News Reporting and Writing

Course strength – Entry level I
Course duration – 36 sessions, term II, 2020
Lecture time –
Venue:
Course mode – Theory & Practice
Instructor: Dr. CHANG, Shih-Chien (scchang@ccu.edu.tw)

Course Description and Specifications

Course description

To continue the training from Basic News Writing, this course shall enhance the student's writing skills to follow news reporting procedures. As the related principles, rules, and theories of journalism are elaborated, the students will apply them into practice, which covers how to choose a topic, collect and organize news materials for reporting under different news genres. Besides, the shifting media ecology, also the refreshed skills of news reporting, caused by emerging new media will be introduced. The student will follow the dialectical learning process between disciplines and practice to develop his/her fundamental writing and reporting skills, which will be the solid base for advanced training and Chung Cheng E-News.

Course Intended Learning Outcomes (CILO):

- CILO 1: The students will learn the disciplines of journalism and its history.
- CILO 2: The students will understand limitations and opportunities the new media brings to journalism.
- CILO 3: The students will develop proper topics, collect and organize materials for news reporting.
- CILO 4: The students will acknowledge shifting news writing and reporting skills in the new media era.

Teaching and Learning Activities (TLAs)

- Lecture - 50%
  - The lecturer elaborates the related disciplines, concepts, rules, theories, cases, and operational procedures.
- Seminar - 25%
  - The students are divided into groups to study the extra materials and collect related cases. Each group shall present their study outcomes to others for advanced learning and reflexive thinking.
- Tutorial - 25%
  - The final project will be completed step by step by each group. The group shall follow the scheduled steps, meaning to complete all the project's components respectively, and present their working outcome to the mentor, who gives further suggestions or directives for improvement, during tutorial session.

Assessment

Attendance 5%
Participation: 5%
Seminar presentation (in group): 20%
Final project (in group): 40%
Final exam: 30%

- **Attendance (5%)**
  - This item is based on the individual's roll call record. Roll call will be done in the beginning of each session. A student will have 1 point if s/he enters classroom before the roll call finishes and 0.5 points after it. S/he shall have 0 due to absence. The sum of the points a student has in the semester represents his/her attendance marks. The student's absence record can be written off when s/he presents acceptable certificate for sick leave or compassionate leave.
- **Participation (5%)**
  - The participation is based on the student's performance in and after class. The more a student delivers feedback to the teaching topics, including asking relevant questions and engaging in discussion, the more marks in this part s/he gets.
  - Students are welcomed to have discussions with the lecturer during the office hours when they need further clarification of concepts presented in class, or assistance about the homework assigned. An appointment beforehand via email is necessary for the discussion.
    - Assessment criteria
      - Frequency 70%
      - Relevance 30%
- **Seminar presentation (in group) (20% = 10% + 10%)**
  - Each group has an article beforehand which introduces revised concepts about the lecture topic. After carefully studying it and collecting related cases, the group has to present the key arguments and cases to others in class for further discussion.
  - Cloud for articles: http://tiny.cc/xqsqkz
  - Assessment criteria
    - Organization 50%
    - Presentation expression 40%
    - Reflexive thinking 10%
- **Final project (in group) (40% = 20% + 20%)**
  - Each group has to follow the scheduled procedures to complete their final project, and present the outcome to others in class.
  - Assessment criteria
    - Organization 50%
    - Presentation expression 40%
    - Reflexive thinking 10%
- **Final exam (30%)**

- Remote exam via eCourse with limited time. You can refer to your notes and learning materials when answering.
- The exam questions are based on the lecture and seminar materials.

Required and optional texts

- The first article assigned in each week (please refer to the teaching schedule) is the required text which shall be read thoroughly. All the articles assigned in each week except for the first one are for your extra reading. You could refer to them to get better understanding if the required text confused you.
- Required books

彭芸 (2017)。 數位時代新聞學。台北:雙葉書廊.(Chinese)

牛隆光 (2009)。新聞採訪與寫作。台灣:學富文化.(Chinese)

吳美慧, 周兆良, 林全洲, 邱郁姿, 邱瑞惠, 盛竹鈴, . . . 蕭耀文. (2010)。新聞採訪與寫作(POD)。台北:銘傳大學新聞學系. (Chinese)

Brooks, B. S., Kennedy, G., Moen, D. R., & Ranly, D. (2014). *The Missouri Group News Reporting and Writing* (11th ed.). Boston: Bedford/St. Martin's.

Filak, V. F. (2018). Dynamics of News Reporting and Writing: Foundational Skills for a *Digital Age*. Thousand Oaks, CA.: CQ Press.

- Optional books

Blundell, W. E. (2017)。報導的技藝 (洪慧芳 譯)。台北:臉譜。(Chinese)

康文炳. (2018)。深度報導寫作。台北:允晨文化。 (Chinese)

房慧真. (2017)。像我這樣的一個記者:房慧真的人物採訪與記者私語。台北:時報出版。 (Chinese)

Mencher, M. (2010). Melvin Mencher's News Reporting and Writing (12th ed.). New York: McGraw-Hill Education.

Teaching schedule

1. Introduction: What is news?

1. Teaching method: Lecture & seminar
2. Key topics and concepts:
    1. The course's aims and proceedings, including teaching methods, learning activities, learning materials, assessments, and in-class disciplines.
    2. What news is (not).
    3. The elements of a good news story.
3. Learning activities:
    1. Presentation (individual)
    2. Key question(s):
        1. The news you read/watch/listen?
        2. The most impressive one?
    3. Grouping
4. Learning materials (overview)
    1. Please refer to the section "Required and optional texts" above.

2. Journalism and its brief history

1. Teaching method: Lecture & tutorial
2. Key topics and concepts:

1. The development of journalism
    2. The principles of good journalism
    3. The issues of objectivity
    4. Journalists' responsibilities in a democracy.
  3. Learning activities:
    1. Tutorial (in group)
      1. The topic you choose for final project.
      2. The reasons behind your decision.
      3. Is it a good news story?
  4. Learning materials

彭芸 (2017)。 數位時代新聞學。台北:雙葉書廊.(Chinese), Ch. 3.

Brooks, B. S., Kennedy, G., Moen, D. R., & Ranly, D. (2014). *The Missouri Group News Reporting and Writing* (11th ed.). Boston: Bedford/St. Martin's. Ch. 1.

Filak, V. F. (2018). Dynamics of News Reporting and Writing: Foundational Skills for a *Digital Age*. Thousand Oaks, CA.: CQ Press. Ch. 1.

3. News organization and career

  1. Teaching method: Lecture & seminar
  2. Key topics and concepts:
    1. Changes in the business of journalism
    2. How people consume news today
    3. Convergence between fragmented news institutions
    4. Jobs in journalism
  3. Learning activities:
    1. Presentation (in group)
    2. Key question(s):
      1. What is traditional news media and what is new?
      2. The threats/opportunities of it in a new media age?
    3. Assigned materials for preparation.

Deuze, M., & Witschge, T. (2017). Beyond journalism: Theorizing the transformation of journalism. *Journalism, 19*(2), 165-181.

Harcup, T., & O'Neill, D. (2016). What is News? News values revisited (again). *Journalism Studies, 18*(12), 1470-1488. doi:10.1080/1461670x.2016.1150193

Franklin, B. (2014). The future of journalism: In an age of digital media and economic uncertainty. *Journalism Studies, 15*(5), 481-499. doi:10.1080/1461670X.2014.930254

Deuze, M. (2019). What Journalism Is (Not). *Social Media + Society*, 1-4. doi:https://doi.org/10.1177/2056305119857202
    4. Learning materials

彭芸 (2017)。 數位時代新聞學。台北:雙葉書廊.(Chinese), Ch. 4.

Brooks, B. S., Kennedy, G., Moen, D. R., & Ranly, D. (2014). *The Missouri Group News Reporting and Writing* (11th ed.). Boston: Bedford/St. Martin's. Ch. 2, 3.

4. Journalism ethics and standards (Truth and transparency)

  1. Teaching method: Lecture & seminar
  2. Key topics and concepts:
    1. Why ethics matter to your work?
    2. Basic approaches to ethics under the truth-seeking belief

3. Accountability / Social responsibility
   3. Learning activities:
      1. Presentation (in group)
      2. Key question(s):
         1. Why transparency becomes more important for new media news?
         2. The transformation for journalism ethics and the reasons
      3. Assigned materials for preparation.

Phillips, A. (2010). Transparency and the new ethics of journalism. *Journalism Practice, 4*(3), 373-382. doi:10.1080/17512781003642972

Karlsson, M. (2010). Rituals of transparency: Evaluating online news outlets' uses of transparency rituals in the United States, United Kingdom and Sweden. *Journalism Studies, 11*(4), 535-545. doi:10.1080/14616701003638400

McNair, B. (2017). After objectivity? Schudson's sociology of journalism in the era of post-factuality. *Journalism Studies, 18*(10), 1318-1333. doi:10.1080/1461670x.2017.1347893

Ryan, M. (2001). Journalistic ethics, objectivity, existential journalism, standpoint epistemology, and public journalism. *Journal of Mass Media Ethics, 16*(1), 3-22.

4. Learning materials

彭芸 (2017)。 數位時代新聞學。台北:雙葉書廊.(Chinese), Ch. 1.

Brooks, B. S., Kennedy, G., Moen, D. R., & Ranly, D. (2014). *The Missouri Group News Reporting and Writing* (11th ed.). Boston: Bedford/St. Martin's. Ch. 22.

Filak, V. F. (2018). Dynamics of News Reporting and Writing: Foundational Skills for a *Digital Age*. Thousand Oaks, CA.: CQ Press. Ch. 13.

5. News style and format: The inverted pyramid

1. Teaching method: Lecture & tutorial
2. Key topics and concepts:
   1. Importance of the inverted pyramid story
   2. Variations on the inverted pyramid lead
   3. Story organization
   4. Writing a story across media platforms
3. Learning activities:
   1. Tutorial (in group)
      1. Benchmarking: To propose three (at least) good news articles and three (at least) videos under your topic.
      2. How good they are.
      3. How you found them.
4. Learning materials

牛隆光 (2009)。新聞採訪與寫作。台灣:學富文化.(Chinese). ch. 4, 5.

Brooks, B. S., Kennedy, G., Moen, D. R., & Ranly, D. (2014). *The Missouri Group News Reporting and Writing* (11th ed.). Boston: Bedford/St. Martin's. Ch. 9.

Filak, V. F. (2018). Dynamics of News Reporting and Writing: Foundational Skills for a *Digital Age*. Thousand Oaks, CA.: CQ Press. Ch. 3.

6. Gathering information for storytelling

1. Teaching method: Lecture & tutorial
2. Key topics and concepts:
   1. Multiple sources for information gathering
   2. The discipline of verification

3. Finding the news in news releases
    1. Check accuracy/fairness and do additional research & interview
3. Learning activities:
    1. Tutorial (in group)
        1. Benchmarking: To propose three (at least) good news videos under your topic.
        2. How good they are.
        3. How you found them.
4. Learning materials

牛隆光 (2009)。新聞採訪與寫作。台灣:學富文化.(Chinese). ch. 2.

Brooks, B. S., Kennedy, G., Moen, D. R., & Ranly, D. (2014). *The Missouri Group News Reporting and Writing* (11th ed.). Boston: Bedford/St. Martin's. Ch. 6.

Filak, V. F. (2018). Dynamics of News Reporting and Writing: Foundational Skills for a *Digital Age*. Thousand Oaks, CA.: CQ Press. Ch. 7, 8.

7. Interviewing

1. Teaching method: Lecture & tutorial
2. Key topics and concepts:
    1. Preparing for the interview
    2. Preparing questions
    3. Interview approaches (ensuring accuracy and fairness)
3. Learning activities:
    1. Tutorial (in group)
        1. To summarize the related information under your topic
        2. Reliable sources and given findings
        3. New questions for your investigation
4. Learning materials

牛隆光 (2009)。新聞採訪與寫作。台灣:學富文化.(Chinese). ch. 3.

Brooks, B. S., Kennedy, G., Moen, D. R., & Ranly, D. (2014). *The Missouri Group News Reporting and Writing* (11th ed.). Boston: Bedford/St. Martin's. Ch. 4.

Filak, V. F. (2018). Dynamics of News Reporting and Writing: Foundational Skills for a *Digital Age*. Thousand Oaks, CA.: CQ Press. Ch. 6.

8. Basic news writing

1. Teaching method: Lecture & tutorial
2. Key topics and concepts:
    1. Accuracy
    2. Coherence
    3. Simplicity
    4. Objectivity
3. Learning activities:
    1. Tutorial (in group)
        1. To submit the plan for data-collection, which should cover:
            1. Time table
            2. Possible interviewee
            3. Supportive/available data sources
4. Learning materials

牛隆光 (2009)。新聞採訪與寫作。台灣:學富文化.(Chinese). ch. 6.

Brooks, B. S., Kennedy, G., Moen, D. R., & Ranly, D. (2014). *The Missouri Group News Reporting and Writing* (11th ed.). Boston: Bedford/St. Martin's. Ch. 10.

Filak, V. F. (2018). Dynamics of News Reporting and Writing: Foundational Skills for a *Digital Age*. Thousand Oaks, CA.: CQ Press. Ch. 4.

9. Writing for news broadcasting (radio & television)

1. Teaching method: Lecture & tutorial
2. Key topics and concepts:
    1. Features of broadcast news
    2. Broadcast news writing structure
    3. Preparing broadcast news copy
3. Learning activities:
    1. Tutorial (in group)
        1. To report the interview outcome
        2. The findings
        3. The problems
4. Learning materials

牛隆光 (2009)。新聞採訪與寫作。台灣:學富文化.(Chinese). ch. 9.

Brooks, B. S., Kennedy, G., Moen, D. R., & Ranly, D. (2014). *The Missouri Group News Reporting and Writing* (11th ed.). Boston: Bedford/St. Martin's. Ch. 13.

Filak, V. F. (2018). Dynamics of News Reporting and Writing: Foundational Skills for a *Digital Age*. Thousand Oaks, CA.: CQ Press. Ch. 9.

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10. Collecting audio and visuals in the filed

1. Teaching method: Lecture & tutorial
2. Key topics and concepts:
    1. How to get enough material to build a good story
    2. Types of material you gather
    3. Making your video valuable
3. Learning activities:
    1. Tutorial (in group)
        1. To report the interview outcome II
        2. The findings II
        3. The problems II
4. Learning materials

Filak, V. F. (2018). Dynamics of News Reporting and Writing: Foundational Skills for a *Digital Age*. Thousand Oaks, CA.: CQ Press. Ch. 10, 11.

牛隆光 (2009)。新聞採訪與寫作。台灣:學富文化.(Chinese). ch. 9.

Brooks, B. S., Kennedy, G., Moen, D. R., & Ranly, D. (2014). *The Missouri Group News Reporting and Writing* (11th ed.). Boston: Bedford/St. Martin's. Ch. 13.

11. Covering a beat: News conference, business & crime news

1. Teaching method: Lecture & tutorial
2. Key topics and concepts:
    1. Preparing for a news conference story
    2. Preparing for the crime story
    3. Covering business story and data

3. Learning activities:
   1. Tutorial (in group)
      1. Submit the 1st manuscript
      2. The uncompleted issues.
4. Learning materials

吳美慧, 周兆良, 林全洲, 邱郁姿, 邱瑞惠, 盛竹鈴, . . . 蕭耀文. (2010)。新聞採訪與寫作(POD)。台北: 銘傳大學新聞學系. (Chinese) Ch. 9.

Brooks, B. S., Kennedy, G., Moen, D. R., & Ranly, D. (2014). *The Missouri Group News Reporting and Writing* (11th ed.). Boston: Bedford/St. Martin's. Ch. 15, 16, 17.

12. Investigative reporting

1. Teaching method: Lecture & tutorial
2. Key topics and concepts:
   1. Preparing the investigative reporting
   2. The investigative reporting style
   3. The sources of reporting
3. Learning activities:
   1. Tutorial (in group)
      1. Submit the rough cut of news video
      2. The uncompleted issues.
4. Learning materials

吳美慧, 周兆良, 林全洲, 邱郁姿, 邱瑞惠, 盛竹鈴, . . . 蕭耀文. (2010)。新聞採訪與寫作(POD)。台北: 銘傳大學新聞學系. (Chinese) Ch. 13.

Brooks, B. S., Kennedy, G., Moen, D. R., & Ranly, D. (2014). *The Missouri Group News Reporting and Writing* (11th ed.). Boston: Bedford/St. Martin's. Ch. 19

13. Citizen journalism

1. Teaching method: Lecture & seminar
2. Key topics and concepts:
   1. The crisis of institutional journalism and its professionalism
   2. Civil society and information accessibility
   3. The participatory journalism
3. Learning activities:
   1. Presentation (in group)
   2. Key question(s):
      1. Why professional journalist is necessary today?
      2. The transformation of "professional criteria"
   3. Assigned materials for preparation.

Wall, M. (2015). Citizen journalism: A retrospective on what we know, an agenda for what we don't. *Digital Journalism, 3*(6), 797-813. doi:10.1080/21670811.2014.1002513

Örnebring, H. (2013). Anything you can do, I can do better? Professional journalists on citizen journalism in six European countries. *International Communication Gazette, 75*(1), 35-53. doi:10.1177/1748048512461761

Lindner, A. M., Connell, E., & Meyer, E. (2015). Professional journalists in 'citizen' journalism. *Information, Communication & Society, 18*(5), 553-568. doi:10.1080/1369118x.2015.1012530

Luce, A., Jackson, D., & Thorsen, E. (2016). Citizen journalism at the margins. *Journalism Practice, 11*(2-3), 266-284. doi:10.1080/17512786.2016.1222883

    4. Learning materials

彭芸 (2017)。 數位時代新聞學。台北:雙葉書廊.(Chinese), Ch. 8.

Brooks, B. S., Kennedy, G., Moen, D. R., & Ranly, D. (2014). *The Missouri Group News Reporting and Writing* (11th ed.). Boston: Bedford/St. Martin's. Ch. 3.

14. Data journalism

1. Teaching method: Lecture & seminar
2. Key topics and concepts:
    1. Data talks: why data is important to modern journalism
    2. Accurate journalism
    3. AI journalism
3. Learning activities:
    1. Presentation (in group)
    2. Key question(s):
        1. The necessity of learning computing/programming for journalism
        2. The possibility that human will be replaced by machine in journalism
    3. Assigned materials for preparation.

Coddington, M. (2014). Clarifying journalism's quantitative turn: A typology for evaluating data journalism, computational journalism, and computer-assisted reporting. *Digital Journalism, 3*(3), 331-348. doi:10.1080/21670811.2014.976400

Stalph, F., & Borges-Rey, E. (2018). Data journalism sustainability: An outlook on the future of data-driven reporting. *Digital Journalism, 6*(8), 1078-1089. doi:10.1080/21670811.2018.1503060

Stalph, F. (2017). Classifying data journalism: A content analysis of daily data-driven stories. *Journalism Practice, 12*(10), 1332-1350. doi:10.1080/17512786.2017.1386583

Pentzold, C., & Fechner, D. (2019). Data journalism's many futures: Diagrammatic displays and prospective probabilities in data-driven news predictions. *Convergence: The International Journal of Research into New Media Technologies.* doi:10.1177/1354856519880790

    4. Learning materials

彭芸 (2017)。 數位時代新聞學。台北:雙葉書廊.(Chinese), Ch. 7.

Brooks, B. S., Kennedy, G., Moen, D. R., & Ranly, D. (2014). *The Missouri Group News Reporting and Writing* (11th ed.). Boston: Bedford/St. Martin's. Ch. 8.

15. Digital/online journalism

1. Teaching method: Lecture & seminar
2. Key topics and concepts:
    1. Reader's expectations of the digital news media
    2. Guidelines for writing for the web
    3. The value-chain of online news
3. Learning activities:
    1. Presentation (in group)
    2. Key question(s):
        1. The new value created by mobile news readers?
        2. The new style for mobile news?
    3. Assigned materials for preparation.

Bui, M. N., & Moran, R. E. (2019). Making the 21st century mobile journalist: Examining definitions and conceptualizations of mobility and mobile journalism within journalism education. *Digital Journalism, 8*(1), 145-163. doi:10.1080/21670811.2019.1664926

Mäkelä, L., Boedeker, M., & Helander, N. (2019). Value emergence in the usage of mobile news alerts. *Digital Journalism, 8*(1), 69-86. doi:10.1080/21670811.2019.1654899

Nelson, J. L. (2019). The persistence of the popular in mobile news consumption. *Digital Journalism, 8*(1), 87-102. doi:10.1080/21670811.2019.1612766

Stroud, N. J., Peacock, C., & Curry, A. L. (2019). The effects of mobile push notifications on news consumption and learning. *Digital Journalism, 8*(1), 32-48. doi:10.1080/21670811.2019.1655462

4. Learning materials

彭芸 (2017)。 數位時代新聞學。台北:雙葉書廊.(Chinese), Ch. 2.

Brooks, B. S., Kennedy, G., Moen, D. R., & Ranly, D. (2014). *The Missouri Group News Reporting and Writing* (11th ed.). Boston: Bedford/St. Martin's. Ch. 12.

Filak, V. F. (2018). Dynamics of News Reporting and Writing: Foundational Skills for a *Digital Age*. Thousand Oaks, CA.: CQ Press. Ch. 5.

16. Final project presentation

1. Teaching method: Lecture & seminar
2. Key topics and concepts
    1. The non-institutionalized production
3. Learning activities:
    1. Presentation (in group)
    2. Key question(s):
        1. How good the final project is
        2. How can we improve it
    3. Assigned materials for preparation.
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    4. Learning materials
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17. Final exam

Remote exam via eCourse