New York University
Arthur L. Carter Journalism Institute
Syllabus JOUR-GA 1220 001
REPORTING THE NEWS
Fall 2019
Professors: Liza Hogan and Tanya Klich
Tuesdays, 7 p.m.-10 p.m. EST
Zoom

To contact professors: liza.hogan@nyu.edu | tklich@forbes.com
Phone: Liza: 773-332-6520 | Tanya: 917-939-3271
Liza’s office hours: Sundays 4-5 p.m. EST, or by appointment
Tanya’s office hours: Thursdays 8-9 p.m. EST, or by appointment
Communication Policy: Please post questions in Slack; it is much faster than email. General comments or questions can be posted in the main class channel, #reporting-the-news. You can also communicate with Liza and Tanya privately via a direct Slack message.

Course Description
Reporting the News is designed to teach you the basic skills you’ll need to write news stories for a variety of publications. You’ll learn everything from how to write on a daily (or even hourly) deadline for newspapers, websites and wire services to penning short and medium-length magazine pieces.

The emphasis will be on learning by doing, with regular reporting and writing assignments inside and outside of class. We'll dissect current media coverage by analyzing the merit and structure of good (and bad) news stories and engage in many writing exercises. You'll be expected to stay abreast of the news, whether through newspapers, wire service reports or online news. By the end of the semester, you should be able to write snappy leads and smart nut grafs in your sleep—the first step in becoming a first-rate journalist—and have the requisite skills to write tight, informative articles on deadline.

Learning Objectives
In this course, students will:
- Demonstrate awareness of journalism’s core ethical values
- Write clear, accurate and engaging prose in an audience-appropriate manner
- Demonstrate critical thinking, independence, and creativity appropriate to the role of journalism in a democratic society
- Interview subjects, conduct research, and evaluate information
- Work ethically in pursuit of truth, accuracy, fairness, and diverse perspectives
- Use technological tools and apply quantitative concepts as appropriate
• Understand the different roles and steps involved in operating a newsroom

Course Structure
This online course uses a “flipped classroom” model. This means that you will read texts, watch videos, listen to podcasts, and engage with all the traditional “lecture” materials on your own, before class. In our live class meeting time via Zoom, we will discuss the course materials, answer questions, and move on to our newsroom. You must complete all assignments before the live class session. For example, you should read all the Week 1 subpages in the e-book and complete all the assignments on the Week 1 Assignments page before attending your first-class meeting. Be sure to draft your writing assignment before class each week.

The live class is run like a newsroom, providing you with valuable experience and a portfolio of published clips. Every week you’ll write articles, edit one another’s work, find graphics and art, engage in social media, and discuss the various challenges that reporters and editors face almost every story. You can also experiment with multimedia by adding video, photos or creating podcasts to add to your published work on The Click, our program website. Let Prof. Hogan or Prof. Klich or Bartie Scott (bartie.scott@nyu.edu) know if you experience any technical problems.

Required Texts
Reporting the News Textbook (Google Sites)
On Writing Well, by William Zinsser (included in your welcome package)

Course Requirements
Attendance: We’ll do some of our most important work in class, so attendance is key. You can’t, for example, skip all or part of a session because you have an interview lined up with a source who can only speak during class time. And please don’t be late logging in: it’s disrespectful to your classmates. There will be many in-class assignments, and you would receive an F for any you don’t hand in. The only excuse that NYU accepts for skipping class is a death in the family or severe illness.

Assignments: Don't miss deadlines. It is a grave offense in daily journalism. A well-researched, beautifully crafted story is useless if it lands on your editor’s desk just as the paper is going to press or if it is simply old news by the time you get around to filing. Hand in assignments on time.

Academic integrity: Any plagiarism or unauthorized collaboration on assignments will result in a failure, and could be grounds for failure in the course, or in extreme cases, expulsion from the program. All quotes must be original and verifiable. That means you must have a means of
contacting anyone you quote for further clarification, or for me to verify accuracy of quotes. If you draw from someone else’s work without properly crediting them, you could fail that assignment.

**Grading**
Final grades will be calculated as follows:

- Writing Assignments: 25%
- Discussions*: 10%
- Quizzes: 10%
- Midterm: 20%
- Final Assignment, Neighborhood Snapshot: 25%
- Editorial Professionalism**: 10%

*Discussions will be graded for:
1. Quality: Comments are original, reflective of the week's materials, and respectful of others’ postings
2. Creativity: Comments go beyond simply answering the question and attempt to motivate the group by introducing new perspectives and examples to stimulate thought and further discussion

**Editorial Professionalism refers to the quality of your attendance, participation, and etiquette throughout the course.

**Mentor Program**
As in many industries, mentors are a valuable piece of a journalist’s profession development. At the Carter Institute, we launched a mentor program to facilitate relationships with working journalists who provide advice, feedback and perspective. Our hope is that it’s a mutually beneficial relationship; students will gain guidance from working journalists and mentors will become better connected with this new generation of students. Mentors can also provide written feedback on students’ writing.

At a minimum, mentors will be available via email, perhaps by phone and in person, to offer advice and suggestions pertaining to journalism. We also encourage mentors to provide written feedback on some assignments so that students a new perspective. It takes two for any relationship to work, so take full advantage of what mentors have to offer.

**Course Schedule**
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<th>Week</th>
<th>Topic</th>
<th>e-book Chapters</th>
<th>Assignments</th>
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| 1    | The Newsroom                 | 1: The Newsroom  
1: Letter From The Director  
1: Ethics Pledge  
1: The Cardinal Sins of Journalism  
1: Defamation, Libel, and Slander | Ethics Pledge  
Handbook  
Quiz  
Discussion |
| 2    | The Structure of Hard News   | 2: The Structure of Hard News  
2: Copyright & Fair Use | Quiz  
Discussion  
Writing Assignment |
| 3    | Story Ideas & Pitching       | 3: Story Ideas & Pitching to Editors  
3: Writing Headlines | Activity  
Discussion  
Writing Assignment |
| 4    | Interviewing                 | 4: Interviewing                   | Quiz  
Discussion  
Writing or Multimedia Assignment (Due Week 5) |
| 5    | Copyediting                  | 5: Copyediting                     | Quiz  
Copyediting Assignment  
Discussion  
Writing or Multimedia Assignment |
| 6    | Research and Fact Checking   | 6: Research and Fact Checking      | Quiz  
Fact Checking Exercise  
Discussion  
Writing or Multimedia Assignment |
| 7    | Inclusive Reporting          | 7: Inclusive Reporting  
7: Resources | Quiz  
Discussion  
Midterm Due (Full Draft of Neighborhood Snapshot) |
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<th>8: Beyond the Written Word</th>
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<td>Discussion</td>
<td>Multimedia Assignment</td>
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<td>Covering a Live Event</td>
<td>9: Covering a Live Event</td>
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<td>Discussion</td>
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<td>The Art of the Profile</td>
<td>10: The Art of the Profile</td>
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<td>Discussion</td>
<td>Writing or Multimedia Assignment</td>
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<td>Experiential, Immersion, and Stunt Journalism</td>
<td>11: You, the Story</td>
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<td>Discussion</td>
<td>Writing or Multimedia Assignment</td>
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<td>Writing Workshop</td>
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<td>Writing Assignment</td>
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<td>Fall Break</td>
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<td>Enjoy your break!</td>
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<td>13</td>
<td>Legal Reporting</td>
<td>13: Legal Reporting 13: FOIA Requests</td>
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<td>Discussion</td>
<td>Writing or Multimedia Assignment</td>
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<td>14</td>
<td>Data Journalism</td>
<td>14: Data Journalism</td>
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<td>LinkedIn Learning Course</td>
<td>Discussion</td>
<td>Writing or Multimedia Assignment</td>
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<td>15</td>
<td>Finals</td>
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<td>Final Due (Completed Neighborhood Snapshot)</td>
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**Accommodations**

Students with disabilities that necessitate accommodations should contact and register with New York University’s Moses Center for Students with Disabilities (CSD) at 212-998-4980 or mosescsd@nyu.edu. Information about the Moses Center can be found at [www.nyu.edu/csd](http://www.nyu.edu/csd). The Moses Center is located at 726 Broadway on the 2nd floor.

**Diversity & Inclusion**
The Institute is committed to creating an inclusive learning environment. The Institute embraces a notion of intellectual community enriched and enhanced by diversity along a number of dimensions.