## Course Summary

**Course**: COMM350  
**Title**: Journalism  
**Length of Course**: 8  
**Prerequisites**: ENGL101, ENGL102  
**Credit Hours**: 3

### Description

**Course Description**: This course will introduce students to core journalism skills and the historical, social and political context of journalistic practice. The course provides instruction in on-line journalism, news writing, story structure, interviewing techniques and a working understanding of the code of ethics and legal issues which impact journalistic practice. (Prerequisite: ENGL101 or ENGL102).

**Course Scope**:

COMM350 provides instruction and guidance in the role of being a journalist for a newspaper, magazine, online and through social media. This class will give students practice in analyzing the role of a television and radio reporter, a newspaper reporter and a writer/blogger today online. This class also prepares students for the ethical issues that face journalists on a daily basis.

### Objectives

After successfully completing this course, you will be able to

**Course Objectives**

CO-1: Explain the value of the Constitutional guarantees as set forth in the Bill of Rights.

CO-2: Compare and contrast the historical and social developments in the 20th century and how it has shaped journalistic trends in print and broadcast media.

CO-3: Examine the reality of war and conflict situations reported in the past and present

CO-4: Construct writing in the journalistic inverted pyramid.

CO-5: Summarize the issues related to the business and organizational side of journalism.

CO-6: Apply the principles of journalistic ethics in your work through various case studies in the class

CO-7: Show through written documents that your writing tasks has adapted and changed over the course of
the eight weeks in the class.

Outline

Week 1: Introduction to Journalism

Learning Objectives

CO-1 CO-5

Readings

Course Readings:

1. How to educate Innovation Journalists? Experiences of Innovation Journalism
2. On the State of American Journalism
3. Why a Review of Journalism?

Supplemental Readings:

1. Journalism and Social Media as Means of Observing the Contexts of Science
2. What Makes Journalism Excellent?

Videos:

1. The Future of Journalism
2. Freedom of Speech
3. Who’s Minding the Media?

Assignment

Week One Introductions and Introduction to Journalism

Week 2: Story Organization

Learning Objectives

CO-4 CO-5 CO-6

Readings

Course Readings:

1. Writing Collaboratively: Priority, Practice and Process
2. Highlights of Creativity in Translation and Journalism
3. Story Writing Skills of Adults with a History of Language-Impairment

Supplemental Readings:

1. Start Spreading the News

Videos:

1. Story Tellers Television Journalism
   • Introduction
The Story Idea
Research
Changing Focus
Planning to Shoot
Shooting in the Field
Sequencing
Interviews
The Edit

Assignment

Week 2 Forum: Story Organization

Week 2 assignment: Interview/Essay

**Week 3: Good Reporting**

Learning Objectives

CO-1 CO-2 CO-3 CO-5

Readings

**Course Readings:**

1. Reporting is the Key to Good Journalism
2. Writing Right for Broadcast and Internet News/It Takes More than Good Looks to Succeed in Reporting

**Supplemental Readings:**

1. Descriptive Studies: What They Can and Cannot Do

Videos:

1. Citizen Journalism is Reshaping the World
2. Journalism Revived

Assignment

Week 3 Forum: Good Reporting

**Week 4: Writing the lead**

Learning Objectives

CO-1 CO-2 CO-5 CO-6 CO-7

Readings

**Course Readings:**

1. Successful Query Letters Have Same Basic Elements

**Supplemental Readings:**

1. Let’s Blame the Readers
Videos:

1. How to Write News Articles: Freelance News Article Writing Caveats
2. How to Write News Articles: Freelancing & News Articles

Assignment

Week 4 Forum: Writing the Lead

Week 4 Video assignment

Week 5: Writing for the Web

Learning Objectives

CO-1 CO-2 CO-3 CO-4 CO-5 CO-6 CO-7

Readings

Course Readings:

1. What 'They' (and We) are Saying about 'Us' on the World Wide Web
2. Writing for the Web
3. Writing for the Web Verus Writing for Print: Are They Really so Different?

Supplemental Readings:

1. Want Freelance Success? Here’s the Plan
2. Online News Web Sites More Likely Than Newspapers to Use New Technology
3. Citizen Journalism Web Sites Complement Newspapers

Videos:

1. Intermediate Writing for the Web
2. Journalist, Author Roger Rosenblatt Outlines His 4 Reasons to Write

Assignment

Week 5 Forum: Writing for the Web

Week 6: Writing for Radio and Television

Learning Objectives

CO-1 CO-2 CO-3 CO-4 CO-5 CO-6 CO-7

Readings

Course Readings:

1. Writing News for Television: Style and Format
2. Writing Better Scripts for Television Ads
3. Writing for Television: Purpose and Audience Already Defined
4. Gertrude Stein and the Radio
5. Writing on Air: Television, Radio and the Classroom

Supplemental Readings:
1. Walter Cronkite Would be Fired Today

Videos:

1. Behind Your Radio Dial: The Story of NBC
2. Trial by Television

Assignment

Week 6 Forum: Writing for Radio and Television

Week 6 Storyboard assignment

Week 7: Investigative Reporting

Learning Objectives

CO-1 CO-2 CO-3 CO-5 CO-7

Readings

Course Readings:

1. The Importance of Applied Research in Investigative Interviewing: A Real-life Perspective
2. Thinking Through text Comprehension II: Analysis of Verbal and Investigative Repertoires

Supplemental Readings:

1. The Future of Investigative Journalism
2. Return of Muckraking

Videos:

1. Osher Forum: What Happened to Investigative Journalism?
2. Primetime War
3. The War Reporter
4. Tips from Bob Woodward on Investigative Journalism
5. Bob Woodward and Ben Bradlee at the Nixon Library, part I

Assignment

Week 7 Forum: Investigative Reporting

Week 8: Ethics in the Media

Learning Objectives

CO-1 CO-2 CO-3 CO-4 CO-5 CO-6 CO-7

Readings

Course Readings:

1. Murdoch’s Watergate
2. The Definition of Moral Dilemmas: A Logical Problem
3. Examining Education and Newsroom Work Experiences as Predictors of Communication
4. Journalism Ethics Goes to the Movies
5. Global Journalism Ethics
Supplemental Readings:
1. Internet Journalism and Journalistic Ethics: Working Conditions and Qualifications

Course Readings:
1. Professional Ethics

Assignment

Week 8 Forum: Ethics in the Media
Week 8 Written assignment

Evaluation

Reading Assignments:

Students will be required to complete the assigned readings and may have to consult various supplemental resources as provided by the instructor in order to complete both the written assignments and the discussion forum assignments for this course.

Forum Assignments:

Throughout this course, students will be required to participate in online discussion forums. Within the forums, I expect students to participate actively and truly help their fellow students. We are all writers and have the ability to help each other improve. The word count for each discussion forum is noted in the forum’s description, so make sure to read the descriptions carefully before posting.

Assignments: Students will write two essays in this course. They will also complete other assignments that has them experience what other journalists are required to accomplish in their roles (video, story board).

Grading:

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Materials

Book Title: Various resources from the APUS Library are used. Please visit http://apus.libguides.com/er.php to locate the course eReserve.

Author: N/A

Publication Info: N/A

ISBN: N/A

Course Guidelines

Citation and Reference Style

- Students will follow APA format as the citation and reference style for courses in the COMMUNICATION program area.
- Please note that no formal citation style is graded on forum assignments in the School of Arts & Humanities—only attribution of sources (please see details regarding forum communication below).

Tutoring

- Tutor.com offers online homework help and learning resources by connecting students to certified tutors for one-on-one help. AMU and APU students are eligible for 10 free hours of tutoring provided by APUS (only when accessed through the APUS online library). Tutors are available 24/7 unless otherwise noted. Tutor.com also has a SkillCenter Resource Library offering educational resources, worksheets, videos, websites and career help. Accessing these resources does not count against tutoring hours and is also available 24/7. Please visit the APUS Library and search for ‘Tutor’ to create an account.

Late Assignments

School of Arts & Humanities Late Policy

Students are expected to submit classroom assignments by the posted due date and to complete the course according to the published class schedule. As adults, students, and working professionals, I understand you must manage competing demands on your time. Should you need additional time to complete an assignment, please contact me before the due date so we can discuss the situation and determine an acceptable resolution.

Work posted or submitted after the assignment due date will be reduced by 10% of the potential total score possible for each day late up to a total of five days, including forum posts/replies, quizzes, and assignments. Beginning on the sixth day late through the end of the course, late work, including forum posts/replies, quizzes, and assignments, will be accepted with a grade reduction of 50% of the potential total score earned.

Turn It In

Assignments are automatically submitted to Turnitin.com within the course to verify originality and detect potential plagiarism and academic dishonesty. Turnitin.com will analyze an assignment submission and report a similarity score. Your assignment submission is automatically processed through the assignments area of the course when you submit your work.

Academic Dishonesty

- Academic Dishonesty incorporates more than plagiarism, which is using the work of others without
Academic dishonesty includes any use of content purchased or retrieved from web services such as CourseHero.com or Scribd. Additionally, allowing your work to be placed on such web services is academic dishonesty, as it is enabling the dishonesty of others. The copy and pasting of content from any web page, without citation as a direct quote, is academic dishonesty. When in doubt, do not copy/paste, and always cite.

Submission Guidelines

- All assignments in COMMUNICATION courses must be submitted in standard formats such as Microsoft Word, attached in the assignment area unless otherwise specified.
- Some assignments may have very specific requirements for formatting (such as font, margins, etc) and submission file type (such as .docx, .pdf, etc). See the assignment instructions for details.
- It is your responsibility to ensure the all submitted work can be accessed and opened by the instructor. Assignments should not be sent to the instructor through “Messages” or E-mail but must be submitted through the Assignments area directly.

Disclaimer Statement

- Course content may vary from the outline to meet the needs of a particular group or class.

Communicating in Forum discussions

- All initial forum discussion posts are due on Thursdays by 11:55 p.m. ET throughout the course.
- All peer responses are due on Sundays by 11:55 p.m. ET throughout the course.
- Forums are the heart of the interaction in this course. The more engaged and lively the exchanges, the more interesting and fun the course will be. Only substantive comments will receive credit. Although there is a final posting day/time after which the instructor will grade and provide feedback, it is not sufficient to wait until the last day to contribute your comments/questions on the forum. The purpose of the forums is to actively participate in an on-going discussion about the assigned content.
- “Substantive” means comments that contribute something new and important to the discussion. A message that simply says “I agree” is not substantive. A substantive comment contributes a new idea or perspective, a follow-up question to a point made, a response to a question, an example or illustration of a key point, an inconsistency in an argument, etc.
- As a class, if we run into conflicting view points, we must respect each individual's own opinion. Hateful and hurtful comments towards other individuals, students, groups, peoples, and/or societies will not be tolerated.
- You must post a response to the weekly forum prompt and post the required number of replies to other students during the week due. Please refer to the grading rubric and/or weekly forum instructions for specific expectations on the number of replies and word count requirements.
- Late posts to a forum will be subject to the School late policy and may not be accepted without instructor approval.

Quizzes and Exams

- Quizzes and exams may consist of true/false, multiple choice, and short essay questions. If included in a course, each quiz/exam is generally accessible only once. Once a quiz/exam is accessed, you may not be able to access it again if you disconnect. Therefore, allocate adequate time to complete your quiz and ensure you have a solid internet connection. Weekly quizzes must be submitted by Sunday 11:55 p.m. ET of the assigned week. Late quizzes or exams may accepted and subject to the School late policy. Please contact your instructor to discuss as needed.

University Policies

Student Handbook

- Drop/Withdrawal policy
The mission of American Public University System is to provide high quality higher education with emphasis on educating the nation’s military and public service communities by offering respected, relevant, accessible, affordable, and student-focused online programs that prepare students for service and leadership in a diverse, global society.

**STUDENT WARNING:** This course syllabus is from a previous semester archive and serves only as a preparatory reference. Please use this syllabus as a reference only until the professor opens the classroom and you have access to the updated course syllabus. Please do NOT purchase any books or start any work based on this syllabus; this syllabus may NOT be the one that your individual instructor uses for a course that has not yet started. If you need to verify course textbooks, please refer to the online course description through your student portal. This syllabus is proprietary material of APUS.