

Course: J100: Introduction to Newswriting (3 units)
UC BERKELEY GRADUATE SCHOOL OF JOURNALISM
J100: Introduction to News Reporting

May 21-June 28, 2018

Monday, Tuesday, Wednesday 9-11am, Thursday 9-10:30am

Section 2

Instructor: Yumi Wilson
GSI: Simon Campbell
Location: Barrows Hall 110
Office Location: Northgate Hall
Office Hours: TBD

Course Overview

This is a fast-paced, intensive introductory course that lays out basic journalism techniques and principles, introduces students to classic examples of journalism, gives them exposure to professional practitioners and newsmakers, instills ethical behavior, and provides practice in writing various types of journalistic stories. Designed both for those who are new to journalism and those with some journalism experience, this course will boost the skills of students no matter their level of expertise. There are no prerequisites for this course.

Each class will focus on key journalism concepts via textbook readings, exercises, in-class assignments and field reporting. Students will receive hands-on instruction in interviewing, reporting, writing leads, story structure, and working with speed and accuracy. Students will apply their learning by writing and reporting different types of stories.

This is a lively seminar-style class, so student participation in all discussions and classroom activity is vital. Students are expected to be involved, show improvement, and produce publishable journalistic content, and therefore will be edited much more closely than you may have experienced in other courses. Writing, editing, and rewriting is the way reporters learn.

Learning Objectives

- Understand the basic elements of a news story
- Write a basic news feature
- Write a basic breaking news story
- Understand the Society of Professional Journalists Code of Ethics and other principles that guide journalists to produce fair and accurate stories.

Instructor Bio

Yumi Wilson is the president of Journalism and Women Symposium, an organization that supports the professional empowerment and personal growth of women in journalism. Ms.

Wilson is also a tenured journalism professor at San Francisco State University and a journalist with more than 25 years of experience as a news reporter at *The Associated Press* and *San Francisco Chronicle*, content producer at *Yahoo*, communications manager at *LinkedIn* and co-host and producer at *KALW*'s "City Visions" public affairs program. She is the recipient of the Fulbright grant and Knight-Wallace journalism fellowship. In 2013, she was chosen as one of Twitter's "12 Smartest Women of Color."

Required Readings

- [Writing and Reporting News: A Coaching Method \(Mass Communication and Journalism\) 8th Edition](#) by Carole Rich
- Online edition of [AP Style Guide](#) AND [AP Style Quizzes](#)
- News stories every day

Grading Breakdown

In class work and homework	55 points
News Feature Draft	10 points
Final Feature	20 points
Quizzes	10 points
Presentation	5 points
Total	100 points

Standards and Evaluation

The TA and/or instructor will be grading homework, in-class work and quizzes. The news features will be given final review by your instructor. Your effort and improvement over time will be considered in your overall assessment.

Grading Criteria for Writing Assignments

Clear, concise, compelling lead

Clear, concise, explanatory nut graph

ORIGINAL attributed quotes

Original reporting

Sourced facts

Explanatory paragraphs arranged in a logical sequence/order

Ideas/issues explained simply and clearly

Informed/critical analysis of a chosen topic/issue

Neutral tone

Follows AP style
 Proofread for grammar, punctuation, spelling
 Absence of bias & assumptions, Absence of plagiarism
 Turned in by deadline
 Overall effort

Grading Rubric for news writing assignments

Lead:
 Clear, concise, compelling, attention-grabbing lead that is thematically related to your nut graph

Nut Graf:
 Clear, concise, Ws/H, explanatory: what is happening? why now?

Reporting:
 Original attributed quotes, balanced reporting, sourced facts, observed detail

Writing:
 Logical organization, clear explanations, informed analysis, engaging style

Due Diligence:
 Proofread for grammar, AP style, free of assumptions, bias, plagiarism

Overall Grading Scale

<p>A+ (98-100) A (93-97) A- (90-92)</p>	<p>Outstanding work. Exhibits original thinking, ambitious reporting and research, excellent grammar & style. Strong leads and nut graphs. Participates actively in class discussions; meets deadlines & misses little or no class time. Shows improvement over the course of the semester.</p>
<p>B+ (87-89) B (83-86) B- (80-82)</p>	<p>Very good work. Assignments exhibit original thinking, strong reporting and research, fact-checking and proofreading, limited grammar and style errors, and good journalistic style. Effective leads & nut graphs. Participates in class and in news discussions; meets most deadlines & misses little class time. Shows some improvement over the course of the semester.</p>
<p>C+ (77-79) C (73-76) C- (70-72)</p>	<p>Satisfactory work. Stories contain minimal reporting and lack original ideas or research, need more fact-checking and proofreading, and show little grasp of journalistic style. Weak leads & nut graphs. Consistent style and grammar errors. Some participation in class and news discussions; misses multiple deadlines & more than ONE class session. Does little of the reading. Shows little improvement over the semester.</p>

D+ (67-69) D (63-66) D- (60-62)	Poor work. Stories contain little to no reporting, original ideas or research. Major style and grammar errors in all work. Work is sloppy, rushed or not factual. Little to no grasp of journalistic style. Almost never participates in class or news discussions; misses most deadlines & more than TWO class sessions. Isn't doing the reading. Shows no improvement over the course of the semester.
F (≤ 59)	Failing. Misses most classes, completes little or no class work.

Deadlines

Deadlines for assignments will be posted on bCourses. Learning to meet deadlines is an important part of becoming a journalist, so we do not grant extensions for any reason other than illness or family emergencies.

Late stories will be marked down 10% (one letter grade) for each day they are late. Assignments that are more than three days late will not be accepted. Quizzes cannot be made up.

Attendance Policy

Please do not schedule interviews or reporting trips during class time. If you miss more than two class sessions, you will be in danger of failing the course.

If you must be absent because of an illness, travel or unavoidable personal appointment, please let us know as far in advance as possible. It is your responsibility to catch up on anything you miss if you are absent. That means: checking bCourses, getting notes from a peer, or seeing the instructor/TA during office hours.

Email, bCourses & Technology

Laptops and iPads are appropriate for taking notes, following along with course materials online, and engaging in peer workshopping. Laptops should be closed during guest speaker visits unless you have an accommodation.

We will use bCourses for a significant portion of this class. Students will submit all assignments via bCourses and will find supplemental readings, course updates, and announcements there. Students should check their UC Berkeley email daily for course updates or announcements. JStudents should use Google Docs for peer workshopping during newsroom time.

Academic Dishonesty and Plagiarism

Students will abide by the [Student Code of Conduct](#). There is a zero-tolerance policy for work that is submitted without proper attribution and that constitutes plagiarism. If students are unsure about the expectations regarding the Student Code of Conduct, please seek advice from the instructors.

Digital and paper trails are crucial elements of accountability in journalism. Students are expected to record all interviews with a digital recorder or their smartphone and keep an archive

of them for the duration of the term. Students must also keep all reporting notes and completed assignments organized & accessible in Google Docs for the duration of the term. Students should be prepared to provide notes and/or recordings to instructors, if asked.

Disabled Student Services:

If you require an academic accommodations for this course, you must follow the intake and accommodation procedure to obtain a [Letter of Accommodation](#).

Please contact Extension Disabled Student Services (EXDSS) at extension-dss@berkeley.edu or (510) 643-5732. If you already have a Letter of Accommodation from Extension Disabled Student Services for this course, please make an appointment with me to have a confidential discussion of what you will require for this course.

Monday, May 21	Tuesday, May 22	Wednesday, May 23	Thursday, May 24
<p>Welcome. A little bit about me and our TA, Simon Campbell. Why did I choose journalism? I'll share my reasons in a news story! Headline: Nosey kid becomes a journalist: Was it the right choice?</p> <p>Introduce CoSchedule to write better headlines and Grammarly to check your work ... and talk about Oxford comma).</p> <p>Lecture: Why Journalism? Ask students why they are taking this course.? PPT</p> <p>In class: Take diagnostic test ... NYT quiz for May 1 and AP quiz #77 (not graded)</p> <p>Take screenshot of scores and save to bCourses. Review together.</p> <p>Review syllabus and discuss working in pairs each week. Decide your partner for the week and the importance of using Google Docs.</p> <p>Homework: In pairs, read Ch.1 and 2 of Carole Rich book. Do Ex. 4 in Chapter 1. Do Ex. 3 in Chapter 2.</p>	<p>Lecture, Part 1: What makes a story newsworthy?</p> <p>Review Ch. 1 on the qualities of news ... In class: Guess the Quality of News game</p> <p>Lecture, Part 2: What's a basic news story?</p> <p>A review of Chapter 2 on elements of the basic news story, the difference between hard news v. features the need for a nut graph, and attribution. ... In class: do Ex. 5 on Quotes and attribution.</p> <p>In class: We'll be focusing on soft news first. Write story on left-handers in Ch. 2, but don't follow directions ... please do this instead: Write a soft news story. Format: Headline Byline(s) Date Word Count Soft lead Elaboration of lead Best quote ever Nut graph Reaction from others (interview at least two other people) Body (supporting facts,</p>	<p>Lecture: How do you write a profile? (Ch. 17) Also, talk about sources (Ch. 4) and Interviewing Techniques (Ch. 5) ... On the record v. off the record, the need to record and take pics – even in a text-only story.</p> <p>In class: Speed Interview: In pairs, interview one another for five minutes each. Ask for person's name, spelling of name, age, occupation, year in school, major. Exchange contact info. Ask peer to describe the most frightening childhood memory (accident, dream, etc.). Use recorder to capture best quotes and take pictures. (10 points)</p> <p>Guest speaker: Otis Taylor, Jr. of SF Chronicle</p> <p>Homework: Write profile about peer. In addition to the interview, Google student to find out more, and then set up a second interview in person, by phone or video conference to follow up on those discoveries. Only include info that's relevant to story focus and info</p>	<p>Soft-lead stories on left-handers due</p> <p>Ex. 8 from Ch. 7 due</p> <p>Go over Ex. 8 from Ch. 7 in class to start discussion on feature leads</p> <p>Lecture: What are the different kinds of feature leads?</p> <p>In class: In pairs, start on Ex. 5, 6, 7 and 9 in Chapter 7. Finish at home in Google Docs. Due 9 a.m. Monday, May 28. (2.5 points)</p> <p>Read AP style blog post on Dreamers. Take NYT quiz of March 27 and AP style Quiz #78. (2 points). Post screenshots of scores to bCourses by 9 a.m. Tuesday, May 29.</p>

<p>Due 9 a.m., Tuesday. (Homework: 2.5 points)</p>	<p>background, etc.) End with. quote</p> <p>Homework: As pairs, finish Ex. 1 on left-handers by 9 a.m., Thursday, May 31. (In-class work: 5 points)</p> <p>Individually, read Ch. 4 and 5 and please read three articles by Otis Taylor Jr. of SF Chronicle.</p>	<p>that's been verified. Also, include quotes/information from two other sources. Word count: 500. Due 9 a.m., Wednesday, May 30. Same format at left-handers. (10 points)</p> <p>Additional homework: Read Ch. 17 on profiles and Ch. 7 on leads. Do Ex. 8 (anecdotal lead). (2.5 points)</p>	
<p>Monday, May 28</p>	<p>Tuesday, May 29</p>	<p>Wednesday, May 30</p>	<p>Thursday, May 31</p>
<p>No class: Memorial Day</p>	<p>Due: Scores from quizzes Exercises from Ch. 7</p> <p>Discuss AP style blog post on Dreamers</p> <p>Return hard news stories on left-handers (Optional revision due Monday, June 4)</p> <p>Lecture: What kinds of stories make good news features? Where can you find story ideas for news features? What about experts and others?</p> <p>In class: Show examples of news features and do a brainstorming session (how to find a news feature).</p> <p>Format for pitch: Potential headline Lead Nut graph At least one source you reached Other sources Data</p> <p>Homework: Individually, come up with two story ideas for your news feature. (2.5 points)</p> <p>Due Thursday, May 31. Also, read at least three articles and/or websites about our guest, Vice Mayor Teddy Gray Vasquez King</p>	<p>Due: Speed Interview</p> <p>Guest speaker: Teddy Gray Vasquez King</p> <p>Lecture: introduce WSJ method from Ch. 9.</p> <p>In class: In pairs, do Ex. 2 in Ch. 9. (2.5 points)</p> <p>Homework: Finish Ex. 2 and do your story pitches</p>	<p>Due: Ex. 2 in Ch. 9 Due: Story ideas</p> <p>Workshop: Story idea (Two groups of 20)</p> <p>News feature format: Opening (1 to 3 graphs) Best quote ever Nut graph Evidence to support nut graph Second source reacting to nut graph Transition to history or background Third source reacting to nut graph (Opposing view) More information Circular ending</p> <p>Homework: Write the first draft of your news feature in WSJ method. Word count: 800 to 1,000 words. Due Thursday, June 7 (10 points)</p> <p>Also, take NYT quiz of April 10 and AP Style quiz 79. (2 points)</p> <p>Read AP blog post on Charlottesville.</p>

Monday, June 4	Tuesday, June 5	Wednesday, June 6	Thursday, June 7
<p>Due: AP style quiz and NYT times quiz scores</p> <p>Discuss Read AP blog post on Charlottesville.</p> <p>Watch VICE story on Charlottesville protests</p> <p>Lecture: Discuss Ch. 10 on Storytelling Structure and Techniques</p> <p>Stage One: Tease me Stage Two: Tell me what you're up to Stage Three: Prove what you said Stage Four: Help me remember it (P. 194)</p> <p>In class: TBD (2.5 points)</p> <p>Homework: Work on draft</p>	<p>The whole package: Visuals, infographics and more</p> <p>Create WordPress site to post your news feature. The importance of video, pictures and infographics</p> <p>Lecture: Why do we need to get things right?</p> <p>What's libel and defamation? How about the NY Times v. Sullivan case? And what are the four basic principles of the SPJ Code of Ethics? I'll talk about how to get things right. It all starts with the ability to listen without judgment, going beyond your comfort zone and taking meticulous notes.</p> <p>In class: In new pairs, do Ex. 2 in Chapter 14 and Ex. 1 together. (2.5 points)</p> <p>Homework: Finish Speed Interview.</p> <p>Individually, read Ch. 14 and 15 on media law and ethics. Do Ex. 1 in Chapter 14 and Ex. 2 and 3 in Ch. 15. Due Tuesday. (2.5 points)</p> <p>Also read three articles or sites on Mira Veda of Lipstick&Politics.</p>	<p>First draft due</p> <p>Guest speaker: Mira Veda of Lipstick & Politics</p> <p>Individual meetings with Yumi to discuss first draft (final feature due Thursday, June 14)</p> <ol style="list-style-type: none"> 1. 10:10 2. 10:20 3. 10:30 4. 10:40 5. 10:50 6. 11 7. 11:10 8. 11:20 9. 11:30 10. 11:40 11. 11:50 12. Noon 13. 12:10 14. 12:20 15. 12:30 <p>Meeting (2.5 points) Homework: Watch Shattered Glass movie and write a one-page report. (2.5 points) Due Tuesday, June 12.</p>	<p>Individual meeting time</p> <ol style="list-style-type: none"> 16. 8:30 17. 8:45 18. 9 19. 9:10 20. 9:20 21. 9:30 22. 9:40 23. 9:50 24. 10 25. 10:10 26. 10:20 27. 10:30 28. 10:40 29. 10:50 30. 11 31. 11:10 32. 11:20 33. 11:30 34. 11:40 35. 11:50 36. Noon 37. 12:10 38. 12:20 39. 12:30 <p>Take NYT quiz for April 17 and AP style quiz 80. (2 points) Screenshots due Monday, June 4.</p> <p>Read AP blog post on alt-right.</p>

Monday, June 11	Tuesday, June 12	Wednesday, June 13	Thursday, June 14
<p>AP style quiz scores and NYT score due</p> <p>Discuss AP blog post on alt-right.</p> <p>Lecture: What's a breaking news story? Guess the Breaking News story game</p> <p>And how do you cover it? Information that you need: What happened? When did it happen? Where? Why? How? Who did it? Who did it affect?</p> <p>Mock press conference on an earthquake – breaking news</p> <p>In new pairs, write a breaking news story of no more than 200 words based on the mock press conference. Finish by end of class. (5 points)</p> <p>Homework: If necessary, finish breaking news story at home.</p>	<p>Discuss Shattered Glass</p> <p>More on breaking news</p> <p>In class: In same pairs, read Ch. 9 on Story Forms and do Ex. 1. (5 points)</p> <p>Homework: If necessary, finish Ex. 1 in Ch. 9 at home. Due 9 a.m., Wednesday. Prepare for our guest, Kevin Fagan, by reading at least three articles by him, including one that deals with homelessness in the Bay Area.</p>	<p>Go over Ex. 1 in Ch. 9</p> <p>Guest speaker: Kevin Fagan of the SF Chronicle on homelessness in the Bay Area</p> <p>Homework: Finish final feature</p>	<p>Final feature due</p> <p>Lecture: How do you write about crime?</p> <p>In class: In pairs, write Ex. 1 in Ch. 20 under deadline pressure. Due: Monday, June 18. (5 points)</p> <p>Take NYT April 24 quiz and AP style quiz #82. (2 points)</p> <p>Read AP blog post on Manning.</p>
Monday, June 18	Tuesday, June 19	Wednesday, June 20	Thursday June 21
<p>Due: Ex. 1 in Ch. 20 and AP and NYT scores</p> <p>Discuss AP blog post on Manning</p> <p>Lecture: How do you write about a speech? Discuss speeches, news conferences and meetings? Ch. 18 (pay particular attention to p. 351 on speeches)</p> <p>In class: In class exercise on Steve Jobs speech (In class: 5 points)</p>	<p>In class: Finish speech stories on Steve Jobs</p> <p>Review</p> <p>Homework: Prepare to write a speech story on our guest. Read Ch. 18 on speeches.</p>	<p>9 to 10 a.m. Guest speaker: TBD</p> <p>In class: In pairs, write a speech story about our speaker under deadline pressure. (discuss how to start the story, and which quotes are best)</p> <p>Word count: 350. Due Thursday, June 21. (10 points)</p>	<p>Return Ex. 1 in Ch. 20 (Set revision deadline)</p> <p>Discuss final presentation requirements</p> <p>Homework: Take AP style #87 and NYT quiz May 1. (2 points)</p> <p>Read AP blog post on Illegal No More.</p>

Monday, June 25	Tuesday, June 26	Wednesday, June 27	Thursday, June 28
<p>Discuss AP blog post on Illegal No More</p> <p>Return final features (Optional revision due by presentation time)</p> <p>Wrap of class and discussion on how journalism skills will help you in the future</p>	<p>Presentations (5 points) 15 people</p> <p>9:10, 9:15, 9:20, 9:25, 9:30, 9:35, 9:40, 9:45, 9:50</p> <p>10 Break</p> <p>10:10, 10:15, 10:20, 10:25, 10:30, 10:35, 10:40</p>	<p>Presentations Eight people</p> <p>9:10, 9:15, 9:20, 9:25, 9:30, 9:35, 9:40, 9:45</p> <p>Guest speaker: Jeff Chang</p>	<p>Presentations 16 people</p> <p>9:10, 9:15, 9:20, 9:25, 9:30, 9:35, 9:40, 9:45, 9:50</p> <p>10 Break</p> <p>10:10, 10:15, 10:20, 10:25, 10:30, 10:35, 10:40</p>