

# JRNL 22B: INTERMEDIATE REPORTING/NEWSWRITING

## Foothill College Course Outline of Record

Heading	Value
<b>Effective Term:</b>	Summer 2023
<b>Units:</b>	5
<b>Hours:</b>	4 lecture, 3 laboratory per week (84 total per quarter)
<b>Advisory:</b>	ENGL 1A or 1AH or ESLL 26; not open to students with credit in JRNL 21A.
<b>Degree &amp; Credit Status:</b>	Degree-Applicable Credit Course
<b>Foothill GE:</b>	Non-GE
<b>Transferable:</b>	CSU/UC
<b>Grade Type:</b>	Letter Grade (Request for Pass/No Pass)
<b>Repeatability:</b>	Not Repeatable

## Description

This course is a continuation of the introductory newswriting/reporting course (JRNL 22A) and focuses on coverage of public affairs beats, including local and regional government, police, courts, and school and city boards. Fundamentals in feature writing for newspapers, magazines, and other media, with instruction and practice in profile, human interest, consumer, and interpretive news features. Includes both on- and off-campus reporting and writing/news presentation for a variety of news purposes and through multiple platforms, with practical experience in interviewing, writing special story types, and revising.

## Course Objectives

The student will be able to:

1. Demonstrate a basic knowledge of the fundamentals of feature writing and the organization and structure of feature stories
2. Gather, organize, and synthesize information to compile into feature stories, and write these stories under deadline pressure
  - a. Report and write multiple on- and off-campus public affairs-type stories, such as coverage of local or regional government, public safety, courts, and education
  - b. Provide innovative story ideas
  - c. Gather information from diverse sources
  - d. Practice interviewing, note-taking, and fact-checking
  - e. Research and develop stories
  - f. Conduct professional interviews
  - g. Organize notes
3. Prepare feature stories for converging audiences
  - a. The profile
  - b. The consumer feature
  - c. The human interest story
  - d. The opinion piece
  - e. The me-story (emotional, touching, or humorous)
  - f. Using social media as a reporting tool
  - g. Writing for various publication formats: print, online, multimedia, broadcast, and public relations
  - h. Producing stories through audio, video, and other multimedia formats
    - i. Locate and use diverse human, paper, and electronic sources
4. Create plan for submitting story to freelance market
  - a. Identify markets for freelance opportunities
  - b. Write query letter and submit story to appropriate market
  - c. Unusual and minority markets
  - d. Produce at least one major assignment utilizing basic multimedia skills, such as taking a photograph or capturing an audio/video interview, and/or employing social media or other emerging technology tools
5. Employ editing techniques and use journalistic style
  - a. Practice revision and copy-editing
  - b. Apply AP Style
6. Identify and apply fundamental media law concepts, such as libel and privacy rights, and basic freedom of information tools, including public records and open meeting laws
  - a. Non-sexist, non-biased language
  - b. Apply ethics codes and practices
  - c. Open meeting laws, public records, and freedom of information requests
  - d. Other media law concepts: libel and privacy
7. Read and analyze current events news
  - a. Examine the basic concepts and techniques used in broadcast/webcast news and public relations writing

## Course Content

1. Demonstrate a basic knowledge of the fundamentals of feature writing and the organization and structure of feature stories
  - a. The news peg
  - b. Feature leads
  - c. Analysis of examples of good feature writing
  - d. Recognizing important, compelling details
  - e. Types of features: covering city councils, school boards, courts, police, and other local governmental bodies

## Lab Content

Assist in production of a regular news or feature non-fiction product with a journalism emphasis by and for students and distributed to a campus or community audience. Must include weekly newsgathering activities regardless of publication frequency.

## Special Facilities and/or Equipment

1. Computer with word processing software and access to the internet, portable tape recorder/camera.
2. When taught as an online distance learning section, students and faculty need ongoing and continuous internet and email access.

## Method(s) of Evaluation

Methods of Evaluation may include but are not limited to the following:

Reporting assignments/projects across multiple platforms  
 Quizzes/exams  
 Critiques  
 Peer critiques  
 Adherence to professional protocols (meeting deadlines, attendance, adherence to ethics)

## Method(s) of Instruction

Methods of Instruction may include but are not limited to the following:

Lecture and visual aids  
 Discussion of assigned reading  
 Discussion and problem solving performed in class  
 In-class essays  
 In-class exploration of internet sites  
 Quiz and examination review performed in class  
 Homework and extended projects  
 Guest speakers  
 Collaborative learning and small group exercises

## Representative Text(s) and Other Materials

Foreman, Gene, et al.. The Ethical Journalist, 3rd ed.. 2022.

Harrower, Tim. Inside Reporting, 3rd ed.. 2012.

Friedlander, Edward Jay, and John Lee. Feature Writing for Newspapers and Magazines: The Pursuit of Excellence, 7th ed.. 2010.

Knight, Robert M.. Journalistic Writing: Building the Skills, Honing the Craft. 2010.

Although many of these texts are older than the suggested "5 years or newer" standard, they remain seminal texts in this area of study and are considered foundational texts.

Examples of Supporting Texts and References:

Goldstein, Norm. Associated Press Stylebook and Libel Manual. 2013.  
 Arnold, George T. Media Writer's Handbook: A Guide to Common Editing and Writing Problems, 6th ed. 2012.  
 Kessler, Lauren, and Duncan McDonald. When Words Collide: A Media Writer's Guide to Grammar and Style, 8th ed. 2012.

## Types and/or Examples of Required Reading, Writing, and Outside of Class Assignments

1. Reading approximately 250 pages from a textbook, websites, and/or handouts that include:

- a. Explanation of feature-writing style and leads
  - b. Suggestions for finding diverse sources
  - c. Examples of high-quality feature stories from professional media
  - d. Media ethics and law applied to feature writing and freelance writing
2. Writing five feature stories, including:
    - a. A multi-source personal profile
    - b. An enterprise story demonstrating choice of diverse, reliable sources
    - c. An entertainment review and/or opinion story
    - d. A multi-source story that localizes a regional, national, or international story
  3. In-class assignments and exercises and a final exam to demonstrate comprehension of journalistic standards and critical thinking as applied to sourcing and writing feature stories
  4. Presenting at least one story as an online presentation, such as a blog or website, with links and graphics

## Discipline(s)

Communication Studies or English or Journalism