

COURSE SYLLABUS

EDITING AND PUBLISHING

Course code: JRN210

Term and year: Fall 2024

Day and time: Monday, 18:30-21:15

Instructor: Michael Kahn

Instructor contact: +420 724 706 501

Consultation hours: One hour before class or by appointment

Credits US/ECTS	3/6	Level	
Length	15 weeks	Prerequisite	
Contact hours	42 hours	Course type	

1. Course Description

This course aims to provide students with the tools to operate in a real-world newsroom. Focus of the course will center on pitching stories, reporting, editing and publishing articles weekly for the school newspaper. Students will be expected to organize both short- and longer-term planning to ensure coverage. Students will write both breaking news and feature stories along with assigning and editing them. They will also learn about the role and responsibility of a journalist through weekly reporting and editing. Students may need to report and write stories outside of class hours. The course will run like an actual newsroom with the focus on doing.

2. Student Learning Outcomes

Upon completion of this course, students should be able to:

- Understand how a newsroom operates
- Effectively pitch, report, edit and publish stories
- Develop their practical understanding of the field journalism
- Improve skills of copy editing
- Exercise news judgment in various situations
- Conduct research and interviews and develop sources for stories

3. Reading Material

Required Materials

- Inside Reporting. Harrower, Tim. McGraw Hill. 3rd Edition
- The Associated Press Stylebook and Briefing on Media Law edited by Darrell Christian, Sally Jacobsen and David Minthorn 2011
- The Elements of Style. William Strunk Jr., E.B. White. 4th Edition

Recommended Materials

- New York Times, Reuters and CTK News daily

4. Teaching methodology

A mix of lectures, editing and practical guidance.

5. Course Schedule

Date	Class Agenda
Session 1 September 2	Topic: How a Newsroom Operates Description: Understanding the flow of news in a newsroom Reading: Harrower, Chapter 2 Assignments/deadlines: Choose beats
Session 2 September 9	Topic: News Writing Fundamentals Description: Writing a news report Reading: Harrower, Chapter 5 Assignments/deadlines: Beat Reporting
Session 3 September 16	Topic: Story Writing practice Description: Producing stories under deadline Reading: Assignments/deadlines: Beat Reporting
Session 4 September 23	Topic: How to cover speeches/events Description: Writing Practice Reading: Assignments/deadlines: Beat Reporting
Session 5 September 30	Topic: Covering Hostile or Dangerous Environments Description: How to stay safe when something goes wrong Reading: Training Journalists to Report in Hostile Environments Assignments/deadlines: Beat Reporting
Session 6 October 7	Topic: Generating Feature Stories on a Beat Description: How to find stories beyond breaking news Reading: Assignments/deadlines: Feature story assigned
Session 7 October 14	Topic: Dealing with Mistakes Description: How to avoid and deal with corrections Reading: Assignments/deadlines: Beat Reporting
Session 8 October 21	Topic: How to Generate Brights Description: Writing on lighter topics Reading: Assignments/deadlines: Beat Reporting
October 28	Mid-Term Break
Session 10 November 4	Topic: The Art of Interviewing Description: How to prepare for and carry out an interview Reading: Assignments/deadlines: Interview for beat
Session 11 November 11	Topic: Law and Ethics Description: Understanding how to navigate legal and ethical dangers Reading: The case of Jayson Blair and Janet Cooke Assignments/deadlines: Beat Reporting
Session 12 November 18	Topic: Investigative Reporting Description: The basics of carrying out longer term investigations Reading: Assignments/deadlines: Beat Reporting
Session 13	Topic: Dealing with editors and colleagues Description: Understanding the dynamics of working in a newsroom

November 25	Reading: Assignments/deadlines: Beat Reporting
Session 14 December 2	Topic: Course Wrap Up Description: Reading: Assignments/deadlines: Final stories due
Session 15 December 9	Feature Stories due

6. Course Requirements and Assessment (with estimated workloads)

Assignment	Workload (hours)	Weight in Final Grade	Evaluated Course Specific Learning Outcomes	Evaluated Institutional Learning Outcomes*
Class Participation	10	20	Active involvement in class discussions about content and production of the school newspaper. Final grades will be adjusted based on students' preparation and participation.	1,2,3
Planning and Publishing	32	10	Dependable participation and team effort of planning and publishing the school newspaper is critical to learning the material and completing course requirements.	1,2,3
Beat Reporting (4 reports x 10%)	60	40	<ul style="list-style-type: none"> • A demonstrated knowledge of how to report, structure and write various types of newspaper stories. • A demonstrated knowledge of fundamentals and improvements in writing skills, reporting abilities, generating ideas and applying creative problem-solving skills. 	2,3
Feature Story	30	20	A demonstrated knowledge of how to report a longer story and understanding how to structure	1,3
Editing/Story generation	18	10	Active involvement in editing and generating stories with an understanding how to manage news flow	1,2,3
TOTAL	150	100%		

*1 = Critical Thinking; 2 = Effective Communication; 3 = Effective and Responsible Action

7. Detailed description of the assignments

Assignment 1: Participation

Assessment breakdown

Assessed area	Percentage
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Actively discussing and pitching story ideas	50
Offering suggestions and ideas to others	30
Responding constructively to suggestions and critiques	20

Assignment 2: Planning and Publishing

Assessment breakdown

Assessed area	Percentage
Actively discussing and pitching story ideas	50
Offering suggestions and ideas to others	30
Carrying out ideas from start to finish	20

Assignment 3: Beat Reporting

Assessment breakdown

Assessed area	Percentage
Producing stories on a timely basis	50
Ensuring stories are accurate and reflect the beat	50

Assignment 3: Feature Story

Assessment breakdown

Assessed area	Percentage
Producing a story on time	50
Developing enough sources for the story	30
Structuring correctly	20

Assignment 4: Editing

Assessment breakdown

Assessed area	Percentage
Editing stories to write structure	50
Ensuring stories are accurate without corrections	50

8. General Requirements and School Policies

General requirements

All coursework is governed by AAU's academic rules. Students are expected to be familiar with the academic rules in the Academic Codex and Student Handbook and to maintain the highest standards of honesty and academic integrity in their work.

Electronic communication and submission

The university and instructors shall only use students' university email address for communication, with additional communication via NEO LMS or Microsoft Teams.

Students sending e-mail to an instructor shall clearly state the course code and the topic in the subject heading, for example, "COM101-1 Mid-term Exam. Question".

All electronic submissions are through NEO LMS. No substantial pieces of writing (especially take-home exams and essays) can be submitted outside of NEO LMS.

Attendance

Attendance, i.e., presence in class in real-time, at AAU courses is default mandatory; however, it is not graded as such. (Grades may be impacted by missed assignments or lack of participation.) Still, students must attend at least two thirds of classes to complete the course. If they do not meet this condition and most of their absences are excused, they will be administratively withdrawn from the course. If they do not meet this condition and most of their absences are not excused, they will receive a grade of "FW" (Failure to Withdraw). Students may also be marked absent if they miss a significant part of a class (for example by arriving late or leaving early).

Absence excuse and make-up options

Should a student be absent from classes for relevant reasons (illness, serious family matters), and the student wishes to request that the absence be excused, the student should submit an Absence Excuse Request Form supplemented with documents providing reasons for the absence to the Dean of Students within one week of the absence. If possible, it is recommended the instructor be informed of the absence in advance. Should a student be absent during the add/drop period due to a change in registration this will be an excused absence if s/he submits an Absence Excuse Request Form along with the finalized add/drop form.

Students whose absence has been excused by the Dean of Students are entitled to make up assignments and exams provided their nature allows. Assignments missed due to unexcused absences which cannot be made up, may result in a decreased or failing grade as specified in the syllabus.

Students are responsible for contacting their instructor within one week of the date the absence was excused to arrange for make-up options.

Late work: No late submissions will be accepted – please follow the deadlines.

Electronic devices

Electronic devices (e.g. phones, tablets, laptops) may be used only for class-related activities (taking notes, looking up related information, etc.). Any other use will result in the student being marked absent and/or being expelled from the class. No electronic devices may be used during tests or exams unless required by the exam format and the instructor.

Eating is not allowed during classes.

Cheating and disruptive behavior

If a student engages in disruptive conduct unsuitable for a classroom environment, the instructor may require the student to withdraw from the room for the duration of the class and shall report the behavior to the student's Dean.

Students engaging in behavior which is suggestive of cheating will, at a minimum, be warned. In the case of continued misconduct, the student will fail the exam or assignment and be expelled from the exam or class.

Plagiarism and Academic Tutoring Center

Plagiarism is "the unauthorized use or close imitation of the language and thoughts of another author and the representation of them as one's own original work." (Random House Unabridged Dictionary, 2nd Edition, Random House, New York, 1993)

Turnitin’s White Paper ‘The Plagiarism Spectrum’ (available at <http://go.turnitin.com/paper/plagiarism-spectrum>) identifies 10 types of plagiarism ordered from most to least severe:

1. CLONE: An act of submitting another’s work, word-for-word, as one’s own.
2. CTRL-C: A written piece that contains significant portions of text from a single source without alterations.
3. FIND-REPLACE: The act of changing key words and phrases but retaining the essential content of the source in a paper.
4. REMIX: An act of paraphrasing from other sources and making the content fit together seamlessly.
5. RECYCLE: The act of borrowing generously from one’s own previous work without citation; To self-plagiarize.
6. HYBRID: The act of combining perfectly cited sources with copied passages—without citation—in one paper.
7. MASHUP: A paper that represents a mix of copied material from several different sources without proper citation.
8. 404 ERROR: A written piece that includes citations to non-existent or inaccurate information about sources
9. AGGREGATOR: The “Aggregator” includes proper citation, but the paper contains almost no original work.
10. RE-TWEET: This paper includes proper citation, but relies too closely on the text’s original wording and/or structure.

At minimum, plagiarism from types 1 through 8 will result in a failing grade for the assignment and shall be reported to the student’s Dean. The Dean may initiate a disciplinary procedure pursuant to the Academic Codex. Allegations of bought papers and intentional or consistent plagiarism always entail disciplinary hearing and may result in expulsion from AAU.

If unsure about technical aspects of writing, and to improve their academic writing, students are encouraged to consult with the tutors of the AAU Academic Tutoring Center. For more information and/or to book a tutor, please contact the ATC at: <http://atc.simplybook.me/sheduler/manage/event/1/>.

Course accessibility and inclusion

Students with disabilities should contact the Dean of Students to discuss reasonable accommodations. Academic accommodations are not retroactive. Students who will be absent from course activities due to religious holidays may seek reasonable accommodations by contacting the Dean of Students in writing within the first two weeks of the term. All requests must include specific dates for which the student requests accommodations.

9. Grading Scale

Letter Grade	Percentage*	Description
A	95-100	Excellent performance. The student has shown originality and displayed an exceptional grasp of the material and a deep analytical understanding of the subject.
A-	90-94	
B+	87-89	Good performance. The student has mastered the material, understands the subject well and has shown some originality of thought and/or considerable effort.
B	83-86	
B-	80-82	

C+	77-79	Fair performance. The student has acquired an acceptable understanding of the material and essential subject matter of the course, but has not succeeded in translating this understanding into consistently creative or original work.
C	73-76	
C-	70-72	
D+	65-69	Poor. The student has shown some understanding of the material and subject matter covered during the course. The student's work, however, has not shown enough effort or understanding to allow for a passing grade in School Required Courses. It does qualify as a passing mark for the General College Courses and Electives.
D	60-64	
F	0-59	Fail. The student has not succeeded in mastering the subject matter covered in the course.

* Decimals should be rounded to the nearest whole number.

Prepared by: Michael Kahn

Date: June 2, 2024

Approved by: Seth Rogoff

Date: June 3, 2024