

Syllabus Spring Semester 2016-2017



## **COMM 265.1 — Journalism II (WI)**

**Room:** St. Joseph's Hall 243

**Day/Time:** MW 1230-145p

**Course Hours:** 3

**Instructor:** Dr. Myles Ethan Lascity

**Office:** DeSales 2

**Office Hours:** 2-4p W and by appointment

**Email:** LascityM@chc.edu

### **About This Course**

#### **Required Readings**

McBride, Kelly and Tom Rosenstiel. (2014) *The New Ethics of Journalism: Principles for the 21<sup>st</sup> Century*. Sage.

#### **Course Description**

Engages students in more advanced and in-depth forms of journalism writing, reporting and multimedia storytelling. Emphasis is on feature and investigative reporting. Students create an electronic portfolio of their original work and learn strategies for online and print publications.

#### **Purpose of this Course**

The purpose of this course is to help students expand their journalistic writing and think about journalism in the contemporary news environment. Students will read and engage with contemporary journalistic theory, read and critically analyze investigative work, and produce long-form and multimedia journalism products.

#### **Course Objectives**

Upon successful completion of the course, students will (1) have an understanding of contemporary issues in the journalism; (2) will be able to create long-form news coverage alone and as a team; (3) will be able to assemble non-traditional stories across media.

#### **Student Learning Outcomes**

Chestnut Hill College has adopted ten Students Learning Outcomes that we believe should be an integral part of every CHC student's education. The

following will be emphasized in this course: Communication, Critical and Creative Inquiry, and Ethics.

## **Methods of Evaluation**

Your grade will be graded out of 1000 points.

### **Attendance and Participation – 150 pts**

Attendance and participation are extremely important in this class. This means regular and prompt attendance, coming to class having done the assigned readings, contributing to discussion and respectfully listening to others.

*From the Undergraduate Studies Catalog (p. 59):* There is a relationship between the academic success of the student and class attendance. The School of Undergraduate Studies expects its students to accept their responsibility to attend class regularly and promptly. An Instructor may lower a student's grade because of absences from class. It is the responsibility of the Instructor to set forth in writing at the beginning of a course any special conditions regarding absence in the course.

A student who finds it necessary to be absent from class should, if possible, inform the Instructor in advance of the absence. If absences occur, it is the student's responsibility to make up whatever work has been missed. Permission to make up laboratory assignments, studios, quizzes, and examinations may be granted at the discretion of the Instructor. When an Instructor determines that a student's progress is being seriously impeded by excessive absences from class or by other difficulties, the Instructor will refer the student to the Office of Student Success.

Each class you will be given two (2) points for coming to class. Contributing to the discussion will be worth up to an additional three (3) points. Being late to class, not paying attention to the discussion or actively disrupting class will result in a loss of participation points.

You are allowed **two (2)** unexcused absences from class. **Missing eight (8) or more classes without a valid excuse will result in a failure of the course.**

*Note:* The instructor reserves the right to (a) assign and include pop quizzes into your participation grade and (b) give additional points for outstanding attendance and participation.

## **Assignments — 650 pts**

Discussion Leader — 100 pts

Students will be assigned to lead class discussion twice throughout the term. This will be decided in the second week. After which, students are responsible for rearranging discussion leadership responsibility in case of illness or other circumstances.

Discussion Questions — 150 pts

For each class, students should question three **thoughtful** discussion questions prior to the start of class. For full credit, questions should be posted by 9 am. Questions posted between 9a and 11a will received partial credit. **No credit will be given for questions posted after the start of class.**

Students will create three different stories throughout the term.

Long-form news story — 200 pts

Alternative storytelling — 100 pts

Final — 100 pts

## **PDE Assignments – 200 pts**

Group Investigative Series — 200 pts (10 hours)

**Written assignments are due by the beginning of class on the assigned due date.** All assignments must be submitted via Blackboard. No exceptions.

**Late assignments will NOT be accepted.**

If you are having an issue or need an extension for any reason, please discuss it with the instructor as soon as possible. Accommodations can be made but they will not be made if you wait until the due date.

**Plagiarism and story fabrication is a serious issue within the communication field. As such any instances of plagiarism or fabrication will result in a failing grade for the assignment and failing grade in the course.** There are not exceptions to this rule. Please refer to the college's policies on academic honesty in your student handbook and online. Students will also be reported to the dean of SUS.

Grade	Average	Class Points	4.0 Scale
A	93-100	930-1000	4.0
A-	90-92	900-920	3.67
B+	87-89	870-890	3.33
B	83-86	830-860	3.0
B-	80-82	800-820	2.67
C+	77-79	770-790	2.33
C	73-76	730-760	2.0
C-	70-72	700-720	1.67
D+	67-69	670-690	1.33
D	60-66	600-660	1.0
F	59 and below	Less than 590	0.0

## **Academic Policies**

### **Academic Integrity**

Every student who enrolls in any course taught at CHC is required to abide by the CHC Academic Integrity Policy. Specific instructions from each faculty member may be added to the course requirements as well.

### **Special Accommodations/Disability Policy**

Americans with Disabilities Act: Any student whose disability falls within ADA guidelines and has accommodations authorized by the Chestnut Hill College Disability Committee should inform the instructor at the beginning of the semester of any special accommodations or equipment needs necessary to complete the requirements for this course. This is presented to the instructor in the form of an Accommodations Letter provided by the CHC Disability Committee. If a student feels he/she may need an academic accommodation based on the impact of a disability (eg. sensory, learning, psychological, medical, mobility), he/she should contact the Disability Resource Center to arrange an appointment for assistance in verifying your eligibility for academic accommodations. Contact Kristin Tracy, Director of the Disability Resource Center, 331 St. Joseph Hall, Phone: 215-753-3655, Fax: 215-242-7748, [TracyK@chc.edu](mailto:TracyK@chc.edu).

### **College Policy for Withdrawal**

*From the Undergraduate Studies Catalog (p. 47):* Students are permitted to withdraw from a course with the approval of a Faculty Advisor. A student who wishes to withdraw from a course or courses must complete the Change of Registration Form. If a student completes a Change of Registration Form before the deadline indicated on the Academic Calendar a non-punitive grade of “W-Withdrawal” is recorded on the transcript; the GPA is not affected. After the deadline, a grade of “WF- Withdrawal/Failing” is assigned and the GPA is affected. Students are responsible for all outstanding debts to the College regardless of the grade assigned.

### **College Policy for Incomplete Grade**

*From the Undergraduate Studies Catalog (p. 49):* Students having earned at least 24 academic credits may take up to 4 credits per semester of electives on a Pass/Fail (P/F) basis. The total number of P/F courses taken may not exceed 18 credits. Electives are defined as any course not required for a major or minor or the core curriculum. A course may be taken P/F (even a course in the major department), but it will count as an elective and will therefore not be counted toward the requirements for the major or the minor. The only P/F credits that may be counted towards a major or minor requirement are those earned for fieldwork,

internships or practica at the discretion of the department.

Requests to change the grading option must be received in the Office of the Registrar by the deadline published in the Academic Calendar. The Instructor's permission is required to change the grading option of a course after the drop/add deadline as published in the Academic Calendar.

## Class Schedule

*This is a working schedule. Any changes will be made between the instructor and the class. You are responsible for knowing about any alterations to the syllabus if you are not in class when the changes are discussed.*

Week	Date	Class Plans
Wk 1	Jan. 16	Class Introduction
	Jan. 18	<i>Craft and Davis</i> — “ <i>The Mirror, The Watchdog ...</i> ” <i>Fahrenthold</i> — “... his year covering Trump”
Wk 2	Jan. 23	Part 1: The Complicated Pursuit of Truth Ch. 1 — Truth without Scarcity; Ethics without Force (pp. 7-24)
	Jan. 25	<i>Gaines</i> — “ <i>The Investigative Reporter</i> ” <i>O’Hagan</i> — “ <i>My God, that’s Kimberly!</i> ”
Wk 3	Jan. 30	<i>Gaines</i> — “ <i>How to Investigate and Pitch a Story</i> ” <i>Hare</i> — “ <i>How USA Today unraveled Ryan Lotche ...</i> ”
	Feb. 1	Ch. 2 — The Reliable Evidence in Journalism (pp. 25-37)
Wk 4	Feb. 6	<i>Tickled (Film)</i>
	Feb. 8	<i>Tickled (Film)</i>
Wk 5	Feb. 13	Ch. 3 — Storytelling in the Digital Age (pp. 39-59)
	Feb. 15	<i>The Age/HuffPo</i> — “ <i>The Bribe Factory</i> ”
Wk 6	Feb. 20	Ch. 4 — Fact-checking 2.0 (pp. 61-78) <i>Uberti</i> — “ <i>Why moderators aren’t the best ...</i> ”
	Feb. 22	Ch. 7 — Networked Audiences (pp. 105-122)
Wk 7	Feb. 27	Ch. 6 — Do Private Platforms Threaten ... (pp. 93-103)
	March 1	Ch. 11 — The (Still) Evolving Relationship ... (pp. 167-176)
Wk 8	March 6	<b>Spring Break — No Class</b>
	March 8	<b>Spring Break — No Class</b>
Wk 9	March 13	Ch. 8 — Centers of Investigative Reporting (pp. 123-138)
	March 15	<i>Greenberg</i> — “ <i>How Reporters Pulled Off the Panama Papers</i> ” <i>Sullivan</i> — <i>Panama Papers</i>
Wk 10	March 20	<i>Reveal</i> — “ <i>Pentagon Papers</i> ”
	March 22	<i>Forbes</i> — “ <i>Glenn Greenwald Against the World</i> ”

<b>Wk 11</b>	<b>March 27</b>	<i>Read — “Did I Kill Gawker?”</i> <i>Toobin — “Gawker’s Demise”</i>
	<b>March 29</b>	<i>Teenage Papparazzo (Film)</i>
<b>Wk 12</b>	<b>April 3</b>	<i>Teenage Papparazzo (Film)</i>
	<b>April 5</b>	<i>Junod — “The Falling Man”</i>
<b>Wk 13</b>	<b>April 10</b>	<b>TBA</b>
	<b>April 12</b>	<b>TBA</b>
<b>Wk 14</b>	<b>April 17</b>	<b>Easter Break — No Class</b>
	<b>April 19</b>	Ch. 9 — New Pathway toward Sourcing (pp. 139-150) Ch. 10 — Corrections and Ethics (pp. 164-176)
<b>Wk 15</b>	<b>April 24</b>	Ch. 13 — How Untold Stories Can Reflect Diversity (pp. 189-204) <i>Greenwald — “Highlighting Western Victims ...”</i>
	<b>April 26</b>	Ch. 14 — Community as an End (pp. 205-215) The Future of Journalism Ethics (pp. 217-219)
<b>Wk 16</b>	<b>May 1</b>	<b>Class Wrap-up</b> The Future of Journalism Ethics (pp. 217-219)
<b>Final</b>	<b>May 10</b>	<b>Finals Due by 145p</b>