ENG201W-1: MULTIMEDIA JOURNALISM
Fall 2017
Mondays and Wednesdays 1-2:15 p.m.
Callaway N203

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or by appointment

THE COURSE
About News Reporting and Writing
This course focuses on writing and reporting for newspapers, radio, magazines, online sites and social media in the digital age. Since the journalism industry is multimedia in nature, you will learn ways to write in various formats and use technology to produce powerful print, online and broadcast journalism. You also will create and develop your own website as part of the Emory “A Domain of One’s Own” program and publish your multimodal writing. This project will prepare you for digital citizenship and teach you best practices for online publication. Your online presence will allow you to archive your work, engage your readers and viewers, and build a digital identity that will last beyond this course. Through your classmate’s websites, you will have the opportunity to read each other’s writing, engage in online conversations and create a networked course community.

Although the assignments are designed with strong digital components, you will still focus on the traditional skills of formulating a topic and refining story ideas; researching, identifying and developing sources; reporting in-depth; interviewing; making observations; explaining complexities; and improving your writing. We will focus on clear writing, solid reporting and the accurate and honest presentation of facts. You will gain broadened knowledge of current events, mastery of journalistic style, attentiveness to deadlines, and an understanding of professional standards. Our goal will be masterly storytelling across media platforms.

Our class will function as a newsroom. Journalistic formats and techniques form the basis of all writing for non-expert audiences, although this course does not assume any background in journalism. We will discuss readings and PowerPoint presentations that you will complete ahead of our sessions. You also will practice writing in class and receive out-of-class reporting assignments. In this work, we will focus on the writing process—producing powerful and original journalism through stages of writing, critique and revision. You will attend events and conduct interviews for your stories. You will write, learn from the critiques of your writing, and then rewrite. You also will have
opportunities to deconstruct good and bad writing and discuss each other’s work. Good journalists are well-informed readers and viewers. You will become critical consumers of all media by reading, watching and listening to as much news as possible. I expect you to read The Atlanta Journal-Constitution and The New York Times daily and subscribe to the Associated Press Twitter feed. You will be responsible for knowing key details of major stories for news quizzes.

This course, then, is an opportunity to learn together. I expect you to strive for high standards and excellent performance. I also hope you have fun. Journalists have the opportunity to meet fascinating people and learn something new every day. In my more than 20 years as a radio and newspaper reporter, I often thought, “This beats having a job.”

Course Goals

- The class will gain mastery of journalistic style and communication with the general public by developing capabilities in various journalism formats and techniques.
- Students will acquire background and a grasp of how technology is altering the journalistic landscape. They will develop and hone technology skills to produce news reports for audio and video media and online.
- Students will develop a comprehension of digital citizenship and best practices. They will create, build and advance their digital identities, engage in online conversations, and establish a networked course community.
- Students will develop attentiveness to deadlines, a respect for accuracy and an understanding of professional standards.
- Students in the class will broaden their knowledge of current events and become more critical, perceptive consumers of news.

Course Texts and Materials

Inside Reporting: A Practical Guide to the Craft of Journalism, third edition, Tim Harrower

The Associated Press Stylebook and Briefing on Media Law (2015)


Please check the course Canvas site daily for updates and additions.

COURSE REQUIREMENTS AND GRADING

NOTE: I will be away roughly Nov. 4-17 to attend the United Nations climate talks in Bonn, Germany with an Emory student delegation. During this time, I will schedule class assignments and activities to complete and submit online while you also work on the major assignments. I will be in regular contact with you via Canvas and email.
This is a writing-intensive course that emphasizes reporting, writing, and rewriting. As writer Robert Cormier said, "The beautiful part of writing is that you don't have to get it right the first time, unlike, say, a brain surgeon. You can always do it better, find the exact word, the apt phrase, the leaping simile."

We will pay close attention to the mechanics of good writing: grammar, spelling, punctuation, precise word choice, strong sentences and well-organized paragraphs and stories. We will use these building blocks to develop ease in writing for the public.

Each major writing assignment will involve several parts including rough drafts, peer editing, my comments, and the final draft. You will submit rough drafts for peer editing and my critique. I will be available to meet and discuss revisions. You will then rewrite, revise and submit a final draft. All assignments must be submitted on the designated due date and time. Deadlines are taken seriously in this course and late assignments will not be accepted, except in the case of a documented personal or family emergency. You are required to submit all parts of an assignment. Failure to do so will result in reduction of the final grade by a half-grade for each part missed.

1. Style and Attribution Tests, Storify Assignment, 10 percent.
   You will take two multiple-choice, open-book tests on the Associated Press Stylebook and on broadcast style. You also will be tested on the use of quotations and attribution. This part of your grade also will include the Storify assignment you complete at the beginning of the semester.

2. Domain, 5 percent. Sign up for your domain at http://www.domain.emory.edu/

3. Homework, In-Class Work, Social Media, and Quizzes, 10 percent.
   Your work will include quizzes on current events, class writing exercises, tweets to the course Twitter feed, and homework assignments. I will drop your lowest quiz grade.

4. Class participation, 10 percent.
   We live in lively and challenging times. A significant part of your grade will rest on active, thoughtful and consistent participation in class. Attendance is only part of your class participation grade; you cannot receive an A in class participation merely by showing up. I expect you to prepare for and participate fully in class discussions and activities. By this I mean researching and completing assignments, engaging in the class, speaking up, and respectfully responding to others in your midst. When you are reading and responding to personal emails, you are not participating; this will count significantly against assessment of your participation. Exceptional engagement will improve your grade while a lack of involvement will hurt the course outcome.

5. Writing Assignments, 65 percent.
   You will complete a research project and four major reporting and writing assignments. They include:
   Research project on topic for feature story and podcast, 5 percent.
   News story assignment, 10 percent.
   Listening Post video assignment, 15 percent.
Podcast assignment, 15 percent. Feature story or individual profile, 20 percent.

**YOUR RESPONSIBILITIES**
I place great emphasis upon these responsibilities:

1. **Absences and Punctuality**

Attending every class and arriving on time is essential. Everyone’s input is important to a rich and beneficial experience. I will take attendance at the beginning of each class and expect everyone to be present. Late arrivals are disruptive and disrespectful to your classmates and to me; habitual tardiness will hurt your final grade.

I consider more than two unexcused absences excessive and will reduce your grade in proportion to the number above this limit. Other absences for illness or personal emergencies need to be documented in writing. In-class participation represents a significant portion of your grade. It is important for you to attend every class meeting and be engaged.

2. **Honor Code**

Plagiarism undermines a journalist's credibility, integrity and abilities. It will not be tolerated. All work must be original and references and quotes from any source properly cited. I take plagiarism and other forms of academic dishonesty seriously. Should I suspect that you engage in academic dishonesty in this course, I will refer the case to Emory’s Honor Council. You may also receive an F on the assignment(s) in question.

The Honor Council says about academic misconduct:
*The Honor Code is in effect throughout the semester. By taking this course, you affirm that it is a violation of the code to cheat on exams, to plagiarize, to deviate from the teacher's instructions about collaboration on work that is submitted for grades, to give false information to a faculty member, and to undertake any other form of academic misconduct. You agree that the instructor is entitled to move you to another seat during examinations, without explanation. You also affirm that if you witness others violating the code you have a duty to report them to the honor council.*

Please review Honor Council requirements:
[http://www.college.emory.edu/home/academic/honor-council/index.html](http://www.college.emory.edu/home/academic/honor-council/index.html)

3. **Accuracy**

Getting the story right is the first job of any news writer. Your credibility as a journalist depends upon it. A major factual error on a paper, such as the misspelling of a name, will result in a significantly lowered grade.

4. **Deadlines**

Assignments are due on the stipulated deadline and at the stipulated time, unless
otherwise stated. Late papers, without a valid excuse, will not be accepted. This is a harsh rule in journalism, but you cannot miss a deadline.

5. Electronic Devices
Cell phones should be silenced and stowed during class. I also ask that you store all electronic devices when we have class guests so that you can give speakers your undivided attention. I allow the use of laptops for class-related work but not for checking personal email. If you have compelling personal business to conduct, please leave the classroom and take care of it. Checking personal email during class time will hurt your grade significantly.

Student Success Resources

Access and Disability Resources
I strive to create an inclusive learning environment for all. I am invested in your success in this class and at Emory, so please let me know if anything is standing in the way of your doing your best work. This can include your own learning strengths, any classroom dynamics that you find uncomfortable, ESL issues, disability or chronic illness, and/or personal issues that impact your work. I will hold such conversations in strict confidence.

Students with medical/health conditions that might impact academic success should visit Access, Disability Services and Resources (http://www.ods.emory.edu/index.html) to determine eligibility for appropriate accommodations. Students who receive accommodations must present the Accommodation Letter from ADSR to your professor at the beginning of the semester, or when the letter is received.

Peer Tutoring Writing Support
Tutors in the Emory Writing Center and the ESL Program are available to support Emory College students as they work on any type of writing assignment, at any stage of the composing process. Tutors can assist with a range of projects, from traditional papers and presentations to websites and other multimedia projects. Writing Center and ESL tutors take a similar approach as they work with students on concerns including idea development, structure, use of sources, grammar, and word choice. They do not proofread for students. Instead, they discuss strategies and resources students can use as they write, revise, and edit their own work. Students who are currently enrolled in an ESL-supported section of English 101, English 123, or English 221 or who plan to take one of those courses next semester should see ESL tutors, as they are specifically trained to support students in ESL Program courses. To learn more about ESL tutoring or to make an appointment, go to http://tinyurl.com/eslemory. All other students in the college should see Writing Center tutors who are trained to work with this broader population. Learn more and make an appointment at http://writingcenter.emory.edu. Please review tutoring policies before your visit. The Writing Center is located in Callaway N-212.
Emory Counseling Services
Free and confidential counseling services and support are available from the Emory Counseling Center (404) 727-7450. This can be an invaluable resource when stress makes your work more challenging than it ought to be. [http://studenthealth.emory.edu/cs/](http://studenthealth.emory.edu/cs/)

**MEET THE INSTRUCTOR**
Sheila L. Tefft, a senior lecturer in The Emory Writing Program, was a reporter, editor and foreign correspondent for almost 25 years. She served as Emory Journalism director 2000-2009. Prior to joining Emory, she taught journalism and writing courses at Louisiana State University. She spent 12 years in Asia where she was a correspondent and bureau chief for *The Christian Science Monitor* in Beijing, Bangkok and New Delhi. She attended Marquette University and holds a bachelor's degree in journalism from the University of Wisconsin. She received a M.Sc. degree in economic history from the London School of Economics and Political Science in 1977. She also worked as a business reporter and editor for *The Chicago Tribune* and *The Atlanta Constitution* and freelanced for many other publications, including *BusinessWeek*, *The Washington Post* and *Smithsonian Magazine*. 
Did I Plagiarize?
Source: The Visual Communications Guy