to insert accents, tildes and other symbols in Word, or include a note at the bottom of your story describing where the marks belong.

You will need frequent Web access. If you do not have access at home, please plan accordingly to make sure you have enough time to do your assignments at school.

**SOURCE LIST POLICY:**

1. A source list must be submitted for each reporting assignment. Example: first and last name, identifying information (examples: history teacher at Roberto Clemente High School; the first officer on the scene), cell or other phone number; email address.

2. Students may NOT use family or friends as sources in their reporting assignments. It is inappropriate to use students and faculty members from the Department of Journalism as sources. When in doubt, consult with me.

**ATTENDANCE and CLASS ETIQUETTE**

Just as it’s incredibly bad form not to show up for work without calling your boss, it is vitally important that you call or email me if you will be forced to miss a class. You must also be on time for class. *An attendance sheet will be passed around within the first 15 minutes of class.*

It is up to you to read the books, take notes during class, turn in the assignments and take the pop quizzes on the material. It is up to the instructor to determine how -- or if -- the student can make-up assignments (see university policy in syllabus addendum). If you miss a class, **you** are responsible for getting the class notes from other students.

Excused absences include illness or emergencies or a death in the family, if they are documented. An unexcused absence is one in which the student simply doesn't show up for class and hasn't contacted the instructor in advance. Unexcused absences or frequent tardiness will affect the Class Participation portion of your course grade.  In other words, please don’t slink in late to class and expect it to go unnoticed. Late students are very disruptive in these intimate labs.

Please turn off cell phones before class and do not spend class time surfing the Web or checking email.

**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 story with a proper name spelling or factual error that is material to the story merits an F.

Grading Scale

90-100 A

80-89 B

70-79 C

60-69 D

59 and below – F

Similarly, late papers also merit an F. A paper is late when it is turned in more than 15 minutes after the start of class. All assignments must be turned in on paper unless otherwise noted.

Revisions are a critical part of the writing process. Any story with a grade of C (75 percent) or less is eligible for rewrite within two weeks of receiving the first grade. You must include 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 must rewrite it.

Also, 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, on social media and on news website comment sections when they don’t like a story (or just want to vent). Sometimes reporters see writers, broadcasters or bloggers make fun of them. While there will be no such theatrics here, expect lots of constructive criticism and take it in stride.

Also, don’t be too surprised to see poor grades in the beginning. Remember that improvement matters a lot. Journalism is more of a long slog than a sprint. Those who work hard and stick with it will see the best grades and the most success in class, and on the job.

If you are struggling, ask me for help. That’s why I am here!

**What I will look for in grading:**

1. Focus on Topic (Content) -- There is one clear, well-focused topic -- The main idea stands out and is supported by detailed information through quotes, data, etc.

2. Story Leads and Endings (Content) -- The opening attempts to hook the audience with compelling and important information or with creative or surprising statements. Subsequent paragraphs provide key information and are logically structured. The piece does not leave the audience with unanswered questions.

3. Grammar & Spelling, and Quality -- The article contains no errors in fact or in identification of subjects, nor in capitalization, spelling, grammar or punctuation. AP style is used and proper story length is achieved.

4. Body / Story Structure (Content) -- The article provides the audience with vivid details and flows clearly and logically. Transitions clarify the story’s progression. All information is factually accurate and properly attributed. Includes all relevant perspectives and adequate quotes.

5. Deadline -- The article was submitted on time.

6. Multicultural awareness -- The story demonstrates an awareness to the realities that Long Beach is a diverse city. News coverage is sensitive to stereotypes, biases, ‘isms’ and enhances multicultural/multi-ethnic understandings.

**MAJOR ASSIGNMENT DETAILS**

**1. Straight news story: Deadline: Thursday, Sept. 22. 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 the Wall

Street Journal formula. You must interview a minimum of three sources for this article.

**2. Meeting/speech/press conference story. Deadline: Thursday, Oct. 15. Length: 700-800 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 archeologist, an anti-war rally, a school board

meeting...Just remember to speak to 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 article.

**3. Profile story. Deadline: Tues., Nov. 17. Length: 800-900 words**

Take readers to a unique place or introduce them to an unsung hero 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 don’t be afraid to incorporate details that most editors would cut from a

breaking news story. Go beyond the obvious to craft a story about a blind sculptor; the last family

to move out of a public housing high-rise before it is imploded; or best friends who started out as

adversaries. You must interview a minimum of four sources for this article.

**4. Trend or conflict story. Deadline: Tuesday, Dec. 8 for 5 percent extra credit/Dec. 15. Length: 1,100 words**

You report on a trend, identify a social or economic phenomenon. Interview sources who explain what is happening, why and the impact. Include colorful anecdotes to illustrate the trend.

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. Tell readers how the debate impacts them. Be sure to highlight the “universal” aspect of the trend or conflict. Both trend and conflict stories require in-depth reporting. You must interview a minimum of five sources for this article.

**GRADING GUIDELINES**

Generally speaking, an "A" paper is one that is ready to be published in a small to mid-sized newspaper or respected news website. It is well-written and completely reported with few or no AP style or grammar fixes needed.

A "B" paper might have one omission of pertinent fact, or a few less substantial omissions, and perhaps a few grammar or AP style errors. The story would be basically sound with some editing needed to make it ready for publication.

A "C" paper would have a number of important omissions of fact or reportage and perhaps numerous AP style and/or grammar problems.

A "D" paper would be missing the most pertinent facts, could have numerous AP style and/or grammar problems and probably shouldn't have been turned in.

An "F" paper might have all the above problems plus a major fact error and/or the misspelling of a proper name.

Note: When time comes to assign grades, those students who attended EVERY class and completed EVERY assignment, will be the ones who are more likely to get a higher grade if there final number is close to the line. I give a fair amount of extra credit in this class, so students basically get the grade they earn.

**EXTRA CREDIT**

Students are encouraged to write for publication. News/sports stories published in the Daily 49er, Dig Magazine, the Union Weekly, LBPost.com, LBReport.com, the Long Beach Press-Telegram, the Orange County Register or the L.A. Times will receive extra credit in this class – five to 15 points each, up to 50 points total. Part of that 50 could include published articles that you submit to the Daily 49er. You may also receive extra credit for attending writing and reporting workshops approved by the instructor. (Instructor must OK extra credit for other publications or sites.)

**INSTRUCTOR BIO**

Barbara Kingsley-Wilson is a full-time lecturer and content adviser for the Daily 49er at CSULB. Before coming to CSULB in 2004, she was a journalist for 20 years, covering courts, crime, education and sports for the Orange County Register, the Cleveland Plain Dealer and the Rochester (N.Y) Times-Union. She also wrote sports for USA Today and worked as an intern with the Associated Press in Tel Aviv, Israel. She graduated from Ohio University with a bachelor's in journalism and later earned her masters and taught news writing as a fellow in the Kiplinger Mid-career Reporting Program at Ohio State University. She spent a summer in Amman, Jordan, interviewing women and Jordanian officials as part of a U.S. grant to study women and sports. She has won awards from the Associated Press, Orange County Press Club and contributed stories to the Register’s Pulitzer Prize winning coverage of a UCI fertility scandal. She is president of the California College Media Association. Her book, Long Beach State: A Brief HIstory, was released in August.

**GENERAL GRADING STRUCTURE**

|  |  |  |
| --- | --- | --- |
| **Quizzes/class exercises and homework**  | **10-30 points each** | **Total: 200 points** |
| **AP Style Test** | **100 points** | **Total: 100 points** |
| **Story 1** | **100 points** | **Total: 100 points** |
| **Story 2**  | **100 points** | **Total: 100 points** |
| **Story 3** | **100 points** | **Total: 100 points** |
| **Story 4** | **200 points** | **Total: 200 points** |
| **Class Participation** | **100 points** | **Total: 100 points** |
|  |  |  |
| **TOTAL** |  |  **900 POINTS** |

**J311 CLASS SCHEDULE**

**Subject to change – keep checking for updates**

**Week 1:**  **Aug. 24, 26**

  Introductions, course overview and review of syllabus and assignments.

                 NEWSWRITING BOOT CAMP – Review grammar, active writing, verbs, what goes in a lede and style; announce AP Style test. Tips for good writing – starring, the verb.

Review AP style, ledes and quotes.

                  **Reading:** For Thursday: Inside Reporting, Newswriting Basics, 36-64 (Review Ledes that Succeed, 66 Newswriting Tips) **Reading Quiz Thursday**

**Week 2:  Sept. 1, 3**

More on ledes and news writing. Finding your focus exercise. AP style. Discuss Story 1 -- Straight news story.

**Reading:** Story of Journalism, 6-16,Reporting Basics, 68-92. **Reading quiz Thursday**

**Week 3: Sept. 8, 10**

More on ledes and story organization

  **Reading:** Covering the News 94-114

**Week 4:** **Sept. 15, 17**

                   Lecture Topic: What’s a good source? The joy of clips. Public documents and government sources I: Agendas, minutes, legislative information, regulatory agencies, voting sites, U.S. Census Research

 **Reading:** Beyond Breaking News, 116-138.

 **AP Style Quiz Sept. 15. 10 -- Bring a Scantron**

**Week 5: Sept. 22, 24**

          Basic Statistics/Math for Journalists **Assignment 1 due**

**Week 6:** **Sept. 29, Oct. 1**

              Lecture Topics: Interviewing: Getting information out of anybody

                   **Reading:** Digital Journalism, 158-180

**Week 7:** **Oct. 6, 8**

              Library Lecture – **Meet Tuesday in Spidell Classroom in the Main Library.**  Library assignment due Thursday

**Week 8:**  **Oct. 13, 15**

                   Lecture Topics: Convergence

**Assignment 2 due** Interviewing/research exercise (pairs exercise) for man-on-the-street story (writing may be done in class or as homework, as indicated by instructor.)

**Week 9:  Oct. 20, 22**

Topic: Writing obits and profiles. Reading: Chap 17

                   Discuss Assignment 3 -- Profile

                   In class exercises, discussion on profile writing

**Week 10: Oct. 27, 29**

                   Media ethics discussion/More on profiles

**Week 11:** **Nov. 3, 5**

              Budgets. In-class statistics exercise.

              Lecture Topic: Business Reporting/Employment numbers exercise

**Week 12: Nov. 10, 12**

 **Assignment 3 due**

**Week 13: Nov. 17, 19**

            Discuss Assignment 4, trend or conflict story, using statistics and social media to gather information.

**Week 14: THANKSGIVING WEEK -- NO CLASS!**

**Week 15 and 15 1/2: Dec. 1, 3 and Tuesday, Dec. 8**

          Work on trend/conflict story. **Assignment 4** *Stories turned in Dec. 8 get 5 percent extra credit*

·        **FINAL Paper Due Tuesday, Dec. 15, 10:15 a.m. to 12:15 p.m.**

***Department Information***

**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 Communication*[CK1] s (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[CK2] 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

**Addendum 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 assistance 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.**