

### Course Outline

**COURSE:** JOUR 16A                      **DIVISION:** 10                      **ALSO LISTED AS:**

**TERM EFFECTIVE:** Spring 2018                      **CURRICULUM APPROVAL DATE:** 04/10/2017

**SHORT TITLE:** WRITING FOR PRINT/DIGITAL MEDIA

**LONG TITLE:** Writing for Print and Digital Media

<u>Units</u>	<u>Number of Weeks</u>	<u>Type</u>	<u>Contact Hours/Week</u>	<u>Total Contact Hours</u>
3	18	Lecture:	3	54
		Lab:	0	0
		Other:	0	0
		Total:	3	54

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Out of Class Hrs:            108.00

Total Learning Hrs:      162.00

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**COURSE DESCRIPTION:**

Fundamentals of journalistic writing and analysis of news values and news writing. This course stresses organization and structure of news stories; the language and style of news writing; the basic lead and story types for print and broadcast , broadcast and social media. This course offers students an opportunity to practice the fundamental skills of print news writing, learning to use news judgment and to follow a set journalism format for the construction of news stories. (C-ID: JOUR 110) ADVISORY: Typing skill; English 1A eligibility.

PREREQUISITES:

COREQUISITES:

CREDIT STATUS: D - Credit - Degree Applicable

GRADING MODES

L - Standard Letter Grade

REPEATABILITY: N - Course may not be repeated

SCHEDULE TYPES:

02 - Lecture and/or discussion

## **STUDENT LEARNING OUTCOMES:**

1. Students will plan, formulate and compose news stories, requiring them to restate facts, describe people and conditions and explain and report on current events

Measure of assessment: written assessment

Year assessed, or planned year of assessment: 2013

2. Students will define and apply standard journalistic practices

Measure of assessment: written assessment

Year assessed, or planned year of assessment: 2013

3. Students will schedule time for reporting and writing and define, relate and compare their own best practices.

Measure of assessment: written assessment

Year assessed, or planned year of assessment: 2013

4. Students will describe and translate constitutionally guaranteed freedom of speech into practical language and define libel and best ethical journalistic practices, differentiating between standard and sub-standard ethics

Measure of assessment: written assessment

Year assessed, or planned year of assessment: 2013

5. Students will diagram and analyze existing new stories by appraising lead sentences, perspective paragraphs, overall structural codes and the use of quotations, statistics and anecdotes in journalism

Measure of assessment: written assessment

Year assessed, or planned year of assessment: 2014

6. Students will work with each other to appraise and revise each other's stories

Measure of assessment: written assessment

Year assessed, or planned year of assessment: 2014

7. Students will debate, criticize, question and compose responses to current events and participate in discussions about appropriate content for the newspaper

Measure of assessment: written assessment

Year assessed, or planned year of assessment: 2014

8. Practice and demonstrate the basic skills of print news writing

Measure of assessment: written assessment

Year assessed, or planned year of assessment: 2014

## **COURSE CONTENT:**

Curriculum Approval Date: 04/10/2017

### **WEEK 1 3 HOURS**

#### **Building Classroom Community**

Content: Review course description, create discussion and activity guidelines and begin peer interviews and relate peer and instructor introductions via in-class presentations.

Out-of-class assignments: Complete, assemble and compose profile of another class member for in-class presentation. Read and prepare written response to text about role and purpose of reader-responders to non-fiction work.

Student Performance Objectives: Establish classroom environment for effective cognition, social interaction and communication. Begin identifying, appraising and questioning tropes of the journalistic form.

### **WEEK 2 3 HOURS**

#### **Defining Journalism Purposes**

Content: Identify role and history of journalism through writing, lecture, discussion and small group activities.

Out-of-class assignments: Select and prepare written response to a series of news articles. Begin compilation of news stories and written responses to each.

Student Performance Objectives: Distinguish between various types of news stories, rate effective news writing strategies, compose response based on classroom assessment of journalism's purposes.

### **WEEK 3 3 HOURS**

#### **Examining Laws and Ethics Covering Journalism**

Content: Identify history and purpose of fourth amendment, its breadth and its limits and journalistic practices relating to it. Debate its purposes and use. Analyze real-world applications of it.

Out-of-Class: Read and compose written responses to texts covering media law and ethics.

Student Performance Objectives: Define, assess, analyze and begin interpreting appropriate application of media law and journalistic ethics.

### **WEEK 4 3 HOURS**

#### **Examining Laws and Ethics Covering Journalism**

Content: Continue identifying the history and purpose of fourth amendment, its breadth and its limits and journalistic practices relating to it.

Out-of-Class: Read and compose written responses to texts covering media law and ethics. Prepare for in-class exam, covering media law and ethics.

Student Performance Objectives: Define, assess, analyze and interpret appropriate application of media law and journalistic ethics.

Student Performance Objectives: Practice defining, assessing, analyzing and interpreting appropriate application of media law and journalistic ethics.

## **COURSE CONTENT (CONTINUED):**

### **WEEK 5 3 HOURS**

Identifying Basic News story Elements and Journalistic Style Guidelines

Content: Diagram news stories, identifying and defining basic news story elements and strategies. Identify and begin applying principles of Associated Press style guide. Conduct exam, covering media law and ethics and application of style guide principles.

Out-of-Class: Select and prepare another written response to developing collection of news articles. Identify stylistic tropes and elements and strategies therein. Prepare for in-class exam, covering media law and ethics.

Student Performance Objectives: Identify and apply appropriate use of media law and ethics and style guide principles.

### **WEEK 6 3 HOURS**

Identifying, Appraising and Composing Leads

Content: Identify purpose, strategy and form of various news leads through writing, lecture, discussion and small group activities.

Out-of-Class: Read and compose written response to texts about leads. Select and prepare another written response to developing collection of news articles with a special focus on leads.

Student Performance Objectives: Identify and begin to apply appropriate use of news leads.

### **WEEK 7 3 HOURS**

Interviewing and Strategies for Quotation and Paraphrase

Content: Identify purpose, strategy and proper form for using quotes and paraphrasing through writing, lecture, discussion and small group activities.

Out-of-Class: Read and compose written response to texts about quotes and paraphrasing. Select and prepare another written response to developing collection of news articles with a special focus on quotes.

Student Performance Objectives: Identify and begin to apply appropriate use of quotes and paraphrasing.

### **WEEK 8 3 HOURS**

Employing Structure, Flow and Telling Details

Content: Identify purpose and strategies for using telling details and how to create flow in news writing through writing, lecture, discussion and small group activities.

Out-of-Class: Read and compose written response to texts about telling details, perspective paragraphs and structure. Select and prepare another written response to developing collection of news articles with a special focus on structure and telling details.

Student Performance Objectives: Identify and begin to apply appropriate use of telling details, perspective paragraphs, other structural strategies and flow.

## **COURSE CONTENT (CONTINUED):**

### **WEEK 9 3 HOURS**

#### **Diagramming and Explaining How Communities Work**

Content: Illustrate how various aspects of Gavilan community and city, state and national governments operate through writing, lecture, discussion and small group activities.

Out-of-Class: Select "beat" and conduct interviews and fact gathering to compose a "beat" overview.

Student Performance Objectives: Identify and apply interview and reporting strategies that illustrate how that piece of Gavilan community operates.

### **WEEK 10 3 HOURS**

#### **Identifying and Drafting News stories**

Content: Review how to identify news stories through writing, lecture, discussion and small group activities.

Out-of-Class: Select issue and/or event to cover and begin reporting and composing news story.

Student Performance Objectives: Apply interview, reporting and composing strategies and employ in the creation of a news story.

### **WEEK 11 3 HOURS**

#### **Assessing and Responding to News story Drafts**

Content: Review effective strategies for responding to writers and drafts of stories and conduct response workshops between peer editors and writers.

Out-of-Class: Rewrite news stories based on in-class feedback and response to feedback.

Student Performance Objectives: Apply effective strategies for responding to another writers drafts and translate comments of peer editors in revision of news story.

### **WEEK 12 3 HOURS**

#### **Identifying and Drafting News stories II**

Content: Review how to identify news stories through writing, lecture, discussion and small group activities.

Out-of-Class: Select issue and/or event to cover and begin reporting and composing news story.

Student Performance Objectives: Apply interview, reporting and composing strategies and employ in the creation of a second news story.

### **WEEK 13 3 HOURS**

#### **Assessing and Responding to News story Drafts II**

Content: Review effective strategies for responding to writers and drafts of stories and conduct response workshops between peer editors and writers.

Out-of-Class: Rewrite news stories based on in-class feedback and response to feedback.

Student Performance Objectives: Apply effective strategies for responding to another writers drafts and translate comments of peer editors in revision of second news story.

**COURSE CONTENT (CONTINUED):**

**WEEK 14 3 HOURS**

**Introduction to Broadcast Journalism**

Content: Identify purpose and strategies of broadcast journalism through writing, lecture, discussion and small group activities.

Out-of-Class: Read and compose written responses to texts about broadcast journalism. Compose broadcast-style script based on news event.

Student Performance Objectives: Apply effective strategies for reporting for broadcast media.

**WEEK 15 3 HOURS**

**Introduction to the Profile Form**

Content: Identify purpose and strategies of profile writing.

Out-of-Class: Read and compose written responses to a published profile.

Select profile subject and begin interviewing and reporting about subject.

Student Performance Objectives: Apply effective strategies for fact gathering and other reporting methodology for the creation of a profile.

**WEEK 16 3 HOURS**

**Introduction to Investigative Journalism**

Content: Identify purpose and strategies of investigative journalism through writing, lecture, discussion and small group activities.

Out-of-Class: Read and compose written response to texts that model and are about investigative journalism. Continue gathering facts and continue composing profiles.

Student Performance Objectives: Apply effective strategies for fact gathering and other reporting and composing methodology for the creation of a profile.

**WEEK 17 3 HOURS**

**Assessing and Responding to Drafts of Final Projects**

Content: Review effective strategies for responding to writers and drafts of stories and conduct response workshops between peer editors and writers.

Out-of-Class: Rewrite profiles based on in-class feedback and response to feedback.

Student Performance Objectives: Apply effective strategies for responding to another writers drafts and translate comments of peer editors in revision of second news story.

**WEEK 18**

**2 HOURS**

**Final Exam**

Content: Conduct presentations based on profiles.

Out-of-class: Not applicable.

Student Performance Objectives: See Institutional Learning Outcomes. Included in content section.

**OUT OF CLASS ASSIGNMENTS:**

Required Outside Hours: 3

Assignment Description: Students will cover a college or community event, then write and report, producing a digital story using online print, online broadcasting, online social media communications channels.

**METHODS OF INSTRUCTION:**

Lecture, class discussion, small group activities and out-of-class performance assignments are designed to acquaint the student with learning journalistic styles of fact gathering, reporting and writing skills. Texts are dealt with via lecture, discussion, small group activities and news assignments. Guest speakers are also employed.

**METHODS OF EVALUATION:**

Writing assignments

Percent of total grade: 20.00 %

20% - 30% Reading reports; Essay exams; Term papers

Problem-solving assignments

Percent of total grade: 20.00 %

20% - 30% Homework problems; Field work; Quizzes; Exams

Skill demonstrations

Percent of total grade: 20.00 %

20% - 30% Class performance; Field work; Performance exams

Objective examinations

Percent of total grade: 20.00 %

20% - 30% Matching items; Completion

**REPRESENTATIVE TEXTBOOKS:**

Required Representative Textbooks

Whitaker, Ramsey, Smith. Media Writing: Print, Broadcast and Public Relations. New York: ISBN: 978-0-415-88803-5, 2012.

Offers instruction in digital news writing, digital broadcast writing, digital public relations writing and digital social media writing, best applications and practices for each.

Reading Level of Text, Grade: 13 Verified by: Jan Janes

**Required Other Texts and Materials**

Associated Press, Associated Press Stylebook and Briefing on Media Law, Basic Books

**ARTICULATION and CERTIFICATE INFORMATION**

Associate Degree:

GAV C1, effective 200470

CSU GE:

IGETC:

CSU TRANSFER:

Transferable CSU, effective 200470

Not Transferable

UC TRANSFER:

Not Transferable

Not Transferable

**SUPPLEMENTAL DATA:**

Basic Skills: N

Classification: Y

Noncredit Category: Y

Cooperative Education:

Program Status: 1 Program Applicable

Special Class Status: N

CAN: JOUR2

CAN Sequence: XXXXXXXX

CSU Crosswalk Course Department: JOUR

CSU Crosswalk Course Number: 16A

Prior to College Level: Y

Non Credit Enhanced Funding: N

Funding Agency Code: Y

In-Service: N

Occupational Course: D

Maximum Hours:

Minimum Hours:

Course Control Number: CCC000353604

Sports/Physical Education Course: N

Taxonomy of Program: 060200