I. General Information

A. Course Number: JOUR 311  
B. Title: Reporting and Information Gathering  
C. Units: 3  
D. Prerequisites: JOUR 120 with a grade of “C” or better  
E. Course Classification: 2 units @ C-4, 1 unit @ C-12  
F. Responsible Faculty: Barbara Kingsley-Wilson  
G. Terms Offered: All, multiple sections per term usually  
H. Prepared by: Barbara Kingsley-Wilson, Danny Paskin  
I. Date Prepared: March 26, 2013

II. Catalog Description

Students will learn to gather, process and analyze information from a variety of sources, reporting through multiple platforms while emphasizing ethical standards and credibility. Students will learn to observe; conduct effective interviews; practice writing for the media; and multimedia storytelling.

III. Justification (for GE request)

With the new University requirement coming into effect soon that all undergraduate students complete a Writing Intensive (WI) class before graduating, the Department of Journalism & Mass Communication believes that its JOUR 311 course is a great class to fulfill that requirement.

Journalism & Mass Communication has in its core the concept of teaching students how to master their writing skills. As future journalists, among many other critical abilities, students have to acquire professional standards of writing, which are emphasized in several of our classes – but especially in JOUR 311.

The class serves as our gateway class, which every single Journalism student, major or minor, independent of specialization or niche, has to take. That’d not only make sure every Journalism student has more than reasonable writing standards, but would make sure that all journalism students comply with the new university requirement. Moreover, while the class has one pre-requisite, it’s open to all students across the campus, and not only to Journalism majors.

JOUR 311 is an intensive class that constantly requires students to create original written material, adding up to 5000 or more words as listed in Section IX below (p. 4), fulfilling,
I. Course Objectives and Measurable Outcomes

After taking this course, students will be able to:

A. Write effectively and clearly.

B. Demonstrate their knowledge and proficiency in a variety of Internet searches and be able to distinguish credible from non-credible information.

C. Relate the course material from readings and class discussions (theories, models, and concepts) to original information and assignment material.

D. Prepare for interviews by conducting research and preparing precise, intelligent questions.

E. Interpret polls, surveys, and statistical data.

F. How to upload video, audio, use links as well as the basics of photography.

G. Develop the habit of developing and designing plans.

H. Develop the habit of developing and refining ideas.

I. Develop the habit of developing and refining ideas.

J. Develop the habit of developing and refining ideas.

K. Develop the habit of developing and refining ideas.

L. Develop the habit of developing and refining ideas.

M. Develop the habit of developing and refining ideas.

N. Develop the habit of developing and refining ideas.

O. Develop the habit of developing and refining ideas.

P. Develop the habit of developing and refining ideas.

Q. Develop the habit of developing and refining ideas.

R. Develop the habit of developing and refining ideas.

S. Develop the habit of developing and refining ideas.

T. Develop the habit of developing and refining ideas.

U. Develop the habit of developing and refining ideas.

V. Develop the habit of developing and refining ideas.

W. Develop the habit of developing and refining ideas.

X. Develop the habit of developing and refining ideas.

Y. Develop the habit of developing and refining ideas.

Z. Develop the habit of developing and refining ideas.
G) Understand the ethical issues surrounding using information from the Internet. Developed by: ethics discussions/team exercises in class. Typically Measured by: in-class assignments.

V. Standard Course Outline

This is only an indication of possible subjects to be worked on the course of the semester. Subject matter and sequence of topics may vary depending on the instructor.

Week 1: Introductions, course overview and review of syllabus and assignments // NEWSWRITING BOOT CAMP – Review grammar, active writing, verbs, what goes in a lede and style. Tips for good writing – starring, the verb.

Week 2: NEWSWRITING BOOT CAMP CONT. More on ledes and news writing.

Week 3: NEWSWRITING BOOT CAMP

Week 4: What’s a good source? // The joy of clips.

Week 5: Basic Statistics // Research/Library Lecture

Week 6: Public documents and government sources I: Agendas, minutes, legislative information, regulatory agencies, voting sites, U.S. Census, Budgets, statistics & math for reporters

Week 7: Beats vs. General Assignment // Public Relations/Good PR releases and bad

Week 8: Human Sources & Interviewing Skills I // Starting the Interview

Week 9: Interviewing Skills II

Week 10: Interviewing in-depth

Week 11: Business Reporting

Week 12: The difficult/sensitive interview // Photo Day

Week 13: Ethics in news

Week 14: Investigative/specialized reporting

Week 15: Work on FINAL STORY PACKAGE – NEWS/TREND BEAT STORY

VI. Methods of Instruction

This course will follow an interactive style of teaching learning. Students and instructor will share the responsibility for a productive learning experience. Students should be prepared to engage in lively discussion and sharing of ideas. Most of the work will be hands-on, providing students with plenty of opportunities to apply theories and concepts and media tools discussed and practiced in class. The instructor will often use student-centered pedagogical techniques, such as small group discussions, group assignments and class presentations to convey and discuss course content. Additionally, some class sessions will be conducted in the library or reporting at live newsworthy events. Students will consistently receive feedback from professors, paying special attention to their writing skills, and being allowed, as much as permissible, to revise their assignments.

VII. Extent and Nature of Use of Technology

The use of technology will depend on individual instructors, but may include Beachboard, should include the development of familiarity with web resources specific to
X. Bibliography

Assess class participation.

The following rubrics are all in the CSULB Library in addition to much material relevant to the course.

XL. Instrucational Requirements

Final Project (Story Package, 1,000 words) - 20% of final grade

Midterm - 10% of final grade

Final Reporting Quiz and Pop Quizzes - 14% of final grade

AP Style Test - 6% of final grade

Final Grade

Blog Assignments: 10 more entries (250 words each = 2,500-2,000 plus) - 15% of final grade

Assignments Written Assignments (2,000 words total) - 25% of final grade

Class Participation - 10% of final grade

Methods of assessment: these will vary depending on the instructor. They may include:

IX. Methods of Assessment

AP Stylebook (latest edition, the Associated Press)


Instructors may assign one or these and/or include other texts.

The following is a short list of textbooks that are most likely to be used in this course:

III. Textbooks

Each needs to be cited accurately and utilized.

Film and video may be used in the classroom; however, the percentage of time used for the course and may include assignments that involve the evaluation of web material on course can be found in periodicals, both in print and in electronic form.

Follow-up works are all in the CSULB Library in addition to much material relevant to the course.

This is a highly selective bibliography, which certainly misses out on many important
All I Did Was Ask, Terry Gross (2004, Hyperion)
The Art of the Interview: Lessons from a Master of the Craft, Lawrence Grobel
America's Best Newspaper Writing: A Collection of ASNE Prizewinners, The
Poynter Institute (2001, Bedford/St. Martin's)
Press)
Inside Reporting: A Practical Guide to the Craft of Journalism, Tim Harrower
(2010, McGraw-Hill)
Working with Words: A Concise Handbook for Media Writers, Brian Brooks,
The Associated Press Stylebook and Briefing on Media Law (2012, The
Associated Press)
The Investigative Reporter’s Handbook: A Guide to Documents, Databases and
Techniques, Brant Houston and Investigative Reporters and Editors, Inc. (2009,
Bedford/St. Martins)
Journalism Next, Mark Briggs (2013, Sage/CQ Press)
The Student Newspaper Survival Guide, Rachelle Kanigel (2012 Wiley-
Blackwell)
Seven Deadly Sins of Interviewing, lecture by Canadian journalist John Sawatsky
College Media Matters blog, collegemediamatters.com/
Journalist’s Toolkit, jtoolkit.wordpress.com

XII. Additional Supplemental Materials
Please find below a sample syllabi from a recent semester.
make sense. Students who expect to stealily sit and scribbel notes won't like this class or
students who take the initiative will thrive here. So ask questions if something doesn't
problems we all discuss and attempt to help solve; the more interesting the class will be.
professional writer. The more lively the in-class "newsworthy" and the more ideas and
Class participation is essential not only to your grades but to your success as a reporter and

CLASS PARTICIPATION

Write stories and compile data incorporating the information you gather.

Interview sources.

Prepare for interviews.

Conduct background research to understand issues, locate sources and

You will:

and use them to report and write accurate, clean, newsworthy stories. To reach those goals

By the end of the semester, you should be able to find appropriate and credible sources

GOALS

News reporting and the basics of beat coverage.

How to conduct interviews.

Multimedia formats

How to gather information for interviews and news stories for print and

opportunity to learn:

This second skills course in the CSULB Journalism program will give you the

COURSE OVERVIEW

Phone: 562-985-7779
Office Location: SBPA 003
Office Hours: Monday, 2-5 pm, Tuesday, 3-4 pm, or by appointment.
Email: blakej@csulb.edu
Instructor: Brittany Kingston-Wilson
Class time: T, Th, 10-11:50
Room 108 SBPA

Fall 2012

AND INFORMATION GATHERING
JOURNALISM 311: REPORTING
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 purchasing papers or other assignments 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.

**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**
- AP Stylebook (You should already have one.)
- Webster's Dictionary

**OPTIONAL BOOK**
- America's Best Newspaper Writing, 2006, Clark and Scanlon. (Optional)

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

**ASSIGNMENTS/EXAMS/QUIZZES**
There will be several “boot-camp” newswriting review assignments and exercises. 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.

Earlier in the semester, you will also write a newsmaker profile on a subject on your beat. You will also write a blog based on news and observations made on the news “beat” you will cover for this class.
Excluded absences also include illnesses or circumstances of a death in the family; if they are
miss a class, you are responsible for getting the class notes from other students.

If you are unable to attend class due to illness, you must inform the instructor accordingly. If you
inform the instructor, a note from a doctor or other appropriate documentation must be provided.

EXAMPLE: A 1,000-word story

The Final Project

According to the grading criteria, you will need to submit a project that demonstrates your understanding of the course material. Your project should be a comprehensive, well-organized piece of work that includes evidence of your learning throughout the course. This project will be evaluated based on your ability to integrate knowledge from various sources, including readings, class discussions, and independent research. Your project should be well-organized, clearly written, and free of spelling and grammatical errors. You will also be required to submit a reflection on your learning throughout the course, discussing what you have learned and how it relates to your personal and professional goals. Your reflection should be well-written and demonstrate your critical thinking and analysis skills.
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, 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.
University. She spent the summer of 1995 in Amman, Jordan, interning with women and girls in the United Nations Population Fund (UNFPA) in Jordan. In 1996, she moved to Amman, Jordan, where she worked as a research assistant with Ziad El Sawaf, a Jordanian human rights activist.

During her time in Jordan, she conducted research on women's rights and gender issues, and worked with local organizations to promote women's empowerment. She also wrote articles for the Daily Star, a local newspaper, and contributed to the publication of a book on women's rights in Jordan.

BACK TO INDEX

INSTRUCTOR BIO

Published with permission of the instructor (instructor must OK extra credit for other courses).

I, Brepraetor, do hereby approve of the following article for publication.

The following articles have been approved for publication by the Daily Star, a local newspaper.

Extra Credit

Students are encouraged to write for publication, especially for The Union, a local newspaper.

A "D" paper would be minimal in length, containing only a few paragraphs.

A "C" paper would have a number of important ideas, but could be brief.

A "B" paper would have more interesting ideas, but could be less substantial.

A "A" paper would have a number of interesting ideas, and could be well written.

Grading Guidelines

If you are struggling, ask me for help. There's why I am here!
government officials as part of a U.S. grant to study women and sports. She worked 10 years at the Register and taught journalism classes at USC. 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 serves on the board of the California College Media Association.

**GENERAL GRADING STRUCTURE**

<table>
<thead>
<tr>
<th>Assignments</th>
<th>25-50 points each</th>
<th>Total: 250 points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Blog Assignment -</td>
<td>150 points</td>
<td>Total: 150 points</td>
</tr>
<tr>
<td>AP Style Test</td>
<td>60 points</td>
<td>Total: 60 points</td>
</tr>
<tr>
<td>Final Reporting Quiz and pop quizzes</td>
<td>20-50 points</td>
<td>Total: 140 points</td>
</tr>
<tr>
<td>Midterm</td>
<td>100 points</td>
<td>Total: 100 points</td>
</tr>
<tr>
<td>Class Participation (including News of the Day assignment)</td>
<td>100 points</td>
<td>Total: 100 points</td>
</tr>
<tr>
<td>Final Project (200-point story, info package)</td>
<td>200 points</td>
<td>Total: 200 points</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td></td>
<td><strong>1,000 POINTS</strong></td>
</tr>
</tbody>
</table>

**J311 CLASS SCHEDULE**

Subject to change – keep checking for updates

**Week 1: Aug. 28, 30**

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.

**Assignment 1** – Short and long in-class stories that will comprise overall boot camp grade. **75 points.** Review AP style, ledes and quotes.

**Reading:** (For Thursday: Inside Reporting, Newswriting Basics, pages 35-66) **Reading Quiz Thursday**

**Week 2: Sept. 4, 6**

NEWSWRITING BOOT CAMP CONT. More on ledes and news writing. Write stories together. Story conferences with instructor.

Community voice assignment. Get quotes and comment from community members on a neighborhood/city issue. Bring info to class.
Shaping the Interiwary

Optional Reading: Best Newspaper Writing 87-111

Midterm

Week 2: Oct. 16, 18

Reading: Inside Reporting, Public Relations, 193-202
Public Relations/Good PR releases and bad
Webinar Review
Beers vs. General Assignment
News-of-the-Day discussion

Week 3: Oct. 9, 11

Reading: Inside Reporting, Beyond Breaking News, 112-114

Readings
Public documents and governmental sources: Budgets, statistics & much more
Legislative information, regulatory agencies, zoning issues, U.S. Census
Lecture Topics: Public documents and governmental sources: Agenda, minutes,

Week 4: Oct. 24

News-of-the-Day discussion

The Main Library
Research/Library Lecture - (Tent.) Meet Tuesday in Special Classroom in
Best Discussion/Basic Statistics

Week 5: Sept. 25

Assignment 2 Due

Assignment 2 Due

CLIP CHIPS

Journalism 177-179

Reading: Inside Reporting, Beyond Breaking News, 115-137

Sign up for Beer. Set up Blobs

Readings: Explain News-of-the-Day assignment, including blogs and final project.
Lecture Topic: What’s a good source? The joy of clips.

Week 6: Oct 1
AP Style Quiz Thursday; Sept 13 - Bring a Scantoon

Reading: IR, Coordinating the News, 93-113

Discuss Blogs/News of the Day into
Newswriting Boot Camp

Week 3: Sept 1

Reading Quiz Thursday

Newswriting Tips: Reporting Basics, 67-91; Reporting Basics, Review, Leads that Succeed (page 46), 66

Reading: Inside Reporting, Review, Leads that Succeed (page 46), 66
Assignment 4 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. 23, 25
News of the Day Discussion:
Topic: Interviewing Skills
Assignment 5 Due: In-depth profile of an off-campus newsmaker. (Instructor will discuss in class.)

Week 10: Oct. 30, Nov. 1
News-of-the-Day discussion
Interviewing in-depth
IR Broadcast Journalism, 181-190

Week 11: Nov. 6 NO SCHOOL; Nov. 8
News-of-the-Day discussion
Lecture Topic: Business Reporting/Employment numbers exercise

Week 12: Nov. 13, 15
The difficult/sensitive interview
(Tent.) Thursday, Photo Day, Lecture by freelance photographer Tracey Roman BRING YOUR CAMERAS
Email news photo and caption by 11 p.m./Photo galleries
Assignment 6: Email newsphoto(s) with cutlines, TBA
Blog reports

Week 13: Nov. 20, Nov. 22 THANKSGIVING -- NO SCHOOL
News of the Day
Ethics scenarios/Discuss Final Project

Week 14: Nov. 27, 29
Blog Reports
Investigative reporting
Lecture Topic: Specialized reporting
Discuss/work on final project

Week 15: Dec. 4, 6
Thursday, Work on FINAL STORY PACKAGE – NEWS/TREND BEAT STORY
Blog reports

FINAL – Turn in Final Story Package: Tuesday, Dec. 11 10:15 a.m. to 12:15 p.m.
the university and, for other sanctions, as the instructor deems appropriate.

From classes with a grade of F and/or S, you are eligible for dismissal. In the event of immediate removal from the class due to failure without academic reason, you may not re-enroll in the course. If you re-enroll in a different course, your re-enrollment may be denied. If you re-enroll in a different course, your re-enrollment may be denied. If you re-enroll in a different course, your re-enrollment may be denied.

The Department of Jouralism has a zero-tolerance policy for plagiarism. Plagiarism includes copying, paraphrasing, or using the work of others without giving proper credit. Any instance of plagiarism will result in failure of the assignment. Immediate removal from the class is possible. If you are found guilty of plagiarism, you may be expelled from the university. If you are found guilty of plagiarism, you may be expelled from the university. If you are found guilty of plagiarism, you may be expelled from the university.

CSU LB's ethical standards: CSULB takes issues of academic misconduct very seriously. If you use any other source of information, you may be expelled from the university. If you use any other source of information, you may be expelled from the university. If you use any other source of information, you may be expelled from the university.

Students who fail to complete the course requirements or who are not academically successful may be dropped from the course. Students may withdraw from a course by the end of the first week of classes. Students may withdraw from a course by the end of the first week of classes. Students may withdraw from a course by the end of the first week of classes.

Withdrawal from Class: Students may withdraw from a course by the end of the first week of classes. Students may withdraw from a course by the end of the first week of classes. Students may withdraw from a course by the end of the first week of classes.

Conduct of Classes: Drops, Absences and Cheating

According to course syllabus: Department of Journalism Policies on Conduct.

Academic Policies: Department of Journalism Policies on Conduct.

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Academic Policies: Department of Journalism Policies on Conduct.
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.
been delegated to the campus director for disability support and accommodation. 

Implementation of the Americans With Disabilities Act and the Rehabilitation Act has

(University Student Union 30) 805-562-985-8235. Responsibility for oversight and

students have the option of directing their concerns to the Office of Equity and Diversity

instructor and the director of Disability Services. If these efforts are unsuccessful,

If the service offered is insufficient or inadequate, the student should confer with the