

**University of Regina
School of Journalism**

JRN 300: Introduction to Print Journalism Fall 2014

TIME: Mondays: 8:30 – 11:15 a.m. (lecture) 1:30 – 4:15 p.m. (lab)

PLACE: AH 105.6 (large lab)

INSTRUCTOR: Trish Elliott

OFFICE: AH 105.18 Phone: 585-4449 **E-mail:** patricia.elliott@uregina.ca

Office hours for consultation: Thursdays: 10:00 a.m. to noon

LAB INSTRUCTOR: Mark Taylor

OFFICE: AH 105.19 Phone: 585-4091 **E-mail:** mark.taylor@uregina.ca

Office hours for consultation: Thursdays: 10:00 a.m. to noon

COURSE DESCRIPTION

This is the introductory news-gathering, reporting and newspaper production course in the School of Journalism. It will give you an overview of the techniques of news-gathering, the standard rules of news and feature writing, elements of news judgement and a sense of what it means to tell a story clearly, accurately and completely in the time and space available. We'll consider the importance of putting stories into context, geographically, historically and in relation to readers. We'll talk about the dynamics of a newsroom and the differences between hard news stories, features and opinion pieces. We'll visit community venues in Regina and further afield to understand what makes a story and how to cover ongoing issues without forgetting that some readers may be reading about them for the first time. **We'll take time to put stories together into print and online publications and to begin to explore editing, layout and production skills.**

COURSE OBJECTIVES

This course will help you develop and build on both reporting and writing skills. You will be expected to produce news and feature stories with depth and clarity. You will learn the basics to feel comfortable walking into a newsroom environment and tackling your first assignments.

COURSE METHODS

We will find stories in the city and elsewhere. There will be news quizzes regularly to make sure you are keeping on top of the news, and copy-editing work to help you become familiar with a standard usage of spelling and grammar for newspapers. There will be news room assignments, as well as a field trip outside the city.

TENTATIVE SCHEDULE (To be adjusted as program requires)

Week 1 – Monday, September 8

Lecture: Overview of the course. News: what is it? Where is it? How do you find it/write it? What goes on in the newsroom of a daily newspaper? How would you define the responsibility of a news reporter? The tools of the trade: the pencil, notebook, recorder, digital camera, telephone, computer.

Discussion: Defining and selecting topics for news stories relevant to Saskatchewan readers today. **Classroom Exercise:** Making news choices

Read: Textbook chapters

5 (Basic News Leads), pgs. 71-82

7 (The Body of a News Story), pgs. 116-138

8 (Quotations and Attribution), pgs. 155-175

Lab: Introductions and overview.

Leads, inverted pyramid and other writing styles. Quotations, attribution and story structure, Part 1.

Week 2 - Monday, September 15

News Beat: Simulated newsroom exercise #1 (10 points) 400-600 words.

Deadline: Stories complete and submitted by 4:00 p.m.

Week 3 – Monday, September 22

Lecture: Being on your word count – tips and tricks. What to expect on the first day of work. Preparing for Shaunavon field trip.

Discussion: Feedback on first news story – how did it go? What challenges did you face? What did you learn?

News/Style Quiz—Grammar top-up: The sentence.

Read: Textbook chapters

2 (Newswriting Style) pgs 7-22

3 (The Language of the News) pgs. 30-43

Lab: Leads, inverted pyramid and other writing styles. Quotations, attribution and story structure, Part 2.

For next week: Have a Shaunavon story idea (including potential sources) ready to discuss.

Week 4 – Monday, September 29

Lecture: What's a story? Getting the reader into the story. Looking for stories behind the stories in Saskatchewan. Finding big stories in small towns. Being there. Observation skills. Using all your tools – including your senses and your curiosity.

News/Style Quiz—Grammar top-up: Active and passive voice

Read: Textbook chapter 4 (Selecting and Reporting the News) pgs 53-66

Lab: Photojournalism basics, outline fundamentals and Photoshop workshop. Shaunavon story pitch meeting.

Week 5 – Monday, October 6

Big stories in small towns. We spend the day in Shaunavon finding out what's on the minds of its residents and putting that in context. Bring your observation skills, notebook, recorder and camera.

Deadline: First draft of Shaunavon story due Oct. 27 5:00 p.m. (10 points)

Week 6 – Monday, October 13

Thanksgiving holiday – no class

Week 7– Monday, October 20

Lecture: Writing a news feature. What do you do with all this information? Narrative writing. Adding character and colour. The importance of context.

Discussion: Your story and its context. Identifying the 'big story' behind the 'little story.'

News/Style Quiz—Grammar top-up: Agreement

Read: Textbook chapters
6 (Alternative Leads) pgs. 99-108
10 (Feature Stories) pgs. 210-222

Lab: Introduction to layout and InDesign.

Week 8 – Monday October 27

News Beat: Simulated newsroom exercise #2 (10 points) – combined class and lab. Story submitted for copyediting by 3:30 p.m.

Due: Shaunavon story first draft (10 points)

Week 9 – Monday, November 3

Lecture: Teamwork and journalism. Setting up Shaunavon teams. Accuracy in reporting. Your responsibility to get the story right. Video: 'The Newspaper.'

News/Style Quiz—Grammar top-up: That, which, who, whom.

Due: Final draft of Shaunavon feature 5 p.m.

Lab: Upload Shaunavon stories and photos to blogs. Web layout due Nov. 24.

Week 10 – Monday, November 10

Guest Speaker-TBA

Week 11 – Monday, November 17

News Beat: Simulated newsroom exercise #3 (10 points) – combined class and lab. Story submitted for copyediting by 2:30 p.m. Layout your story using InDesign.

Week 12 – Monday, November 24

News/Style Quiz—Grammar top-up: Adjectives, adverbs and modifiers.

Lab: All day lab. Break into teams and begin to lay out Shaunavon magazines.

Week 13 – Monday, December 1

Wrap up discussion: Highs and lows. The life of an intern.

Lab: Complete Shaunavon magazine layout. Proofread. Print. Party.

REQUIRED TEXTS

Canadian Press, The Canadian Press Stylebook, ed. Patti Tasko (Toronto)
Canadian Press Caps and Spelling (Toronto)

Oxford University Press, Reporting for the Media, ed. John Bender et al. (Don Mills, Ontario)

Worth adding to your own library: **On Writing Well** by William Zinsser and **The Elements of Style** by William Strunk and E.B. White.

As serious journalists, you will be expected to read two newspapers daily and a news magazine weekly. Start your day reading the newspapers in the student lounge. Watch particularly for stories in your area of interest to share with the class. Don't restrict your reading to Canadian or Saskatchewan dailies. Interesting stories in smaller publications or in the *New York Times* will all be welcome for class discussion.

ASSIGNMENT SUMMARY

Assignment	Requirements	Due	Value	Submit to
News/Style Quizzes	Current events quiz	Sept. 22 Sept. 29 Oct. 20 Nov. 3 Nov. 24	5 (1 each)	Trish
Newsbeat #1	400-600 words	Sept. 15	10	Trish
Shaunavon feature story first draft	600-800 words	Oct. 27	10	Trish
Shaunavon feature story final draft	600-800 words	Nov. 3	15	Trish
Newsbeat #2	300-400 words	Oct. 27	10	Trish – story Mark - layout
Newsroom #3/Individual layout	250-300 words laid out	Nov. 17	10	Trish
Shaunavon web magazines	One online magazine per team	Nov. 24	10	Mark
Shaunavon print magazines	One print magazine per team	Dec. 1	20	Mark
Class participation	Attendance and participation	Ongoing	10	N/A

Important: Grading of written assignments.

Your written work will be evaluated as the work of a journalist. Curiosity, initiative, accuracy, originality, ability to work with others, to respect deadlines and to use correct spelling and grammar will all be considered part of this evaluation.

A story that is publishable, with normal editing, gets 70 per cent. It is accurate. It has a lead, it provides enough detail for the reader to make sense of it; it has adequate sources and attribution and it's impartial.

This same publishable story, with any additional virtue, goes up a full grade to 80. It may have a lead that sings. It may explain a complicated event in a really clear way. It may show that the reporter had to dig information out of reluctant or tough sources. It may be a really good story idea demonstrating an alert or imaginative reporter. Any one such virtue and the story goes up a full grade. Two such virtues and it goes up to a 90.

Less happily, the same publishable story with a journalistic flaw goes down a full grade to 60. Such a story may contain a minor inaccuracy (one that doesn't cripple the whole meaning.) Its structure may be flawed (written totally backwards, for example) or the

lead may be misleading. It may be an unfocused story that is 'All About Everything.' Two such flaws and the story falls below 50. Another avenue to a mark below passing grade is a major factual error, one that changes the meaning of a story.

Deadlines must be met. The penalty for late assignments, without a medical or equivalent reason, will be five per cent of the grade per day. No credit will be given for assignments handed in more than one week late, except for exceptional circumstances as above with prior notice to the instructor that a deadline will be missed.

Plagiarism or the manufacturing of sources or quotes will be dealt with more harshly by the University, as outlined in the 2009-2010 University Calendar.

Announcements for Students in Faculty of Arts Courses, Fall 2014

Academic Regulations

You are responsible for understanding and following the relevant academic regulations outlined in the *Undergraduate Calendar*. The most important of these are summarized in section 5.1, "Responsibilities of Students". I strongly urge you to read this section at your earliest convenience. Every year some of our students lose money or academic credit because they overlooked one or more of the university's rules; don't let this happen to you.

Academic Misconduct

You are responsible for knowing all of the formal definitions of plagiarism, cheating and other forms of Academic Misconduct, as specified in section 5.13.2 of the *Undergraduate Calendar*. You will not be able to excuse academic misconduct by arguing that you didn't know it was misconduct. If you are unsure, check with your instructor beforehand. When you hand in assignments, it will be assumed that you handed in the version you intended to hand in. We will not under any circumstances accept the excuse that you 'accidentally' handed in the wrong file. Please note as well that you are not permitted to hand in the same work for credit in more than one course unless you have prior permission from the instructor. Please also note that cheating during examinations is a serious offence with serious penalties. The Faculty of Arts will vigorously pursue all suspected cases of academic misconduct; the penalties for it include indefinite expulsion from the University.

Procedures and Dates for Dropping Courses

If you want to withdraw from a class without academic penalty and/or with a refund, you must make a formal request to this effect before the relevant deadline. You won't automatically be withdrawn just because you stop attending classes. Students who are no longer attending classes but have not formally withdrawn are still considered to be registered, will not have their fees refunded, and will be assigned a failing grade of NP for the course. Please consult section 1.2.1 of the *Undergraduate Calendar* for refund deadlines.

It is Faculty of Arts policy that "Faculty teaching undergraduate courses will return graded assignments and/or exams worth at least 20% of the overall mark before the deadline for students to withdraw from a class with a grade of W. This principle will be waived only when implementation clearly would be impractical, such as for an honours thesis course."

Procedures for Requesting Deferrals of Final Exams or Term Work

If for reasons beyond your control (such as illness, accident, or a death in the family) you become unable to complete your term work or final exams, please contact the Student Services Office of your Faculty or College as soon as possible for advice about getting your course work deferred. The procedures for deferrals are outlined in section 5.7 of the *Undergraduate Calendar*.

Cancelled Classes

When instructors can't make a given class, they are to inform their department, who will post a sign outside the classroom that day notifying students that the class is cancelled. If an instructor does not come to class and no notice has been posted, please contact the relevant department office.

University Email Accounts

You should check your University of Regina email account regularly because the University will send any official correspondence to that address. You can easily have your University email forwarded to a commercial account like Hotmail by using following the instructions at <http://www.uregina.ca/is/student/email/index.html>. If you do so, however, be sure to check your junk folder for the first while, since some commercial email accounts classify University-originated emails as junk.

Personal Information

Please be sure to update your personal information at the beginning of each semester (address, telephone number, etc.) online if anything has changed.

Special Needs

Any special-needs students requiring accommodations in the classroom must first contact the Coordinator of the Centre for Student Accessibility - formerly the Disability Resource Office at 585-4631 and then arrange to meet with the course instructor. A statement of the Faculty's policies and procedures for special needs

students can be obtained from the Student Services Office in CL 411 or at <http://www.arts.uregina.ca/current-students/new-students/special-needs>.

University Harassment and Discrimination Prevention Policy

All members of the University community are entitled to a professional working environment, free of harassment and discrimination. See section 8.4.6 of the *Undergraduate Calendar* for details.

Early Referral Program

Faculty of Arts students may participate in a student support initiative, Early Referral Program. Students may face challenges in undertaking course work and there are many resources available on campus that can provide assistance. If your instructor feels that you may benefit from additional support, he/she may forward your name and you will be contacted and offered an appointment with an advisor. Refer to <http://www.uregina.ca/ssc/earlyreferral.shtml> for more information.

Final Approval of Grades

All course grades are subject to final approval by the Associate Dean (Undergraduate). In rare cases, grades in a class may be changed in the interests of maintaining standards.

Recording of Classes

Unauthorized video- or audio-recording of classes is not permitted. If you are given authorization to record class proceedings by the Student Accessibility Office and the instructor, you may use such materials for private study only. You may not lend the material to other students, and you must destroy it when the class ends.

Faculty of Arts Code of Classroom Conduct

Things not to do in the classroom

1. Arrive after the class is scheduled to begin.
 - You're distracting your fellow students from their note-taking. If there are in-class exercises or group discussions, your late arrival can throw off the allocation of tasks upon which the instructor settled before you arrived.
2. Leave before the class is over (or at least before it is scheduled to end).
 - Unless you've previously explained the situation, your instructor may think your departure is a comment on the class itself. If fellow students are scheduled to present later in the hour, they'll hardly find your early exit flattering.
3. Engage in side conversations with your fellow students.
 - You're publicly declaring that you're bored and have better things to do with your time than listen to your instructor. Polite people find a way to conceal their boredom. It also makes life difficult for the students around you who do want to hear what the instructor has to say.
4. Text your friends and relatives.
 - This is just another form of side conversation.
5. Let your cell phone ring or, worse still, take a call.
 - Your classmates may laugh the first time your phone rings in class. But they won't be so amused the next time. And you don't want to know what they'll be thinking if you go so far as to hold a conversation in the classroom. If you're expecting an important call, let your instructor know in advance, leave the phone on vibrate, and exit the room before taking the call.
6. Use your laptop for purposes unrelated to the class.
 - The success of a class depends not just on what the instructor does and says, but also on how well the students listen and interact. If everyone followed your example, the class would be a disaster for all involved. If you plan to take notes on your laptop, think about sitting at the back of the classroom, where typing won't be as distracting for other students.



I wish you an enjoyable and successful semester.

Cameron Louis, Associate Dean (Undergraduate)