

Principles of Journalism
JOUR 1001
Day | Time | Room

Instructor Information¹

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Contact Information

Email:

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Student Support Hours:

Course Description²

An introduction to the field of journalism, its standards, values, and practices, as well as key moments in the development of journalism in the United States.

Course Focus: News Literate Journalism

This course is designed to give students a comprehensive understanding of journalism, emphasizing mainstream and alternative press forms. Students will delve into the foundational principles, organizational structures, ethical standards, and societal roles of journalism. This course is an essential foundation for aspiring journalists. This course is designed to equip you with the knowledge, skills, and critical thinking necessary for navigating the dynamic landscape of contemporary journalism. This course is built on a comprehensive ecosystem approach to news literacy encompassing Context, Creation, Content, Circulation, and Consumption. Additionally, we will explore the News Literate Journalism (NLJ) model, which integrates metacognition into journalistic practice to foster a more sustainable and equitable media environment.

This course will introduce you to the five domains of news literacy, providing a structured framework to understand and measure news literacy comprehensively:

¹ Dr. Johnson, your professor, previously taught at the University of Iowa. He has a Ph.D. in journalism studies from the University of Iowa, a master's in mass communication from Marquette, and was a high school teacher and media advisor for nearly a decade. He studies the intersection of news literacy, journalism education, and journalism practice, and is particularly interested in the metacognitive practices of journalists and how educators work to enact and news-literate behaviors and values in their classrooms. He also studies LGBTQ+ journalists and their experiences. Johnson's work focuses on improving the knowledge production about LGBTQ+ identifying journalists and LGBTQ+ journalism in journalism and mass communication. He likes to spend time with friends and family, watching horror movies and 90s/00s teen comedies, and cooking and baking. He has way, way too many books. Seriously. You can see them in his office – color-coded.

² WHY IS THIS THING SO LONG? Well, it must comply with university and Diederich College policies, but I also want to spell everything out immediately and out front. By taking this course, you agree to abide by the syllabus' various elements, so I suggest you read it thoroughly. We'll also do a syllabus review quiz. Think of this as a "living document," too, subject to change, and thus our class constitution. I'll announce any major updates in class, on our D2L site, or via email.

1. **Context:** Explore the social, legal, and economic environments in which news is produced. Understand the regulatory frameworks, market forces, and societal expectations that shape journalistic practices.
2. **Creation:** Delve into the processes of conceiving, reporting, and creating news. Learn about the principles of ethical journalism, the importance of source credibility, and the role of investigative reporting in uncovering the truth.
3. **Content:** Examine the qualitative characteristics that distinguish news from other media content. Develop skills to assess newsworthiness, verify facts, and present information clearly and accurately.
4. **Circulation:** Understand the distribution and spread of news among potential audiences. Study the impact of digital platforms, social media, and algorithms on news dissemination and public discourse.
5. **Consumption:** Focus on the personal factors influencing news exposure, attention, and evaluation. Analyze how audiences consume news, the role of media literacy in discerning credible information, and the psychological effects of media consumption.

Building on the ecosystem approach, this course will integrate the principles of News Literate Journalism, which emphasizes metacognition and sustainable journalism practices and brings these news literacy domains into direct conversation with journalism practice and institutional boundaries. This means helping students understand the conceptual boundaries of journalism, the ethical standards, and the diverse roles journalists play in society. We will also think about behaviors, practices, and skills by learning the specific behaviors and practices that constitute high-quality journalism, such as assessing credibility, staying current, building relationships, and understanding audiences. Lastly, we also will explore the core values that underpin journalistic practice, including service, engagement, and transparency. To be a better journalist, we must understand how these values help establish professional boundaries and enhance journalistic integrity.

Throughout the course, the principles of News Literate Journalism are introduced and integrated to enhance students' understanding and practice of journalism. The NLJ model encourages journalists to be metacognitive about their processes, emphasizing the importance of education, self-awareness, and critical thinking in producing and evaluating journalism. By adopting this model, students learn to:

1. **Assess Credibility:** Develop skills to evaluate sources, verify facts, and ensure the accuracy of their reporting.
2. **Stay Current:** Maintain an up-to-date understanding of the news and the journalism industry, adapting to new technologies and practices.
3. **Build Relationships:** Foster connections with audiences and communities, promoting trust and engagement.
4. **Understand Audiences:** Research the needs and preferences of different audience segments, tailoring their reporting to meet these needs.

Students also frame their learning based on three core values:

1. **Service:** an emotionally driven value that underscores journalism's moral obligation to uplift communities by disseminating knowledge and acknowledging diversity.
2. **Engagement:** focuses on the audience's role in shaping journalistic practice. This value implies a dialogical relationship between journalists and their audiences, encouraging critical thinking, feedback, and adaptation.
3. **Transparency:** an accountability measure that prompts journalists to share their processes openly, revealing their strengths and weaknesses. It also challenges traditional journalistic

values like objectivity by acknowledging biases and subjectivities. Being transparent entails being aware of jargon and revising language to meet community learning needs.

Throughout the semester, students will do this by exploring a specific form of alternative press (e.g., the black press, suffrage/women's press, LGBTQ+ press, indigenous press, Hispanic press, immigrant press, Christian press, Jewish press, children's press, punk/alt subcultures press, progressive press, conservative press, environmental press, labor press, student press, disability press, community press, underground/counterculture press, zine culture press, or ethnic minority press). By focusing on these diverse forms of alternative press, students will gain a broader perspective on journalism's role in society and its impact on various communities. Each form of alternative press has its unique historical background, motivations, challenges, and contributions to the broader field of journalism. Students will understand how journalism can serve different communities, advocate for underrepresented voices, and challenge mainstream narratives by studying these various presses. This exploration will help students appreciate the diversity within journalism and recognize the importance of alternative presses in fostering a more inclusive media landscape.

Course Design

Essential Question

The **Principles of Journalism** course is designed to lay the foundation for your journalism journey. By emphasizing comprehensive news literacy behaviors and values, this course aims to prepare you to navigate the complexities of the media landscape with integrity, critical thinking, and a commitment to serving the public good. Together, we will explore journalism's transformative potential and vital role in sustaining democratic societies. Therefore, the entirety of this course is designed with the following question in mind:

How can understanding the foundational principles of journalism and applying news literacy to them contribute to upholding democratic values in a rapidly changing media landscape?

We will consider and return to this question throughout the course. Additionally, the semester-long project for this course will help students to see beyond the mainstream values of journalism and how audiences contend with the complex history of journalism.

Course Objectives:

Based on the essential question, students will work toward proficiency in the following objectives by the end of the semester:

- Understand the complex environment in which news is produced and the factors influencing news content.
- Identify and analyze the processes involved in creating news, acknowledging the impact of individual and social forces.
- Critically evaluate news content, distinguishing between news and other types of media content based on established news values and qualitative characteristics.
- Understand the dynamics of news circulation in a digital era, including the challenges posed by new technologies and platforms.
- Recognize the factors that influence news consumption and the implications of news on society and individuals.

- Critically analyze the social, legal, and economic contexts of news production.
- Apply ethical principles and rigorous standards in news creation and reporting.
- Assess the quality and credibility of news content across various platforms.
- Understand the dynamics of news circulation in the digital age.
- Evaluate the impact of news consumption on public opinion and individual behavior.
- Embrace metacognitive practices to enhance self-awareness and reflexivity in journalism.
- Foster a commitment to the core values of service, engagement, and transparency in your journalistic practice.

Individual Class Objectives

The above objectives represent the course's outcomes and goals. Throughout **Principles of Journalism**, students will explore individual class objectives. Each class objective is meant to help students work toward the ultimate course objectives. Individual class objectives will be noted within the D2L module for each lesson.

Course Needs

- Texts: Articles and readings assigned on D2L
- Materials
 - University Email: I will communicate through this
 - Journaling notebook: I would like this to be with you in class each session. Feel free to get whatever type, format, or design you want. This is for your thinking and processing.

Diversity and Discussion

This class will discuss current events and contemporary social issues, including potentially sensitive subjects. We will also be discussing political and cultural topics from various perspectives. In this class, we support the open presentation and discussion of viewpoints, even those we don't like or disagree with, and we will also respect others' ideas. This course allows us to explore new ideas and think through our news-connected lives.

Communication & Professional Boundaries

If you need me, email is the best way to contact me. Emails should be respectful and brief, with complex matters addressed during my drop-in hours.

I firmly believe that we can only give so much in our daily lives. For many, they function solely under the premise of *chronos* – meaning we have 24 fixed hours in our day to use. And that's true. When it comes to time, you can expect that by 5 p.m. each day, I will not be attached to my email, and the likelihood is that if you email me, I won't respond until after 8 a.m. the next day. Faculty are not expected to answer emails after business hours or on weekends. Creating boundaries between work and life is incredibly important to me and my mental health. I hope you learn to do the same.

But I also believe that you should give yourself grace. Therefore, I also believe in the Greek concept of *Kairos*. In this understanding of time, we don't think about life related to specified hour-by-hour appointments but rather by moments that are more important or influential than others. A clock cannot measure these types of moments, which aren't meant to be equal. When we are in class together, I expect this time to be critical to understanding the content and the building of our culture. When you need space and time for yourself, I hope you take that time and recognize how

important those moments are to your well-being and mental health. Both classroom and personal moments are important; they're critical to our success together. But they each have their place. Give yourself grace.

Come to class and be in the moment. When you leave, make sure you also give yourself the gift of grace and time. In a class about moments and movements, it will be important you step away and reflect.

Technology

Yes, this course is about media. Yes, the readings for this class can be done digitally. And, yes, we will be engaging in digital investigations. However, I ask you to be mindful of your use of technology in this course. As I shared in the previous section, I expect our classroom time to be meaningful and culture focused. Unless we must use it, I will ask you to put your technology away. Because of this, I operate under the "phone stack" rule, where we work to support thoughtful dialogue and respectful interactions by removing our technology from being a potential distraction. I will explain this fully on the first day of class together.

Attendance

Life happens. Because of this, I don't want you to feel as though you must share a personal reason why you aren't in class. While I am here to support you, I also want you to feel comfortable missing class without providing a reason. I ask you and your teaching assistant to tell me that you won't make it that day so I can help get you whatever you miss. Your attendance does factor into your overall participation grade in class; the more you aren't present, the fewer points I will be able to give you. Additionally, missing class means missing in-class activities. You cannot make this up for points, but you are encouraged to complete them for feedback. #growthmindset

D2L

We will use D2L for all course management. It will be the most up-to-date syllabus and have several resources for your success inside and outside this class. Each class session will have its module. In that module, there will be readings, objectives, and plans for that day's class. Your assignments will be included in their module, as will resources and course materials. If you are ever confused as to what we are doing in class or if you've missed class that day, D2L will be the first place to look.

All assignments will be submitted and graded through D2L.

Assessment Plan

To be successful in this course, you will be asked to participate in several formative (ungraded, often in-class) and summative (graded, outside-of-class) assessments. Your assessments and associated grades will all build toward answering the course's essential question and objectives. You must understand the journey to understand how you will get to the end of our course story.

Assessment Breakdown

- Participation (attendance, preparedness, contribution, and cooperation): 35%
- Student Media Participation: 5%
- Project Assignments: 20%
- Final Project and Portfolio: 40%

Grading System and the Use of +/-

Final grades will be awarded based on the following ranges:

A	B	C	D	F
	B+ 87-89.9	C+ 77-79.9	D+ 67-69.9	
A 93-100	B 83-86.9	C 73-76.9	D 63-66.9	F < 59.9
A- 90-92.9	B- 80-82.9	C- 70-72.9	D- 60-62.9	

Participation

At the end of the semester, I'll review your attendance, preparedness, contribution, and cooperation. If I see issues in any of these areas, I will reach out so we can discuss what's going on and together come up with ways to improve.

- Attendance means showing up. Communication is crucial here. If you're struggling or have reasons you need to miss class, please let me know so we can work together.
- Preparedness means you show up having read what I've assigned for the week. Lively informed discussion is the most important part of learning, and you should read deeply enough to have an educated discussion with your classmates.
- Contribution means sharing your ideas. A class thrives when people feel free to share their ideas. We all have different comfort levels when sharing. If you share a lot, try to pause and consider before jumping in so you can leave space for others. If you struggle to share, push yourself to speak up even if your ideas aren't fully developed.
- Cooperation means showing care for our community. We don't all need to agree, but care means considering how your words may land for those around you and being open to constructive comments if something doesn't land as intended.

DAILY TRIVIA: CURRENT EVENTS AND READING

Part of your participation will involve starting discussion sections in teams and participating in trivia. The trivia questions will come from current events (especially those related to media representation and social wellness issues) and readings. Your group will be able to earn 5-10 trivia points (TPs) each class session. You accrue TPs as a team, but you spend them individually.

Other opportunities for Trivia Points may include campus events, film screenings, and online lectures. You will be notified beforehand what these are and how many points you can earn for attending them.

You may redeem these TPs at any point in the semester for the following rewards:

- 10 Trivia Points: A sticker or sucker
- 30 TP: 24-hour assignment extension
- 60 TP: Extra absence or 48-hour assignment extension
- 100 TP: 72-hour assignment extension
- 175 TP: +/- grade bump at the end of the semester

When you redeem TP for a reward, those points will be deducted from your individual TP account. You cannot use your TP on the final assignment.

Student Media Volunteering

As part of this course, each student must complete one volunteer assignment with student media (The Marquette Wire). This assignment must involve some form of journalistic production, such as reporting, writing, editing, or multimedia work. DJing a radio show does not count towards this requirement. Following your volunteer assignment, you must write a one-page reflection on your experience. In your reflection, discuss what you learned from your involvement, any challenges you faced, and how you could contribute to student media moving forward. This reflection will help you connect classroom concepts with real-world practice and consider your potential role in journalism. To avoid students swarming The Wire at the end of the semester, we will create a sign-up sheet for when you would approach student media to receive an assignment. I will invite the program leaders to class to give you a run-down of what you can do in student media and how to get involved.

Project Assignments

I see education as a process. I do not *expect* you to be proficient in the course objectives at the start of the semester. If you were, then I'd question why you were here. As a result, I designed this course so that you participate in activities throughout the semester that build toward your final project.

- Each project assignment (P#) will have instructions, but its rubric will come from the final project.
- Each project assignment can be used in your final project; I encourage you to revise based on my feedback and use it again.
- Each project assignment will not be graded. Rather, you will receive feedback on the assignment and a rubric score to help you see where you are in this course relative to achieving its goals (objectives).
- You will receive a score of **0** on an assignment for one of two reasons: (1) not turning in a project assignment or (2) giving minimal effort on the project assignment. The project assignments are designed so that it will be clear if you did the assignment last minute. Please do not take my kindness for granted.

Below is a brief description of each project assignment. More detailed descriptions and rubrics will be provided at the beginning of each module. None of these assignments should take more than a week.

PROJECT 1 (P1): CONTEXT: HISTORICAL ANALYSIS OF ALTERNATIVE PRESS ORIGINS

Description

Students will select an alternative press (e.g., black press, suffrage/women's press, LGBTQ+ press, indigenous press, Hispanic press, immigrant press, Christian press, Jewish press, children's press,

punk/alt subcultures, progressive press, conservative press) and conduct a detailed analysis of the social, legal, political, and economic environment in which this press emerged and was produced.

Deliverable

- A script for a 10+ minute podcast episode including:
 - Historical background of the chosen alternative press.
 - Key social, legal, political, and economic factors influencing its development.
 - Notable challenges and achievements in its early history.
 - Relevant references and citations.

P2: CREATION: PROFILE ANALYSIS OF A PIONEERING JOURNALIST

Description

Students will research a journalist from the history of their selected alternative press. They will focus on the journalist's processes of conceiving, reporting, and creating news and analyze their impact on both the alternative press and journalism.

Deliverable

- A script for a 10+ minute podcast episode including:
 - Biography and career overview of the journalist.
 - Analysis of key works and reporting techniques.
 - The journalist's impact on the alternative press and broader journalism landscape.
 - Relevant references and citations.

P3: CONTENT: COMPARATIVE NEWS STORY ANALYSIS

Description

Students will select a news story from their chosen alternative press and find a similar story in the mainstream press. The assignment will focus on analyzing how the story is told and the qualitative characteristics that distinguish news from other media content.

Deliverable

- A script for a 10+ minute podcast episode including:
 - Comparison of the selected news story from the alternative and mainstream press.
 - Overall analysis of the news approaches both presses.
 - Comparison of storytelling techniques and content quality.
 - Relevant references and citations.

P4: CIRCULATION: DISTRIBUTION AND AUDIENCE ANALYSIS

Description

Students will analyze the distribution and spread of news within their chosen alternative press community. This includes examining a contemporary example of the press and its social media presence.

Deliverable

- A script for a 10+ minute podcast episode including:
 - Overview of current distribution methods and platforms.
 - Analysis of social media presence and engagement.
 - Evaluation of how news reaches and impacts the audience.

- Relevant references and citations.

P5: CONSUMPTION: PERSONAL AND COMMUNITY IMPACT

Description

Students will reflect on the personal factors influencing news exposure, attention, and evaluation. They will assess what they learned about the community and the alternative press, how the press impacts the community personally, and how it has changed journalism. Students will also reflect on their news consumption and the values and behaviors discussed in the class.

Deliverable

- A script for a 10+ minute podcast episode including:
 - Insights gained about the alternative press and its community.
 - The personal impact of engaging with the alternative press.
 - Reflection on changes in their news consumption habits.
 - Evaluation of the alternative press's influence on journalism.
 - Relevant references and citations.

Final Portfolio

As part of this course, you will develop a podcast portfolio of five recorded podcast episodes. Each episode will address different aspects of news literacy, applying the concepts we covered in class to real-world journalism, with a focus on alternative press outlets. This portfolio will showcase your ability to synthesize the interconnected domains of news literacy (Context, Creation, Content, Circulation, and Consumption) and demonstrate how these concepts are essential to ethical, diverse, and compelling journalism.

Objective: This assignment will engage you with the core news literacy concepts and apply them creatively. By producing a podcast series, you will not only demonstrate your ability to understand and discuss these concepts but also practice real-world journalistic skills such as research, scriptwriting, and audio production. The final portfolio will illustrate how the five domains of news literacy are interconnected and essential for producing informed, ethical journalism, particularly within the context of alternative press outlets.

Initial Submissions:

For each of the five podcast episodes, you will initially submit the following:

- Podcast Script: A well-crafted script that outlines the structure of your episode, including the introduction, key points, evidence, transitions, and conclusion. Your script should reflect thorough preparation, ensuring your ideas are communicated and well-organized.
- Research and Reference Materials: For each episode, include all the research that informs your discussion. This may include:
 - Scholarly articles, news reports, or other credible sources that back your arguments.
 - Interviews or quotes from experts or relevant stakeholders (with appropriate citations).
 - Any additional materials or resources you use to provide depth to your episode.

Final Portfolio:

The final portfolio will be a cohesive document combining all five unit assignments. This document should be revised and refined based on the feedback received on your initial submissions. Your final portfolio should include:

1. **Revised Podcast Scripts:** These should be updated to reflect any feedback or new insights gained since the original submission. Ensure each script is polished and demonstrates an advanced understanding of the news literacy domains.
2. **Compiled Research Materials:** Organize and compile all associated research materials for each episode. These should support the arguments and ideas presented in your scripts and should show the depth and breadth of your investigative process.
3. **Reflective Introduction and Conclusion:** At the beginning and end of your portfolio, include a reflective essay that ties all five episodes together. In your introduction, discuss the overall theme of your podcast series and the news literacy principles that guided your approach. In your conclusion, reflect on how your understanding of news literacy evolved throughout the project and how these concepts are practically applied within alternative press journalism.
4. **Recorded Episodes:** In addition to the written portfolio, you will submit the final recorded versions of each podcast episode. These should be professionally edited, clearly articulated, and reflect the depth of your research and preparation.

Curriculum Map

Introduction to Journalism and News Literacy

- WEEK 1: Overview of journalism and its role in society
 - Introduction to the 5Cs of news literacy: Context, Creation, Content, Circulation, Consumption
 - Introduction to News Literate Journalism
 - Importance of news literacy in a digital age

Context: Analyzing the Environment

In the first three weeks, students will explore the historical and contemporary contexts in which various forms of journalism emerge. This unit emphasizes understanding the socio-political, economic, and cultural conditions that shape journalism. Students will analyze how these conditions influence the development and operation of both mainstream and alternative presses. The assignment for this unit involves selecting an alternative press (e.g., black press, suffrage/women's press, LGBTQ+ press, etc.) and analyzing the environmental factors that led to its emergence and sustained it.

- WEEK 2: The historical evolution of journalism
 - Discuss the social, legal, and economic factors shaping journalism
- WEEK 3: The organizational context of news production
 - Explore how media organizations' structures and cultures influence news production
- WEEK 4: Economic forces and the news industry
 - Examine how market demands, advertising, and digital transformation impact journalism.

Creation: Focusing on Journalistic Practice

The next unit centers on journalism's creation process, focusing on journalists' roles and responsibilities within different press forms. This segment delves into the varied definitions of journalism and the diverse roles journalists play, such as watchdogs, advocates, and community members. The assignment involves profiling a journalist from an alternative press, examining their contributions and the challenges they faced.

- WEEK 5: The journalistic process: From idea to reporting
 - Steps in conceiving and researching a news story
- WEEK 6: Writing and producing news
 - Focus on writing skills, storytelling, and ethical considerations
- WEEK 7: Influence of social forces and bias in news creation
 - Discussion on objectivity, bias, and the role of journalists' personal and social identities

Content: Analyzing News Stories

In this unit, students will analyze the content produced by different press forms, comparing stories from the alternative press with those from the mainstream media. This analysis will examine the narratives, framing, and ethical considerations in news reporting. Students will choose a news story from an alternative press and a comparable story from mainstream media, analyzing them for differences in approach, framing, and impact.

- WEEK 8: Identifying news values and newsworthiness

- Analyze what makes a story “news”
- WEEK 9: Analyzing news components
 - Examination of sources, evidence, and the structure of news stories
- WEEK 10: Distinguishing between news, opinion, and other content
 - Practical exercises in identifying different types of media content

Circulation: Understanding Distribution

The fourth unit focuses on news circulation, exploring how different audiences distribute and consume news. Students will examine the methods and challenges of distributing news in mainstream and alternative presses. This unit also discusses the NLJ model’s emphasis on understanding audiences and building relationships as part of journalistic practice. The assignment requires students to analyze the distribution strategies of an alternative press, considering the technological, economic, and social factors involved.

- WEEK 11: The distribution landscape for news
 - Overview of traditional and digital platforms for news dissemination
- WEEK 12: The role of algorithms and social media in news circulation
 - Understanding how news reaches audiences in the digital age
- WEEK 13: Challenges in news circulation
 - Discussion on misinformation, disinformation, and news deserts

Consumption: Reflecting on News Engagement

The final unit addresses news consumption, encouraging students to reflect on their news consumption habits and the factors influencing their engagement with different types of journalism. Students will reflect on their news consumption, considering how their backgrounds, biases, and preferences shape their engagement with the news.

- WEEK 14: How audiences access and engage with news
 - Investigate personal and societal factors influencing news consumption
- WEEK 15: The impact of news on individuals and society
 - Explore the effects of news consumption on public opinion, democracy, and individual behavior

Course Schedule

This course schedule is tentative and subject to change. If there are changes, they will be done through D2L, our course management system. You will be notified of these changes in class and through electronic communication.

All reading materials must be complete by the date associated. Assignments are due by the time identified.

Date	Topic	Reading	Assignment
Aug. 26	Course introduction		
MODULE 1: Context			
Aug. 28	What is news literacy and who is a news literate journalist?	Journalism schools must move beyond reporting to prepare graduates for modern media roles, by David Cohn Boris Sanchez: Find Your 'Why' In Journalism, by Rachel Jones Defining and Conceptualizing News Literacy, by Melissa Tully, Adam Maksl, Seth Ashley, Emily Vraga, and Stephanie Craft (<i>this is an academic article, so it may be a little more difficult to read; please also see my annotated copy if you need additional support</i>)	
Sept. 2	Labor Day – No Classes		
Sept. 3	<i>Add, Swap, Drop, Credit Change, Audit, CR/NC Deadline (11:59pm)</i>		
Sept. 4	Groups (today's class has to be shorter given the University's Mass of the Holy Spirit)	<i>No reading for today, but you are expected to have looked through the semester-long assignment pack. You will be put into groups today to start on your projects. Please come with two to three possible alternative news topics (based on the list provided) that you would like to work on this semester.</i>	Project groups
Sept. 9	The historical evolution of journalism	Podcast: Why does journalism history matter? Q&A: The media historian Michael Socolow on the limits of history in this moment, by Kevin Lind "Shattered Glass": An Oral History of the Media-Movie Cult Classic, by Andrew Beaujon	
Sept. 11	The organizational context of news production	Let's Retire the "Leaving Journalism" Fallacy, by Katherine Reynolds Lewis Separate, unequal, and 'glorious' by Bill Grueskin Superman, issue 706 (February 2011)	
Sept. 16	Legal forces in the news: Starting to develop legal literacy	The First Amendment, Congress.gov Overview of the Freedom of the Press, Congress.gov Overview of Access and Editorial Discretion, Congress.gov	
Sept. 18	Economic forces and the news industry	"Journalism moves fast...philanthropy moves slow." Press Forward's director wants to bring them together" by Sophie Culpepper Loans got me into journalism. Student debt pushed me out, by Carrington J. Tatum Journalism's trust problem is about money, not politics, by Jacob L. Nelson	Project 1: Historical Analysis due by Sunday, Sept. 22, at 11:59 p.m.

		Journalism has become ground zero for the vocation crisis, by Matthew Powers	
		New York legislature passes historic journalism jobs tax credit, by The News Guild	
		Democracy Dies Behind Paywalls, by Richard Stengel	
MODULE 2: Creation			
Sept. 23	The journalistic process: From idea to reporting	The journalistic method: Five principles for blending analysis and narrative, by Nicholas Lemann Chapter 2: Cultivating curiosity, <i>from The Journalism Behind Journalism</i> by Gina Baleria	
Sept. 25	The journalistic process: How news works	Behind the Journalism: How the Times Works, by The New York Times Politifact: How fact-checkers approach breaking news Wyoming Public Radio's Newsroom Mission Statement The Sun-Times introduces a 'right to be forgotten' policy, by Jennifer Kho Our crime coverage is changing because Arizona is changing – and because it has to, by P. Kim Bui	
Sept. 30	Writing and producing news: Foundations	Chapter 3: Newswriting basics, <i>from Inside Reporting</i> by Tim Harrower	
Oct. 2	Writing and producing news: Strategies	Counter news fatigue by explaining the value behind your journalism, by Mollie Muchna How newsrooms can use a checklist to avoid polarization in political coverage, by Lynn Walsh	
Oct. 7	Influence of social forces and bias in news creation	News Media Bias, by News Literacy Project Media Bias, by AllSides Backstory: Why do people deny the seriousness of COVID-19? I asked them. Here's what they said, by Nicole Carroll Record Searchlight journalists motivated by fairness, balance, by Silas Lyons	
Oct. 9	Building trust	Trust Basics: Explaining the sourcing process, by Trusting News It's more common for white, older, more-educated Americans to have spoken with local journalists, by Elizabeth Grieco Step-by-step guide: How journalists can talk to people who don't trust news (and build trust doing it), by Mollie Muchna Q&A: NPR's Audie Cornish on the intimacy of interviewing, by CJR Editors	Project 2: Profile Analysis due by Sunday, Oct. 13, at 11:59 p.m.
MODULE 3: Content			
Oct. 14	Identifying news values and newsworthiness	The Elements of Journalism, Tom Rosenstiel (Essay)	
Oct. 16	Identifying news values and newsworthiness	AP News Values and Principles	

		News organizations need beat writers. They also need offbeat writers, by Roy Peter Clark	
Oct. 17-18	<i>Fall Break – No classes</i>		
Oct. 21	Analyzing news components	<i>No readings – we will spend today really working on our practical reading skills and bringing together those skills from the previous lessons.</i>	
Oct. 23	Distinguishing between news, opinion, and other content	Distinguishing Between Factual and Opinion Statements in the News, by Amy Mitchell, Jeffrey Gottfried, Michael Barthel, and Nami Sumida Opt-in to op-eds, a final attempt to distinguish news from opinion, by Michael Bugeja News or opinion? Online, it's hard to tell, by Rebecca Iannucci	
Oct. 28	Safety and the news	Everybody Is Mad at Bloomberg News for Its Embargo-Breaking Gershkovich-Is-Free Scoop, by Charlotte Klein US Reporter to Be Freed by Russia in Major Prisoner Swap, by Jennifer Jacobs and Cagan Koc 'It is a joyous day': Wall Street Journal reporter Evan Gershkovich freed in a prisoner swap with Russia by Tom Jones Why Bloomberg's broken embargo matters, by Tom Jones Statement from The Washington Post on the release of American journalists Family of Austin Tice marks 12 years since journalist was taken in Syria, by Liam Scott Promoting Journalist Safety, the Foley Foundation	
	<i>Advising begins October 28 and continues through November 8. Make sure to schedule a time with your adviser to plan out your spring semester schedule. If you have questions about the journalism major or minor, I will happily answer them for you.</i>		
Oct. 30	Wellness and the news	Podcast: How peer support can help journalists facing online abuse and secondary trauma - Or - Podcast: Saving journalism includes improving mental wellness in newsrooms	Project 3: Comparative Analysis due by Sunday, Nov. 3, at 11:59 p.m.
MODULE 4: Circulation			
Nov. 4	The distribution landscape for news	PSA: The Medill Map People Are Taking Corrections, by Local News Blues The State of Local News (Executive Summary), by Penelope Muse Abernathy	
Nov. 6	The distribution landscape for news	The Guardian's new "Deeply Read" article ranking focuses on attention, not just clicks, by Laura Hazard Owen Digital News Report 2024 (<i>read executive summary, you are welcome to read more if you'd like</i>)	
Nov. 11	The role of algorithms and social media in news circulation	Julia Angwin fears the public sphere is about to get worse: "AI makes it easier to flood the zone with misinformation" by Eduardo Suárez Elections and Disinformation Are Colliding Like Never Before in 2024, by Tiffany HsuStuart A. Thompson and Steven Lee Myers	

		<p>Press freedom means controlling the language of AI, by Mike Ananny and Jake Karr</p> <p>“AI reporters” are covering the events of the day in Northwest Arkansas by Andrew Deck</p>	
	<i>Registration begins November 11 and continues through December 1. Make sure to consult with your adviser, if you haven't yet, on your spring semester schedule. If you have questions about the journalism major or minor, I will happily answer them for you.</i>		
Nov. 13		<p>She reads the newspaper on TikTok — and her videos are going viral, by Jordan-Marie Smith</p> <p>As influencers replace journalists, a ‘influencer’ is born, by Paul McEntee</p> <p>You’re more likely to believe fake news shared by someone you barely know than by your best friend, by Joshua Benton</p>	
Nov. 15	<i>Withdrawal deadline</i>		
Nov. 18	Challenges in news circulation	<p>To Reinvent Journalism, Start by Updating its Mission by Mattia Peretti</p> <p>Gannett will stop using AP content next week, by Sophie Culpepper</p> <p>Podcast: What print transformation can teach us about media’s future</p> <p>Social is down, newsletters are up: How audiences are finding LIONS in 2024, by Andrew Rockway and Dylan Sanchez</p>	
Nov. 20	Challenges in news circulation: Connectivity	<p>Connecting the Unserved, by Sarah Stonbely</p> <p>FCC Adopts Rules to Eliminate ‘Digital Discrimination’ for Communities With Poor Internet Access, by The Associated Press</p> <p>For millions of Americans, high-speed internet is unavailable or unaffordable, by Christopher Ali</p>	<p>Project 4: Distribution and Audience Analysis due by Sunday, Nov. 24, at 11:59 p.m.</p>
MODULE 5: Consumption			
Nov. 25	How audiences access and engage with news: Care and Community	<p>Taking Care: A Guide for Participatory and Trauma-informed Journalism (<i>read any section you'd like</i>)</p> <p>Eight tips for hosting a successful, inclusive listening session, API</p> <p>A Guide to Practice Care in Journalism, by Joe Amditis</p> <p>Podcast: Better News: Live events can help news organizations connect with their communities</p>	
Nov. 27	How audiences access and engage with news: ONLINE Activity	<p>Readers are more suspicious of journalists providing corrections than journalists providing confirmations, by Randy Stein and Caroline Meyersohn</p> <p>Older adults have more confidence in information from news outlets than younger adults, but older adults are also more concerned about misinformation, by The Media Insights Project</p> <p>Most Americans follow local political news — but few are satisfied with the coverage they get, a Pew report finds, by Sophie Culpepper</p>	
Nov. 28-29	<i>Thanksgiving Break – No Classes</i>		

<i>Dec. 2</i>	The impact of news on individuals and society	How moral injury is impacting the news industry and what you can do about it, by Susan Benkelman News and resources on the death of Nex Benedict, Trans Journalists Association (<i>Choose three to read</i>) Do You Use ‘Queer’? Avoid It At All Costs? We Look Into Its Long And Complex History, by Caitlin Hernández	
<i>Dec. 4</i>		The Community Impact of Independent Journalism, The Lenfest Institute for Journalism Measuring Journalism’s Impact — What We Know Now That We Didn’t Before, by Anya Schiffrin and Dylan Groves	Project 5: Impact Analysis due Sunday, Dec. 8, at 11:59 p.m.
<i>Finals</i>	Final portfolio presentation during final exam time period. Final portfolio must be submitted to D2L and/or in person by the time of the final exam period.		
<i>Dec. 17</i>	<i>Final grades due by noon.</i>		