Course Requirements and Lecture/Reading Schedule

Journalism Principles and Practices
JRN 02205
Monday and Wednesday, 11:00 a.m. to 12:15 p.m., Bozorth 112 (Auditorium)
Rowan University
Fall Semester, 2018

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MANDATORY: YOU MUST READ AND UNDERSTAND THIS SYLLABUS

It is mandatory that you read and understand this syllabus. It contains information about course requirements, grading, schedules, policies, and tests.

We will review this syllabus during the first and second classes, and I will answer any questions you may have.

By maintaining enrollment in this class, you acknowledge that you have read and understand this syllabus. This will clarify expectations because you will know exactly what is expected, and will know that saying you didn’t know about a requirement or attesting that you didn’t read the syllabus will not be a viable excuse.

Along the same lines, you must check your regular student email regularly. Please do not stay in the class if you don’t intend to check email.

CONTENTS OF THIS SYLLABUS

General Information Page 2
Readings Page 3
Tests, Papers, and Participation Page 4
Academic Honesty Page 9
Journalism Dept. Code of Conduct Page 10
Notice of Non-Discrimination Page 14
Lecture Topics and Reading Schedule Page 15
Paper Submission Guidelines Page 21
Grading Guidelines for Papers 1 and 2 Page 23
GENERAL INFORMATION

Welcome to your introductory course in journalism – the tee shot for Rowan’s journalism sequence and for your career in a vitally important field. Journalism is the citizen’s window on the nation and the world, and it is the only constitutionally protected private business in the United States.

While this course is a requirement for journalism majors and minors, I believe it will also be valuable for anyone, in any discipline, who wants to become a better consumer of news and information.

Catalog Description

This course introduces students to the world of journalism: the culture, commerce, ethics, history, working conditions, rights, responsibilities, standard practices, and effects of evolving technology. Students learn about the nature of a journalism career and gather information that will serve as a foundation for their future journalism skills as well as for their lecture and seminar courses.

Goals of the Course

1. To examine the role of journalism and media in the cultural and political life of the nation -- how media influence elections, policy, habits, perceptions, and the day-to-day functioning of our lives. Also, to examine the commingling of influence among news, advertising, public relations, and entertainment. The difficulty in evaluating the mixture of media and society is that media are such common parts of our lives that we consciously have to take a step back to observe them. And that’s exactly what we will do in this course.

2. To strengthen critical thinking skills as they relate to news, cultivating a perception of why news media operate the way they do -- and, in the process, to become a better-informed media consumer.

3. To develop a continuum of understanding of the relationship of journalism and mass media to society -- how patterns have developed, how current cultural and technological changes affect current discourse, and how developing trends will alter the way we view our culture and ourselves.

4. To connect the dots among various aspects of what we might, for lack of a better term, call “general knowledge” -- all those parts of our culture and history that you, as a journalist, will be fitting together for your readers, viewers, and listeners. This involves understanding the flow of current events that makes up the world of news.
5. To develop an understanding of ethics and ethical decision-making, an important skill in a business where you may wield a great deal of power very early in your career.

The Way the Course is Structured

*Principles and Practices* essentially has four parts:

1. An introduction to the way journalists think, including critical thinking and understanding of current events and the flow of those events in the news cycle.

2. A comprehensive view of the history, development, and current operations of the media on which journalism is carried.

3. In-depth examination of current issues and standards in journalism, including privacy, news standards, effects of media, evolving social media and its impact on the world of journalism, and the relationship between journalism and politics.

4. Forward-looking evaluations of news, the news business, and your career.

READINGS

There are two required books that have been specially prepared for this class and are free. There is also a WordPress site that lists current-events readings for each coming week. The texts and the current events listings are at: [http://jppcurrentevents.wordpress.com/](http://jppcurrentevents.wordpress.com/)

Here are descriptions of the books and the current events site:

1. Carl Hausman, *Journalism Principles and Practices*. *Principles and Practices* looks at journalism and media through the lens of critical thinking, general knowledge, and ethics. It is also heavy on history because a) history is important to understanding how we got to where we are today, and b) journalism is a field very much rooted in its heritage, and you will be at a distinct handicap if you don’t have a grasp of that legacy. *Principles* devotes a great deal of space to the workings of various mass media – social, technical, and economic – because news is a part of the environment in which it operates. You can, for example, see many parallels in the technical development of one news medium to the
evolution of other media. In addition, the book deals extensively with what a journalist named Walter Lippmann called “the world outside and the pictures in our heads” – meaning, the difference between “reality” and the “reality” we perceive through the media. Note: I update the book every two years or so, but in the interim I will update aging material through the current-events postings.

2. Carl Hausman, *How to Think About Information*. *How to Think* is a crash course in wading through information, evaluating sources, un-spinning propaganda, putting distortion back in proportion, applying logic to claims, detangling statistics, and developing the journalist’s most valuable tool: a sensitive baloney-detector.

3. [http://jppcurrentevents.wordpress.com/](http://jppcurrentevents.wordpress.com/) Check the site late Thursday. A posting will provide you with between five and ten links to major stories of the week. We will discuss the stories on the following Monday’s class, and sometimes on the following Wednesday as well. Be prepared because I will call on you to provide the facts related to the stories.

There is an optional text you may want to pick up in order to get a head start on the next courses in the sequence:

1. Kathryn Quigley, *Introduction to Newswriting: Topics and Techniques*, Kendall-Hunt, 2011. *Introduction to Newswriting* demonstrates newsgathering and writing principles; it will be of particular interest to those who want to pursue a career in newspaper journalism.

A schedule of readings, along with lecture topics, is included at the conclusion of this syllabus.

**TESTS, PAPERS, AND PARTICIPATION**

**Tests**

Two. There will be a midterm (10/24) and a final 12/12). The midterm will be worth 15 percent of your grade; the final, 25 percent of your grade. Both the midterm and the final will call for short answers and one or two brief essays. Both tests will cover material from readings, lectures, and current events.
Papers

Two. Each paper is worth 25 percent of your grade. Unless you have a written medical excuse, any late paper will receive no more than a C. Paper #1 is due 10/3. Paper #2 is due 11/21.

**Paper #1.** In about 1200 words, please critically analyze any news story, feature story or advertisement (political ads are usually good material) that you believe, in some way, is illogical or uses fallacious reasoning to mislead the reader/listener/viewer. There are many approaches you might take. For example, in the first and second class sessions I will describe various political ads (from all sides of the political spectrum) that use real facts and figures in a very misleading way to imply a conclusion totally unwarranted by the data. I will explain the category of the fallacious reasoning that is used; these categories are detailed in *How to Think About Information.*

I will also discuss "Loneliness Kills," an article that cited insurance company figures showing that unmarried men typically die at a younger age than do married men, and used those figures to conclude that being single is hazardous to your health. I will point out that the article ignored the fact that single men die in wars at a much higher rate than do married men, and that the insurance company statistics included all males who die -- including children, who could not get married if they wanted to. You may likewise opt to examine news and feature stories (don’t use Loneliness Kills) for logical inconsistency, such as the above-cited cause and effect fallacy.

In your paper, be sure to:

- Fully describe the point the advertisement or article is trying to make.
- Demonstrate how the implied conclusion does not follow from the evidence presented. (Remember: You do not necessarily have to prove the conclusion wrong -- only that it cannot be reasonably drawn from the evidence presented.)
- Identify the specific logical fallacy or misrepresentation.
- Speculate as to why you believe the fallacy or misrepresentation was made. Could it have been accidental? We all make innocently wrong assumptions and connections, especially under deadline pressure. If it appears deliberate, what might be the specific motives? For instance, don't just write, "to win an election." Dig more deeply; perhaps the intent is to show the opponent weak on crime, or incapable of handling fiscal affairs. Keep digging: Why is crime or finance of such importance that thousands of dollars are being spent to stress this particular point? What underlying factors apply? What past events have pushed "crime" or "financial responsibility" to the forefront?
You MUST use subheads for both papers.

For Paper 1, use these subheads:

- Abstract (just a 25-word-or-so-summary of your paper)
- Introduction
- Basic Description of the Piece Being Examined
- The Implied Thrust – What the Creator Would Like the Consumer to Assume
- Why the Implied Assumptions do Not Necessarily Follow from the Evidence Presented
- The Specific Fallacy or Fallacies
- The Motive Behind the Misrepresentation
- Conclusion

Remember, this is not an essay. You are not arguing “this person is wrong.” You are also not just finding someone who disagrees – a “dueling expert” – and assuming this proves your case. You are showing why the conclusions do not follow from the evidence presented – in the same way you would say that concluding marriage makes people live longer is a spurious linkage of cause and effect because it ignores facts such as that unmarried men die more often in war or that males how die young from any reason are less likely to get married.

All this is spelled out in detail in How to Think and will be examined in the first three lectures.

For the specific fallacy or fallacies (you can use more than one) you must use these classifications from How to Think:

I.6: Weasel Words
I.7: Incognito If
1.8 and II.15: Comparison to the Non-Existent
II.1: Precision Garbage
II.2 and II.3: Apples and Orange Average
II.4: Veiled Variable
II.7: Malformed Polling Question
III.3: Confusing Counterfeit
III.6: Graphic Garble
IV.2: Spurious Cause and Effect
IV.3: Appeal to Ignorance
IV.4: Vague or Anonymous Authority
IV.6: Ad Hominem Attack
V.1: Reduction to the Ridiculous
V.4 Point 6: Card Stacking or Taking Words Out of Context
For **both papers**, note that all sources of information must be cited. I don’t care what system you use (MLA, APA, etc., as long as there is citation **within the text** keying the citation to a **works-cited page at the end**. See the attached grading criteria for more.

Use at least eight different sources (meaning sources from eight different publications, interviews, or other venues – not eight citations from the same publication) for **each** paper, including one interview (counting as one of the eight separate sources) that you conduct with someone knowledgeable about the subject – someone who would be **recognized as an expert by an editor**. This means that the interviewee must have recognized expertise in the area. Faculty are good resources, provided the subject is within their area of expertise. Try to use faculty members outside of communication. Do not use family members. Do not use undergraduates or someone you know who happened to major in a subject. Do not assume that if someone has a history degree they are recognized experts; look for an interviewee who has published in the field or has some other recognized expertise, such as writing a book on the subject, reporting on it for a news organization, or having witnessed a major event first-hand and having eyewitness insight into a particular area. Just because someone was alive during the Kennedy administration does not make them an expert on Kennedy and the press. Be sure you spell out in the text of the paper why the person is an expert. For example: “Joe Smith, professor of political science at Smith University, teaches polling techniques and notes that the method used in this example fails to…”.

Just cite the interview as you would any other source. Do not reprint a Q and A. In the text of your paper, just write, “In an interview with _______” and then integrate a quote as a source. Address the person’s qualifications in the text of the paper. Use full titles. Don’t use more than five sentences from the interviewee. You can quote and paraphrase, but be sure you quote some part of the interview. Provide me with the name and telephone number of the person you interviewed. (Again, to emphasize: **you need to do an interview for both papers**, and the interviewee must be someone **an editor would recognize as an expert and make sure the reader knows why the person is an expert.**) Complete the interview a week before the paper is due and have a backup interviewee to contact if the first one falls through. The fact that someone did not get back to you is not an excuse for not having an interview.

How do you find interviewees? Look through the news and locate experts who have already been interviewed on the subject. Look up authors of books on the subject you are covering. Many news organizations list the email and phone numbers of reporters; a reporter who covered a particular story will usually be an “expert.” If it’s a diet ad, find a doctor or nutritionist. If it’s a
remark from a speech taken out of context, find someone who witnessed the speech first-hand. If you have questions about any of this, simply read a good daily newspaper or reputable magazine and see the types of people interviewed there. Does the reporter talk to his room-mate about a misleading poll or talk to a professor who teaches research methods?

Do not use Wikipedia or any encyclopedia as a cited reference. You must use reputable sources. Major newspapers and books from good-quality publishers are examples of reputable sources. Just because something is on a website does not mean it is reputable. I realize all sources can’t be recent, but the more recent the better. Try to have at least half from within the past six months.

Incidentally, the reference to How to Think counts as a source.

For both papers: Electronically deliver the paper BEFORE class on the day it is due. I will go over the mechanism for electronic submission later in the semester and have included guidelines in this syllabus. Bring a hardcopy of the paper with you to class on the day it is due. The hardcopy paper is due at the start of class. Later in the day is late. If you do not meet this deadline the paper will be late. I will distribute a handout with directions on how to electronically submit your paper.

On a related note, you must check your email. I may have questions about the paper, or other items related to class, and will email them to you. If you don’t respond, it may count against you. Again, and I stress this: It is a requirement for this class that you regularly check your official Rowan email.

For both papers: You are not required to have the topic approved by me, although I will of course offer advice. I encourage you to ask questions about the paper during class and require that you have identified your topic three class sessions before the paper is due. This means that the closing date for questions about topic selection for Paper #1 is 9/19. The closing date for questions about Paper #2 is 11/2. It is essential that you allow yourself enough time to write and research these papers, and by deciding on the topic a reasonable time in advance you will undoubtedly come across sources in the daily course of your reading and conversation. I will spend as much time as needed, and will if necessary devote an entire class to answering questions about topics, but those questions must be posed by the deadline. On the closing date for questions I will ask if anyone has any questions and will then conclude the discussion, which means that being “confused” about the paper or “not understanding” does not count as an excuse after the closing date. You can ask all the questions you like from Day One of the class up until the closing date.
Paper #2: The idea that "history repeats itself" is a cliché, but like many clichés it represents an essentially valid idea. For example: In one of our early lectures we will discuss how ostensibly "objective" reports from the battlefields of World War I were written by the generals themselves in ways carefully calculated for maximum public relations impact. CBS charged General William Westmoreland with masterminding roughly the same scheme during the Vietnam War -- about fifty years later. And then about twenty-five years after that various news organizations accused the Pentagon of orchestrating news coverage of the Iraq war by “embedding” journalists with combat units and manipulating them into telling the story the generals wanted them to see.

Your assignment is to identify an issue in journalism and trace the way it has resurfaced. Use examples from at least three periods in American history, with the final period being the present day or very recent history. Compare the ways in which the issue was reincarnated, and do your best to answer the fundamental question: Did we learn anything from the past when the issue arose again?

Some possible issues are listed below. You are not limited to these; use your imagination.

- Censorship, especially during wartime
- News media invasion of privacy
- Pseudo-events in the guise of news
- Ethical codes
- Sensationalism in news
- Wartime security versus the need of the public to know about the war
- Media distortion
- Coverage of presidential health
- Coverage of presidential affairs
- Propaganda
- The role of profit in news operations
- Chain ownership and its effect on news

The paper should be about 1600 words and all references must be cited. Remember, it must be an issue that involves journalism.

You must use these subheads:

- Abstract
- Introduction (being very clear on what the paper will cover, including previewing the three eras)
- Era 1
- Era 2
- Era 3
- The Major Trends in the Evolution of the Issue (in other words, have things changed or stayed the same, and how?)
- What We Have Learned – If Anything
- Conclusion

Papers will be graded on style and clarity -- and yes, this includes spelling and grammar -- as well as their overall point of view and narrative thrust. A good paper is more than a collection of facts. A good paper links events and ideas and moves toward a general conclusion. Don't just repeat facts...use them to illustrate your basic idea. Always cite the source of your facts within the text of the paper; include a works cited page at the end but the paper must explicitly cite the source next to where the information is presented and link to the works cited page. Also, it is mandatory to demonstrate, briefly, why the author or speaker's contribution is important: ("John Smith, an attorney who represents plaintiffs in libel suits, wrote in a New York Times op-ed piece…"). Just because something is in a book or on a website does not indicate that it "proves" anything. Don’t just copy something, drop it in, and put quotes around it and assume that the reader will assume it is valid and persuasive.

Again, remember that you must be cautious about grammar and usage. Of particular import: A paper with apostrophe errors will automatically be lowered a half grade.

You final course grade is calculated according to the percentages listed along the description of the assignments. Papers are converted to numerical values this way: A=100; A-=91; B+=88; B=85; B-=81; C+=78; C=75; C-=71; D+=68; D=65; D-=61; F=0. When all assignments are proportionally added up, final grades are determined on these ranges: A=93-100; A-=90-92; B+=87-89; B=83-86; B-=80-82; C+=77-79; C=73-76; C-=70-72; D+=67-69; D=63-66; D-=59-62; F=0-59. When the final numerical grade has a decimal from .1 to .4, it is rounded down. For example, 92.4 is an A-. 79.2 is a C+. When the decimal reaches .5 to .9, it is rounded up. 92.5 is an A. 72.8 is a C.

A final note on grading: There is no option for extra credit. Everybody gets the same amount of work and the same chance to perform well. Note too that I realize that some grades may be just a fraction below the cutoff for the next higher grade but I can’t manipulate grades as a favor; if decimals are changed capriciously there’s no point in having a grading system.

Paper 1 will be graded and returned by 10/24 at the latest; Paper 2 will be graded and returned by 12/12 at the latest. I usually (but not always) grade them in the order received.
Participation

Attendance is mandatory, as is participation in class discussions. I do realize that all of us encounter various health, transportation, and family problems, so two unexcused absences are allowed. Further absences will affect your grade. I also understand that people have varying degrees of comfort relating to participation in public discussion. It is truly essential that you participate; if you are reluctant, feel you have language difficulties, or experience any other problem meeting this requirement please see me and we will work something out. Class participation is worth 10 percent of your grade. The class participation grade is mostly based on attendance but also on your answers to questions and participation in discussion.

University Statement on Disabilities: “Your academic success is important. If you have a documented disability that may have an impact upon your work in this class, please contact the instructor at the beginning of the semester. Students must provide documentation of their disability to the Academic Success Center in order to receive official University services and accommodations. The Academic Success Center can be reached at 856-256-4234. The Center is located on the 3rd floor of Savitz Hall. The staff is available to answer questions regarding accommodations or assist you in your pursuit of accommodations.”

An important part of your class participation grade is your preparedness to answer questions about readings and current events. It is essential that you keep up with current events readings and be prepared to answer questions in class and contribute to current-events discussions. You need to be able to articulate not only what happened but also why it may have some impact on your life or the lives of those around you.

ACADEMIC HONESTY

Plagiarism is a serious offense. Do not use words, phrases, or ideas without proper attribution. This includes copying content from the Internet. When in doubt, ask if it is acceptable to use something or how to attribute it accurately. For the university’s complete academic honesty policy, see below:

http://www.rowan.edu/provost/policies/AcademicIntegrity.htm

Essentially, plagiarism means trying to pass someone else’s work off as your own. It does not necessarily mean copying an entire paper, although that would clearly be plagiarism. For example, you plagiarize if you:

- Use an interview someone else did or use a quote someone else obtained and don’t credit the source.
• Cut and paste a variety of sources and cobbled them together without proper citation and with no evident thought on your part as to the thrust of the piece.

• Lift a segment verbatim without citation. A few words here and there are permissible – there are only so many ways to say “Edward R. Murrow died of lung cancer” – but you can’t drop in event a sentence of somebody else’s work verbatim into your piece if you don’t credit it. Just listing the title of a source in a bibliography is not sufficient. You must be very clear about the source of words that are not yours, put quotes around verbatim usage, and cite the source in the text of your paper. You may refer to a works cited page at the end, but there must be a clear indication in the text of the paper about the source of the words. Remember, if you take a direct quote from another source, word-for-word, you must not only cite but you must put it in quotation marks. Failing to put quotation marks around something you have appropriated is a serious issue and could result in lowering of your grade or a formal referral for academic discipline.

• Use facts and figures that are not common knowledge without citing the source, creating the impression you gathered the information yourself.

• Try to pass off another’s work as your own or giving your work to another student.

• Fabrication, meaning deliberately inventing or altering information with the intent to deceive.

• Try to pass off something you have done for another class as an original work for this class; having said that, I have no objection if you are researching a topic and want to amortize the research (not the final paper) between two classes as long as you speak to me first and clear it with the professor from the other class.

• Anyone caught plagiarizing or fabricating could receive an F for the course.

OTHER UNIVERSITY POLICIES

You can find information on policies such as those governing classroom behavior, academic integrity, student accommodation, laptop computer use in the classroom, and university attendance requirements at:
https://confluence.rowan.edu/display/POLICY
**JOURNALISM DEPARTMENT CODE OF CONDUCT**

This is the comprehensive code of conduct approved by our faculty. There is some duplication with other items mentioned so far in this syllabus but it is important that you read it through.

**Department of Journalism Code of Conduct**

The Department of Journalism Code of Conduct was created to serve as a practical guide for students as they advance in their academic careers. These policies are meant to encourage students to meet the high standards in the news industry and earn the privilege of becoming a journalist with ethical standards. It is a complement to Rowan University’s Academic Integrity Policy, which students are required to read and follow.

Journalism is by its nature a public act. As stated in the Society of Professional Journalists’ Code of Ethics, journalists must recognize that the work of “gathering and reporting information may cause harm or discomfort” to others and must do all they can to “minimize harm” and ensure their work is “accurate, fair and thorough.”

Therefore, student journalists must always be clear, upfront and honest about who they are and what they are doing. They are expected to abide by the Society of Professional Journalists’ Code of Ethics. Students must take full responsibility for their conduct and work.

This document is not all-inclusive, but identifies situations that frequently arise among Journalism students.

**Prohibited Conduct**

Plagiarism is a serious offense. Do not use words, phrases, or ideas without proper attribution. This includes copying content from the Internet. When in doubt, ask if it is acceptable or see the Rowan University Student Information Guide. Essentially, plagiarism means trying to pass someone else’s work off as your own. It does not necessarily mean copying an entire paper, although that would clearly be plagiarism.

For example, you plagiarize if you:

- Use an interview someone else did or use a quote someone else obtained and don’t credit the source.
• Cut and paste a variety of sources and cobble them together without proper citation and with no evident thought on your part as to the thrust of the piece.
• Lift a segment verbatim without citation. A few words here or there are permissible – there are only so many ways to say “Edward R. Murrow died of lung cancer” – but you can’t drop in even a sentence of somebody else’s work verbatim into your piece if you don’t credit it. Just listing the title of a source in a bibliography is not sufficient. You must be very clear about the source of words that are not yours, put quotes around verbatim usage, and cite the source in the text of your paper or article. Remember, if you take a direct quote from another source, word-for-word, you must not only cite but you must put it in quotation marks. Failing to put quotation marks around something you have appropriated is a serious issue and could result in lowering of your grade or a formal referral for academic discipline.
• Use facts and figures that are not common knowledge without citing the source, creating the impression you gathered the information yourself.
• Use your own work from another context without citing that it was used previously. If you are researching or reporting on a topic that you have written on before, you must clear it with the professor before hand.

In addition, under the Journalism Department’s Code of Conduct, students may not:

• Fabricate – Deliberately invent or alter information with the intent to deceive.
• Cheat – Misrepresent one’s mastery of material on an academic exercise or help someone else do so.
• Misrepresent oneself or work.
• Submit late work without penalty.
• Use others’ words or media without proper attribution and copyright permission; it is always best to use third-party content that is licensed under Creative Commons.
• Use friends or relatives as sources for stories.
• Submit work, in part or in full, from another class.
• Pitch same story or assignment in multiple classes.
• Conduct interviews via email without prior approval from instructor.
• Submit assignments in alternate form than required (i.e. via email when required to submit in person).
• Act unprofessionally to the instructor or other students in the classroom.
• Habitually leave class early or arrive late.
• Repeatedly fail to participate in class.
• Use cell phones or electronic devices in class for non-class activity.
**Consequences for Violations of Code of Conduct**

Instructors will use their discretion to ensure that these policies are met. The consequences for violating the Code of Conduct will be based on the seriousness of the offense and be determined by the instructor, and when necessary, in consultation with the chair of the department.

For **serious violations** (i.e., plagiarism, fabrication, cheating, lying), students may:
- Fail the course.
- Have the incident reported to Academic Integrity Review Board for further disciplinary action.

For **major violations**, (i.e., violating copyright, improper sourcing, submitting work from another class), students may:
- Receive no credit for the assignment.
- Be required to attend a workshop on academic integrity.
- Have incident reported to Provost’s office.

For **significant violations** (i.e., submitting late work, failure to attribute facts, using friends or family as sources), students may:
- Lose points or fail an assignment.

For **minor violations**, (i.e., using cell phone in class, failing to participate, or repeatedly arriving late) students may:
- Be asked to leave classroom.
- Lose points for participation/attendance.

**NOTICE OF NON-DISCRIMINATION**

Rowan affords equal opportunity to all and does not discriminate on the basis of sex, race, age, religion, national origin, disability, sexual orientation, or any other protected class in its educational programs, activities, or employment policies and practices. The following individual has been designated to handle inquiries regarding the non-discrimination policies:

Dr. Johanna Velez-Yelin  
Title IX Coordinator  
ADA/Section 504 Coordinator  
Assistant Vice-President of Equity and Diversity  
Chief Equity Compliance Officer  
Office of Equity and Diversity  
Linden Hall, Room 124
LECTURE TOPIC AND READING SCHEDULE

The topics listed are the main subjects for the day. We will sometimes have guest speakers or videos. Note that sometimes the reading may not directly correlate with the lecture; this is because I try to parcel out the readings in manageable chunks and I am assigning pages that will be referred to later in the course.

*Readings must be completed by the day they are listed.* Be sure to keep current. It is expected that you will attend class regularly, join in discussions, and answer questions based on the reading. Failure to meet these basic responsibilities will affect your participation grade.

About current events readings: Late in the week, usually Thursday, I will post between five and ten links for current stories at:

http://jppcurrentevents.wordpress.com/

Please note that I must reserve the right to make changes in the schedule should circumstances dictate.

Key to readings:

J= Journalism Principles and Practices
H= How to Think About Information

*Part One: Thinking Like a Journalist: Understanding Critical Thinking and Current Events*

9/5 **Class 1 - Lecture:** Introduction; course requirements.

9/10 **Class 2 - Lecture:** How a Skeptic Analyzes Information. Decoding deception, detecting distortion. **Reading:** H, Chapters 1-3

Also, as an exception to the normal routine, have the current events stories read *by today*.

9/12 **Class 3 - Lecture:** Whom Do You Trust? Evaluating the reliability of sources, eyewitness accounts, documents, and claims. **Reading:** H, Chapters 3-6
9/17  **Class 4 - Lecture: What’s News?**  The news cycle and the nature of current events.
**Reading:** J, Chapter 1
**Screening:** *Too Big to Fail*, a film about the major current-events issue we’ll be focusing on during the semester – the effect of the world economic collapse.

9/19  **Class 5 - Lecture: Conclusion of *Too Big to Fail*.**
Reading: J, Chapter 2.

**Part Two: History, Development, and Current Operations of Journalistic Media**

Reading: J, Chapter 3

9/26  **Class 7 - Lecture: Books and Publishing --The Permanent Press.**
History of book publishing, the impact of this medium on the news, and the current state of the industry.
**Reading:** J, Chapter 4
Also, this web link: http://www.usatoday.com/life/books/news/2004-10-03-moore-coulter_x.htm

10/1  **Class 8 - Lecture: The Newspaper Industry.**  An overview of the history of newspapers, how they evolved, and how they function today.
**Reading:** J, Chapter 5
**Screening:** *All the President’s Men*, perhaps the greatest film about newspapers ever made, portraying the conflict between the government’s desire for secrecy and the public’s right to know. The film is also a first-class primer on reporting technique.

10/3  **Class 9 - Lecture: All the President’s Men, continued**
Reading: TBA
**PAPER #1 DUE TODAY**

10/8  **Class 10 - Lecture: Conclusion, All the President’s Men.**
Reading: TBA

10/10  **Class 11 - Lecture: How Magazines Have Cornered the Market on Cornering the Market.**  Discussion of how magazines have evolved from general-interest publications to narrowly targeted media.
**Reading:** J, Chapter 6
10/15  **Class 12 - Lecture: Radio and Television.** History and development of radio, with an examination of the birth of electronic journalism and the evolution of highly targeted media. The way TV works; emerging TV technologies, and the revolution of news brought about by “wires and lights in a box.”
   **Reading:** J, Chapter 7 and 8

10/17  **Class 13 - Lecture: TV News – Public Service or Profit Center?**
   **Screening:** Good Night and Good Luck
   **Reading:** No reading due today

10/22  **Class 14 - Lecture: Conclusion, Good Night and Good Luck
   Reading:** No reading due today

10/24  **Class 15 - ***MIDTERM***

10/29  **Class 16 - Lecture: The Engine the Drives the Mass Media -- How Advertising Works.** An introduction to advertising history, content, agency practice, and problems with the commingling of advertising and news. Particular emphasis on advertising in U.S. presidential campaigns from 1960 to the present – and how that advertising affected the news.
   **Reading:** J, Chapter 10; F, chapters 3 and 4

10/31  **Class 17 - Lecture: Public Relations and the Mirror Makers.** How PR works, the elusive definition of public relations, and the relationship of news to PR
   **Reading:** J, Chapter 11

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**Part Three: Issues in Journalism**

11/5  **Class 18 - Lecture: The Values of Journalism.** An examination of the concepts of truth and fairness.
   **Reading:** TBA

11/7  **Class 19 - Lecture: Laws and Regulations.** How regulation has shaped journalism and vice-versa. What the Constitution and the Supreme Court say about free speech and press.
   **Reading:** J, Chapter 12

11/12 **Class 20 - Lecture: Ethics.** The meaning of ethics; relating philosophy to journalism and why this isn't necessarily boring.
   **Reading:** J, Chapter 13
11/14  Class 21 - Lecture: Privacy, the Press and the Public. A discussion of the right to privacy versus the presumed right to know; legal and philosophical bases of privacy. 
Reading: TBA

11/19  Class 22 - Research About Journalism and the Media. An examination of media theory and effects; the impact and consequences of mass communication. 
Reading: J, Chapter 14

Part Four: The Future of News

Reading: J, Chapter 9 and 14; F, chapters 1 and 2 
Screening: The Social Network, a film offering an extraordinary glimpse into how private information became a digital commodity. 
***PAPER 2 DUE

Reading: TBA 
Conclusion: The Social Network

Reading: TBA

12/3   Class 26 - Lecture: The Future of News 
Review for Final

12/5   Class 27 - Review for Final

12/10  Class 28 - Review for Final

12/12  Class 29 - *** FINAL

The final will be reviewed and discussed during the appropriate period during finals week. The final exam periods are not announced until mid-semester; pay attention to Banner and your email for notification. Remember, the final is given during the last day of class and reviewed during the final exam period, which when this syllabus was written had not yet been announced. When you receive an email from the registrar announcing the final exam period, it is not a change of the date for the final.

Note that if you are sick the day of the final you must present medical verification and I will prepare a make-up. Not being prepared or thinking you might do better if you took
a few more days is not a valid reason for not taking the exam. The final exam period is officially scheduled by the university (it is not a date that I made up) so you will not have conflicts with other final exams and you must plan on attending if you want to know how you did on the final. Please do not skip the review and then email me asking why you received the score you did. *Again, the final will be given on 12/12.*
PAPER SUBMISSION GUIDELINES

As stated earlier in this syllabus, you must submit the papers before the start of class. After that it is late.

You will submit the paper through Blackboard’s Turnitin. You must also bring to class a printed copy. If for some reason you are going to be absent, you must email me via regular Rowan email a copy of the paper as an MSWord attachment AND paste the text of the paper into the body of the email.

To submit your paper, access Blackboard either through the link on the Rowan home page (rowan.edu) or directly through blackboard.rowan.edu.

You’ll be prompted to log in with your Rowan username and password. Then you’ll be taken to a list of your courses.

Click on 201740-JRN02205 - JOURN PRINCIPLES AND PRACTICES (*Combined*)

“Combined” just means that there are two sections of the course and for housekeeping purposes they are listed together. (On your interface, you may or may not see the word “combined.” I can’t tell because I don’t have access to the same screens as you.)

You’ll see this screen after you select the course. Click on the paper you want to upload and you’ll be taken to another screen where you can attach it and send it on its way.

Be sure you are submitting your paper under the right category…that is, Paper 1 or Paper 2. Don’t submit Paper 1 by clicking the Paper 2 button.

I will grade papers in roughly the order they are received and will have Paper 1 finished before the midterm and Paper 2 before the final.
I suggest you aim to get them in as soon as possible. The deadline does not mean that is the day you have to hand them in. Rather, it is the time and day after which the paper is late and will receive a grade penalty. Last-minute problems can and will arise, so the answer is simple...just don’t wait until the last minute.

Remember, the submission is due by the beginning of class on the due date. Anything after that is *late*. When you submit the paper via Blackboard’s version of Turnitin, you will receive an emailed receipt. Keep that email receipt.

If you do not receive a receipt, something is wrong, so verify that the paper is turned in through Blackboard and Turnitin. If you do not receive a receipt and it is close to deadline, email me with a copy of the paper in MSWord format and paste the paper into the body of the email. Please do not email me anything in Google Docs. I usually can’t open it because of the way our system is set up.

**SUMMARY OF HOW TO AVOID GETTING A LATE PENALTY**

Submit the paper to Turnitin BEFORE the start of the class in which it is due. If the paper is due on 10/24, you must have submitted it before 11:00 a.m. 10/24. Be sure you get a receipt.

- *and*

Hand in a hardcopy of the paper at the beginning of class.

*You must do BOTH – submit through Turnitin and give me a hardcopy.*

If you are not going to be in class – say, you’re ill or have a flat tire – email me an MSWord copy in lieu of the hardcopy you will hand in at the start of class. The email must have an MSWord copy and you must also paste the text of the paper into the body of the email.

Why do I do this? Because there is often a very small number of people who treat the rest of the class unfairly and say they submitted the paper when they didn’t. This procedure is in fairness to the 99.9 percent of people who do the work on time and honestly. In sum, I simply will not believe anyone who claims that they submitted the paper but “the system” did not get it AND they also gave me the backup hardcopy and somehow I lost it.
GRADING GUIDELINES FOR PAPERS 1 AND 2

The following factors generally result in points being deducted from papers. Sometimes the magnitude of the deduction depends on the context – for example, a missing interview would constitute a larger deduction if it is apparent that an interview would have been particularly valuable to the specific paper.

Here are some major items to watch for. Note that they can be cumulative. In other words, three separate half-grade deductions would bring you down to a B+.

Note that these guidelines assume the problems are the result of mistakes. Plagiarism and fabrication are a much more serious matter and are dealt with at length in the syllabus, as are many other details of paper requirements. Note, too, that the deductions are for reasonable types and amounts of errors. A paper that is very badly written and/or substandard throughout will be subject to larger deductions or a failing grade.

Worth a Deduction of Half a Grade or a Whole Grade

Grammatical and word-choice errors: Apostrophe misuse, errors in agreement, comma splices (run-on sentences), general comma misuse, vague pronoun reference, and use of incorrect words. Persistent combinations of grammatical and structural errors may be viewed cumulatively and result in a lowering by two grades or more.

Misspelling or failure to capitalize proper names: This is particularly damaging to your work if it is a well-known person. If it is a current or former president or presidential candidate, it is very serious and worth at least a whole grade. Misspelling in general can result in a deduction if it is persistent.

Poor paragraphing: Not following topic sentence, paragraphs too long or too short for clarity.

Empty openings: Try not to open with something that is obvious or vague. Be careful of saying anything has existed for a certain amount of time unless you can document that. Better to get right to the point. You can open with an anecdote, if you want, as long as it’s relevant. Empty openings are a serious problem because you not only get off to a weak start, you might also write something indefensible: “Television news has been an important part of coverage of every American war.”

Over-reliance on one source: If you find yourself citing the same source three or four times in a row, you should be careful because you are essentially rewriting somebody else’s copy.
Not having enough citations: The minimums are specified in the assignment sheet. The point of using citations is to learn how to gather evidence and show how you have gathered it. Falling below the minimum will usually be a whole-grade penalty.

Dropping in a quote without context: Instead of just dropping in a quote, write and cite within the text. Say who the author is, where he or she was writing, and if appropriate why the author is worth listening to. Put the material in context.

Not using exact titles: If someone you interview is an associate professor of history, be sure to be precise. Give first and last names and always identify the institution where the person works.

Poor organization: Keep related material together, don’t repeat, and have a clear beginning, middle, and end.

Generally Worth a Deduction of a Whole Grade or More

Poor quality sources: There is no reason to use an obscure website when there are reputable sources so readily available. A major news organization, for example, is a reputable source. This does not always mean that news organizations are right, only that they have a track record of professionalism and have something to lose if their information is bogus. Other good sources are books put out by major publishers. Poor sources include blogs by people not generally known as experts and online reference sites, advocacy sites that are not clearly labeled as such, and clickbait sites. See the main body of the syllabus for more on this, including use of online reference sites.

Lack of citation: You need to cite anything that you take from another source, or anything that is not common knowledge or that you have not personally witnessed. Multiple instances of poor citation can be counted cumulatively. It is particularly important to cite quotes in text because you can’t imply that you got the quote by talking to the person interviewed. The problem becomes more serious if you steal quotes or try to pass off someone else’s writing as your own. See the main body of the syllabus under “Academic Honesty.” Also, be careful of broad claims that make assumptions without backing them up.

Not citing in text: Remember, the directions call for citing in text. (Page 10: “Always cite the source of your facts within the text of the paper; include a works cited page at the end but the paper must explicitly cite the source next to where the information is presented and link to the works cited page.”) You have to key the text to the works-cited page. The longest works-cited page in the world isn't of much use if the reader can't figure out what came from where.
Not following directions: Be sure to include every step mandated in the assignment sheet

Similarly detailed instructions are offered for Paper 2. Do not leave any step out. If you want, feel free to use headings and subheadings for the various parts of the assignment.

Writing an essay instead of a research paper: Yes, your opinion is called for, but it must be an informed opinion based on your research. “Because I said so” is not particularly compelling as evidence. Overwrought phrasing is counter-productive. Maintain a neutral, journalistic, professional tone.

Relying on dueling experts: Be careful of dueling claims. Just because you find one thing printed in one place and something else in another, it doesn’t necessarily mean you’ve proved your case. Be sure to attack the internal logic of the claim you are trying to dispute.

Vague or inaccurate references: For example, don’t say someone was “murdered” unless it was an actual murder case. Murder has a specific definition, and specific definitions are important to journalists.

Missing Interview or problem with selection: An interview is an important part of the process, both as a source for your paper and as an essential experience.

Remember, the directions say to look for an interviewee who has published in the field or has some other recognized expertise, such as writing a book on the subject, reporting on it for a news organization, or having witnessed a major event first-hand and having eyewitness insight into a particular area. You will lose half a grade if you don’t have at least a phrase in the paper indicating, convincingly, why the person is an expert. You will also lose half a grade if you do not use a direct quote, in quotation marks, from your interviewee.

Very short papers: I am not holding anyone to a word quota, but suggested minimums are listed on the assignment sheets. If you’re short by more than 200 words or so it’s a problem, and it becomes a progressively bigger problem the shorter you run. There are two reasons why you should pay attention to length directions: first, with an excessively short paper you handicap your ability to cover the ground as completely as your peers, and second, writing to length is sometimes an important skill in journalism. There is no maximum length, but there’s also no reason to go overboard.

Lack of balance: This can be a particular problem for Paper #2, in which you compare different eras. Be sure not to give two pages to one era and three sentences to another.
Not making Paper #2 about journalism: This is important. You have a great deal of latitude but the main thrust of the paper must be about a journalistic issue. It must all relate, somehow, to the coverage of the issue.

Broad assertion: In particular, be extremely wary about generalizing about “the media.” “The media does this” and “the media does that” is generally an over-the-top generalization, because there are thousands of different media outlets and they don’t act in concert. (Also, it’s usually better to use “media” as a plural, which it technically is.) And be careful of any overheated language in a research paper. Again, this is a research paper, not an essay, so do not make claims you do not back up. Whenever you make a claim, especially a controversial one, you must present some sort of evidence.