**CAL STATE LONG BEACH - DEPT. OF JOURNALISM & MASS COMMUNICATION**

**Journalism 340 - Fall 2015**

**Intro to Online Media**

**Tuesday & Thursday 8-9:50 a.m. Room LA4-107**

**Instructor: Michael Anastasi**

**Office Hour: Tuesday, 10-11 a.m., and by appointment. Office: LA206-F**

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**COURSE DESCRIPTION:** This class will enhance your skills in reporting and writing for the web, and will give you tools and skills to be a digital first journalist. It will build on the knowledge you acquired in previous journalism classes, including JOUR 120 and 311, while introducing you to technical skills and broadening your understanding of online news journalism.

**CLASS GOALS:** This course will emphasize a hands-on approach, but will also address the theory and practice of online journalism, including reporting, writing, editing, publishing and updating news stories online. It includes all aspects of online news stories, and understanding and exploring new trends in online journalism, better known today as digital journalism. This includes basic photojournalism and video skills as well as various social media tools. Though technical skills will be employed, the main goal of this class is to help you produce concise digital journalism on deadline.

**LEARNING OUTCOMES:**

* Understand concepts and apply theories in the use and presentation of images and information.
* Write correctly (using AP style) 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 current tools and technologies appropriate for the communications professions in which they work, and to understand the digital world.

**REQUIRED READING:**

* *JournalismNext*, by Mark Briggs (CQ Press, 2013)
* AP Stylebook (preferably 2013 or later)
* Various readings as noted in this syllabus or otherwise assigned

**REQUIRED EQUIPMENT:**

* Smartphone with camera
* Headphones with microphone
* Flash or USB drive with at least 2GB memory

**Methodology**

In general, we’ll use six types of learning tools in this course. Each is to designed to help students master various skills used by professional journalists.

They are:

* **Quizzes**. This is particularly important in this course where steady participation through the semester is required to build skills and understanding, and to ultimately succeed. Quizzes require students to keep apace with the course and provide continual feedback. Quizzes won’t be designed to trick you. You are allowed to use hard copies of the AP Stylebook and the various ethics & standards materials as open references throughout the semester since, in real life, journalists refer to them every day.
* **Doing.** These are a variety of in-class exercises where students practice new skills.
* **Listening.** Oral presentations from the instructor and fellow students.
* **Discussing.** To become a successful journalist, you must be skilled at asking questions, taking notes and publishing information in both group and individual requirements. In addition to encouraging collaboration and the facilitation of ideas, participation is required to develop these basic skills of journalism. Always note that we treat each other with respect even when we disagree with others’ ideas. We also cannot be timid -- the world is full of public figures who will bully journalists if given the chance. Let’s all remember, though, that we are here to learn.
* **Presenting.** Presentation skills are key to any professional and gaining them is another way of gaining confidence in public speaking. Students will present at several points during the semester and will answer questions from the instructor and fellow students.
* **Assignments:** These are exercises and reading to be done outside the class. They are designed to augment or reinforce what you’ve learned or prepare you coming discussions and exercises.

**Privacy & respect**

Being a journalist today requires a digital fluency and expertise that includes mastery of social media and being a public figure. As journalists, we are accountable for our actions at all times and must carefully consider the personal brands we wish to foster, industry ethics, as well as the reputation and expectations of our employer. We’ll be using tools in class you may already be using personally. In order to maintain strict professionalism, and to respect your and your classmates’ privacy, you will be asked to create new professional accounts for your use as a journalist. This avoids any awkward or embarrassing situations, or for the class to require personal social connecting when none is desired. To this end, the instructor will accept connection requests on Linkedin and on his professional Facebook page only. Students should confine social media work in this course to their professional accounts. If you already have created professional accounts, please consult with the instructor whether their use is acceptable in this class.

**The Midterm Project**

This class requires a Midterm Project, to be completed by Nov. 3. The project is coverage of a live news event outside of class in which you will blog, microblog, write a breaking-news update, and produce a complete final news story as though you work for a professional media outlet. You will consult with the instructor on the event and your deadlines.

**The Final Project**

This class requires a Final Project, to be turned in on Dec. 3. It will be similar to the Midterm in that it will exercise digital skills learned in this class, but it will be broader. The Final will be an originally reported enterprise (idea-based) news story. It will be accompanied by video, photos, an audio component, original documentation and have an accompanying social strategy. You will consult with the instructor and receive project approval well before the deadline.

**The Stylebook**

Correct use of AP Style will be expected on all assignments throughout the course. As a minor component of the course, we will be reviewing the Stylebook throughout the semester, though it is expected you are already familiar with it through prior coursework. As it is in a real newsroom, the Stylebook is an open reference source, including during quizzes and the Final Exam. Students are not expected to memorize the Stylebook from cover to cover; rather, you should be familiar with it so that can you easily find what you need when you have a question.

**Grammar**

Correct use of grammar is also expected at this level. The back of the Stylebook contains an excellent primer and reference source of common grammar points. Grammar will be corrected on assignments to aid in your mastery. Those who require remedial grammar work will be notified by the instructor.

**Grading**

The breakdown of grading is as follows:

* **Weekly Quizzes**. There will be 10 throughout the course of the semester. They will range between 10 and 20 questions and be weighted appropriately. The lowest two scores will be dropped from the final grade. **20%**
* **Graded Assignments.** Both in-class and at-home exercises. The lowest two scores will be dropped from the final grade. **15%**
* **Participation.** Attendance, punctuality, attitude, class participation all figure here. **5%**
* **Midterm Project.** Late projects will not be accepted. **15%**
* **Final Project.** Late projects will not be accepted. **20%**
* **Final Exam.** The format here will be one of an expanded quiz, comprehensively covering material from throughout the semester. **10%**
* **Professional Website Project** or **Daily 49er Posting. 20%**

There are three options, explained below.

* + ***Option A:*** *During the second week of class you will sign up for an online editing shift with the Daily 49er, the CSULB newspaper. The shifts will be two-hour blocks per week on the same day and time each week. You will be assigned a specific project that correlates to your chosen window of time [for ex: if you choose Monday at 10 a.m., you would focus on social media and final production of video news packages for our news program that publishes at noon]. Each student will sign in at the Daily 49er to track attendance. The Daily 49er editing staff will visit class the second week of class to explain this option more in detail.*

*At the end of the semester you give a brief presentation on your experience and what you learned.*

* + ***Option B:*** *Create a personal website. There are directions in our book as well as elsewhere on the web and at Poynter. This website will be where your professional identity is stored. The website should include samples of your work in various genres as well as a resume and links to projects you participated in and other relevant information. To be accepted, it must be suitable to be shown to an employer. You may not submit a website already completed -- I’ll be checking on Google -- unless you plan substantial upgrades. Due no later than Dec. 3.*
	+ ***Option C:*** *You may elect to have your Final Project count for 40% of your grade but a more ambitious project will be expected. Discuss with the instructor.*
* **Extra Credit.** Students may earn up to 10% extra credit through the following:
	+ Visit the Poynter Institute (at Poynter.org) and select any course through News University. There are hundreds to chooses from. Some will be too long for you to practically complete (though speak with me if you find a long course that you are particularly interested in). Many last about an hour and charge a nominal fee. Produce the certificate of completion and write a brief summary of what you learned. *Limit of five courses at 1% each. Subject to instructor approval.*
	+ Follow daily news reports at Columbia Journalism Review (cjr.org) and Reynolds Journalism Institute (rjionline.org). Select two reports, one from each site, and blog your summary, observations and analysis in three paragraphs or less. *Every two reports at 1%. Limit of 10 (to total 5%). Subject to instructor approval.*

**Deadlines & other stuff**

This course is meant to foster the professionalism expected of journalists in the workplace. Therefore, no late work will be accepted, except in accordance with university policy. Likewise, you are expected to be prompt and ready to work when class begins. As any employer expects, illness or other extraordinary circumstances affecting attendance must be discussed with the instructor. There is a zero-tolerance policy for plagiarism and fabrication. Violators will receive an automatic F and disenrolled from the course, and forwarded to academic authorities for further disciplinary action in accordance with university policy.

**Grading**

A = 90% and above

B = 80% to 89%

C = 70% to 79%

D = 60% to 69%

F = 59% and below

Please note: Completing an assignment doesn’t necessarily mean the student will receive an A, or even a B. Students who complete an assignment satisfactorily (a good job on it) will receive a C; for a B, students should do a very good job on the assignment. An A is awarded to those who not only follow the steps listed above, but do an extraordinary job at the assignment. Therefore, students who receive A’s in assignments should be proud of their work, and will be setting the bar for what others are/were expected to do

**Your instructor**

Michael A. Anastasi is senior vice president of news and executive editor of the Los Angeles News Group and is a member of Digital First Media’s senior leadership team. Since joining LANG in the autumn of 2012, he has led a complete restructuring of editorial staff, operations, digital and print strategies and tactics, community outreach and the launch of redesigns and dozens of products for the news group, which consists of nine daily and six weekly titles. LANG, which ranks among the nation’s Top 20 in digital and print audience, also has focused on expanding its enterprise, accountability and investigative reporting, an effort that culminated this spring with the organization receiving its first Pulitzer Prize. He was managing editor of The Salt Lake Tribune for eight years prior to returning to L.A., where he had previously been a sports editor. A past president of APSE, he founded that organization’s Diversity Fellowship Program and has been devoted to diversity efforts throughout his career, including serving on APME’s Diversity Committee and continuing to volunteer annually as an instructor/mentor with APSE. He currently is a member of the board of APME and a member of the First Amendment Committee of ASNE. Earlier in his career, he was a reporter and editor in Northern California. He is a graduate of Cal State Long Beach.

**Your Notes**

**The Game Plan**

**Tuesday, Aug. 25**

* Introduction to the course, the instructor and expectations.
* Listen. Overview of journalism today and the professional you.
* Doing.
	+ Create professional Twitter account
	+ Create professional Facebook page
	+ Create professional Linkedin account
	+ Create blog on Blogger.com
	+ Download Klout and sync your apps

***Assignments***

* *Make a name tent. We’ll use them throughout the semester.*
* *Connect digitally with instructor*
* *Select your expertise area*
* *Hone your profiles and make connections*
* *Measure and tweet your Klout score*

**Thursday, Aug. 27**

* Listen. From Which All Things are Built: Ethics & Professional Standards. An interactive discussion.
* Doing.
	+ Consider this lecture to be a presentation you’ve been assigned to cover at the local library. **Live tweet** during the discussion. With 30 minutes left in the class, you will write a **breaking-news update** of between 90 and 150 words that must be filed before 9:50 a.m.

***Assignments***

* *Write a more developed story based on Thursday’s presentation of between 240 and 360 words.*
* *Read: Los Angeles News Group Ethics & Professional Standards Guidelines.*

<http://bit.ly/1MFLdDb>

* *Read: AP Social Media Guidelines for Employees*

<http://www.ap.org/Images/Social-Media-Guidelines_tcm28-9832.pdf> or <http://bit.ly/1lFnqFD>

* *Read: AP Social Media Guidelines Updates*

<http://blog.ap.org/2013/05/07/ap-social-media-guidelines-update-including-newsgathering-in-sensitive-situations/> or <http://bit.ly/1rmKF8t>

* *Read: The Buttry Diary. Our Cheating Culture: Plagiarism and Fabrication are unacceptable in journalism.*

<https://stevebuttry.wordpress.com/2011/10/31/our-cheating-culture-plagiarism-and-fabrication-are-unacceptable-in-journalism/> or <http://bit.ly/1JEsh95>

* *Read: Telling the Truth and Nothing But. (A Digital Newsbook)*

<http://www.rjionline.org/sites/default/files/aces_telling_the_truth_1.pdf> or <http://bit.ly/1I3Cy77>

**Tuesday, Sept. 1**

* **No class.** Holy moly, that’s why there was so much reading!

***Assignments***

* *Read: The Buttry Diary. You can quote me on that: Advice for Journalists on Attribution.*

<https://stevebuttry.wordpress.com/2011/10/31/you-can-quote-me-on-that-advice-on-attribution-for-journalists/> or <http://bit.ly/1EaITTe>

**Thursday, Sept. 3**

* Quiz #1 (double points). Ethics and standards.
* Discuss: Post-quiz breakdown.
* Doing.
	+ **Live tweet** the discussion
	+ Read*. Critical Thinking: Should Journalists Be Held to a Higher Standard of Truth Even When They are Not Reporting the News?* Consider your response and write it live on your blog.

<http://www.editorandpublisher.com/Columns/Article/Critical-Thinking--Should-Journalists-Be-Held-to-a-Higher-Standard-of-Truth-Even-When-They-are-Not-Reporting-the-News-> or <http://bit.ly/1EP2dni>

***Assignments***

 *Read: AP Stylebook, A-B*

 *Read: Journalism Next, pages 7-90*

 *Read: Know your Rights: Copyright and Fair Use*

<http://www.splc.org/article/2014/08/know-your-rights-copyright-and-fair-use>

**Tuesday, Sept. 8**

* Quiz #2. Stylebook A-B, *Next* Chapter 1, Ethics & standards
* Discuss. Post-quiz breakdown
* Listen. Twitter, Facebook & Social Media as Listening Tools
* Doing.
	+ Find & follow at least five reporters (or other sources) who cover or provide information about your expertise area.
	+ Find & follow at least five media organizations, including the Long Beach Press-Telegram
	+ Set up RSS feed for your area of expertise
	+ Set up Google alerts for your area of expertise

***Assignments***

*Prepare for Thursday’s presentation*

**Thursday, Sept. 10**

* Present: Oral presentations of no more than 4 minutes apiece on your area of expertise with 1 minute of Q&A. Presentation should include a brief bio on yourself, what and why you selected that area, who you are following on social media and why, and a description of the big issue of the day (or one of them) facing those in that topic area.
* Doing.
	+ Students will live tweet during the presentations & ask questions.

***Assignments***

 *Read: Stylebook C-D*

 *Read: Journalism Next, pages 91-134*

 *Read: Crowdsourcing Done Right*

<http://www.cjr.org/data_points/crowdsourcing_done_right.php>

 *Write: Summarize your own presentation on your blog in a way that it serves as the introduction to the blog and the area you’ll be writing about. Brief!*

**Tuesday, Sept. 15**

* Quiz #3. Stylebook A-D. *Next* Chapter 2. Ethics & standards
* Discuss. Post-quiz breakdown.
* Doing.
	+ Reporting scenario. The president of the university has made a startling appointment as dean of the College of Liberal Arts. Your editor assigns you to do a breaking-news post and then a quick profile of the new dean, who is not available for interviews until a press conference later that day and tight-lipped university PR bureaucrats have nothing for you. Using social media as a reporting tool, craft a breaking-news update of a paragraph or two on the announcement and then turn a short story that can hold up until more information becomes available. You’ll be given the name of a real person in class. *Note: because this is an imaginary scenario (simulated news), we will not use Twitter, blogs or other publishing platforms (as we would ordinarily) for this exercise.*

***Assignments***

*Read: Review prior reading*

**Thursday, Sept. 17**

* Discuss. Review Tuesday’s exercise
* Doing.
	+ Reporting scenario. A relatively unknown citizen has declared candidacy for Long Beach City Council and the eager candidate has shown up at your office. Your editor has asked you to write a quick profile. You’re to interview the candidate, craft a breaking-news update of a paragraph or two and then turn a short story. Your boss wants it now because you have the scoop. Again, you’ll be provided with the name of a real person and, in fact, the actual person to interview before writing. *Again, this is simulated news, so no real publishing.*

***Assignments***

*Read: Stylebook, E-F*

 *Read: Journalism Next, pages 135-152*

 *Read: Evolving Role of News on Twitter and Facebook.*

<http://www.journalism.org/2015/07/14/the-evolving-role-of-news-on-twitter-and-facebook/>

 *Blog: Note and analyze developments of interest in your expertise area over the past week*

**Tuesday, Sept. 22**

* Quiz #4: Stylebook A-F, Next Chapter 3. Ethics & standards.
* Discuss: Post-quiz breakdown.
* Listen: Writing for Mobile
* Doing.
	+ Using today’s Press-Telegram website as source material, and assuming that you are an employee of the organization, write 10 “mini-stories” that you craft specifically for a mobile device such as an iWatch.

***Assignments***

 *Read: We’re Doing Mobile Journalism Wrong: Here are 4 Ways to do it Right.*

<http://www.rjionline.org/blog/were-doing-mobile-journalism-wrong-here-are-4-ways-do-it-right> or <http://bit.ly/1NkQu4B>

*Read: The Buttry Diary. Journalists need to use links to show our work* <https://stevebuttry.wordpress.com/2013/04/05/plagiarism-and-fabrication-summit-journalists-need-to-use-links-to-show-our-work/>or <http://bit.ly/1PsL6dz>

**Thursday, Sept. 24**

* Listen: Storify, aggregation and hyperlinks
* Doing.
	+ Create a storify account.
	+ Create a storify live on a breaking-news event announced by the instructor.

***Assignments***

*Read: Stylebook G-H-I*

*Blog: Note and analyze developments of interest in your expertise area over the past week and illustrate with a storify. Begin to use hyperlinks is this and all subsequent work.*

 *Complete: If necessary, or improve, the Storify you started Thursday in class*

**Tuesday, Sept. 29**

* Quiz #5. Stylebook A-I. Next Chapter 4. Ethics & standards. Supplementary reading
* Discuss: Post-quiz breakdown.
* Present: Your storifys from the weekend. Four minutes to tell us what happened and what you did.

***Assignments***

*Read: 12 Basics of Interviewing, Listening and Note-taking*

<http://www.poynter.org/news/mediawire/367011/12-basics-of-interviewing-listening-and-note-taking/> or <http://bit.ly/1NCQ5dg>

 *Read: ‘Don’t be boring’ and 6 other interviewing tips from Jacqui Banaszynski*

<http://www.poynter.org/how-tos/advice/345799/dont-be-boring-and-6-other-interviewing-tips-from-jacqui-banaszynski/> or <http://bit.ly/1F1XGdP>

**Thursday, Oct 1**

* Listen: Interviewing techniques (possible guest speaker)
* Doing.
	+ Deploy on or off campus and find someone you do not know to interview. Ask the person to tell you the story of his or her family. Take notes.

***Assignments***

*Read: Stylebook J-L*

 *Read: Journalism Next pages 253-282*

*Blog: Note and analyze developments of interest in your expertise area over the past week. Be brief!*

*Read: Familiarize yourself with the Los Angeles News Group’s Unsolved Homicides project. Skim headlines and read at least a couple of stories. Study the map of Unsolved Homicides in Los Angeles County.*

*Write: A 250-word story on the person you interviewed*

**Tuesday, Oct. 6**

* Quiz #5. Stylebook A-L. Next Chapter 4. Ethics & standards. Interviewing.
* Discussion: Post-quiz breakdown
* Listen: Data Journalism (guest speaker)
* Doing.
	+ Live tweet the speaker

***Assignments***

*Think: What’s a story based on data you could do from your area of expertise? What data would you need and where you get it?*

**Thursday, Oct. 8**

* Discuss. Midterm Project
* Present. Tell us about your hypothetical data project with Q&A.

***Assignments***

*Read: Stylebook M-N*

*Read: Journalism Next pages 283-308.*

 *Blog: Note and analyze developments of interest in your expertise area over the past week. As always, be brief!*

 *Select: Topic of your Midterm Project*

**Tuesday, Oct.13**

* Quiz #6. Stylebook A-N. Next Chapter 8. Ethics & standards. Data.
* Discuss. Post-quiz breakdown
* Listen. SEO & you. (Possible guest instructor)

***Assignments***

*Supplementary reading on SEO TBA*

**Thursday, Oct. 15**

* Review. Topics for Midterm Project with instructor one-on-one
* Doing.
	+ Find 10 headlines from at least two news sites that you believe have poor SEO. Rewrite those headlines to maximize SEO. Cite original headline and source and file those with a brief explanation of why you changed the headline.

***Assignments***

*Read: Stylebook O-P*

**Tuesday, Oct. 20**

* **No Class. *Midterm Report***

**Thursday, Oct. 22**

* **No Class. *Midterm Report***

***Assignments***

*Read: Stylebook Q-R*

*Blog: Note and analyze developments of interest in your expertise area over the past week.*

**Tuesday, Oct. 27**

* Quiz #7. Stylebook A-R. Next Chapter 9. Ethics & standards.
* Discuss: Post-quiz breakdown.
* Listen: Photojournalism (possible guest speaker)
* Doing.
	+ Take mug shots of two classmates, one each inside and outside.

***Assignments***

*Take a photo of a newsworthy situation and post on blog. Craft a publishable caption.*

**Thursday, Oct. 29**

* Listen: Audio journalism & podcasting
* Doing.
	+ Listen to a news podcast on KPCC from the last two days
	+ Write a brief summary & analysis of what you just heard

***Assignments***

*Read: Stylebook S*

 *Read: Journalism Next pages 215-251*

 *Blog: Note and analyze developments of interest in your expertise area over the past week. Include photos on this and subsequent posts.*

**Tuesday, Nov. 3**

* **MIDTERM PROJECT DUE**
* Quiz #8. Stylebook A-S. Next Chapter 6. Ethics & standards
* Doing.
	+ Download Periscope. Broadcast
	+ Download Tout. Broadcast

**Thursday, Nov. 5**

* Listen: Video (guest speaker)
* Doing.
	+ Live tweet the speaker
	+ Periscope or Tout the speaker

***Assignments***

 *Video: Make a 2-minute news video. Post on your blog.*

 *Read: Stylebook T*

**Tuesday, Nov. 10**

* Quiz #9. Stylebook A-T. Next Chapter 7. Ethics & standards.
* Present: student videos

***Assignments***

*Select final project*

**Thursday, Nov. 12**

* Discuss final projects one-on-one
* Doing.
	+ You may enhance or improve any prior written assignment to improve your original grade. Notify your instructor of the assignment and explain what you did.

**Tuesday, Nov. 17**

* **No class. *Final Project***

**Thursday, Nov. 19**

* **No class. *Final project***

***Assignments***

*Read: Stylebook U-Z.*

**Tuesday, Nov. 24**

* **Fall break.**

**Thursday, Nov. 26**

* **Fall break.**

**Tuesday, Dec. 1**

* Quiz #10. Stylebook A-Z plus the back of the book.
* Final project check-in and tuneups.

**Thursday, Dec. 3**

* **FINAL PROJECT DUE**
* Listen: State of the Industry II.
* Doing.
	+ Live tweet

**Tuesday, Dec. 8**

* Final Project Returned
* Listen. Final Exam Prep
* Doing.
	+ Tweet updated Klout score
	+ Update Linkedin profile to reflect your accomplishments in this and other journalism classes.

**Thursday, Dec. 10**

 **FINAL EXAM**, 8 to 10 a.m..

**This syllabus may be adjusted at instructor’s discretion if it is felt additional time is needed on certain topic areas. Students will be notified of any adjustments well in advance.**

**The fine print from the Department of Journalism**

**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

**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 work.

**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 import 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 a serious or compelling reason beyond the student’s control for purposes of withdrawal.

**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. 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.

**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. Any instance of academic dishonesty may result in your immediate expulsion from the class with a grade of “F” and/or other sanctions, as the instructor deems

**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 forIf 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.