



School of Journalism University of Regina

JRN 401 - 801 Advanced Print - Winter 2021

Tuesdays 9:30-12:15 class / 1:30-4:15 lab time via Zoom

Instructors

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 email or text
 Office hours: By appointment
 Lab instructor: Jeanelle Mandes: jeanelle.mandes@uregina.ca

Description

Welcome! This is an opportunity to stretch your journalism to a higher level. Students will practice journalism formats that go beyond the basic news story, including narrative feature writing and current affairs analysis. We will also discuss how to do journalism better, through discussions on understanding and writing for diverse audiences and decolonizing our writing. Guest speakers and collaborations with media partners will help you expand your understanding of the field and your professional contacts. Graduate students will gain practice in leading a seminar and will have opportunities to begin work on their MJ projects through the assignments.

Our Learning Themes

Theme 1: Navigating the shifts

Our readers have undergone some profound cultural shifts in their media habits. As they look to journalism as trustworthy, in depth sources in an information-overloaded world, we will explore ways to respond by:

- Creating longer pieces with narrative arcs
- Adding analysis and perspective to our work
- Writing with diverse audiences in mind
- Working collaboratively
- Providing thoughtful content for deeper understanding of events

Theme 2: Let's do better

Journalism is being called on to become a space for more diverse voices, coverage and perspectives. To prepare for today's newsrooms, we'll talk about how to improve our understanding and sensitivity in the areas of:

- Decolonizing our journalism
- Writing about (dis)Ability
- Writing about race
- Writing about gender and sexuality

Style

We'll meet on Zoom every Tuesday morning at 9:30 a.m. for lessons, guest speakers, story meetings and discussions. We will operate synchronistically as a virtual classroom that is as close to the real thing as possible, so that you can make genuine connections with your classmates and instructors. The afternoon labs are at time for independent work on your writing assignments and online posts, with instructors available to assist as needed. In some instances, lab and class time may be switched around to accommodate guest speaker schedules or other considerations.

Media Partners and Publishing

You will work with editors from CBC, Maclean's and the Leader-Post to develop story ideas and submit work for potential publication. Your instructor will work with you on multiple drafts of each assignment to ensure the final products meet professional standards.

Requirements

- CP Style Guide and Caps and Spelling, and/or an online CP Style Guide subscription.
- Internet-connected computer with headset.
- Recording app/device for remote interviews.

This course will not use Proctortrack.

Specialized Accommodations: Students in this course who, because of a disability, may have need for specialized accommodations, should please contact the Centre for Student Accessibility (Riddell Centre 229, 585-4631, www.uregina.ca/student/accessibility/) and should also discuss these accommodations with me and the lab instructor. Please note that instructors do not have the authority to arrange for any accommodations independent of the Centre for Student Accessibility.

Policies: Students are expected to attend all scheduled class times and participate in discussion. While classes will be recorded, due to the interactive and hands-on nature of the class and labs, watching a video afterwards of story meetings, Q&A sessions, etc. will have limited value to your progress, if you do not attend. Late assignments will be penalized 5 percent per day. Assignments submitted later than one week from the due date will not be accepted. Assignments are meant to be published and students are therefore expected to professional standards of accurate, ethical, fair and non-libelous journalism. Plagiarism will not be tolerated and may lead to an academic misconduct, failing grade and expulsion from the School.

TENTATIVE SCHEDULE

Copies of readings and resources will be posted on UR Courses.

Week 1 - Jan 12

- Catching up - Internship experiences
- Creative exercise – freewriting and imagination game
- Syllabus and assignment review
- Print and online trends; Writing beyond the standard news story: analytical, narrative, longform, opinion, profiles;
- Daily Take-aways: what lessons and ideas stick with you at the end of the day

For next week: opinion piece idea

Lab time (every week from 1:30-4:15)

Readings:

Ferne, Tristan (2018). Beyond 800 words: Prototyping new story formats for news. *BBC Research and Development Blog*. July 18.

Chan, Julia B. and Bui, Kim (2020). Millennials are ready to run things. *Predictions for 2021*. Neimanlab.org

Week 2 - Jan 19

- Guest media partner: Katherine Laidlaw, Maclean's magazine 'They Were Loved' project coordinator.
- Obituary writing
- Creative exercises
- Opinion story meeting; Takeaways
- For next week: Have a pitch ready for a CBC opinion piece

Readings:

Anon. (2020). Unaltered States. *The Economist*. Nov. 28.

Talese, Gay (1966). Mr. Bad News. *Esquire*. February.

Nazir, Arisha (2020) Rob Geisbrecht: A Barber, A Hairdresser, and Enduring Love. *Maclean's*. Dec. Watch the They Were Loved video (link on UR Courses)

Week 3 - Jan 26

- Guest media partner: Sean Trembath - CBC Saskatchewan. Opinion pitch session.
- Writing reviews
- Guest: Audrey Dreaver, FNUUniv, Indigenous Fine Arts. Writing about art.
- Daily take-aways.
- For next week - review story idea

Reading:

Henry Sayre's 7 Steps to Thinking Critically About Art (excerpt from A World of Art, 7th ed., pg. xix)

Week 4 - Feb 2 Opinion Piece Due

- Guest media partner: Ashley Martin, Leader-Post features and entertainment editor. Review pitch session.
- Panel discussion: Let's do better at decolonizing our journalism
Global South perspective - Alvin Ntibinyane, INK Centre for Investigative Journalism (Botswana)
Indigenous perspective – Emilee Gilpin, Managing Editor, IndigiNews
- Daily take-aways.

Readings:

Lisk, S. (2020) Rewriting journalism: How Canadian media reinforces Indigenous stereotypes.

Interview with Carmen Robertson. *TVO Online*. Sept. 3.

Olawuyi, E. A. (2012). Setting the Agenda for Decolonizing African Media Systems. In *African Intellectuals and Decolonization* (1st ed., p. 102). Ohio University Press

Week 5 - Feb 9

- Panel discussion: Let's do better on (dis)Ability
Jeanelle Mandes - Autism awareness advocate, director of *Falling Between the Cracks* doc
Chelsea Temple Jones – Journalist and Critical Disabilities Studies prof, Brock U.
- Lesson: Narrative journalism Part 1. Applying creative nonfiction techniques; blocking out your scenes and identifying key story elements.
- Daily take-aways.

Readings:

Temple Jones, C. (2019). Dropping the disability beat: Why specialized reporting doesn't solve disability (mis)representation. In Ellis, K., et al., (Eds), *The Routledge Companion to Disability and Media*. Routledge. 329-340.

Watch 'Falling Between the Cracks' documentary by Jeanelle Mandes.

READING WEEK - No Class Feb 16

Week 6 - Feb 23 Narrative Outline Due

- Guest media partner: Ashley Martin, Leader-Post. Feature pitch session.
- Discussion: Overcoming gender bias and assumptions.
- Narrative journalism Part 2. Conflict, resolution and story arcs. Narrative story meeting
- Guest Speaker: Let's do better on gender and sexuality
Evie Johnny Ruddy, PhD Fellow, Carleton University Transgender Media Lab
- Daily take-aways.

Readings:

Transgender Media Portal (<https://www.transgendermediaportal.org/>)

The Transgender Association Style Guide (<https://transjournalists.org/style-guide/>)

The Power Gap – a Globe and Mail investigative report (see UR Courses for library access link)

Week 7 - March 2 Narrative draft due

- Panel discussion: Let's do better on race
Saima Desai, Editor, Briarpatch Magazine
Omayra Issa, Journalist and Host, CBC Saskatoon
- Lesson: Analytical journalism: Writing an analysis
- For next week: Analysis topic idea
Daily take-aways.

Reading:

Baily, I. (2019). How Implicit Bias Works in Journalism: Avoiding the pitfalls of hidden biases can lead to better story selection and more inclusive reporting. *Niemen Reports*, Nov. 13.

Week 8 - March 9 Obit final due

- Guest media partner: Murray Mandryk, Leader-Post political columnist. Analysis pitch session.
- Writing exercises.
- Graduate seminar - Libby Geisbrecht, Reporting on Race
- Daily take-aways.

Week 9 - March 16

- Online considerations in print.

- Graduate seminar - Julia Peterson, Reporting on Gender and Sexuality
- Daily take-aways.

Week 10 - March 23 Analysis draft due

- Advanced tips for clear, concise and creative writing.
- Graduate seminar – Florence Hwang, Reporting on Mental Health
- Daily take-aways.

Week 11 - March 30

- Polishing and fact-checking. Editing for style and substance.
- Daily take-aways.

Week 12 - April 6 Analysis Due

- Newsroom role play – pitching deeper angles on the day's news.
- Daily take-aways.

Week 13 - April 13

- Wrap up exercise - reviewing lessons through role plays
- Semester take-aways

Assignments

See UR Courses for detailed grading rubrics for each assignment

JRN 401	Grade	Word count	Drafts	Final
Opinion piece	15	500-700	Pitch Jan. 26	Feb. 2
Review	10	500-700	Pitch Feb. 9	Feb. 23
Obit - Maclean's They Were Loved project	20	200	ASAP after interview completed	March 9
Narrative feature	20	900-1100	Outline Feb. 23 Draft March 2	March 16
Analysis	25	900-1100	Draft March 23	April 6
Participation	10			Ongoing
Total	100			
JRN 801(MJ)	Grade		Drafts	Final
Choice of: Opinion, Review or Obit	15	As above	As above	As above
Narrative feature	25	1000-1200	Outline Feb. 23 Draft March 2	March 9
Analysis	30	1000-1200	Draft March 23	April 9
Seminar	20	45 min.		Dates as assigned
Participation	10			Ongoing
Total	100			

GRADING DESCRIPTIONS (University Calendar)

90-100 An outstanding performance with very strong evidence of:

- an insightful and comprehensive grasp of the subject matter;
 - a clear ability to make sound and original critical evaluation of the material given;
 - outstanding capacity for original creative and/or logical thought;
 - an excellent ability to organize, to analyze, to synthesize, to integrate ideas, and to express thoughts both in speech and in writing.

80-89 Very good performance with strong evidence of:

- a comprehensive grasp of the subject matter;
- an ability to make sound critical evaluation of the material given;
- a good capacity for original, creative, and/or logical thinking;
- a very good ability to organize, to analyze, to synthesize, to integrate ideas, and to express thoughts both in speech and in writing.

70-79 Above average performance with evidence of:

- a substantial knowledge of the subject matter;
- a good understanding of the relevant issues and a good familiarity with the relevant literature and techniques;
- some capacity for original, creative, and/or logical thinking;
- an above-average ability to organize, to analyze and to examine the subject material in a critical and constructive manner, and to express thoughts both in speech and in writing.

60-69 A generally satisfactory and intellectually adequate performance with evidence of:

- an acceptable basic grasp of the subject material;
- a fair understanding of the relevant issues;
- a general familiarity with the relevant literature and techniques;
- an ability to develop solutions to moderately difficult problems related to the subject material;
- a moderate ability to examine the material in a critical and analytical manner, and to express thoughts in writing.

50-59 A barely acceptable performance with evidence of:

- a familiarity with the subject material;
- some evidence that analytical skills have been developed;
- some understanding of relevant issues;
- some familiarity with the relevant literature and techniques;
- partially successful attempts to solve moderately difficult problems related to the subject material and to examine the material in a critical and analytical manner;
- basic competence in writing.

0-49 Unacceptable performance.

For more information: https://www.uregina.ca/student/registrar/resources-for-students/academic-calendars-and-schedule/undergraduate-calendar/assets/pdf/2020-21/Undergraduate-Calendar_2020_211.pdf