



JOUR-110: INTRODUCTION TO REPORTING AND NEWSWRITING

Effective Term

Fall 2024

BOT Approval Date

12/14/2023

Discipline

JOUR - Journalism

Course Number

110

Course Title

Introduction to Reporting and Newswriting

Short Title

Reporting & Newswriting

Credit Status (CB 04)

D - Credit - Degree applicable

Units**Lecture Units**

3.00

Total Units

3.00

Hours**Lecture Contact Hours**

48-54

Out of Class Hours Lecture

96-108

Total Contact Hours

48 - 54

Total Out of Class Hours

96 - 108

Total Student Learning Hours

144 - 162

Distance Education

Yes

Distance Education**Distance Education Type**

Both Fully Online and Hybrid Online

Fully Online Delivery Requirements:

a. Students must be notified via the college schedule of classes and the syllabus for the class if proctored tests are required for this course



b. Any planned face-to-face meetings, such as an orientation or study session, must be optional

c. The MSJC curriculum committee requires the use of accessible, asynchronous discussion as a component of every fully online course

Are you using publisher content?

No

Regular Substantive Interaction

Instructor-to-student, student-to-student, and student-to-content contact shall be distributed in a manner that will ensure regular substantive interaction (RSI) is maintained not only weekly but also for the duration of the course. Instructor interactions should be equivalent in time, quality and consistency to the engagement students would receive in a face-to-face course—for example, through announcements, discussion participation, personalized feedback, video messages, or other instructional communications. Instructors are expected to be responsive to student inquiries within a 24-72 hour time frame excluding holidays. RSI will be maintained through a variety of methods:

- Orientation - Students must be oriented to the online and face-to-face portions at the start of the course.
- Announcements - Announcements using the course management system must be posted at least weekly to keep students current on course events, due dates, materials, etc.
- Discussion Forums - Content-related discussion forums within the designated CMS will include appropriate instructor participation and will be initiated and maintained, with timely feedback provided. Instructors are required to monitor the discussions and related activities to provide guidance and direction. Open-ended discussion boards may be used to further learning and interaction.
- MSJC Communication – Instructor will use MSJC-administered communication tools (such as email or the designated CMS communication tools) to regularly communicate with and provide ease of access to students.
- Timely Feedback - Timely feedback on student work will be provided by the instructor, which may include comments and/or rubrics, within the Grades area of the designated CMS.
- Scheduled Meetings – Hybrid and synchronous courses will meet at regularly scheduled times.

ADA Compliance - All course interactions and content must be designed with accessibility in mind and meet ADA requirements.

Catalog Description

This course is an introduction to gathering, synthesizing, organizing, and writing news in journalistic style across multiple platforms. This course will provide an introduction to Associated Press Style and will cover the role of a journalist and the legal and ethical issues associated with journalism. Students will compose media using journalistic writing standards.

Codes

TOP Code (CB 03)

0602.00* - *Journalism

CIP Code

09.0401 - Journalism.

Repeatability Code

No

Grading Option

Letter grade OR P/NP

Learning Objectives

Learning Objectives

Learning Objective

1. Compose media for a variety of print and multimedia platforms in individual and collaborative settings.
2. Produce and edit clear, grammatically correct prose for news articles on a deadline.
3. Produce a series of simple and complex, long and short form compositions using Associated Press Style for documentation and formatting.
4. Identify, interview, and integrate sources for simple leads and multimodal news articles.
5. Evaluate sources for credibility, accuracy, and completeness.
6. Examine the role of the free press in a democratic society.
7. Apply the principles and laws of free speech and free press to exercise the power of the press.

8. Develop and demonstrate an awareness of ethical journalism by incorporating diverse perspectives and representing events with minimal bias.
9. Integrate reliable and credible multimedia sources transparently.

Learning Outcome Information

Course Learning Outcomes

Learning Outcome

1. The student will demonstrate competency in information gathering by using techniques, such as observation, research, and interviewing and ensure it is accurate and complete.
2. The student will design complex long form news articles using journalistic writing standards in print and multimedia formats according to Associated Press Style.
3. The student will collaborate on media production across multiple platforms that is suited for diverse audiences of differing backgrounds.
4. The student will examine the ethical and legal issues affecting journalism.

Program Learning Outcomes

Learning Outcome

Demonstrate news judgment that identifies and develops story ideas through observation, reading, and attention to global and local events.

Methodically find information through the Internet, public documents, and personal interviews. Assess, analyze, and interpret the quality of information gathered for news stories.

Create concise, clear, and accurate writing that engages the audience with engaging storytelling. Then, critically evaluate their own work and that of others for accuracy and fairness, clarity, appropriate style, and grammatical correctness.

Develop cultural competence by understanding how different cultures influence perspectives, attitudes, and personal interaction with the world. Discover and utilize ethical standards and constitutional laws that guide journalism excellence.

Institutional Learning Outcomes

Aesthetic Awareness: The student will identify and evaluate how aesthetic expression leads to an appreciation of social and cultural context as well as the values of art and nature.

Communication: The student will effectively express and exchange ideas through listening, speaking, reading, writing, visual works, and other modes of interpersonal expression.

Critical Thinking: The student will analyze problems, gather and synthesize relevant information, evaluate ideas, information, and evaluate alternative points of view to create, innovate and implement effective solutions.

Cultural Awareness and Humility: The student will demonstrate knowledge of and sensitivity toward individuals of diverse ethnicity, age, gender, sexual orientation, and religious affiliations, as well as toward those individuals with diverse abilities and socio-economic classes to respectfully interact with individuals of diverse perspectives, beliefs and values while being mindful of the limitation of their own cultural frameworks.

Information and Technology Literacy: The student will access, interpret, evaluate, and apply relevant information sources and digital media effectively, and in an ethical and legal manner.

Social Awareness: The student will recognize and analyze the interconnectedness of global, national, and local concerns, analyzing cultural, political, social, and environmental issues from multiple perspectives and appreciate similarities and differences among cultures.

Civic
Personal
and Professional Responsibility

Content

Course Lecture Content

1. The history of journalism
 - a. The origins of journalism
 - b. News in the 19th century
 - c. News in the 20th century
 - d. Contemporary media landscape
2. Overview of the newsroom and how it works

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- a. Identifying what qualifies as news
 - b. News story assignment and production
 - c. Editorial and distribution process
 - d. Individual roles, collaboration, and hierarchy
3. Newswriting basics
- a. Writing under a deadline
 - b. Editing the news
 - i. Associated Press Style
 - ii. Grammar
 - iii. Punctuation
 - iv. Mechanics
 - c. Evaluating the news
 - i. Analyze stories for missing information and faulty logic
 - ii. Assure stories present balanced coverage of issues
 - iii. Supply diverse perspectives which include a wide range of interests, backgrounds, and experiences. Diverse perspectives should include diversity of groups of people and individuals with diversity of ethnicity, race, socioeconomic status, gender, exceptionalities, language, religion, sexual orientation, and geographical area. It should also include a diversity of experiences, viewpoints, backgrounds, and life experiences.
 - iv. Employ multimedia sources transparently
 - v. Distinguish fact from opinion and belief from knowledge
 - vi. Evaluate sources for credibility and reliability
 - d. The inverted pyramid
 - e. The five Ws
 - f. Writing basic news leads
 - g. Story structure
 - h. Selecting the appropriate mode (text, visual, oral, etc.)
 - i. Remediating stories for different platforms (from text-centric to video, etc.)
4. News gathering and reporting practices
- a. Research methods
 - i. Search engine optimization
 - ii. Observation
 1. Representing events reliably and in a trustworthy and unbiased manner
 2. Using imagery to bring stories to life
 3. Using the "Show, don't tell" technique
 - iii. Finding and using sources
 1. Identify fair and objective sources
 - b. Interview Techniques
 - i. Preparation
 - ii. Conducting concise, organized interviews
 - iii. Asking meaningful questions
 - iv. Taking effective notes
 - v. Using media in interviews
 - vi. Understanding "on the record" and "off the record"
 - c. Quotation and attribution
 - i. Guidelines for source anonymity
 - ii. Guidelines for wording and positioning of attributions
 - iii. Integration of quotes
 1. Direct quotes
 2. Paraphrase
 3. Partial quote
 4. Dialogue
5. Law and ethics in journalism
- a. Press rights
 - i. Right to dissent
 - ii. Right to petition
 - b. Copyright law

- c. Journalistic ethics
 - i. Principles of Ethical Journalism
 - ii. Writing in a truthful, fair-minded, and non-libelous manner
 - iii. Fact-checking
- d. Invasion of privacy
- 6. Writing for and reporting on multiple platforms
 - a. Write short and long-form works for multiple platforms, such as print, online, broadcast, radio, and social media
 - b. Digital journalism
 - i. Writing for digital editions of news outlets
 - ii. Social Media
 - iii. Blogging
 - c. Broadcast journalism
 - i. Writing for broadcast and television news
 - ii. Radio news reporting
- 7. Writing for Diverse Audiences
 - a. Writing to ensure inclusion of diverse perspectives to include a variety of stories that include different races, sexual orientations, abilities, worldviews, and religious beliefs and are inclusive of alternative viewpoints.
 - b. Writing to ensure the elevation of historically marginalized groups who tend to be discriminated against and whose voices tend to be muted, or not covered as much.
- 8. Understanding the importance of Diversity and Inclusion of Minority or Historically Marginalized Voices / People within newsrooms
 - a. History of newsrooms and inclusion/exclusion
 - b. Importance of inclusion within newsrooms to include different races, ethnicities, ages, abilities and disabilities, sexual orientations, genders, religions, and other diverse perspectives. Inclusion would contain a wide range of interests, backgrounds, and life experiences. Inclusion should also embrace differences among groups of people and individuals based on ethnicity, race, socioeconomic status, gender, exceptionalities, language, religion, sexual orientation, and geographical area.
 - c. exploring the importance and impact of having a diversity of voices in newsrooms.

Methods of Instruction

Method

Discussion

Integration

In-class discussions and/or discussion groups are used to stimulate critical evaluations of various ideas, in particular the understanding of the laws, ethics, history, and practices of news writing and reporting. In-class discussion is also used to discuss the current issues affecting journalistic practices such as defamation lawsuits, journalist rights, and the First Amendment and copyright law for both written and photographic information. Such discussions will encourage students to exchange ideas, findings, and comprehension of course objectives in a learning environment where students feel safe and respected for expressing differing views. Differing viewpoints will include a wide range of interests, backgrounds, and experiences. Students will explore and discuss differing viewpoints among groups of people and individuals with different ethnicities, races, socioeconomic statuses, genders, exceptionalities, languages, religions, sexual orientations, and geographical areas.

DE Adaptations for MOI

Discussion boards will be used to foster community in the classroom and to discuss readings on journalism and concepts related to journalistic practices. The discussions will ask students to engage with accessible course content and participate in asynchronous discussions. Online discussions and/or discussion groups are used to stimulate critical evaluations of various ideas, in particular the understanding of the laws, ethics, history, and practices of news writing and reporting. Online discussion is also used to discuss the current issues affecting journalistic practices such as defamation lawsuits, journalist rights and the First Amendment and copyright law for both written and photographic information. Instructions to discussion boards will meet accessibility requirements. All communication will use a Course Management System (CMS).

Method

In-class Exercises

Integration

In-class exercises will be used to allow students to practice and hone news writing skills. These exercises will be inclusive and contain information from diverse backgrounds. Differing viewpoints will include a wide range of interests, backgrounds, and

experiences. Students will explore differing viewpoints among groups of people and individuals with different ethnicities, races, socioeconomic statuses, genders, exceptionalities, languages, religions, sexual orientations, and geographical areas.

DE Adaptations for MOI

Online exercises including directed learning activities will be used to teach students writing skills and brainstorm content for papers, projects, and reports to stimulate critical evaluations of various ideas, in particular the understanding of the laws, ethics, history, and practices of newswriting and reporting. In-class exercises can be used to discuss the current issues affecting journalistic practices such as defamation lawsuits, journalist rights, and the First Amendment and copyright law for both written and photographic information. Differing viewpoints will include a wide range of interests, backgrounds, and experiences. Students will explore differing viewpoints among groups of people and individuals with different ethnicities, races, socioeconomic statuses, genders, exceptionalities, languages, religions, sexual orientations, and geographical areas. Instructions for in-class exercises will meet accessibility requirements. All communication will use the Course Management System (CMS).

Method

Lecture

Integration

Lecture will be used to teach students journalism's history, practices, laws, and ethics. Lectures may be oral, video (with captions), or in text format. All materials will meet accessibility requirements. Lectures will work to include perspectives to include a wide range of interests, backgrounds, and experiences. Lectures will also discuss differing viewpoints among groups of people and individuals with different ethnicities, races, socioeconomic statuses, genders, exceptionalities, languages, religions, sexual orientations, and geographical areas.

DE Adaptations for MOI

Lectures will be delivered through closed captioned videos, accessible slide presentations, and written instructions to inform students about the history and practices of news writing and reporting. Lectures will work to include perspectives to include a wide range of interests, backgrounds, and experiences. Lectures will also discuss differing viewpoints among groups of people and individuals with different ethnicities, races, socioeconomic statuses, genders, exceptionalities, languages, religions, sexual orientations, and geographical areas. All lectures will meet accessibility requirements. All communication will use Course Management System (CMS), or accessible video conferencing.

Method

Observation and Demonstration

Integration

Demonstrations will be used to model strong and weak examples of journalistic writing. Students will be able to collaborate and offer peer reviews as well as feedback to their classmates news writing.

DE Adaptations for MOI

Demonstrations will be delivered through closed-captioned videos and accessible documents to model strong and weak examples of news writing and reporting. All communication will use Course Management System (CMS). Other communication tools can be done via accessible video conferencing tools.

Method

Reading

Integration

Readings about journalism and modeling journalistic practices will be used to increase students' knowledge of the field. These readings will also be inclusive and contain diverse perspectives from journalists from diverse backgrounds and differences in race, gender and sexual orientation.

DE Adaptations for MOI

Readings will be delivered through textbooks and accessible documents including OER resources when available.

Methods of Evaluation

Method

Exams/Tests

Integration

Exams will be used to test students' knowledge of the history, practices, laws, and ethics of newswriting and reporting.

DE Adaptations for MOE

Exams will be used to test students. Knowledge of the history, practices, laws, and ethics of newswriting and reporting. Exams will be graded using the CMS's self grading feature (where applicable), and essay questions will be assessed using a rubric. Instructors may provide additional individualized written and/or captioned audio feedback for essay questions as well. Exams will be graded, be evaluated based on accuracy and completeness and students will receive feedback within 2 weeks, via the grade book, chat, or other accessible conferencing tools.

Method

Homework

Integration

Homework will be used to gauge students' comprehension of readings and ability to apply course concepts and skills.

DE Adaptations for MOE

In lieu of homework, short reading responses and quizzes will be used as a formative assessment to gauge students' comprehension of readings and ability to apply course concepts and skills. Reading responses will be graded via the learning management rubrics feature, and quizzes will be self-graded in the CMS. Additional feedback will be provided by the instructor in the comment box or in the document itself using the CMS grading features within 2 weeks of student submission.

Method

Oral Presentation

Integration

Presentations will be used to evaluate students' ability to present news for multiple platforms using a variety of mediums.

DE Adaptations for MOE

Student presentations, including video and/or slide presentations, will be used as formative or summative assignments to evaluate students. Ability to present news for multiple platforms using a variety of mediums. Presentations will be assessed via the CMS's rubric features and additional individualized written and/or captioned audio feedback will be provided by the instructor within 2 weeks of the submission.

Method

Papers

Integration

Papers and reports will be used to assess students' understanding of newswriting and reporting, including how to develop short and long form articles and multimodal texts with clarity and correctness of language, consistency of thought, balanced and appropriate integration of source material, and accurate citations.

DE Adaptations for MOE

Papers will be used as a summative assignment to gauge students' understanding of newswriting and reporting, including how to develop short and long form articles and multimodal texts with clarity and correctness of language, consistency of thought, balanced and appropriate integration of source material, and accurate citations. Papers will be graded via the learning management's rubrics and additional, clarifying written and/or captioned audio feedback will be provided by the instructor within two weeks of the submission.



Method

Portfolios

Integration

Portfolios will be used to evaluate students' ability to put journalistic methodologies, laws, and ethics into practice.

DE Adaptations for MOE

Portfolios that contain students' video, podcast, and textual contributions will be used as a summative assessment that provides a cumulative picture of students' ability to put journalistic methodologies, laws, and ethics into practice. Portfolios will be assessed via the CMS's rubric features and additional individualized written and/or captioned audio feedback will be provided by the instructor. This feedback may be provided in a document (where applicable) as marginal comments or in the assignment textbox within two weeks of the submission.

Assignments

Assignment Type

Other

In-class and/or outside of class

In-class

Formative or Summative

Formative

Assignment

Homework: Review the News Source Bias Graph. Then, find one source from under the very liberal category of the graph and one source from under the very conservative category of the graph, both of which discuss the same topic. Read both carefully. Then, evaluate the sources by answering the following questions: what biases are present in each source? How do you know? How well does each source present the issue (i.e. how balanced is the presentation)? What is left out? What is exaggerated? Would you consider these sources to be weak or strong examples of newswriting? Why?

How assignment will be adapted in online format

Students will submit the assignment through the CMS and will be provided with instructor feedback through the grade book function, messaging, or other form of confidential communication within 2 weeks of submission. Any material for students and communications must meet accessibility guidelines.

Assignment Type

Writing

In-class and/or outside of class

Outside of class

Formative or Summative

Summative

Assignment

Paper/Report: Write a 500 word article that employs the inverted pyramid method; this article should cover a local community event. This article should be directed at a specific audience, include information from one original interview, and integrate at least two credible sources to cover the 5Ws and essential background information. Make sure to cite all sources with Associated Press Style documentation.

How assignment will be adapted in online format

Students will submit the assignment through the CMS and will be provided with instructor feedback through the grade book function, messaging, or other form of confidential communication within 2 weeks of submission. Any material for students and communications must meet accessibility guidelines.



Assignment Type

Other

In-class and/or outside of class

Outside of class

Formative or Summative

Summative

Assignment

Paper/Report: Write a 5 to 8 page article that researches a divisive and controversial contemporary American social or political issue, taking care to integrate reputable research from multiple perspectives and presenting the issue with journalistic objectivity and minimal bias. Make sure to cite all sources with Associated Press Style documentation.

How assignment will be adapted in online format

Students will submit the assignment through the CMS and will be provided with instructor feedback through the grade book function, messaging, or other form of confidential communication within 2 weeks of submission. Any material for students and communications must meet accessibility guidelines.

Assignment Type

Other

In-class and/or outside of class

Outside of class

Formative or Summative

Summative

Assignment

Multimodal Project: Compose a 3-5 minute video covering a local news item in which the visuals, characters, movement and audio form a focused and cohesive story. The story must be newsworthy and must offer viewers diverse perspectives. Technically, include a dynamic combination of voiceover, interview, b-roll, text, audio, and graphics that work together to support the news story.

How assignment will be adapted in online format

Students will submit the assignment through the CMS and will be provided with instructor feedback through the grade book function, messaging, or other form of confidential communication within 2 weeks of submission. Any material for students and communications must meet accessibility guidelines.

Assignment Type

Other

In-class and/or outside of class

Outside of class

Formative or Summative

Summative

Assignment

Multimodal Project: Remediate your report into a 2-4 minute podcast for a targeted audience. Ensure the podcast includes a defined introduction, middle, and conclusion. Incorporate aural elements, such as music, intentional pauses, and sound effects to set a pace and to support the voiceover. Include a 15-30 second teaser intended to generate listener interest



How assignment will be adapted in online format

Students will submit the assignment through the CMS and will be provided with instructor feedback through the grade book function, messaging, or other form of confidential communication within 2 weeks of submission. Any material for students and communications must meet accessibility guidelines.

Assignment Type

Other

In-class and/or outside of class

In-class

Formative or Summative

Formative

Assignment

Exam Questions: What is the role of the free press in a democratic society? Why is the press informally referred to as the fourth estate? Explain the historical significance of Acta Diurna in relation to the history of journalism. What is the right to petition? Offer a specific historical example to support your explanation.

How assignment will be adapted in online format

Students will submit the assignment through the quiz feature CMS. Instructor feedback is provided through one or more CMS features. Any material for students and communications must meet accessibility guidelines.

Assignment Type

Reading

In-class and/or outside of class

In-class

Formative or Summative

Formative

Assignment

Choose a journalist who covers historically marginalized groups or who is historically marginalized and read 3 of their news stories. Be prepared to discuss this in class after reading.

How assignment will be adapted in online format

Online courses should make course material, including assignment instructions, supplemental resources, website links, etc., available to students through the CMS. Students can use an online search to access materials written by this journalist. Students can also engage with each other through discussion posts or video conferencing platforms which can be utilized synchronously or asynchronously. If it is a quiz, it can be done through the CMS. Feedback can be given by the instructor through the CMS. Any material for students and communications must meet accessibility guidelines.

Assignment Type

Writing

In-class and/or outside of class

Outside of class

Formative or Summative

Summative

Assignment

Create a news story about a group or event that includes a diverse and historically marginalized perspective. This can be an on-campus event or a community event: examples include Dia De Los Muertos, Pride Week, Hispanic Heritage Month, or similar. This

story should work to include a perspective that is historically marginalized and includes a wide range of interests, backgrounds, and experiences of people. It will also include a discussion of a group which can be different ethnicities, races, socioeconomic statuses, genders, exceptionalities, languages, religions, sexual orientations, and geographical areas.

How assignment will be adapted in online format

Students will submit the assignment through the CMS and will be provided with instructor feedback through the grade book function, messaging, or other form of confidential communication within 2 weeks of submission. Any material for students and communications must meet accessibility guidelines.

Course Materials**Textbooks**

Harrower, T (2013). Inside Reporting: A Practical Guide to the Craft of Journalism McGraw-Hill. ISBN: 978-0-07-352617-1

The Missouri Group (2019). News Reporting and Writing - 13th Edition Bedford/St. Martins. ISBN: 978-1319208165

Briggs, M., M (2019). Journalism Next: A Practical Guide to Digital Reporting and Publishing 4th ed. SAGE. ISBN: 978-1544309446

Other Resources

The Associated Press. The Associated Press Style Handbook 22022 and Briefing on Media Law. The Associated Press , 978-1541601659

Open Educational Resources

<https://uen.pressbooks.pub/writingforelectronicmedia/front-matter/introduction-2/>

<https://pressbooks.pub/webliteracy/front-matter/updated-resources-for-2021/>

Class Size Information**Class Size**

35

Class Size Category

B - Facilitated learning 35

Diversity and Inclusion

Explain how diversity and inclusion(e.g., gender, culture/race, sexuality, etc.) is infused into the course.

The course revision includes content that has explicit language detailing more diversity and inclusion in course materials and in the discussion areas, specifically as it pertains to race, gender identity, sexual orientation, and cultural differences. Specific language has been included in the course to be inclusive of these items through awareness of audience and differences when gathering and writing news. As students are gathering and learning how to report on their news stories it is important to include all applicable voices into their stories, this is covered extensively in the COR and the course materials.

Describe how assignments, instruction, evaluation, course content, and interactions are contextualized for diverse learners promoting an equitable course.

Students will be able to choose the news stories that they feel represent the diverse voices, in so doing they will bring to life content from a variety of diverse learning perspectives. Additionally, students are encouraged to be inclusive in their language and writing in order to promote diversity in their news gathering. Different learning styles will be enhanced through the use of video recordings along with text based information, additionally there will be different styles of assignments - including assignments that are not just text based. Finally, there will be a focus on the history of journalists and their diverse voices in society through readings / biographies / stories and their work. Lectures will work to include perspectives to include a wide range of interests, backgrounds, and experiences. Lectures, assignments, reading and discussions will also address differing viewpoints among groups of people and individuals with different ethnicities, races, socioeconomic statuses, genders, exceptionalities, languages, religions, sexual orientations, and geographical areas.

Interactions

Explain how the course will incorporate student-to-student interaction.

This course will require the use of discussion posts in order to facilitate student to student interaction - additionally there are peer reviewed assignments for each news story that will allow students to collaborate on editing and making each news story better. This requires a great deal of student-to-student interaction. Students are responsible for reviewing and editing their classmates news

stories and providing feedback for them that will include interaction with one another in the form of suggestions on how to improve their writing.

Explain how the course will incorporate instructor-to-student interaction.

The instructor will provide weekly announcements which will also be emailed to each student. These emails can be text announcements or video announcements. Certainly there will be instructor to student interaction in the form of feedback on student work. Additionally, having the instructor roam the room in a face to face setting during student groups is a great opportunity for instructor to student engagement. Finally, students can email questions and get help from instructors by email.

Explain how the course will incorporate student-to-content interaction.

Students will be engaged in the peer review process which requires understanding and applying the content to the editing process of their peers. Additionally, the discussions will allow for student elaboration on the course content. Students will be required to apply what they have learned in the readings and the course content / lectures through their news writing stories. They will be asked to submit several types of news stories, including an interview and a press conference. They must demonstrate their understanding of the course content by creating their own news stories.

Explain how the course will incorporate student-to-self interaction (metacognitive).

The students will be asked to self reflect on their writing and assignments after peer reviews in order to assess their abilities and their learning. They will also be able to do so in self reflections. Students will be asked to create a portfolio of their writing in the class and reflect on their improvements throughout the course to the end product.

Key: 1963