

**[Semester] Syllabus**

**Writing for Media**

**04:567:200:XX**

**Class Meeting Day/Time: XXX**

**Building and Room: XXX**

**Instructor: [Instructor’s Name]**
 Email: [instructor’s Rutgers email]

 Office Hours: [day/time] and by appointment

**Catalog Description:**

Fundamentals of writing across media platforms. By the end of the course, students will be able to write for many journalistic and media-based styles using basic and accepted techniques accepted by each discipline.

**Course Description:**

Writing for Media is an introductory level writing course for students in the Journalism and Media Studies program. This course is meant to build a journalism student’s skill set from the ground up. Over the course of the semester students will learn the basic rules of grammar and the official style used by the Associated Press; the basic structure of a piece of news writing; and a series of different styles and approaches to writing news for traditional and new media. Readings, lectures and discussions are utilized to introduce different genres and styles of writing for media, but this course is focused on building the skills of a professional writer, so students can expect to spend the majority of their time working on writing exercises and key writing assignments. Editing and revision will be stressed. The fundamentals of writing will be reinforced throughout the semester and students will come away from this course with the ability to recognize and write news articles, PR news releases, arts reviews, data journalism, literary journalism, and broadcast news.

**Prerequisites and Co-Requisites:**

None

**Course Learning Objectives:**

By the end of the course, students will be able to:

1. Identify and analyze characteristics and styles of various forms of media writing - print-based and digital – and critically evaluate.
2. Research, write, and edit content for diverse forms of media writing (e.g., news story, PR news release, data journalism, literary journalism, broadcast news story, arts review, etc.).
3. Write clearly and accurately; with focus, energy, voice, and for specific audiences; in an appropriate writing style and format (e.g., AP style) and proper writing conventions (e.g., grammar, punctuation, spelling, usage, sentence structure, etc.).
4. Showcase artifacts of media writing that purposely blends text, graphical content, and/or multimedia, and adheres to ethics in media writing.

**Course Textbooks:**

* **(Required)** Stovall, J. G. (2015). *Writing for the Mass Media*. Ninth Edition. New York: Pearson. ISBN-13 978-0-13-386327-7
* **(Required)** *The Associated Press Styleguide and Briefing on Media Law*. New York: Basic Books. ISBN-978-0465062942

OR The Associated Press Mobile App: <http://www.ap.org/apmobile/>

* **(Recommended)** Zinsser, W. (2006). *On Writing Well, 30th Anniversary Edition: The Classic Guide to Writing Nonfiction.* New York: HarperCollins. ISBN-13 978-0060891541

**There are additional required readings that are provided and can be accessed through the Canvas learning management system.**

**Lectures/Classes:**

Lectures will be presented during part of the class using “slides,” but students should be prepared to participate in discussions and exercises during the majority of their time in the classroom. There will also be an extensive use of online materials such as assignments, readings, lectures, websites, and online discussions in the Canvas course. There will also be group activities and discussions that are designed for you to participate in during class. Students are expected to have read the assigned materials and to have conducted the necessary work ***before class*** so that they are prepared to participate in class discussions, activities, and/or group work.

**Canvas Learning Management System and Technology**

**Course materials – readings, instructor’s lectures, media, resources, activities, discussion boards, and online assessments – can be accessed through the Canvas learning management system by Instructure at** <http://canvas.rutgers.edu> starting on the first day of class. You will need your **Rutgers NetID** username and password to log into the Canvas site.

Students having login or other Canvas technical problems should contact the **Rutgers Online Learning Help Desk** by phone at **877-361-1134** (available 24/7) or by email at help@Canvas.rutgers.edu if you need technical assistance. In addition, SC&I IT Services offers help with a variety of technology-related issues. They are located in the SC&I Building in Room 120 (first floor), tel: 848.932.5555 or email help@comminfo.rutgers.edu .

In order to successfully complete the course, it’s recommended that students have continuous access to a **high-speed Internet connection and computer hardware** that can support a broadband Internet connection. A **computer or laptop** is recommendedfor doingand submitting course assignments – not a smartphone or tablet. Most **browsers** (e.g., Firefox, Chrome, Edge, Internet Explorer, Safari) can be used. You may use **mobile devices** to access Canvas from an updated browser (i.e., latest two browser versions) on your Android/iOS device. For a list of supported browsers, see: <https://guides.instructure.com/m/4214/l/41056-which-browsers-does-canvas-support>

Rutgers Libraries also have computers available for student use, if needed.

Students are expected to frequently access the Canvas course **at least** **three times per week** (daily is recommended) to view announcements from your course instructor and complete the activities and assignments outlined for the week. Always make a **backup copy** of your work and be sure to leave yourself enough time to complete assignments.

**Methods of Assessment:**

Students’ work will be evaluated based on the following assessments and grading points:

(Individual assignments will be graded on a 100-point scale):

**In-Class Participation/Attendance………………………………………………………….10%**

(Learning Objectives: 1 & 2)

* In-class discussions
* In-class writing/editing exercises
* Critiquing and peer-editing writing

**Quizzes (8; online in Canvas)….…………………………………………………..………25%**

 (Learning Objectives: 1 & 2)

* Quiz 1: Writing Basics and AP Style (mechanics)
* Quiz 2: Writing for Media and Ethics
* Quiz 3: News Writing and Print Journalism
* Quiz 4: PR Writing
* Quiz 5: Data Journalism
* Quiz 6: Literary Journalism
* Quiz 7: Broadcast News
* Quiz 8: Web Journalism

**Key Writing Assignments (6; individual; in Canvas Assignments)……………………..60%**

(Learning Objectives 2 and 3)

* **Assignment 1: Write a News Story**
(1-subject; inverted pyramid, 350-400 words)
First Submission Due by Week 5 [day, date, and time]
Final Submission Due by Week 6 [day, date, and time]
* **Assignment 2: Write a Traditional PR News Release**(inverted pyramid; 250 - 300 words)
First Submission Due by Week 6 [day, date, and time]
\*\* FIRST DRAFT PEER-EDITED\*\*
Final Submission Due by Week 8 [day, date, and time]
* **Assignment 3: Write a Data Journalism Story** (500-700 words)
First Submission Due by Week 8 [day, date, and time]
Final Submission Due by Week 9 [day, date, and time]
* **Assignment 4: Write an Arts Review** (400 – 600 words)
First Submission Due by Week 9 [day, date, and time]
\*\* FIRST DRAFT PEER-EDITED\*\*
Final Submission Due by Week 11 [day, date, and time]
* **Assignment 5: Write a Literary Journalism Story** (700 words)
First Submission Due by Week 11 [day, date, and time]
Final Submission Due by Week 12 [day, date, and time]
* **Assignment 6: Write a News Script for Broadcast Radio**
(approx.. 90 words for a 30-second voicer)
Final Submission Due by Week 12 [day, date, and time] (no First Submission)

**Writing Artifact for Web/Showcase:** (in Google Sites or WordPress)**……………………….5%**

(Learning Objective: 4) Due by Week 13 [day, date, and time]

**TOTAL:…..……………………….…......………………….………………........................100%**

**Grading Scale:**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Letter Grade | A | B+ | B | C+ | C | D | F |
| Numeric values | 100 - 90 | 89.9 – 85 | 84.9 – 80 | 79.9 – 75 | 74.9 – 70 | 69.9- 65 | 64 or less |

**Note:** Course assignments (except for quizzes) will be graded based on "**Rubrics**" that provide students with key grading criteria, and grades will be posted to the Canvas Gradebook throughout the semester. It is strongly recommended that students spend time becoming familiarized with each of the following key rubrics (which can be found in the “Course Information” Module in the Canvas course) to know what is expected and to self-assess their work before submitting assignments for grading:

Generally speaking, an “A” grade will be awarded to an assignment that both fulfills the terms of the assignment and shows original, creative and analytical thought. A “B” grade will be awarded if the terms of the assignment have been fulfilled thoroughly and thoughtfully, with some evidence of originality and creativity. Assignments that merely fulfill the terms of the assignment will receive a “C” grade. Assignments that fail to fulfill the terms of the assignment will receive a “D” grade. An assignment that does not approximate the terms of the assignment will receive an “F.” Please refer to the grading Rubrics for specific grading criteria.

**Key Assignments – Descriptions:**

**In-Class Participation/Attendance……………………....................................................….10%**

Students are expected to be in class on time, and prepared to participate in discussions covering the assigned material, as well as in-class writing and analysis assignments. The instructor will grade students’ in-class attendance/participation as a “cumulative” grade at the end of the semester based on the **Attendance/Participation Rubric** and will be posted in the Canvas Gradebook. See the detailed description of attendance policies below under Course Policies.

**Quizzes (8; online in Canvas)…....…………………………………………………………25%**

There will be 8 quizzes over the course of the semester that test your comprehension of the assigned readings. The first quiz will be taken in class so that the instructor can lead you through the process of taking quizzes online in Canvas. All subsequent quizzes will be taken online in Canvas as part of homework. Quizzes are graded and will be posted in the Canvas Gradebook. Please see the course schedule and Canvas course for additional information.

**Key Writing Assignments (6; individual, Canvas Assignments)………………………..60%**

There will be 6 key Writing Assignments over the course of the semester. Each assignment covers a different genre and style of writing for media. Everyone is required to submit each assignment on time to the Canvas Assignment *and* make revisions according to the instructor’s feedback. Typically, there will be a *first submission* where the instructor will provide feedback for improvement with a Complete/Incomplete grade followed by a *final submission* that will be graded (with points) and instructor feedback. Writing assignments will be graded based on the **Writing Assignments Rubric** and will be posted in the Canvas Gradebook. Please see the detailed course schedule for the deadlines and also the Canvas course for specific requirements, instructions, due dates/time, grading rubric, and submission instructions.

**Writing Artifact for Web/Showcase……….……………………..…………………………..5%**

Students will choose ONE of their key Writing Assignments (final revised copy) to transform the writing for the “web” as an example of web journalism. The chosen “writing artifact” will be designed for web delivery and will include the text of the story/article, hypertext links to relevant content sources (from additional research), and relevant media elements (e.g., graphic images, video, poll, etc.) using a web publishing tool (e.g., Google Sites, WordPress). Students will submit the URL link to their writing artifact (on Google Sites or WordPress) to the Canvas Assignment for grading, and then present their writing artifact on the web to the class during the last week for a culminating “showcase.” This assignment will be graded based on the **Writing Artifact for Web/Presentation Rubric** and will be posted in the Canvas Gradebook. Additional information including requirements, step-by-step instructions for using the web publishing tool, grading rubric, and submission instructions can be found in the Canvas course.

**Course Policies:**

**Attendance and Participation:**

Being in a class that meets in-person entails responsibilities: to yourself, to your instructor and to your classmates. Participation means showing up, having the readings done, participating in discussions with the whole class and/or small groups and asking questions, completing graded and non-graded homework, and generally tending to the course material and being actively involved in the course. The instructor will grade students’ in-class attendance/participation as a “cumulative” grade at the end of the semester based on the **Attendance/Participation Rubric.**

If you miss class for any reason, you are still responsible for the material and exercises assigned for that day (see the Canvas course), as well as any assignments. Please borrow notes from another member of the class or contact the instructor as needed. If you have a problem that will cause you to miss a significant amount of class, please talk to the instructor. The sooner you inform the instructor, the greater the chance that accommodations can be made.

Please use the University absence reporting website - <https://sims.rutgers.edu/ssra/> - to indicate the date and reason for your absence. Three late arrivals count as one absence.

Lateness is an indicator of disrespect for the instructor, your fellow students, and our scholarly endeavors, as is 'surfing the web' and/or texting during class for social reasons. **Three late arrivals count as one absence**.

**Religious Observances:**

It is University policy to excuse without penalty students who are absent from class because of religious observance, and to allow the make-up of work missed because of such an absence. Examinations and special required out-of-class activities will ordinarily not be scheduled on those days when religiously observant students refrain from participating in secular activities. Absences for reasons of religious obligation shall not be counted for purposes of reporting. Students are advised to provide timely notification to instructors about necessary absences for religious observances and are responsible for making up the work according to an agreed-upon schedule and/or submit work ahead of time before a due date.

**Assignments:**

All assignments are to be submitted on time. Log into Canvas and submit writing assignments by uploading the files to the appropriate **Canvas Assignment** in the course. Specific details on all assignments will be made available via Canvas and discussed in class. Students are responsible for routinely accessing the course in Canvas, as well as the assignment submission process. Writing assignments are to be submitted to the Canvas Assignment as a “**Word**” (\*.doc or \*.docx) format as an attachment with the required parts and length of the assignment. **Do not email papers to the instructor.**

**Grading Policies:**

* **Late submissions –** Unless otherwise noted, all written assignments and projects are due on or before the time and date listed in the Syllabus/Course Schedule and in the Canvas course. **First drafts will not be accepted after the deadline. No exceptions.** Final drafts will be graded based on the “Writing Assignments Rubric.” A Final draft submitted **72 hours** after an assignment is due will receive a **zero**. If you experience a medical or family emergency that prevents you from completing an assignment on time, please inform the instructor as soon as possible to discuss the possibilities. Make-ups and re-submissions will be available only for emergency/extreme circumstances.
* **Grade appeals**- Appeals on the grade on any individual item should be submitted in writing via email **within two weeks** of the return of the assignment. **Appeals received after this time will not be accepted**. Also please see: “Grade Appeals: An Overview for Students” and policy at: <http://comminfo.rutgers.edu/images/facultystaffresources/gradeappeals-adviceforstudents-2.pdf>).
* **Extra credit** - There will be an opportunity to earn extra credit in this course pertaining to the SIRS Course Evaluations. If **80%** or more of the students in the class complete the SIRS evaluation, extra credit **(1%)** will be awarded to all students in the course. There may be other opportunities for extra credit, solely at the discretion of the course instructor. The goal of this course is for students to focus on completing course activities and writing assignments to the best of their abilities, rather than relying on extra credit to bring up poor grades or incomplete/late assignments. The course Rubrics that are provided are an excellent means of understanding the instructor’s expectations on key assignments and how students will be graded.

**Cellphone and Laptop Policy:**

Cell phones are to be turned off (or on vibrate) during class, and do not answer phone calls or text messages during class unless there is an emergency. Laptops and tablets may be used in class for note-taking purposes and also for the in-class group projects. Please refrain from checking email, web browsing or other activities that are not related to the class as these activities are distracting to other members of the class and are also disrespectful to fellow students and the instructor. If you are using a laptop, expect to be consulted during lectures to provide ancillary information.

**Academic Integrity:**

Plagiarism and cheating are not tolerated at the School of Communication and Information and the University, and the consequences of scholastic dishonesty are very serious. If you violate this code, you risk a failing grade on an assignment, in the course, and even possible suspension from the university. Please read the information on the following webpage to become familiar with Rutgers University’s academic integrity policy: <http://academicintegrity.rutgers.edu/>. Multimedia presentations about academic integrity may be found at <http://www.scc.rutgers.edu/douglass/sal/plagiarism/intro.html> and

[http://wps.prenhall.com/hss\_understand\_plagiarism\_1/0,6622,427064-,00.htmlhttp://wps.prenhall.com/hss\_understand\_plagiarism\_1/0,6622,427064-,00.html](http://wps.prenhall.com/hss_understand_plagiarism_1/0%2C6622%2C427064-%2C00.html)

[http://wps.prenhall.com/hss\_understand\_plagiarism\_1/0,6622,427064-,00.html](http://wps.prenhall.com/hss_understand_plagiarism_1/0%2C6622%2C427064-%2C00.html)

Plagiarism is the act of using others' work and passing it off as one's own. Be sure to treat others' work with respect and give citations in the appropriate manner. See the *Publication Manual of the APA* or the following website for proper citation formats <http://owl.english.purdue.edu/owl/resource/560/01/>

Plagiarism (and/or cheating) may take the following forms:

1. Copying word-for-word from another source without proper citation to credit the source.
2. Paraphrasing the work of another without proper citation to credit the source.
3. Adopting a particularly apt phrase as your own.
4. Using an image or a copy of an image without proper citation to credit the source.
5. Paraphrasing someone else’s line of thinking in the development of a topic as if it were your own without proper citation to credit the source.
6. Fabricating information or citations in your work.
7. Receiving excessive help from a friend or elsewhere, or using another project as if it were your own.
8. Facilitating academic dishonesty by allowing your own work to be submitted by others.
9. Looking over the exams (tests, quizzes) of others or using electronic equipment such as cell phones during exams.
10. Submitting the same/similar work to satisfy requirements in more than once course with the instructor’s permission.

**Weather and Other Emergencies:**

The university rarely cancels classes for inclement weather. For information regarding class cancellation due to inclement weather, please refer to: <http://www.rutgers.edu/about/operating-status> .

Even if classes are cancelled, students will be able to access Canvas and continue working "online" to do readings, lectures, discussions, and/or activities, etc. Look for a communication from your instructor advising you what to do in the Canvas course and/or through a course announcement, email, or other communication.

**Rutgers Network Disruptions**

If there are times during the semester when Rutgers University experiences unexpected network disruptions and you find you are unable to access this course through Rutgers-Canvas (on and/or off campus), there is a "back door" link (**alternative login**) you can use to access Canvas directly through the Canvas/Instructure server and bypass the Rutgers network. The alternative login is: [rutgers.instructure.com/login/saml](http://rutgers.instructure.com/login/saml)

You will use your **Rutgers Net ID and password**. This alternate login will allow you to access Canvas to view course materials and submit assignments to Canvas Assignments. Use a computer or laptop with a hard-wire connection (wi-fi may or may not work). Things may change where access is possible (on and off campus), and then may change again where only the 'back door' will work off-campus during times of network interruptions.

**Resources:**

### RU Learning Centers

Please be aware that resources are available at Rutgers that can help students study, write, and think about new concepts. Information about the RU Learning Centers can be found through the following website <http://rlc.rutgers.edu/> . Learning Centers are available on the New Brunswick College Ave., Busch, Cook/Douglass, and Livingston campuses.

**RU Disability Services Office**

Rutgers University welcomes students with disabilities into all of the University's educational programs, and the Rutgers Office of Disability Services offers a wide array of services to students with special needs (see: <https://ods.rutgers.edu/>).

In order to receive consideration for reasonable accommodations, a student with a disability must contact the appropriate disability services office at the campus where you are officially enrolled, participate in an intake interview, and provide documentation: https://ods.rutgers.edu/students/documentation-guidelines. If the documentation supports your request for reasonable accommodations, your campus's disability services office will provide you with a Letter of Accommodations. Please share this letter with your instructors and discuss the accommodations with them as early in your courses as possible. To begin this process, please complete the Registration form on the ODS web site at: https://ods.rutgers.edu/students/registration-form

In addition to contacting the Office of Disability Services, students registered for SC&I courses who are seeking accommodation should contact Kevin Ewell, SC&I Assistant Dean of Student Services, ewell@rutgers.edu, who can help students navigate the process and provide further support.

Students who develop disabling medical problems or other issues during the semester that affect their ability to complete coursework are also strongly encouraged to consult Kevin Ewell, SC&I Assistant Dean of Student Services, ewell@rutgers.edu.

**Academic Advisement:**

For help with academic advisement within SC&I or with regard to SC&I programs, contact the SC&I Student Services Office in Room 214 of the SC&I Building of call 848-932-7500, ext. 2.

**Career Services**

*Career Services at SC&I* is a website that provides job and internship listings for all SC&I students and alumni.  You will also find advising sessions to help you with your career decisions on the Events page and a Newsletter filled with links to resources you need.  Connect to the University Career Services website where you can activate your CareerKnight account and begin reviewing materials on resume building, employer information and interview sessions, workshops, resume critiques and career counseling.

Links for Career Services at Rutgers:

* Career Services at SC&I (http://wp.comminfo.rutgers.edu/careers/)
* University Career Services (http://careers.rutgers.edu/)

**RU Libraries**

The RU libraries also offers scholarly resources from databases, indexes and study guides to assist students with their academic coursework and research, as well as diverse library services and tools available to students. The Library website is located at <http://www.libraries.rutgers.edu>.

If you log in from home (or remotely off-campus elsewhere) to access electronic databases, be sure to type in your **RU ID and password**, so that you can have access to all of the libraries’ full text articles.

**Student Wellness Services**

*What this is:* The Rutgers University Student Assembly (RUSA) has assembled the following information on student mental health and wellness services at Rutgers and asked that it be included on all course syllabi.

[Counseling, ADAP & Psychiatric Services](http://rhscaps.rutgers.edu/) **(CAPS)** (<http://rhscaps.rutgers.edu/>)

(848) 932-7884 / 17 Senior Street, New Brunswick, NJ 08901

CAPS is a University mental health support service that includes counseling, alcohol and other drug assistance, and psychiatric services staffed by a team of professional within Rutgers Health services to support students’ efforts to succeed at Rutgers University. CAPS offers a variety of services that include: individual therapy, group therapy and workshops, crisis intervention, referral to specialists in the community and consultation and collaboration with campus partners.

[Violence Prevention & Victim Assistance](Violence%20Prevention%20%26%20Victim%20Assistance) **(VPVA)** (<http://vpva.rutgers.edu>)

(848) 932-1181 / 3 Bartlett Street, New Brunswick, NJ 08901

The Office for Violence Prevention and Victim Assistance provides confidential crisis intervention, counseling and advocacy for victims of sexual and relationship violence and stalking to students, staff and faculty. To reach staff during office hours when the university is open or to reach an advocate after hours, call 848-932-1181.

[Disability Services](https://ods.rutgers.edu/) **(ODS)** (<https://ods.rutgers.edu>)

(848) 445-6800 / Lucy Stone Hall, Suite A145, Livingston Campus, 54 Joyce Kilmer Avenue, Piscataway, NJ 08854

The Office of Disability Services works with students with a documented disability to determine the eligibility of reasonable accommodations, facilitates and coordinates those accommodations when applicable, and lastly engages with the Rutgers community at large to provide and connect students to appropriate resources.

[Scarlet Listeners](http://www.scarletlisteners.com/)(<http://www.scarletlisteners.com>)

(732) 247-5555

Free and confidential peer counseling and referral hotline, providing a comforting and supportive safe space.

[“Just In Case” Web App](http://codu.co/cee05e)(<http://codu.co/cee05e>)

Access helpful mental health information and resources for yourself or a friend in a mental health crisis on your smartphone or tablet and easily contact CAPS or RUPD.

**Final Comments:**

Writing for Media is a challenging and rigorous introduction to the fundamental tools every writer needs. You can expect to spend most of your time in this course improving your skills by practicing those fundamentals. Please let your instructor know if you have any questions or concerns.

**Instructor Biographical Notes**

[Note to Instructor: Please add your BIO here]

**Course Schedule for 04:567:200 Writing for Media**

**[Semester]: [Put Class Days and Times]**

**(Note to Instructor:** Please add Weekly class days/dates and Assignment dates/times throughout the Course Schedule for the semester, based on your teaching schedule. The Course Schedule shown below is based on a course that meets 2x/week in-class. If you teach a 3-hour block that meets 1x/week, you can combine the two in-class days (shown below) and also see the Canvas course for a week-to-week breakout for guidance.**)**

**Week 1 - Course Introduction**

**[Day and Date]**

Topics:

* Course overview
* Syllabus review
* Canvas orientation
* Expectations and policies

In-Class Activities:

* Introductions (instructor and students)
* Review Syllabus, key assignments, course policies, etc.
* Review Attendance/Participation Rubric
* Readings will be *before* the upcoming week/unit of study (quizzes are based on the readings)
* Canvas orientation: course structure, Modules, Assignments, Grades, Canvas help information, setting up Canvas email and notifications, etc.
* Access Canvas frequently/daily for readings, lectures, activities, assignments, etc.

**[Day and Date]**

Topics: Media Writing

In-Class Activities:

* Discuss Intro to Media Writing
* In-class Writing Exercise: Writing about a Personal Incident

Post Class Assignments

* Readings for Week 2
* Stovall: Chapter 2: Basic Tools of Writing
* Stovall: Chapter 3: Style and the Style Book
* AP Styleguide (for reference)

**Week 2 – Writing Basics & AP Style**

**[Day and Date]**

Topics:

* Writing Basics
* Basic tools of writing
* Fundamentals of grammar, punctuation, style, usage, sentence structure
* Common writing problems

In-Class Activities & Assignments

* Lecture/discuss highlights of: Basic Tools of Writing (from readings)
* In-class Writing Exercise: Problems in Writing Mechanics

**[Day and Date]**

Topics:

* AP Style and the Stylebook
* Quizzes in Canvas

In-Class Activities:

* Lecture/discuss highlights of: AP Styleguide (from readings)
* In-class Writing Exercise: AP Style
* Introduce taking “Quizzes” online in Canvas.
* Students take Quiz #1: Writing Basics & AP Style (graded) in-class and completed. (Note: Moving forward, all quizzes will be taken post-class online in Canvas as “homework” based on the readings)

Post Class Assignments

* Readings for Week 3
	+ Stovall:
		- Chapter 4: Writing in the Media Environment
		- Chapter 12: The Writer and the Law
* **Online Quiz #2** (in Canvas): Writing for Media & Ethics, ***Due* *by [Day, Date, Time].***

**Week 3 - Writing for Media & Ethics**

**[Day and Date]**

Topics:

* Journalistic & media-based styles
* Writing with accuracy, clarity, brevity
* Audience, focus, purpose of writing

In-Class Activities:

* Lecture/discuss highlights of: Writing for Media and Ethics (from readings)
* In-class Writing Exercise: Paraphrasing

**[Day and Date]**

Topics:

* Law & ethics of writing for media:
* First amendment
* Copyright and Fair Use
* Creative commons
* Privacy
* Defamation and Libel
* Regulations

In Class Activities:

* Lecture/discuss highlights of: Writer and the Law (from readings)
* Video on Journalism and Fair Use
* In-class Activity: Copyright

Post Class Assignments

* Readings for Week 4
	+ Stovall:
* Chapter 5: Basic News Writing
* Chapter 6: Writing for Print Journalism
* **Online Quiz #3** (in Canvas):News Writing & Print Journalism, ***Due* *by [Day, Date, Time].***

**Week 4 - News Writing I**

**[Day and Date]**

Topics:

* Basic News Writing:
* Inverted Pyramid Structure
* Characteristics and style
* Types of news stories
* Headlines
* Summaries
* Lead paragraph

In-Class Activities:

* Lecture/discuss highlights of: Basic News Writing (from readings)
* In-class Writing Exercise (discussion board): Writing a Headline and Lead
* (And/Or) In-class Writing Exercise: Inverted Pyramid

**[Day and Date]**

Topics:

* Writing for print journalism
* Writing Assignment 1: News Story

In-Class Activities and Assignments:

* Lecture/discuss highlights of: Writing for Print Journalism (from readings)
* Introduce Writing Assignment 1: News Story
* Work on Writing Assignment 1: News Story

Post Class Assignments:

* Readings:
* Carrying a Town’s Water story (see Canvas)
* Life of a Salesman (see Canvas)
* Writing Assignment #1 – News Story - Continue writing news story.

**Week 5 - News Writing II**

**[Day and Date]**

Topics:

* Basic News Writing - Errors and Editing

In-Class Activities:

* Lecture/discuss: Basic News Writing Errors
* In-class Writing Exercise: Edit Media Writing

Post Class Assignments:

* Writing Assignment #1 – Continue writing News Story.

**[Day and Date]**

Topics:

* Feature Stories

In-Class Activities:

* Lecture/discuss: Feature Stories
* In-class Writing Exercise (discussion board): Critique a Feature Story
* Work on Writing Assignment 1: News Story

Post Class Assignments

* Readings for Week 6 - Stovall: Chapter 11: Writing for Public Relations
* View Video: Writing a Press Release
* ***Quiz #4*** (in Canvas): Writing for Public Relations, ***Due* *by [Day, Date, Time].***
* ***DUE! First Submission of* Writing Assignment 1: News Story. *Due in Canvas Assignment by [Day, Date, Time]..***

**Week 6 - PR Writing**

**[Day and Date]**

Topics:

* PR Writing:
* Traditional news release: characteristics and style (inverted pyramid)
* Sample news releases

In-Class Activities & Assignments

* Video: Writing a News Release
* Lecture/discuss: PR News Release
* In-Class Activity: Discuss Sample News Release
* Introduce Writing Assignment #2: Traditional PR News Release.

Post Class Assignments:

* Writing Assignment #3: Start writing traditional PR News Release.

**[Day and Date]**

Topics:

* PR Writing
* Traditional vs. social media news release

In-Class Activities:

* In-class Writing Exercise: PR News Release
* In-class Activity: Discuss a Sample Social Media News Release (for comparison to traditional)
* Instructor returns Assignment 1: News Story with feedback for revisions to make in *final submission*.
* Work on Writing Assignment 2: PR News Release

Post Class Assignments:

* Readings for Week 7
* Data Journalism Handbook (4 sections; see links in Canvas)
* Story – “Federal Flood Maps Left New York Unprepared for Sandy – and FEMA Knew It (see link in Canvas)
* Video: Demystifying Data Journalism (see video in Canvas)
* ***Online Quiz #5*** (in Canvas): Data Journalism, ***Due* *by [Day, Date, Time].***
* **DUE! *First Submission* for Writing Assignment 2: PR News Release, *Due in Canvas Assignment by [Day, Date, Time].***
* **DUE! *Final Submission (with revisions)* for Writing Assignment 1: News Story, *Due in Canvas Assignment by [Day, Date, Time].***

**Week 7 - Data Journalism I**

**[Day and Date]**

Topics:

* Intro to Data Journalism
* Purpose
* Characteristics
* Style
* Data Research
* Data Sources

In-Class Activities:

* Lecture/discuss highlights of: Data Journalism Writing and data journalism process (from readings)
* In-class Activity: Analyze sample “data” for data journalism and data journalism story elements
* Introduce Writing Assignment 3: Write a Data Journalism Story (analyze data provided to write a data journalism story with statistics)
* Pre-write Exercise: investigate/analyze data sources provided for your data journalism story

**[Day and Date]**

Topics:

* Data Journalism

In-Class Activities:

* Review Writing Assignment 3: Data Journalism Story (analyze data provided to write a data journalism story with statistics) assignment requirements.
* Pre-write Exercise: continue investigating/analyzing data sources provided for your data journalism story

Post Class Assignments

* Work on Writing Assignment 3: Finish analyzing the data from data sources provided for your data journalism story, formulate key statements, and interview people for additional research.
* Writing Assignment 2: Bring in copy (print or digital) of your first submission of the PR News Release (for in-class peer-edit activity).

**Week 8 - Data Journalism II**

**[Day and Date]**

Topics:

* Writing Data Journalism
* Peer-editing

In-Class Activities:

* Lecture/discussion on Data Journalism Story
* Activity: Peer-edit a student’s first submission of PR News Release (Writing Assignment 2) in preparation for doing revisions for final submission.
* Instructor returns first submission of Writing Assignment 2 - PR News Release with feedback for revisions to make in *final submission* (final submission will be graded).

Post Class Assignments:

* Writing Assignment 3: Write Data Journalism Story.
* Writing Assignment 2: Revise PR News Release (based on instructor and peer feedback).

**[Day and Date]**

In-Class Activities:

* Writing Activity: continue writing Assignment 3 - Data Journalism Story

Post Class Assignments

* Readings:
	+ Readings for Week 9: selected articles on writing “arts reviews” – see Canvas course for specific readings.
* ***DUE! First Submission* for Writing Assignment #3: Data Journalism Story, *Due in Canvas Assignment by [Day, Date, Time].***
* ***DUE! Final Submission* for Writing Assignment #2: PR News Release*, Due in Canvas Assignment by [Day, Date, Time].***

**Week 9 – Arts Review**

**[Day and Date]**

Topics:

* Arts Reviews
	+ Film Review
	+ Book Review
	+ Concert Review
	+ Book Review
	+ Play Review
	+ TV Review
	+ Album Review

In-Class Activities:

* Lecture/discuss: Arts Review
* In-class Writing Exercise: Critique Film Reviews
* Introduce Writing Assignment 4: Write an Arts Review

Post-Class Assignment:

* Writing Assignment 4: Start researching and writing an Arts Review.

**[Day and Date]**

Topics:

* Writing an Arts Review

Activities:

* Instructor returns first submission of Writing Assignment 3 – Data Journalism Story with feedback for revisions to make in *final submission*.
* In-class Writing Activity: Work on Assignment 4 – Write an Arts Review

Post Class Assignments:

* Readings for Week 10 – Literary Journalism (see course for readings)
	+ Breakable Rules for Literary Journalists
	+ 10 Examples of Literary Nonfiction that make Facts Compelling
	+ Tom Wolfe, *The Feature Game* and *Like a Novel*
* ***Online Quiz #6*** (in Canvas): Literary Journalism, ***Due* *by [Day, Date, Time].***
* ***DUE! First Submission* for Writing Assignment #4: Arts Review*. Due in Canvas Assignment by [Day, Date, Time].***
* ***DUE! Final Submission* for Writing Assignment #3: Data Journalism Story*. Due in Canvas Assignment by [Day, Date, Time].***

**Week 10 - Literary Journalism I**

**[Day and Date]**

Topics:

* Intro to Literary Journalism
	+ Purpose, characteristics, and style
	+ Long form vs. Literary
	+ Narrative form of writing

In-Class Activities:

* Lecture/discuss: highlights of Literary Journalism writing (from readings)
* In-class Writing Exercise: Analyze a sample Literary Journalism Story
* Introduce Writing Assignment 5: Write a Literary Journalism article/essay based on a personal experience.

**[Day and Date]**

Topics:

* Writing Literary Journalism

In Class Activities:

* Review Writing Assignment 5: Literary Journalism article/essay requirements
* In-class Writing Exercise: Brainstorming for Literary Journalism assignment

Post Class Assignments:

* Readings for Week 11
	+ Literary Journalism stories (see readings in the Canvas)
* Writing Assignment 5: Do research for your Literary Journalism article.
* Bring in a printed or digital copy of Writing Assignment 4 – Arts Review (first submission) for peer-edit activity in-class.

**Week 11 - Literary Journalism II**

**[Day and Date]**

Topics

* Works of Literary Journalism
* Peer-Editing

In-class Activities:

* Activity: Peer-edit a student’s first submission of Arts Review (Writing Assignment 4) in preparation for doing revisions for final submission.
* Instructor returns first submission of Writing Assignment 4 – Arts Review with feedback for revisions to make in *final submission*.
* Discuss: Literary Journalism article (sample from readings)

Post Class Assignments:

* Writing Assignment 5: Write your Literary Journalism article.
* Writing Assignment 4: Revise Arts Review (based on instructor and peer feedback).

**[Day and Date]**

Topics:

* Writing Literary Journalism

Activities:

* In-Class Activity: Work on Assignment 5 – your Literary Journalism article

Post Class Assignments:

* Readings for Week 12
	+ Stovall: Chapter 8 – Writing for Broadcast Journalism
* ***Online Quiz #7*** (in Canvas): Broadcast News Writing, ***Due* *by [Day, Date, Time].***
* ***DUE! First Submission* of Writing Assignment 5: Literary Journalism article*. Due in Canvas Assignment by [Day, Date, Time].***
* ***DUE! Final Submission* of Writing Assignment 4: Arts Review*. Due in Canvas Assignment by [Day, Date, Time].***

**Week 12 - Broadcast News Writing**

**[Day and Date]**

Topics:

* Broadcast News Writing:
	+ Purpose, characteristics, and style
	+ Radio vs. TV broadcast news
	+ Writing “scripts” for broadcast news

In-class Activities:

* Lecture/discuss highlights of Broadcast News writing (from readings)
* Discuss/analyze a sample Broadcast News Story Script
* In-class Writing Activity: Write a 30-second voicer for a radio-style news broadcast
* Introduce Writing Assignment 6: write a 30-second “breaking news” script (audio) based on the article given.

Post Class Assignment:

* Writing Assignment 6: Work on writing the Broadcast News Script (there will be only one final submission).

**[Day and Date]**

Topics:

* Broadcast News

In-Class Activities & Assignments:

* Instructor returns first submission of Writing Assignment 5: Literary Journalism Story with feedback for revisions
* Videos: sample broadcast news that demonstrate “climax-cause-effect” structure
* Work on Writing Assignment 6: Write a Broadcast News Script (audio) *OR* revisions to Writing Assignment 5: Literary Journalism article.

Post Class Assignments:

* Readings for Week 13
	+ Stovall: Chapter 7 – Writing for the Web
* ***Online Quiz #8*** (in Canvas): Broadcast News Writing, ***Due* *by [Day, Date, Time].***
* ***DUE! First/Final Submission* of Writing Assignment 6: Breaking News Script, *Due in Canvas Assignment by [Day, Date, Time].***
* ***DUE! Final Submission:* Writing Assignment 5: Literary Journalism article, *Due in Canvas Assignment by [Day, Date, Time].***

**Week 13 - Web Journalism/Writing Artifact**

**[Day and Date]**

Topics:

* Web Journalism
	+ Trends in personal publishing (blogs, social networking, citizen journalism)

In-Class Activities:

* Lecture/discuss highlights of Web Journalism (from readings)
* Introduce: Writing Artifact for the Web Assignment (final assignment: select one revised writing assignment from the semester and transform the writing for the web) and in-class Showcase (3-minute presentation/each student – see assignment requirements in the course).
* Introduce Web publishing tool to create/publish writing artifact (Google Sites or WordPress) – see resources in the course assignment.

Post-Class Assignment:

* Work on Writing Artifact for the Web assignment using web publishing tool (Google Sites or WordPress). **URL link** to web publishing site is ***due in Canvas Assignment by [Day, Date, Time].*** and **presented in class** during **Week 14/15**.

**[Day and Date]**

Topic:

* Writing Artifact for the Web

Activities:

* Workshop: Work on Writing Artifact for the Web using web publishing tool.

Post Class Assignments:

* Complete Writing Artifact for the Web assignment using web publishing tool (Google Sites or WordPress). **URL link** to web publishing site is ***due in Canvas Assignment by [Day, Date, Time].***
* Prepare 3-minute presentation of your **“Writing Artifact for the Web”** of how you transformed your selected writing for the “web” (see requirements in the course assignment) for the **in-class Showcase during Week 14/15**.

**Week 14/15 – Writing Artifact for Web Showcase**

**Note:** The Writing Artifact Web Showcase will be presented by students in-class during Week 14. If classes extend into Week 15, presentations may continue into Week 15.

**[Day and Date]**

Writing Artifact for Web Presentations/Showcase

Complete Rutgers SIRS Course Evaluation Survey

**[Day and Date] (last class)**

Writing Artifact for Web Presentations/Showcase