*[If an investigative reporter finds out that someone has been robbing the store, that may be "gotcha" journalism, but it's also good journalism.](http://www.brainyquote.com/quotes/quotes/b/benbradlee256620.html)*

[**Ben Bradlee**](http://www.brainyquote.com/quotes/authors/b/ben_bradlee.html), Washington Post

*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**, 35th U.S. president

**J320: Advanced Reporting ‒ Spring 2016**

**Tuesdays and Thursdays, 10-11:50 – LA4 102**

**Instructor: Barbara Kingsley-Wilson (bkingsle@csulb.edu)**

**Office: SSPA-003 Phone: (562) 985-5779**

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

**COURSE DESCRIPTION:** This course builds on skills learned in Journalism 311. Students will learn to add context and depth to basic reporting skills as well as how to perform more sophisticated database searches and basic Excel along with other newsgathering skills. Students will write stories for print ‒ the best going in the Daily 49er ‒ and also put together a podcast/radio interview with a newsworthy subject.

**CLASS GOALS:** This course will emphasize a hands-on approach, but will also address theoretical and ethical issues surrounding advanced news gathering principles. Successful students will:

1. Develop an understanding of the workings of courts and government agencies and how to mine available documents for news
2. Learn to understand basic statistics and Excel
3. Become more proficient enterprise reporters and writers with:

a) improved news judgment

b) richer story ideas

c) more and better sources at more levels

d) stronger interviewing skills

**REQUIRED READING:**

* 24 Days: How Two Wall Street Journal Reporters Uncovered the Lies that Destroyed Faith in Corporate America (Harper Collins, 2003)
* AP Stylebook 2016 edition (2015, 2014 and 2013 also acceptable)
* Other short readings and story/broadcast examples assigned in class on Beachboard

**Examinations and Quizzes**

Good news and bad news: There will be no examinations. But we will have quizzes ‒ including one on getting information from agencies, government sources and courts and one on the book “24 Days.” There will also be smaller news and reading quizzes.

### Projects

The bulk of your grade in Advanced Reporting will be taken up with four major writing and production assignments during the term. These include:

* PROFILE -- An in-depth profile of a newsworthy or otherwise notable individual. Topic must be approved by instructor by Feb. 1. Approx. 800-900 words. Include at least four sources and a source list of emails and phone numbers and links to data used. Tent due date: **Feb. 11**
* TREND/ISSUE -- An in-depth, multi-source news story on a trend or current issue affecting members of the CSULB community. Topic must be approved by instructor by Feb. 23. Approx. 1,000 words. Include at least five sources and a source list of emails and phone numbers and links to data used. Tent. due date: **March 10**
* GOVT STORY -- A reporting project on a news story that involves a governmental body or institution that is of interest to students. Story must involve data gathering. Approx. 1,000 words. Topic must be approved by instructor by April 1. Include at least five sources and a source list of emails and phone numbers and links to data used. Tent. due date: **April 14**
* RADIO -- A radio interview with a newsworthy subject. Subject, topic and questions must be approved by instructor. Three sources, minimum, are needed for background reporting. Students may pair up for this assignment. (Details to come on this. It would most likely be produced in cooperation with KBeach and/or the Daily 49er podcast team.) Tent due date: **May 5**

**Note: The Trend/Issue or Govt story must have a chart, at least three columns across and at least five columns down containing numerical or statistical information pertinent to your story. The chart must have a source and a graphic. We will discuss specifics for this assignment in class.**

**Deadlines**

They **must** be met. A student’s grade will be reduced 10 percent each day the assignment is late unless both instructor and student have made an alternative agreement at least a week before before the due date.
**Stories**

All project stories should contain multiple sources -- at least five -- including credible website data and documents. All interviews must be in person or on the phone. Email interviews will be accepted only in certain cases or for out-of-area sources. Further details will be discussed in class.

**Success**

To do well in this class, student reporters must:

* Complete all four stories/productions by the deadline.
* Score well on the “24 Days” and the news gathering/agency oversight quizzes.
* Actively participate in book and story discussions. (Participation makes up a generous portion of your grade.)

**Failure**

Students who do one or all these things are in danger of receiving a poor grade:

* Fail to turn in a story or miss deadline on a story or put a significant factual error in a story
* Score poorly on assignments and/or quizzes
* Show up to class late
* Play with cell phone or Facebook, etc., while class discussions are in progress

**Grading Points**

Four stories/productions ‒ 400 points

Quizzes ‒ 150 points

Participation ‒ 100 points

Class assignments ‒ 100 points

Book discussions -- 50 points

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Total** ‒ **800 points**

**Note: Students will get to pitch stories to the Daily 49er editors. Stories that are published in the Daily 49er will receive extra credit. Also, each story must include a written story pitch (often completed in class.)**

**GRADING GUIDELINES**

* Generally, an "A" paper is one that is ready to be published in a small to mid-sized newspaper or respected news website. It is well-written and completely reported with few or no AP style or grammar fixes needed.
* A "B" paper might have one omission of pertinent fact, or a few less substantial omissions, and perhaps a few grammar or AP style errors. The story would be basically sound with some editing needed to make it ready for publication.
* A "C" paper would have a number of important omissions of fact or reportage and perhaps numerous AP style and/or grammar problems.
* A "D" paper would be missing the most pertinent facts, could have numerous AP style and/or grammar problems and probably shouldn't have been turned in.
* An "F" paper might have all the above problems plus a major fact error and/or the misspelling of a proper name.

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

**INSTRUCTOR BIO**

Barbara Kingsley-Wilson is a full-time lecturer and content adviser for the Daily 49er at CSULB. Before coming to CSULB in 2004, she was a journalist for 20 years, covering courts, crime, education and sports for the Orange County Register, the Cleveland Plain Dealer and the Rochester (N.Y) Times-Union. She also wrote sports for USA Today and worked as an intern with the Associated Press in Tel Aviv, Israel. She graduated from Ohio University with a bachelor's in journalism and later earned her masters and taught news writing as a fellow in the Kiplinger Mid-career Reporting Program at Ohio State University. She spent a summer in Amman, Jordan, interviewing women and 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 is president of the California College Media Association and her book, Long Beach State: A Brief History, was published in 2015.

|  |  |  |
| --- | --- | --- |
|  |  |  |
| **Week** | **Reading**  | **Discussion** |
| 1 Jan. 19, 21 | Terry Gross and the Art of Opening Up:<http://www.nytimes.com/2015/10/25/magazine/terry-gross-and-the-art-of-opening-up.html> | Discuss upcoming stories and expectationsIntro.: What is Advanced Reporting? Muckraking HistoryStory examples for discussion and video -- The Rise of IsisStory discussion: In-depth profile |
| 2 Jan. 26, 28 | 24 Days, Chs 1-6 TINA FEY PROFILE VANITY FAIR<http://www.vanityfair.com/magazine/2009/01/tina_fey200901><http://www.poynter.org/how-tos/newsgathering-storytelling/200728/theres-no-such-thing-as-first-person-omniscient-when-writing-a-personal-story/> | Enron: Student-led discussionsCPR -- Getting docsInvestigative editor Chris Knap FOIA/CPRA requestsCarol Perruso -- Getting data |
| 3 Feb. 2, 4 | 24 Days, Chs 7-12<http://www.poynter.org/how-tos/newsgathering-storytelling/200728/theres-no-such-thing-as-first-person-omniscient-when-writing-a-personal-story/>Using stats:<http://www.robertniles.com/stats/>Lies, damn lies and …. <http://eprints.bournemouth.ac.uk/22230/1/The%20state%20of%20statistics%20in%20journalism%20and%20journalism%20education%20-%20preprint%20version.pdf>The limits of data, NYT: <http://www.nytimes.com/2015/09/06/public-editor/awash-in-data-thirsting-for-truth.html?_r=1> | Enron: Student-led discussionsExcel discussion and exercises/data reporting -- video |
| 4 Feb. 9, 11 | 24 Days, Chs. 13-19 | Enron: Student-led discussionsBook discussion and data exercisesNumbers, facts and humans -- blending them all to make a great soup -- discussion by health care reporter Deborah Schoch |
| 5 Feb. 16, 18 | 24 Days, Chs. 20-27PROFILE DUE THURSDAY | Enron: Student-led discussionsCourts and how to cover them -- guest lecturer, law professor Lee Brown. Writing from court papers |
| 6 Feb. 23, 25 | 24 Days, Chs 28-37Quiz Thursday on “24 Days”In-depth human interest BRING BLUE BOOKTrend stories: The Serial Swatter: <http://www.nytimes.com/2015/11/29/magazine/the-serial-swatter.html?rref=collection%2Fsectioncollection%2Fmagazine&action=click&contentCollection=magazine&region=rank&module=package&version=highlights&contentPlacement=5&pgtype=sectionfront&_r=0> | Enron: Student-led discussionsInterviewing experts -- Carol Perruso |
| 8 Mar. 8, 10 | Best investigative reporting: <http://blog.longreads.com/2015/12/18/longreads-best-of-2015-investigative-reporting/>TREND/ISSUE STORY DUE | FEC, FCC, SEC, the health department and the tax man ‒ Oversight Alphabet Soup |
| 9 Mar. 15, 17 |  | Tent: Story conferences/peer review |
| 10 Mar. 22, 24 |  | Story workshop  |
|  | **SPRING BREAK** |  |
| 11 Apr. 5, 7 |  | Story discussions ‒ for broadcast interview/Q and A assignment |
| 12 Apri. 12, 14 | GOVT STORY DUE | Story workshop |
| 13 Apr. 19, 21 |  | Audio editing basics/BBC tips/Audio practice |
| 14 Apr. 26, 28 |  | The difficult interview/broadcast version |
| 15 May 3, 5 | RADIO INTERVIEW DUE |  |
| **FINAL**  | Tuesday, May 10, 10:15 a.m. | Short writing assignment |

**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**