



MERCER
COUNTY COMMUNITY COLLEGE

COURSE OUTLINE

Course Number
ENG 241

Course Title
Journalism II

Credits
3

Hours:
3

Co-requisite:
ENG 101 with a minimum C grade

Implementation:
Fall 2022

Catalog description:

Students review core content from Journalism I and build on it, learning more about the modern media landscape through direct participation, developing well-researched journalistic articles for publication. Focus is on news judgement, writing craft, research and ethics. Some photojournalism and multimedia components are included.

General Education Category:

Not GenEd

Course coordinator:

Professor Holly Johnson, johnsonh@mccc.edu, (609) – 570 – 3594

Required texts & Other materials:

Required: *Investigative Journalism: A Survival Guide*, David Leigh. ISBN-13: 978-3030167516.

Note: Journalism is a fast changing field; individual instructors should not feel bound to a specific text when one exists that is more up-to-date and equally relevant to the course content.

Recommended: *The Associated Press Stylebook: 2022-2024* (56th edition). ISBN-13: 978-1541601659, *The Hero With a Thousand Faces* by Joseph Campbell ISBN-13: 978-0691017846.

Additional Resources: *The College Voice*, daily newspapers (local, national, and international), and library databases ([Nexis](#), [New York Times - current](#), [ProQuest Newspaper](#), and [Wall Street Journal](#)).

Course Student Learning Outcomes (SLO):

Upon successful completion of this course the student will be able to:

- Write multiple in-depth, balanced, and unbiased articles under deadline pressure using modern software and including one with a multi-media video component
[SLO #1 supports ILG #1, 4, 10,11; PLO # 1, 2, 3, 4]
- Make contact with sources without assistance, and conduct thorough journalistic interviews
[SLO #2 supports ILG #1, 10, 11; PLO # 2, 3]
- Check facts to ensure accuracy and write their own corrections when necessary
[SLO #3 supports ILG #1, 4, 9, 10, 11; PLO # 2, 3, 4]
- Describe and know how to respond appropriately to a variety of common ethical issues that arise in journalism
[SLO #4 supports ILG #1, 9, 11; PLO # 1, 2, 3]
- Accurately describe the key legal precedents that apply to journalists (student and non), particularly those cases related to privacy, copyright, libel, and decency
[SLO #5 supports ILG #1, 9, 11; PLO # 1, 2]
- Select and complete a long form term project demonstrating knowledge and skill beyond introductory level
[SLO #7 supports ILG #1, 4, 9, 10, 11; PLO # 1, 2, 3, 4]
- Be able to describe and apply the basic principles of editing for content, clarity, length, tone and maintenance of fair and balanced position to create well articles that are well organized and unbiased
[SLO #8 supports ILG #1, 9, 10, 11; PLO # 1, 2, 3]
- Describe, understand and apply the visual and ethical principles of news photography and videography
[SLO #9 supports ILG #1, 4, 9, 11; PLO # 1, 2]
- Work collaboratively with others and demonstrate leadership in the newsroom context
[SLO #10 supports ILG #1, 11; PLO # 2, 3]

Course-specific Institutional Learning Goals (ILG):

- Institutional Learning Goal 1: Written and Oral Communication in English.** Students will communicate effectively in both speech and writing.

- **Institutional Learning Goal 4: Technology.** Students will use computer systems or other appropriate forms of technology to achieve educational and personal goals.
- **Institutional Learning Goal 9: Ethical Reasoning and Action.** Students will understand ethical frameworks, issues, and situations.
- **Institutional Learning Goal 10: Information Literacy:** Students will recognize when information is needed and have the knowledge and skills to locate, evaluate, and effectively use information for college level work.
- **Institutional Learning Goal 11: Critical Thinking:** Students will use critical thinking skills understand, analyze, or apply information or solve problems.

Program Learning Outcomes for Liberal Arts Program (PLO)

1. **Concept Knowledge:** Understand the vocabulary, methods, and major concepts presented in the humanities, the social sciences, and the natural sciences.
2. **Communication:** Articulate complex ideas clearly and effectively, both verbally and in writing.
3. **Critical Thinking:** Perform a series of thinking tasks including speculation, analysis, and synthesis (i.e., abstract reasoning).
4. **Research Methods:** Utilize research materials and methodologies.

Units of study in detail – Unit Student Learning Outcomes:

Unit I **Review of Journalism Basics** [Supports Course SLO #1, #5, #7, #8]

Learning Objectives

The student will be able to:

- Define and explain the five basic types of news articles, the nine categories of newsworthiness, and which categories of newsworthiness are most relevant to which type of article.
- Identify and apply key AP Style concepts such as the rule of 9, and headline capitalization.
- Identify multiple journalistic writing structures (inverted pyramid etc.), diagram them and their core components (e.g. nutgraph), and describe which format applies to what type of article.
- Explain fundamental ethical responsibilities in journalism and give examples of how and when each are applied (e.g. use of an anonymous source, accepting gifts, recording interviews).
- Identify the structure of leadership in a newsroom and responsibilities of each person.
- List the three types of journalistic attribution and demonstrate their use.
- Correctly describe the basic principles of photojournalism.

Unit II **In-depth Reporting Strategies** [Supports Course SLOs #1, #2, #3, #4, #5, #7]

Learning Objectives

The student will be able to:

- Summarize the state and federal sunshine laws and identify their uses for investigative reporting
- Plan, prepare and submit a FOIA or OPRA request for documents in support of an on-going article
- Evaluate approaches for hands on data gathering (e.g. polls, surveys), write and edit questions relevant to an article, deploy the tool and assess outcomes and data.
- Do a deep dive using online research databases (Ebsco, Lexis Nexis, Google Scholar etc.) to uncover nuanced data from peer reviewed journal articles and weave it into an article using clear, easy to understand prose.

Unit III **Form and Storytelling** [Supports Course SLOs #1, #6, #7, #8]

Learning Objectives

The student will be able to:

- Encounter and discuss multiple theories of narrative structure and components of creative nonfiction.
- Identify archetypal figures and narratives across film, literature, and journalism.
- Evaluate sample articles and discuss their use of archetypal structure.
- Synthesize the knowledge of basic journalistic article types with archetypal story structure to create compelling narratives in their own work.
- Develop a multi-media piece, first mapping out each segment needed, and then working to incorporate archetypal structure
- Use basic video editing software (pre-installed or freeware) to cut together a multimedia product to go with an article.

Unit IV Learning through Leadership [Supports Course SLOs #1, #2, #3, #4, #5, #6, #7, #8, #9]

Learning Objectives

The student will be able to:

- Teach and mentor newer reporters, in an unstructured way, spending time with them in the newsroom, accompanying them on interviews, and helping them gain confidence in the basics.
- Use time effectively to both complete their own projects and offer serious and on-going feedback to peers.
- Edit and improve both their own writing and that of others.
- Present an engaging report describing their term project.
- Write a reflection paper analyzing and reviewing their progress as reporters through the completion of the term project.

Evaluation of student learning:

News Articles (60%): Students write four articles, formatted in AP style. Each article must include a variety of sources, from research data to interviews, ensuring that all sides of an issue have been covered as best possible under the publication time constraints. At least one article must be investigative in nature and one must include video/multimedia content. Students write three to five drafts of each article and submit to multiple rounds of critique.

Term Project (20%): The term project can either be incorporated into work on a particular article, or be a stand-alone effort. The purpose of the term project is for students to extend their use of communication skills beyond newswriting. It replaces a standard final exam with a hands-on learning opportunity geared toward each student's interests.

After completing the project each student will give a 10 minute in-class presentation with slides explaining their project and how it went, and will submit a short reflection essay describing the goals, the process, the execution, and the outcome of their project.

The project can span the course of the semester or be completed as part of an individual unit. Students may select a project from a list provided by the instructor or create one themselves with approval from the instructor.

Sample Project Options:

1. Create and execute an outreach event with a local high school journalism program or high school newspaper. Determine specific goals for the event, figure out whom to contact, work with your instructor to organize time and space and gather participants. Host and facilitate the event (classmates can help!).
2. Craft a web portfolio, LinkedIn page, and resume that can be used for application to internships or jobs.
3. Create an orientation video for the VOICE by interviewing former staffers and editors (in person or via Zoom) that showcases their stories and offers practical advice.
4. Complete a multiple page news layout for The VOICE print edition using InDesign and Photoshop.
6. Identify the interests of your target audience, craft a series of 3 half-page in-house ads local marketing.
7. Watch at least 4 films where journalists play a central role and write a paper of 5-6 pages analyzing the different ways that reporters are portrayed in cinema and how it intersects with modern theories and attitudes towards news media.

Participation through Leadership (20%):

In addition to classroom engagement, participation in the daily life of a working newspaper—The College VOICE—is at the heart of the class. Students are expected to use the Newsroom as a place to research, write, and collaborate. While working on their own pieces, Journalism II students are expected to spend some time mentoring newer reporters. They may help them with any number of basics including how to choose a newsworthy topic, how to complete background research for an article, how to set up and conduct interviews, how to attribute information correctly, and how to organize points in an article.