Aligning Learning Outcomes with Assignments in a Project-Based Journalism Class

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California State University, San Bernardino
College of Arts and Letters
Department of Communication Studies
COMM 240, section 70 Writing for Media
Summer 2020

Professor: Dr. Mariam Betlemidze
Email: mariam.betlemidze@csusb.edu
Office hours: By appointment via Zoom, or Slack (https://calendly.com/mariam-betlemidze/60min)
Class meets: There are no pre-scheduled synchronous meetings

Prerequisites: satisfaction of the GE written communication (A1) requirement and word processing ability.

Overview

You will have to conduct in-person interviews and write your own news stories. You will gather information, facts, quotes, data, and other materials through journalistic research, interviewing, attending various events as well as through being curious and observant. You will also gain experience in editing news stories following the conventions of the Associated Press style. We will discuss news writing and pay special attention to how to write hard news stories using the inverted pyramid structure.

Course Catalogue Description

Development of basic writing skills and practices appropriate for print, electronic, and digital media.
**Required Materials**

- The Associated Press Stylebook and Briefing on Media Law, 2016 (provided online) or newer.
- A consistent, stable internet connection
- Microsoft Word with Track Changes, Commenting and Reviewing functionality (available through the university with your student account)
- Online reading materials posted on Blackboard.

**Course Learning Outcomes**

At the end of this class, upon successful competition, students will be able to:

- (LO1) Identify & analyze characteristics of news (timelines, impact, prominence, proximity, singularity, conflict/controversy), as well as ethical and legal considerations.
- (LO2) Generate three different enterprise story ideas with focused, newsworthy angles and contact information for at least three possible sources to interview, including at least one expert, stakeholder, or decision-maker.
- (LO3) Gather facts and information for two stories through the following methods: interviewing, finding and reviewing documents, official websites and social media accounts; attending events, meetings, and speeches; and by being curious and observant.
- (LO4) Write a one-sentence, hard news/summary lead that incorporates at least 3 of the 5Ws, is 30 words or less, provides newsworthy information unpacked in the story.
- (LO5) Write a question & answer format journalistic story (750-1100 words) that employs proper spelling, grammar, and AP style based on student-conducted research and interview in-person (pandemic-regulations permitting), via Zoom, or a phone call.
- (LO6) Write a complete journalistic enterprise story (750-1200 words) using the inverted pyramid format, without any editorializations, with proper spelling, grammar, following AP style, and including quotes from at least three different relevant and credible sources that student will interview in-person (pandemic-regulations permitting), via Zoom, or a phone call.
- (LO7) Analyze and comment on efficacy of a provided press release.

**Department of Communication Studies Goals and objectives:**

*NOTE: COMM 499 Senior Project: Students majoring in Communication Studies should save both their graded assignments and their course syllabi for possible use in COMM 499: Senior Project. Assignments are used to demonstrate that students have met the Department’s goals and objectives for undergraduates. Specifically, this course is designed to help you meet the following Departmental goals and objectives that will be assessed in COMM 499:*

**Goal 1. Theoretical/Critical Perspectives.** Students will learn to apply theoretical/critical communication perspectives in everyday life.

**Objective 1:** Understand the functions of theory and its relationship to methodology.

**Objective 2:** Evaluate extant theories as they apply to their areas of specialization.

**Objective 3:** Apply theoretical perspectives in addressing demands in students’ personal and professional lives.

**Goal 2. Culture and Communication.** Students will demonstrate an understanding of the interrelationship between communication and culture.

**Objective 1:** Understand the connection between communication and culture.

**Goal 3. Ethical Standards.** Students will learn to apply ethical standards for their communication behavior.
Objective 1: Identify ethical issues relevant to communication.

Objective 2: Articulate good reasons for ethical choices.

Objective 3: Apply relevant ethical perspectives and project the consequences of ethical decisions.

Course Policies

Coronavirus COVID-19

If you or your immediate family members have been affected by the pandemic directly, resulting in an inability to complete classwork please notify me ASAP. I will do my best to provide all the help and accommodation in coordination with the university officials. Some of the specific effects of a pandemic may include loss of Internet access, housing, or any other vital means of substances that severely affects your work in this class. In such a case, please let me know immediately and provide your cell phone number or home phone number. Please follow the CDC guidelines for staying healthy and safe during the global pandemic. Keep an eye out for all CSUSB COVID-19-related alerts and emails, as well as the CSUSB COVID-19 designated web page and page about Internet access options during the pandemic.

Course Structure and Sequence

This course is organized into modules on Blackboard. Everything you need to complete for the week will be in that week’s module. I have set up the modules such that you have to move through them in sequence. There are certain requirements (such as submitting an assignment or taking a quiz) that must be met in order to move on to the next module. Be sure you stay on top of your work as it will be easy to fall behind.

Because I like to adapt my courses to each class, our schedule will most likely change over the course of time. I’ll give you reasonable notice before I make any changes. Because of this, however, only a few modules will be up at a time on Blackboard. You are welcome to work ahead on the modules that are up if you wish.
Deadlines

- **Discussions** - initial posts are due on Wednesdays and comments on your peers’ posts on Fridays;
- **Quizzes** are due on Mondays;
- **Written story assignments** mostly due on Fridays;
- **11:59 pm** is the deadline for all submissions on their particular days.

Like a newsroom, you must turn in an assignment on time to get credit. I do not accept ANY late work. Exceptions may be made for those with legitimate excuses, but only if those circumstances are made known to me in advance if at all possible; are documented; and can be verified. If you miss an assignment due date and you have a legitimate excuse, I will consider accepting the late assignment but reserve the right not to grant full or any credit. I define what constitutes a legitimate excuse, and I reserve the right not to grant full credit – or any.

Online Guidelines

**Teaching Methods:** This course is structured to emphasize experiential learning through using, practicing and critiquing news writing. The goal is to give you many opportunities to develop your writing skills through repetition and practice.

There are unique responsibilities that come with taking an online course. The format of the course requires students to be organized and somewhat self-directed. There is no scheduled course time that students must be present online. Course requirements have been established on a weekly basis and students may fulfill these requirements at their convenience during the week; however, they must complete their work sometime during the scheduled week before the stated deadlines. You cannot postpone your work until the end of the semester or when it is convenient for you and expect to do well. Deadlines will be strictly enforced. I will try to post course content and assignments a week in advance so that you can work ahead if you know you have commitments in the future.

**Alignment of my teaching methods to the cognitive levels of your learning outcomes.**

<table>
<thead>
<tr>
<th>Teaching Methods</th>
<th>Remember</th>
<th>Understand</th>
<th>Apply</th>
<th>Analyze</th>
<th>Evaluate</th>
<th>Create</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading materials &amp; notes</td>
<td></td>
<td>X</td>
<td></td>
<td></td>
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<tr>
<td>Instructor announcements</td>
<td>X</td>
<td></td>
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<tr>
<td>Online discussions</td>
<td></td>
<td></td>
<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
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<tr>
<td>AP Style Quizzes</td>
<td>X</td>
<td>X</td>
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<tr>
<td>Researching story topics &amp; relevant</td>
<td>X</td>
<td>X</td>
<td>X</td>
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<tr>
<td>human sources</td>
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</tr>
<tr>
<td>Making appointments to consult with the instructor when confused or in need for more clarity</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Interviewing sources</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>X</td>
<td></td>
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<tr>
<td>Project-based learning (written stories are real-life projects)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>X</td>
<td></td>
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<tr>
<td>Reading Instructor feedback on stories and asking for more guidance when needed</td>
<td></td>
<td></td>
<td></td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student-peer feedback (via online discussions)</td>
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<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Revising &amp; resubmitting real-life written stories for more points</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
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<tr>
<td>Portfolio creation with reflection</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
</tr>
</tbody>
</table>

Note: An X indicates this method can help students achieve this learning outcome if the method is properly implemented to serve this outcome. Poor implementation or implementation for other ends may mitigate against students’ achieving the outcome.

**Electronic or equipment failure:** It is your responsibility to maintain your computer and other equipment needed to participate in this class. Repeated equipment failures will not be an acceptable excuse for late or absent assignments. Utilize campus lab computers around campus to make sure you adhere to deadlines if you need to do so. Do not wait until the last minute to begin posting your assignments on the due dates.

### Classroom equivalency

Online communications, including e-mail, discussion threads, and chat rooms are equivalent to the classroom and are subject to the Student Code. Specifically:

- Posting photos or comments that would be off-topic in a classroom are still off-topic in a discussion thread.
- Off-color language is never appropriate.
- Using angry or abusive language is not acceptable.
• Do not use ALL CAPS, except for titles, since it is the equivalent of shouting online, as is the overuse of certain punctuation marks such as exclamation points !!! and question marks?????. Use correct grammar and punctuation – I grade your posts on content and grammar.

• Discussion in this class is based on the principle of respect – for each other as thinking humans equally worthy of expressing those thoughts. Disrespect for your fellow classmates will not be tolerated. We will welcome thoughtful perspectives from all sides of any issue at hand and encourage thoughtful discussion about those perspectives.

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**Communication Policies**

Our primary method of student-teacher communication will be via email and Blackboard announcements. You MUST find a way to make sure you’re getting these emails regularly – whether it’s checking or forwarding. Good news: Blackboard makes this easier by allowing users to receive course notifications through a variety of internet services such as email.

**Email Policy**

You are expected to address each other and the instructor in a professional manner. This includes writing professional emails with an informative subject line containing the class (COMM 240) and a topic, a proper greeting including the name of the person addressed (Dear Professor Betlemidze, or Dr. Betlemidze), and a proper closing/signature including your own full name (Thank you, Joe Smith). Spellcheck your emails! Emails that do not include greetings/closings will not be considered professional.

You are responsible for any messages, including assignments and schedule changes, I send you via email. You also may contact me via email, in addition to seeing me during office hours or in class. During the week, I try to return messages within 24 hours. I rarely check email on the weekend, so plan on contacting me during the week. If you have not heard from me in 24 hours feel free to send a reminder email to me. I ask that you wait 24 hours after receiving a grade to contact me for a discussion about it.

**Appointments**

Just because this course is in an online format does not mean you cannot have sufficient interaction with the instructor. Email me to make an appointment so that we can talk via Zoom, Slack or any other method you prefer. Click on a preferred time on this link [https://calendly.com/mariam-betlemidze/60min](https://calendly.com/mariam-betlemidze/60min) to make an appointment.

Here are relevant Slack video Tutorials by topic: 1. a basic overview, 2. notifications, and 3. direct Messaging. You may learn more about Zoom by following these links: [Zoom video tutorials by topic](https://calendly.com/mariam-betlemidze/60min), [CSUSB student guide for Zoom](https://calendly.com/mariam-betlemidze/60min).

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**Grading and Assignments**

**Grading and Feedback**
To do well in this course, you will need to read my feedback for each written story, since I use it as a primary source of instruction.

**Grading Guidelines**

**A:** Your writing is accurate, balanced, clear and compelling. The story has an appropriate tone and flows flawlessly. There are no or almost no errors of grammar, spelling or style.

**B:** Your writing is accurate, balanced, clear and interesting. The story has an appropriate tone and flows well. There are a few errors in grammar, spelling or style, but they are not distracting.

**C:** Your writing is accurate, balanced and clear. The writing has noticeable errors, but they do not greatly distract from the story. One or two elements of the assignment are badly done or missing.

**D:** Your writing is inaccurate, unbalanced or unclear. Numerous errors exist, and they are distracting. Several elements of the assignment are badly done or missing.

**E:** Your writing is inaccurate, unbalanced and unclear. You plagiarize, commit libel, or you do not submit the assignment on time.

**Grading Scale**

<table>
<thead>
<tr>
<th>100-94 A</th>
<th>93-90 A-</th>
<th>90-89 B+</th>
<th>86-84 B-</th>
<th>83-80 B-</th>
<th>79-77 C+</th>
<th>76-74 C-</th>
<th>73-70 C-</th>
<th>69-67 D+</th>
<th>66-64 D-</th>
<th>63-60 D-</th>
<th>59-0 E</th>
</tr>
</thead>
</table>

**Grading Policy**

Your final grade will be calculated from credit earned in the following categories:

<table>
<thead>
<tr>
<th>Category</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professionalism</td>
<td>10%</td>
</tr>
<tr>
<td>Quizzes</td>
<td>12%</td>
</tr>
<tr>
<td>Discussions</td>
<td>20%</td>
</tr>
<tr>
<td>Q &amp; A story</td>
<td>15%</td>
</tr>
<tr>
<td>Enterprise story</td>
<td>30%</td>
</tr>
<tr>
<td>Other written assignments</td>
<td>10%</td>
</tr>
<tr>
<td>Online Portfolio</td>
<td>3%</td>
</tr>
</tbody>
</table>
Professionalism (10%)

This is a professional skills class. We'll be learning specific online journalism skills, but also practicing how to behave in a professional situation. Professional conduct code consists of but is not limited to the following:

- Participating fully;
- At all times act in a professional and ethical way and uphold the highest standards of honesty, trust, fairness, integrity, and diligence;
- Consider the risks and implications of your actions, be accountable for them, and for the impact, your actions may have on others;
- Treat information, gathered by you outside of the class, with appropriate ethical considerations and sensitivity;
- Be alert to and manage potential conflicts of interest which may arise whilst performing your role as a reporter/journalist, and not act for personal gain or advantage;
- Treat all interviewees, classmates and your professor with respect and take responsibility for your actions and attitudes towards them;
- Lead by example and act as a positive role model to other students;
• Continuously develop and maintain technical and professional knowledge and competence;
• Students are encouraged to think before they speak and to apologize if they have made a mistake or offended anyone related to this class;
• Boundaries, both physical and emotional, can help maintain a professional atmosphere;
• Neatness in the students’ personal space should be stressed: Harassment, including unwanted contact and jokes, is specifically prohibited, along with bullying—defined as abusive speech, intimidation, spreading rumors and taking credit for the work of others;
• Discrimination and harassment involving gender, age, race or color, national origin, physical or mental disability, religious affiliation, sexual orientation, or gender expression will be considered extremely disruptive.

Quizzes (12%)

Four online quizzes will be deployed, all at once, in a multiple-attempt mode to allow students to familiarize themselves with the Associate Press (AP) Style fast.

Discussions (20%)

Almost every other week we’ll have discussions (5 in total) on Blackboard regarding the important points for that week’s material. You’ll be asked to comment on the readings, post links to relevant examples and discuss your own journalistic experience. You will then comment on two of your peers’ posts. Each part – the original comment is worth six points and each of the two peer responses – are worth two points (maximum points 10). Original comments are always due on Wednesdays by 11:59 p.m. and peer comments are due on Fridays by 11:59 p.m. unless otherwise stated.

Q & A story (25%)

Such a story is based on one in-depth interview with an expert, official, leader, manager, or otherwise salient person. Q & A story is organized by questions and answers to explain complex issues (for example a budget increase or any controversial proposal).

Enterprise story (30%)

Complex stories written over two or more weeks to demonstrate your newsgathering and news writing skills, in case of feature story attention to human-interest details and descriptive writing is essential.

Other written assignments (10%)

Throughout the quarter several written assignments will be assigned to practice various genres of writing for media. Some of these assignments will be based on your own newsgathering, while others based on textbook exercises.
Final Exam 3%

This assignment will be in lieu of the final exam. Write about your journalism production and justify journalistic rigor, artistic choices, technological considerations, and explain how your work in this class has met the Department’s goals and objectives for undergraduates specified as relevant for this course.

Extra Credit

There is no extra credit assignment available upfront, but it might be introduced later on in the quarter. Only students with regular attendance and a high participation rate will be eligible for an extra credit assignment.

Grading and Feedback

My feedback is usually direct, not harsh. To do well in this course, you will need to read my feedback regularly, since I use it as a path individual progress and therefore higher grades at the end of the quarter.

Deadlines

Similarly to a newsroom, you must turn in an assignment on time to get credit. I do not accept ANY late work. Exceptions may be made for those with legitimate excuses, but only if those circumstances are made known to me in advance if at all possible; are documented; and can be verified. If you miss an assignment due date and you have a legitimate excuse, I will consider accepting the late assignment but reserve the right not to grant full or any credit. I define what constitutes a legitimate excuse, and I reserve the right not to grant full credit – or any.

Electronic or equipment failure

It is your responsibility to maintain your computer and other equipment needed to participate in this class. Repeated equipment failures will not be an acceptable excuse for late or absent assignments. Utilize campus lab computers around campus to make sure you adhere to deadlines if you need to do so. Do not wait until the last minute to begin posting your assignments on the due dates.

Content Accommodation Policy

Over the course of the quarter, this class will discuss topics that you might find discomfiting or in violation of your core beliefs. This is neither capricious nor arbitrary. All assignments, activities, and content are selected to
achieve specific pedagogical outcomes. I will not make accommodations in course content, requirements, or expectations.

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**University Policies**

**Plagiarism and Cheating**

Plagiarism is the act of presenting the work or ideas of another as one's own. Cheating is the act of obtaining or attempting to obtain credit for academic work through the use of any dishonest, deceptive, or fraudulent means. If you're not familiar with these concepts, please see this guide from the CSUSB library. Plagiarism and cheating (and the assistance of others in either) are violations of the Student Discipline Code (see p. 577-578) and may be dealt with by both me and the Judicial Affairs Officer. I may pursue punishments for plagiarism or cheating ranging from a reprimand to a failing grade for the course, or pursuit of University action. More detailed definitions of plagiarism and cheating, and procedures for addressing alleged instances are outlined in the CSUSB Bulletin of Courses (see p. 54-55).

**Academic Freedom**

Free inquiry and free expression are indispensable to the transmission of knowledge, the pursuit of truth, the development of students, and the general well-being of society. Academic freedom principles support social responsibility in both the teaching and learning process. CSUSB’s Policy on Speech and Advocacy explains that “Students and faculty are free to express their opinions and views in the classroom without censorship, providing these opinions and views are related to the subject matter under discussion in the class and if their expression is invited by the class instructor” (see “IV. Free Speech in the Classroom”).

**Support for Students with Disabilities**

If you are in need of an accommodation for a disability in order to participate in this class, please contact Services to Students with Disabilities at UH-183, (909)537-5238. Please be aware that while I am happy to work with you and SSD to provide necessary accommodations, you must be proactive (and not retroactive) in this process: I cannot know what accommodations are necessary unless you relay that information to me and I cannot re-grade assignment after you have submitted it, the steps for accommodation must be taken in advance.

**Support for Students with Disabilities**

**Main Campus:**

If you are in need of an accommodation for a disability in order to participate in this class, please see the instructor and contact Services to Students with Disabilities at (909)537-5238.

If you require assistance in the event of an emergency, you are advised to establish a buddy system with a buddy and an alternate buddy in the class. Individuals with disabilities should prepare for an emergency ahead of time by instructing a classmate and the instructor.

**Dropping and Adding**

You are responsible for understanding the policies and procedures about add/drops, academic renewal, etc. found at (CSUSB Bulletin, pages 46-48).

Note: This document is subject to change with fair notice.
Course Schedule

(click on the reading in Blackboard module to open reading file)

1. Week of June 22 - INTRODUCTION

- Reading 1: Selecting & Reporting the News; notes;
- Q & A Story Proposal: Pitch three enterprise story ideas with focused newsworthy angles and contact information for at least three possible sources to interview, including at least one expert, stakeholder, or decision-maker. You will be expected to interview an expert for your future enterprise story and complete a Q & A story before moving onto the enterprise story.
- Click here to sign up for our class’s workspace on Slack (instant messaging app)
- Discussion #1 – self-introduction & brief response to class reading, due on June 24.

2. Week of June 29 - ETHICS, LIBEL & AP Style (all quizzes are designed for multiple attempts)

- Reading: Ethics & Libel
- Discussion #2 (group discussion), due on July 1.
- Study Guides for Quizzes #1, #2; #3; #4.
- Quiz #1: AP Style (A-E), Quiz #2: Punctuation, Quiz #3: AP Style (F-O), & Quiz #4: AP Style P-Z, due on July 4.

3. Week of July 6 – LANGUAGE, PUNCTUATION & INTERVIEWING

- Read: Language Guide; Readings & Notes; Interviewing; Rules of Engagement.
- Discussion #3 due on July 8 (Enterprise story proposal)
- Q & A story, due on July 10 (this has to be an interview with an expert for the approved topic; you may re-use some of the quotes from this interview in the enterprise story if you choose to).

4. Week of July 13 – ENTERPRISE STORY

- Reading: Inverted pyramid style
- Discussion #4 due on July 13 (Monday)
- Enterprise story, due on July 17

5. Week of July 20 – PRESS RELEASE & OPINIONS

- Reading: Press Release writing.
- Discussion #5, due on July 20.
- Press Release assignment due on July 22

6. Week of July 27-28 – FINALS

- Online Portfolio is due online before midnight.
## How assignments align with the course Learning Outcomes (LOs):

<table>
<thead>
<tr>
<th>#</th>
<th>Assignments &amp; activities</th>
<th>Course Learning Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Discussion #1 – self-introduction &amp; brief response to class reading, due on June 24.</td>
<td>(LO1) Identify &amp; analyze characteristics of news (timelines, impact, prominence, proximity, singularity, conflict/controversy), as well as ethical and legal considerations.</td>
</tr>
</tbody>
</table>
| 2. | Q & A Story Proposal: Pitch three enterprise story ideas, due on June 26. | (LO1) Identify & analyze characteristics of news (timelines, impact, prominence, proximity, singularity, conflict/controversy), as well as ethical and legal considerations.  
(LO2) Generate three different enterprise story ideas with focused, newsworthy angles and contact information for at least three possible sources to interview, including at least one expert, stakeholder, or decision-maker. |
| 3. | Discussion #2 (group discussion), due on July 1. | (LO1) Identify & analyze characteristics of news (timelines, impact, prominence, proximity, singularity, conflict/controversy), as well as ethical and legal considerations. |
| 4. | Quiz #1: AP Style (A-E), Quiz #2: Punctuation, Quiz #3: AP Style (F-O), & Quiz #4: AP Style P-Z, due on July 4. | Helps fulfills the grammar, spelling, and AP Style parts of learning outcomes 5 & 6. |
| 5. | Discussion #3 due on July 8 (Enterprise story proposal) | (LO1) Identify & analyze the most (and least) elements of a story by applying good news judgment, the six news values (timelines, impact, prominence, proximity, singularity, conflict/controversy), as well as ethical and legal considerations.  
(LO2) Generate three different enterprise story ideas with focused newsworthy angles and contact information for at least three possible sources to interview, including at least one expert, stakeholder, or decision-maker. |
| 6. | Q & A story, due on July 10 (this has to be an interview with an expert for the approved topic; you may re-use some of the quotes from this interview in the enterprise story). | (LO4) Write a one-sentence, hard news/summary lead that incorporates at least 3 of the 5 Ws, is 30 words or less, provides newsworthy information unpacked in the story.  
(LO5) Write a question & answer format journalistic story (750-1100 words) that employs proper spelling, grammar, and AP style based on student-conducted research and interview in-person (pandemic-regulations permitting), via Zoom, or a phone call. |
| 7. | Discussion #4 due on July 13 (Monday) | Preparation for the following outcomes: (LO1), (LO3), (LO4), and (LO6). |
| 8. | Enterprise story, due on July 17 | (LO1) Identify & analyze the most (and least) elements of a story by applying good news judgment, the six news values (timelines,
impact, prominence, proximity, singularity, conflict/controversy),
as well as ethical and legal considerations.

(LO3) Gather facts and information for two stories through the
following methods: interviewing; finding and reviewing
documents, official websites and social media accounts; attending
events, meetings and speeches; and by being curious and
observant.

(LO4) Write a one-sentence, hard news/summary lead that
incorporates at least 3 of the 5 Ws, is 30 words or less, provides
newsworthy information unpacked in the story.

(LO6) Write a complete journalistic enterprise story using the
inverted pyramid format, without any editorializations or
opinions, with proper spelling, grammar, following AP style, and
including quotes from at least three different relevant and
credible sources interviewed by the student.

| 9.  | Discussion #5, due on July 20. | (LO7) Analyze and comment on a provided press release
following the checklist provided in the reading material. |
| 10. | Press Release assignment due on July 22 | (LO7) Analyze and comment on a provided press release
following the checklist provided in the reading material. |
| 11. | Online Portfolio is due online before midnight on July 27. | All learning outcomes are to be met by the time student complete
the portfolio. |