

**New York University**  
Arthur L. Carter Journalism Institute  
**REPORTING THE NEWS**

**Fall 2020**

Professors: Liza Hogan  
Mondays, 7 p.m.-10 p.m. EST  
Via Zoom virtual meeting

### **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 ledes 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 know if you experience any technical problems.

### **Required Texts**

Reporting the News ebook

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 professional 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 have a new perspective. It takes two for any relationship to work, so take full advantage of what mentors have to offer.

### **Course Schedule**

<b>Week</b>	<b>Topic</b>	<b>e-book Chapters</b>	<b>Assignments</b>
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	<input type="checkbox"/> Ethics Pledge <input type="checkbox"/> Handbook <input type="checkbox"/> Quiz <input type="checkbox"/> Discussion

2	The Structure of Hard News	2: The Structure of Hard News 2: Copyright & Fair Use	<input type="checkbox"/> Quiz <input type="checkbox"/> Discussion <input type="checkbox"/> Writing Assignment
3	Story Ideas & Pitching	3: Story Ideas & Pitching to Editors 3: Writing Headlines	<input type="checkbox"/> Activity <input type="checkbox"/> Discussion <input type="checkbox"/> Writing Assignment
4	Interviewing	4: Interviewing	<input type="checkbox"/> Quiz <input type="checkbox"/> Discussion <input type="checkbox"/> Writing or Multimedia Assignment (Due Week 5)
5	Copyediting	5: Copyediting	<input type="checkbox"/> Quiz <input type="checkbox"/> Copyediting Assignment <input type="checkbox"/> Discussion <input type="checkbox"/> Writing or Multimedia Assignment
6	Research and Fact Checking	6: Research and Fact Checking	<input type="checkbox"/> Quiz <input type="checkbox"/> Fact Checking Exercise <input type="checkbox"/> Discussion <input type="checkbox"/> Writing or Multimedia Assignment
7	Inclusive Reporting	7: Inclusive Reporting 7: Resources	<input type="checkbox"/> Quiz <input type="checkbox"/> Discussion <input type="checkbox"/> Midterm Due (Full Draft of Neighborhood Snapshot)
8	Beyond the Written Word	8: Beyond the Written Word	<input type="checkbox"/> Discussion <input type="checkbox"/> Multimedia Assignment
9	Covering a Live Event	9: Covering a Live Event	<input type="checkbox"/> Discussion <input type="checkbox"/> Writing or Multimedia Assignment
10	The Art of the Profile	10: The Art of the Profile	<input type="checkbox"/> Discussion <input type="checkbox"/> Writing or Multimedia Assignment

11	Experiential, Immersion, and Stunt Journalism	11: You, the Story	<input type="checkbox"/> Discussion <input type="checkbox"/> Writing or Multimedia Assignment
12	Writing Workshop	12: Writing Workshop	<input type="checkbox"/> Writing Assignment
	Fall Break		Enjoy your break!
13	Legal Reporting	13: Legal Reporting 13: FOIA Requests	<input type="checkbox"/> Discussion <input type="checkbox"/> Writing or Multimedia Assignment
14	Data Journalism	14: Data Journalism	<input type="checkbox"/> LinkedIn Learning Course <input type="checkbox"/> Discussion <input type="checkbox"/> Writing or Multimedia Assignment
15	Finals		<input type="checkbox"/> Final Due (Completed Neighborhood Snapshot)

### **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](mailto: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.