

Loyola University Chicago
Fall 2018 | MWF 1:40 – 2:30 p.m.
COMM 315-1WE Advanced Reporting (Theme: Gender & Power); SoC 002

Instructor: Jessica R. Brown

E-mail: jbrown7@luc.edu (Please allow up to 24 hours for a response to e-mail on weekdays; and limited-to-no responses on weekends. Remember to include your name and the course on your subject line. Please use your Loyola account when sending e-mails.)

Office: SOC 218 **Phone:** 312-915-7726 **Office Hours:** Wed. & Fri. 3-5 p.m.

COURSE DESCRIPTION: Writing Intensive & Engaged Learning

Advanced Reporting is a writing intensive capstone course designed for experienced journalism students to utilize their reporting and writing skills by engaging in the community and exploring social justice issues. Students will use their skills in reporting, writing, layout and design, video and audio to report and produce feature stories.

IDEA LEARNING OBJECTIVES

- Learning how to find, evaluate, and use resources to explore a topic in depth
- Learning to apply knowledge and skills to benefit others or serve the public good
- Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course

TEXT AND OTHER MATERIALS

Blundell, W. E. (1988). *The Art and Craft Featuring Writing*. New York, NY: Plume. (Required)

The Associated Press Stylebook, 2018 is recommended, but at least 2016 or later

Subscription (print and/or digital) to a daily U.S. news publication: You may get a FREE subscription to the New York Times here: <http://libraries.luc.edu/nytimes>. Proof of subscriptions is required.

GRADING

100-95	A	94-90	A-	89-87	B+	Exams (20%)
86-83	B	82-80	B-	79-77	C+	Print features & Review (30%)
76-74	C	73-70	C-	69-67	D+	Graphics & Multimedia (30%)
66-65	D	Below 65	F			Participation, Job Performance & Reflection (20%)

- I will entertain grade disputes up to 72 hours after the grade has been released, including weekends. After that I will not discuss any grade disputes for any reason.
- To earn an A- or above, ALL stories must be publishable at the conclusion of the semester.

PLAGIARISM AND ACADEMIC INTEGRITY: Any use in whole or in part of another person's work or ideas constitutes plagiarism and will result in an automatic failure in this course. Details of the [SOC policy on this issue are available on Sakai](#). Students are expected to read, understand and follow the policy. Please ask questions if you are unsure about the policy rather than risking a failing grade. Additionally, assignments will be subject to review by the Turnitin service. Any story that is flagged by this service will require immediate action.

SPECIAL NEEDS: Students are urged to contact me should they have questions concerning course materials and procedures. If you have a special circumstance that may have some impact on your course work and for which you may require accommodations, please contact me within the first 2 weeks of the semester so that arrangements can be made with the Services for Students with Disabilities (SSWD). Additional information about the services available at Loyola, including eligibility for services, is on the SSWD website: <<http://www.luc.edu/sswd/index.shtml>>

MANDATED REPORTER: As a faculty member at Loyola University Chicago I am committed to supporting students and upholding gender equity laws as outlined by Title IX. Therefore, if a student chooses to confide in me regarding an issue of gender-based misconduct, I am obligated to inform Loyola's Title IX Deputy Coordinator. The Title IX Deputy Coordinator will assist you in connecting with all possible resources for support and reporting both on and off campus.

INTELLECTUAL PROPERTY: All lectures, notes, PowerPoints and other instructional materials are the intellectual property of the instructor or the author who originated the content. As a result, they may not be distributed or shared in any manner, either on paper or virtually without my written permission. Lectures may not be recorded without my written consent; when consent is given, those recordings may be used for review only, may only be used for the duration of this course, and may not be distributed.

AP STYLEBOOK: Because this is a journalism class, we will use the AP Stylebook when writing copy. You may use a book published 2016 or later. You are responsible for staying up-to-date on any changes the organization makes, especially if you have an older version. See <https://www.apstylebook.com>

ASK A LIBRARIAN

The work for this course requires you to do your own research. These may be a range of academic journals, videos, or online references from legitimate sites. If you need additional help please contact Abby Annala (gannala@luc.edu) who is the librarian for the School of Communication, or **search** the university's library.

COLLABORATION: This course requires us to work as a team. Sakai will be our main resource for course content, instruction, and online communication. Also, you must use **Microsoft OneDrive** for all documents, photographs and video. OneDrive works similarly to Google docs, so if you have had experience with the latter, this new service should seem somewhat familiar to you. The instructor has created a folder named **COMM 315 Fall 2018** for this course and it has been shared with everyone in the class. You may only use your Loyola UVID for this resource. Additionally, you should use Word Online in OneDrive for your written stories and share them with me for editing.

- OneDrive for Business **online help**
- OneDrive and Sakai will be our primary online sources of communication for this course.
- Sakai **online help**

THE MAGAZINE: **Mosaic Magazine** is in its 15th year and is student-run social justice publication. Each year students craft a series of features and profiles focusing on a selected theme. Each story is written to highlight various people, organizations and issues related to the social justice theme. All news stories for COMM 315 are property of Mosaic and may not be published or redistributed in any form.

Mosaic **Online**

Mosaic **Twitter** (@MosaicLoyola)

Mosaic **Facebook**

Mosaic **Instagram** (mosaicloyola)

JOB ROLES & DESCRIPTIONS: Students may apply to any job. Jobs that receive no applicant will be assigned. Students are responsible for completing all tasks for their job in a timely and professional manner. Please complete the **Google form** to apply for a position.

Managing Editor: This person is in charge of the day-to-day progress of editorial content, helps support the mission of the magazine, and ensures all work adheres to the social justice theme. In the event the instructor is unavailable, the ME will assume authority over

communication, editing and meeting deadlines for the publication. This person must supply the class with weekly missives with news hooks via Sakai to help students stay aware of stories related to the social justice theme; craft a Letter from the Editor for print & online, and commit to providing feedback on drafts in OneDrive.

Social Media Manager: This person is in charge of all social media content for Mosaic. This person will manage the Twitter, Facebook and Instagram accounts. The SMM promises to: protect the passwords, not to change or corrupt the passwords, maintain editorial integrity by only posting and sharing content appropriate to Mosaic Magazine and not to publish, share, retweet, like, etc. any content that puts Mosaic or its partners in a negative light. The same principles of journalism ethics used for the editorial content must be followed for social media.

Copy Chief: This person is responsible for leading the proof-reading and fact-checking process of Mosaic. The CC should love words, accuracy, and be a pro at AP Style. The individual will also help organize, name and archive editorial content, and craft working headlines for news stories, and work with the writers to craft captions.

Advertising Manager: This person is responsible for selling ad space and managing contact information. While a majority of ads are sold in house (Loyola), this person will ideally have the skills and desire to sell space to businesses and organizations outside the university community. The AM does not have to deal with money, just contract for ad sales.

STORY TYPES & EVIDENCE: Each student is required to complete a written trend/issue story, a profile of a person, place or organization, a graphic for print & video, a photo essay, editorial (board) OR review, a video news story, a review and a podcast. All stories must include hyperlinks to any statement of fact as evidence that you have located legitimate resources that support your opinion. You should use the OneDrive editing feature to aid in providing evidence to back up your claims. **All written work should be in Times, 12 pt. double-spaced.**

- NAMING CONVENTION: Assignment_LASTNAME.extension
(i.e Profile_BROWN.doc or Trend_BROWN.doc or Video_BROWN.mp4)

NOTE: Students who have one of the above job roles **must choose to opt out of either the video or photo essay to compensate for the additional workload. The grade the student receives for the job role will replace the grade for the missing assignment. Students are welcome to still execute the work for practice and feedback, but it will not count toward their grade.*

READINGS & ASSIGNMENTS: All readings and assignments are due the day they are listed. Some assignments may need to be submitted to both Sakai and to OneDrive, so please read all instructions carefully.

COURSE SCHEDULE (subject to change) – Assignment details are on Sakai

Week 1 – Introduction; Sources; Stories – What’s been done & new angles

Readings, see Sakai Week 1

Aug. 27: Course Overview

Aug. 29: Understanding Gender and Power

Aug. 31: Current issues & Cultivating sources

Week 2 – Shaping Ideas I; Video & Audio

Readings, see Sakai Week 2

Sept. 3: Labor Day, No Class

Sept. 5: From hooks > to leads

Sept. 7: Multi-media Reporting

ASSIGNMENT – Job applications by 5 p.m.

Week 3 – Research, Research, Research

Readings, see Sakai Week 3

Sept. 10: Academic Journals & Google Searches

Sept. 12: Contacting Sources & Interviewing Techniques

Sept. 14: Filing FOIAs

DUE – Jobs assigned; ASSIGNMENT: File a FOIA by Sept. 21.

Week 4 – Shaping Ideas II: Making stories Evergreen

Readings, see Sakai Week 4

Sept. 17: Workshop: Trend/Issue examination

Sept. 19: Workshop: Profile examination

Sept. 21: Pitching stories

DUE – FOIA request; EXERCISE: Editing with Premiere Pro (on your own time)

Week 5 – Words & Pictures

Readings, see Sakai Week 5

Sept. 24: Photo essays & framing

Sept. 26: Exercise: One picture tells a whole story

Sept. 28: DUE – Interview Questions

DUE – Video news story or Podcast

Week 6 – Community Engagement & Data

Readings, see Sakai Week 6

Oct. 1: Communitarianism Theory & Journalism

Oct. 3: Presentation: Who is affected by your stories?

Oct. 5: Workshop: Graphics as a storytelling technique

Week 7 – Data Visualization

Readings, see Sakai Week 7

Oct. 8: No Class, Fall Break

Oct. 10: Graphic Design: Print

Oct. 12: Graphic Design: Video

Week 8 – Drafts Round I; Exam; Multimedia

Readings, see Sakai Week 8

Oct. 15: DUE – Feature draft due to OneDrive & Sakai w/ Workshop

Oct. 17: Exam I: TBA

Oct. 19: DUE – Video news story or Podcast

Week 9 – Drafts Round II & Workshops

Readings, see Sakai Week 9

- Oct. 22: DUE – Feature draft due to OneDrive & Sakai w/ Workshop
- Oct. 24: DUE – Graphics copy draft to OneDrive & Sakai w/ Workshop
- Oct. 26: DUE – Photo workshop w/ working captions

Week 10 – Editorial, Reviews & Analyses

Readings, see Sakai Week 10

- Oct. 29: Workshop: Editorials/Reviews examination
- Oct. 31: Workshop: Editorial process
- Nov. 2: Posting to Mosaic online via Inception

Week 11 – Politics & Analyses; Inception

Readings, see Sakai Week 11

- Nov. 5: Workshop: Gender, Power & Mid-term Elections
- Nov. 7: Exam II: TBA
- Nov. 9: Digital Ethics Symposium

Week 12 – Drafts Round III & Workshop

Readings, see Sakai Week 12

- Nov. 12: DUE – Feature draft IIA due to OneDrive & Sakai w/ Workshop
- Nov. 14: FOIA updates & next steps I; Engaged Learning reflections
- Nov. 16: DUE – Final photo essay via Inception

Week 13 – Review drafts; Turkey Time

Readings, see Sakai Week 13

- Nov. 19: DUE – Editorial & Reviews drafts to OneDrive & Sakai
- Nov. 21: No Class, Thanksgiving Break
- Nov. 23: No Class, Thanksgiving Break

Week 14 – Drafts Round IV & Final Work

Readings, see Sakai Week 14

- Nov. 26: DUE – Feature draft IIB due to OneDrive & Sakai w/ Workshop
- Nov. 28: DUE – Final graphics copy for print
- Nov. 30: DUE – Final Editorials & Reviews (via Inception – TBD)

Week 15 – Final Work & Presentations

Readings, see Sakai Week 15

- Dec. 3: DUE – Final video graphic
- Dec. 5: Final FOIA updates & next steps II
- Dec. 7: DUE – Engaged Learning Presentations
DUE – Final feature stories for print to Sakai & OneDrive

Final Exam: Thursday, Dec. 13**

**This course has no final exam, but final edits, if necessary, for print stories are due by 5 p.m.

APPENDIX A

MOSAIC PROFILE & TREND:

A person, place, or organization & issue
700-750 words each
Photo(s) that best visualize the stories
Interview questions

REVIEW/ANALYSIS

Of any theme-related artifact
500-600 words
For immediate publication

PHOTO ESSAY: *Each student must complete a photo essay that complements either their profile or trend story. Students must use a minimum of 10 images suitable for a horizontal platform. Images should have well-crafted captions that help tell the story.

- Naming convention: Photo_LASTNAME#.jpg (i.e. Photo_BROWN1.jpg)
- Put credits on a Word document & make sure they correspond to the correct photo
- Save all images & Word document into a folder > compress/Zip > upload to **OneDrive**

VIDEO NEWS STORY: *Each student must complete a video news story related to the social justice theme. This can be a news or feature coverage, or roundup w/ or w/o stand up.

- Story must be 60-90 seconds in length
- Include wide, medium and closeup shots (news or feature coverage only)
- Must have at least 2 on-camera interviews (news or feature coverage only)
- Upload video as an .mp4 (H.264) file to **OneDrive Microsoft Stream**

PODCAST: For this assignment students must engage in a recorded conversation with one or more persons on a topic related to the social justice theme. Students will have to schedule a time slot with studio manager Jim Collins (jcollin@luc.edu) to execute the podcast.

- Podcast should be 5-10 minutes in length
- Students must use the music provided at the beginning and end of the podcast
- **Students must have subjects sign a waiver**
- Students must provide a single hi-res image of the subject(s) to use for the post (students may not appear in the image) and include a lead. **See example.**
- **Sign on:** Welcome to Feedback from the School of Communication at Loyola University Chicago. I am ____ here with _____ to discuss _____.
- **Sign off:** Thank you for tuning in. This has been _____ for Feedback. For more stories about issues of social justice, visit mosaicloyola.com
- Audacity is recommended for editing, but Audition or Premiere Pro works too
- Upload image & waiver to Sakai & type lead in comments area & podcast to **OneDrive**

GRAPHIC(S): Students must create two graphics of similar content, one for print and one multimedia. The print version must be text-based for easy graphic creation for the spring design course. The multimedia will be used for online and must be produced by the fall class.

EDITORIAL: Students in leadership positions are required to work together to craft an editorial based on the social justice theme. This is in lieu of the reviews piece. Details are on Sakai.

ADDITIONAL ASSIGNMENTS ARE ON SAKAI: CHECK REGULARLY

APPENDIX B

UNIVERSITY ENGAGED LEARNING OUTCOMES

Learning Outcome: Promote leadership development and civic engagement.

A significant element of Loyola's Jesuit Catholic heritage is a focus on developing within each student the capacity for leadership expressed in service to others. Consistent with that heritage, the curriculum should provide students, regardless of major, with the knowledge, skills, and abilities that will prepare them to become ethical and innovative members of the workforce; to assume leadership roles in their chosen organizations; and to make a positive difference in the work place and their communities through civic engagement.

Competencies: By way of example, Loyola graduates should be able to:

- Identify models of leadership and civic engagement, both current and historical.
- Demonstrate an understanding of the ethical responsibilities of leadership and its relationship to the Jesuit tradition.
- Apply analytical and reflective tools to assess situations and recognize leadership possibilities and opportunities for civic engagement.
- Articulate a vision that can empower and inspire others.
- Demonstrate effective team-building skills.
- Evaluate the leadership style of self and others.
- Engage in the community through activities effecting positive change in society and the environment.

How Advanced Reporting Addresses University Engaged Learning Outcomes

Leadership: Students demonstrate leadership skills by taking the initiative to research topics, select the story topics, make appointments to conduct interviews, otherwise report the story and write the story. Additionally, students produce a video, photography or audio project.

Teamwork: The course also promotes teamwork, since students in the class are working together to produce a magazine. Each student writes stories, and those stories are edited by the instructor. A team spirit develops as the semester progresses and the product gets closer to publication.

Civic Engagement: The research and reporting effort, in which students go into Chicago neighborhoods and interview people, is true civic engagement.

Inspiring Positive Change: We hope the publication tells important stories to the world and inspires people to become more engaged citizens to affect positive change.

Reflection: The writing of news and feature articles, recording audio and shooting video are examples of students reflect on their experiences and encounters.