**JOURNALISM 310**

**WRITING FOR THE DAILY 49ER**

**SPRING 2016**

*News is anything you find out today that you didn't know before* -- Turner Catledge, American journalist

*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

**LA4 Room 102 and 49er newsroom, LA4 201**

**Instructor: Barbara Kingsley-Wilson**

**Office hours: Monday, 1-3 p.m.; Tuesday, 3-5 p.m., or by appointment**

**Email:** **bkingsle@csulb.edu** **(Put name and class in subject line.)**

**Phone: (562) 985-5779**

**Room LA4 201c**

**COURSE DESCRIPTION:**

Students will write stories and produce online story packages for the Daily 49er newspaper and website. Students will learn how to produce print and online content, often on deadline, in a 24/7 news environment.

**Outcomes:**

By the end of the course, successful students will be able to:

* Write clear, engaging online and print stories for publication.
* Take news photographs and/or shoot video, also for print/online.
* Develop an ethical basis (SPJ Code of Ethics) for making journalistic decisions.
* Develop critical thinking skills to conduct research and ask pertinent questions in interviews with campus officials and other newsmakers.
* Learn to tell stories for a variety of media platforms.
* Learn to meet production and online deadlines.
* Learn to work with editors and other student media members.
* Create a professional website with links to your published work.

This class will also meet the following core competencies as outlined by the Accrediting Council on Education in Journalism and Mass Communication. Successful students will be able to:

* Work ethically in the pursuit of truth, accuracy, fairness and diversity.
* Think critically, creatively and independently.
* Conduct research and evaluate information by methods appropriate to the communications profession 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.

**The Lowdown:**

This is a challenging and dynamic class as students work with 49er student editors to produce content on deadline. You will be practicing the profession in a newly competitive Long Beach media environment and the class lectures and assessment will reflect that.

What you produce will be read and watched literally around the world. This isn't a lab; it's the real thing. You will need to work hard to make sure stories are accurate and compelling and that you meet the relentless deadlines. (You must be available to answer editor’s questions for stories.) You will learn to shoulder these challenges while working with editors to maintain a quality print and online product. It is not easy; self-starters do best in this class. Those who hustle and find stories, cover the meetings and events and get the interviews and meet their deadlines, will probably do well. You do not need to be perfect every time, but you need to get in there, try and do your best. Make sure you ASK FOR HELP. Ask your editors to go over stories with you. Sign up for Wednesday story critique sessions. Get everything you can out of this class and you will improve quickly and maybe, even enjoy yourself.

**HOW THE CLASS WORKS:**

Daily 49er editors will assign stories and multimedia packages and set deadlines. Students will also be assigned beats and encouraged to come up with stories on their own. Students are expected to work their beats, interviewing sources, attending meetings and practices, and generally the student editor determines how the story will be published or filed online. Grade will be based on instructor’s assessment of writing and beat coverage. Instructor will read and grade stories immediately after publication.

Classes will consist of critiques of the Daily 49er, student writing and discussions on how to cover a news beat, as well as class reading and a few pop quizzes. Early in the semester, students will sign up for a time to produce and then present their online slide shows and/or video for the 49er website. Students will also sign up for a two-hour weekly newsroom shift. You will be writing, editing and producing content for print and the web -- whatever media-related tasks that are needed by the editors. Students are also expected to answer phones and generally help out.

Class will meet twice a week: on Mondays in LA4 102 and/or the 49er newsroom and on Wednesdays, students will check into the newsroom to answer editor questions. (You will sign in each Wednesday.) before coming to LA4 102 for story conference. Generally speaking, after the first three weeks, we will have class discussions and lectures Monday and you will work on your stories and packages on Wednesday. Students will also have the opportunity to have their stories/packages critiqued by the instructor. Many students have found this helpful in improving writing and reporting.

**Attendance:**

It's mandatory for Monday lecture classes, and after the first three weeks, optional for Wednesday lab sessions. However, I send out story conference lists on Tuesday for Wednesday’s class and if YOUR name is on the list for a conference and you don’t plan on being there, you must email me. **Attendance is always mandatory for two-hour newsroom shifts.** Students must sign for newsroom shifts (and include cellphone number), on the Daily 49er newsroom shift sheet by my door. Your class participation grade will reflect attendance in class and for your newsroom shift.

**Plagiarism/Fabrication:** Student work that is found to contain plagiarism or fabricated information or quotes will fail the class, be referred for academic discipline and as a result, students could face expulsion from the major or the university. Please see me if you have questions.

**Assignments:**

You will need to write 15 stories and complete two (2) multimedia packages, plus shoot video for another student's video package. Details will be explained in class. *You are expected to write a story a week to properly complete your requirement.* Place the 15 stories in the basket by my door adjacent to the newsroom (201c -- you’ll see my name by the door). You must turn a copy of the story you submitted to the Daily 49er editor. **YOU MUST NUMBER EACH OF YOUR STORIES TO RECEIVE CREDIT.** *Also, I will not grade stories that are more than two weeks old.* They must be submitted to me the day of publication or within five days after.

Please note the following incentives for double credit:

* Enterprise stories, those that generally use five or more sources (people and documents) may receive double credit. (Instructor gets final word on determining how the story is counted.) Really in depth (approximately 1,000 words) stories with approximately 12 sources could receive triple credit.
* Students can also receive a story credit for completing a chart or graphic that relays information as a news, sports or feature presentation. I will also assess credit for these types of content on a case-by-case basis. I will explain charts and graphics in class.

For your multimedia packages, you will mostly likely pair up, or be paired up, with another student to produce a video segment for the website or weekly Beach News broadcasts. You will work with the video editor to divide duties -- shooting video, writing script, doing the stand-up, reporting. You will turn in your broadcast script with your names and what each of you did. You will then present the broadcast in class and explain your story and possibly describe the challenges you faced in putting it together. Students will need to sign up to do two packages by a pre-agreed date in the semester. *The broadcast MUST be completed by the agreed-upon due date in order to count towards your grade.*

Students may also substitute a podcast for one of their multimedia packages. Instruction will be provided in class and students would work with podcast producer Jesus Ambrosia (or a staff member) to produce podcasts for the Daily 49er.

Also, the instructor will have editors fill out forms to assess reporter performance. These reports are key to determining the class participation portion of your grade. J310 reporters will also fill out editor performance evaluations. These will be completed in the middle and end of the semester. The goal, as you may have guessed, it to help reporters and editors grow and become competent professionals.

**Required Reading:**

* The Student Newspaper Survival Guide. Kanigel, Wiley-Blackwell 2012
* The blog, College Media Matters, for classroom discussions. (collegemediamatters.com.)
* Associated Press, *The Associated Press Stylebook (*2016*,*The Associated Press, New York) (Earlier versions are OK, up to 2013.)
* The 49er Writer’s Handbook: *An Introductory Guide for Staff and Contributors to the Daily 49er*
* *The Daily 49er*

**In a Nutshell:**

Here is what you need to accomplish:

* Read the textbook
* Write at least 15 stories for the Daily 49er
* Sign up and complete two hours of newsroom shift work per week and come to class
* Come in for your critique session on Wednesdays.
* Complete at least two multimedia packages and shoot video for another Daily 49er project
* Make sure your professional website is completed by the end of semester

**Instructor bio:** Barbara Kingsley-Wilson is a full-time lecturer and Daily 49er adviser 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 the summer of 1995 in Amman, Jordan, interviewing women and government officials as part of a 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 fertility scandal. She is president of the California College Media Association. Her book, Long Beach State: A Brief History, was released in August.

**COURSE OUTLINE:**

Introduction: Life at the Daily 49er/Discussion with 49er editors, the nature of news and the 24/7 demands of online news.

**Week 1** **Jan. 20** -- How to Work a Beat/Interviews and Getting Sources. (Get opening assignment on Wednesday -- must be completed before the following Wednesday.), News Writing Basics and review AP style. Reading: SPJ Code of Ethics -- <http://www.spj.org/ethicscode.asp> Student Newspaper Guide Chs. 1,3 *Quiz Weds* on 49er Writer’s Guide and SPJ code.

**Week 2** **Jan. 25--** Getting info. Tent: Video training. What is newsworthy? Reading: SNSG Chs. 4, 5 *Quiz Weds on SNSG 1-4.*

**Week 3** **Feb. 1** -- Finalizing Beats -- Learning on the beat, PPT. Tent.: Wednesday, Presentation and interview with Ken Swisher of CSULB public affairs. Story ideas -- Other college media. Reading SNSG Chs. 6, 8. *Quiz on book,* *49er quiz*

**Week 4** **Feb. 8 -**- Feature writing and good ledes. Strong verbs: In-class video -- NewsU webinar -- Adding Verbs with Verve and Volume to Your Writing. Chs. 7 and 9 Sportswriting and Opinion Pages. *Quiz*

**Week 5 Feb. 15 --** Digital media and broadcast. *Innovation in College Media, Digital storytelling* SNSG Chapter 11, Investigative Reporting *Quiz*

**Week 6 Feb. 22** –- Interviewing lecture

A bad interview: <http://www.youtube.com/watch?v=u3524tTVAcY> Chs. 13 and 14, Legal and Ethical Issues

**Week 7** **Feb. 29** – Mid-semester Check-In, Meet with instructor and editors in classroom. Editor/reporter evaluations.

**Week 8 March 7** -- More on digital storytelling. Ch. 19 Social Media *Quiz*

**Week 9** **March 14** -- Digging for data. Class handout from *Journalism Unbound: New Approaches to Writing and Reporting.*

**Week 10 March 21** -- Ethical scenarios

**Week 11 March 28** -- Career challenges/work scenarios. Ethical Scenarios. *See Student Press Law Center website.*

**Week 12 -- SPRING BREAK!**

**Week 13 April 4** --Sell your work with a great website

**Week 14 April 11 --**  Thinking Ahead, In the Future, Where Are We Going to Work? Getting a Job

**Week 15 April 18 -- Journalism Day -- Meet in USU Ballrooms**

**Week 16 April 25 -- The ‘Niner Awards/**wrap up.

**Week 17 May 2 -- Final conferences**

**FINAL -- Wednesday, May 11 -- 10:15 A.M. IN LA4 ROOM 102/PRESENT YOUR PROFESSIONAL WEBSITE**

**CLASS BREAKDOWN:**

 •    15 Print/Online stories for publication (10 points each) -- 150 points

 •    Two multimedia packages -- 25 points each/50 points//Shooting video for another student's package, 10 points

 •    Professional website -- 20 points

 •    Attendance in newsroom and classroom/participation in class and labs, classroom assignments, editor/reporter evaluations, writing/beat assignments and quizzes – 40 points **Total = 270**

**GRADING BREAKDOWN:**

* Generally speaking, an "A" paper is one that is ready to be published in a 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 several AP style and/or grammar problems.
* A "D" paper could be missing the most pertinent facts, might 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.

**Additional information:**

**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.

**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.

**CONTACTING YOUR INSTRUCTOR:** If you need to reach your instructor outside the classroom, your first choice is to come by during office hours. You may also contact your instructor through her office phone (listed above). However, keep the following in mind: although e-mail is easy and great, your instructor will not be next to her computer at all times, especially during the weekends or days when she’s not listed as being officially on campus. Politeness and proper etiquette always apply.

Finally, you may contact your instructor on IM, but only during decent hours, and you may not contact your instructor through cell phone unless previously told to do so.

**YOUR E-MAIL**: You're supposed to have a working e-mail for contact out of class. During the first day of class, you will be asked to provide an e-mail address (which may or may not be linked to CSULB). It is your responsibility to keep that e-mail working throughout the semester. If you do change e-mails at some point, please let your instructor know.

**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’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.

**Students with Disabilities:** Students with disabilities who need assistance or accommodation to participate in the course should inform the instructor and then contact Disabled Student Services 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 the instructor verification of their disability from Disabled Student Services. 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.

**Student Learning Assessment**

The national accrediting agency for journalism education has established a requirement that all accredited journalism schools assess student mastery of 12 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 (ACEJMC), all graduates, irrespective of their particular specialization, should be able to:

■ Understand and apply principles of law of freedom of speech and press for the United States, as well as receive instruction in and understand the range of systems 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 the United States in relation to mass communications

■ Demonstrate an understanding of the diversity of peoples and cultures and of the significance and impact of mass communications in a global society.

■ Understand concepts and apply theories in the use and presentation of images and information.

■ Work ethically in the pursuit of truth, accuracy, fairness and diversity.

■ Think critically, creatively and independently.

■ Conduct research and evaluate information by methods appropriate to the communications professionals 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 current tools and technologies appropriate for the communications professions in which they work, and to understand the digital world.

***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**