

AUDIO JOURNALISM

[UNC School of Media and Journalism](#)

MEJO 252.001, Fall 2018

Monday, Wednesday 2:00 p.m. - 3:15 p.m., Carroll Hall 21

Professor: Tom Linden, M.D. 328 Carroll Hall 919-962-4078 e-mail: linden at unc dot edu	Office Hours: Wednesday, 3:30 - 4:30 p.m., or by appointment or when office door is open.
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National Standards:

The standard expected of every student enrolled in the School's MEJO-252 sections is at the level of national excellence. By the time you complete MEJO-252, you will be a competent broadcast news writer and able to conceive, produce, script and voice an audio news or audio feature report.

The Discipline, The Course and The Major:

Audio journalism combines the skills of news writing, audio production, audio editing, voicing and reporting, along with a firm grasp of current events. To succeed in the course, you'll need to achieve competence in all these areas. If you entered UNC prior to Fall 2017, MEJO-252 is the first course in the broadcast and electronic journalism (BEJ) specialization, the core of which consists of MEJO-252, MEJO-421 and MEJO-522, plus one more course from a menu of items on the [BEJ curriculum worksheet](#). If you entered UNC Fall 2017 or later, a [different curriculum worksheet](#) applies. Please check the MEJO website if you have questions about [curriculum requirements](#) for journalism majors within the school.

Oral Communication Component:

No prerequisite exists for oral communication skills. Unlike many courses in the School of Media and Journalism, this course includes an oral communication component. You cannot receive a passing grade in this course if your oral communication skills are deficient. If you have any doubts about your ability to achieve competency in this area before starting the course, check now with the instructor.

Basic Objectives:

Basic objectives of MEJO-252 include the following:

- *To learn basic broadcast writing and reporting skills;*
- *To integrate your news writing skills with reporting practices into the production of professional, broadcast-quality audio news and feature reports.*

Equipment:

Voice Recorder & Cable/Microphone:

You have two options for a voice recorder, either through a smartphone or a digital voice recorder. Before purchasing any equipment, please wait until we talk about the recorder options in class. Gary Kirk, J-school Broadcast & New Media Manager, will discuss recording options when he talks to the class on Wednesday, Sept. 5. In addition to a recording device, you also will need to check out from the MEJO equipment room a broadcast-quality microphone and cable. The equipment room is located in Carroll 239 (2nd floor) and is open Monday through Thursday, 9 a.m. - 12 p.m. and 1 p.m. - 3:30 p.m. and on Friday from 9 a.m. - 12 p.m. It's your responsibility to keep the microphone and cable in good working order. There is no rental fee, but you are responsible for loss or damage of equipment. If you believe that you are not getting good quality audio from your recorder/microphone unit, please let Dr. Linden and/or T.A. Jeremiah Murphy know **right away** so we can troubleshoot the problem. You must return the microphone and cable to the equipment room by the last day of class. **Failure to return the equipment on time will result in an incomplete grade and a possible lowering of your class grade when the incomplete is converted.**

Attendance/Punctuality:

As in the broadcast industry, punctuality and meeting deadlines are not just important, they are essential. For our purposes, being late is the same as being absent. If you're late for class, please do **not** come. You can count that as one of your two absences. Late arrival is disruptive and disrespectful to the instructor and other students in the class. **Three** unexcused absences will result in your **not** receiving a passing grade in the course. If you accumulate three unexcused absences, you can be dropped from the course at the instructor's discretion. I do understand that there are real emergencies (like the death of a family member or hospitalization). However, if you won't be in class, please notify me in **advance** of class by telephone or e-mail. I also expect that you'll stay for the entire class period. If you need to leave early, please let me know in advance. (A reminder: This class is designed to give you the fundamental skills that you'll need for a job in broadcasting. One of those skills is the ability to hit a deadline. Consider the start of class as your first deadline.)

Inclement Weather:

In the event of inclement weather, please check your e-mail and/or the [UNC Website](#) to see if class has been canceled.

Stories and Assignments:

Stories and assignments are due at the start of class. Late assignments will result in a 10-point drop in grade

per day.

Submitted Assignments:

All assignments must be word-processed. Please be sure to **double space** your script which should be written in a sans serif font, either Arial or Geneva. On the back of each assignment, please write (longhand permissible) the name and phone number of each source whom you interview for your story. Failure to list your sources and their phone numbers on the back of your assignment will result in a 20-point deduction.

Your E-mail Address:

Every enrolled student in the School of Media and Journalism is required to have a *UNC* e-mail address. Always check your e-mail within 24 hours before class for any late changes to assignments.

Syllabus:

Please check your syllabus *before* each class. The schedule and/or assignments may change without your being notified by e-mail. All changes will be reflected in the online syllabus accessible via Sakai at:

<https://www.unc.edu/sakai/> and also at:

<http://www.unc.edu/~trl/syllabi/252.html>

In-class Computer and Electronic Device Use:

In class, computers and all electronic devices (including phones) are to remain off at all times unless you're asked by the instructor to turn them on.

Readings:

Students are responsible for being informed at all times about national and international news events. Be prepared for a current events quiz at any time.

You can succeed in the news profession only if you have boundless curiosity, an insatiable appetite for information and are informed about major current events.

Daily Newspaper Subscription:

The New York Times (Monday through Friday) is required reading. You can either subscribe to the print edition of the *New York Times* or read the newspaper online at www.nytimes.com.

As of August, 2018, the *The New York Times* was offering a free online subscription to UNC students with an onyen ending in unc.edu at:

http://nytimesaccess.com/unc-chapel_hill/

Be advised that questions on quizzes will be taken from news stories on the front page of the *print edition* and from inside stories listed in the national and international news summaries on the front page of the print edition. If you want a print subscription to the *New York Times*, go to:

<http://www.nytimes.com/subscriptions/edu/lp8LQFK.html>

There you can subscribe for the print + digital edition (\$4.75/week). For the print edition you can request delivery either to your off-campus home or on campus in a lock box at one of several locations, including outside Carroll Hall at the entrance facing Memorial Hall. If you want to get the paper delivered M-F in a campus lock box, enter the zip code of 27599 and be sure to choose the University of North Carolina at Chapel Hill as your university. The site will request a credit card number if you want delivery. If you have problems ordering the *NYT*, call 1-888-NYT-COLL (1-888-698-2655).

Current events quizzes may start as early as the fourth class session so if you want the print edition, please subscribe immediately.

Please keep your daily issue of the *NYT* for one week as questions for quizzes will come from recent issues as far back as three days before the class session. There will be no questions from the *NYT* published on the day that a current events quiz is given.

Text (available on reserve in the Park Library on the second floor):

Kern, Jonathan, *Sound Reporting: The NPR Guide to Audio Journalism*, The University of Chicago Press, 2008, ISBN: 978-0-226-43178-9, \$20.00, 382 pp.

Supplementary Readings:

In addition to assigned readings, supplementary reading materials may be distributed in class or linked to Sakai.

Radio Newscasts:

Award-winning local and national radio newscasts are heard on [WUNC](http://www.wunc.org) (91.5 FM). The quality of your work in MEJO-252 is expected to be at the level of National Public Radio. You're also encouraged to listen to [This American Life](http://www.thisamericanlife.org), the radio documentary series that airs Saturday afternoons at 1:00 p.m. and is repeated the following Friday evening at 7:00 p.m. on WUNC-FM.

Also, you should listen to the School's award-winning, student radio newscast, [Carolina Connection](http://www.carolinacommunity.org), broadcast Saturday mornings at 8:30 a.m. on WCHL 97.9 FM and streamed at [carolinacommunity.org](http://www.carolinacommunity.org). In 2017 and 2018 Carolina Connection was the winner of the Edward R. Murrow Award for America's best audio newscast. Throughout the semester you'll be able to pitch your best work to the Carolina Connection producers. Don't miss this opportunity to with a nationally-acclaimed student broadcast. If you want to volunteer for Carolina Connection,

contact Prof. Adam Hochberg.

Missed Quizzes & Exams:

If you miss a current events quiz, the quiz portion of your final grade will be the average of all the other quizzes that you took. There are no makeup quizzes. Also, there will be no makeup textbook exam. If you miss the midterm textbook exam, then the average of your current events quizzes will count for 35% (rather than 20%) of your final grade.

Grading Breakdown:

To receive a passing grade in the course, you must receive a passing grade in all of the following graded components:

1. Textbook exam.
2. Writing/reporting assignments.
3. Current events quizzes.
4. Oral communication competency (P/F).

You cannot receive a passing grade in the course unless you complete all assignments.

A test on the text book and other assigned reading will count for 20% of your final grade. A major feature assignment at the end of the course will count for 25% of your final grade. Current events quizzes from the *New York Times* will count for 15% of your final grade. Reporting assignments will count for 30% of your final grade. Classroom participation will count for 10% of your final grade. Please read the following section to learn the rubric for your participation grade.

Participation (text courtesy of Prof. Jim Hefner):

Working in the news business should be fun, and this class ought to be fun, as well. The class will operate like a newsroom. Don't expect a regular college class. Effective newsrooms establish a climate where there is a healthy collision of ideas -- where story assignments, approaches, writing, production, etc., are discussed openly and honestly. Tension and conflict can and should be present to some degree. That tension and conflict should be tempered, however, with respect.

Broadcast writing and audio journalism are designed for a mass audience. If a story is going to be broadcast over a radio station, television station or other news medium, the reporter/producer of the story must be prepared to justify and defend that story at every level. If you're thin-skinned or averse to criticism, you'll have difficulty becoming a successful broadcast journalist. Class and assignment critiques will always focus on the work, not the reporter. Remember a news story is a news story. It's NOT the extension of an individual.

One of the primary forms of participation in class will be discussion, even debate. As a class and in groups, you'll think through issues together, both critiquing your own work and the work of others. To create a climate conducive for participation by everyone, please follow these discussion guidelines:

- Be ready to share and explain your opinions. Feel free to disagree with others, but be specific in your assertions and back them up with evidence.
- Listen carefully and respond to other members of the group. Be willing to change your mind when someone demonstrates an error in your logic or use of facts.
- Do not hesitate to ask for clarification of any point or term you do not understand.
- Make your point succinctly, avoid repetition, and stick to the subject.
- Be honest but sensitive in critiquing the work of others, whether you know the individuals involved or not. Keep the focus on the work, not the individual, and critique the work product as carefully as you would hope to see someone else critique your own.
- When critiquing your own work, try to divorce yourself from your emotional connection to it -- your prejudices and opinions. Be as objective as possible.

To get the most out of class discussions, you must prepare. That means you're responsible for knowing the news of the day. You cannot work in the news business if you don't know the news.

Assignments' Grading Rubric:

During the course of the semester, you'll prepare several audio stories and one final audio project. Each audio story's grade will be determined as follows (with 100 points possible for each assignment):

1) A maximum of 40 possible points for **reporting**. Key considerations in grading reporting include the following:

- a) Did you interview a variety of sources, each of whom was knowledgeable about the focus of your story?
- b) Did you consult primary sources that provided context and background for your story?
- c) Did you do original reporting?

2) A maximum of 40 possible points for **writing**. Consideration will be given to the following:

- a) Did you write clearly?
- b) Was your writing tight?
- c) Did you follow style rules enumerated by *Sound Reporting* author Jonathan Kern and by your instructor?
- d) Did your story flow well?
- e) Did your story have a tight focus and stick to your six-word message (as discussed in class)?

3) A maximum of 20 possible points for **production quality** will evaluate the following:

a) Is your story of broadcast quality, free of audio glitches and with clear track, bites, and natural sound?

A numerical grade scale will be used on all papers and tests. Here are the letter equivalents:

FINAL GRADES

94 - 100 A
91 - 93 A-
88 - 90 B+
84 - 87 B
81 - 83 B-
78 - 80 C+
74 - 77 C
71 - 73 C-
68 - 70 D+
61 - 67 D
60 and below F

Late Assignments:

Late assignments (defined as assignments not turned in at the beginning of class on the date due) will be assessed a penalty of 10 points per day until the assignment is turned in. An assignment not turned in within a week of its deadline will result in a zero grade for that assignment.

Notifying Sources:

Every source whom you contact must be told at the outset of your conversation that she/he is being interviewed for a story that may be used on the air. You must have the source's permission to be quoted and/or recorded in an interview. It's the law, along with being an Honor Code violation if you do not follow this procedure. Also, as noted above, on the back page of each assignment, please write the name and phone number of each source whom you interview for any assignment. Failure to include source names and phone numbers will result in a 20-point deduction for that particular assignment.

Additional Considerations:

Stories receiving the highest grades display intellectual depth, originality, creativity, news value, and flawless writing and production.

All work must be *original* and solely for this class. No assignment may be submitted for credit that was prepared as part of another class assignment.

Even though you're writing for the ear in audio and broadcast journalism, your words will find their way into text on the web. So, proper spelling is essential to maintain your credibility as a competent journalism. Misspelling of each word in a script will result in a two-point deduction. Misspelling of a proper name will result in a 10-point deduction. A major factual error may result in a failing grade for that assignment. Each style error (defined by the texts and by the instructor) will result in a two-point deduction.

Under no circumstances should a journalist fabricate a source, quote or sound bite. Do **not** ask a source to stage or recreate a sound bite or have that source read a bite from prepared text. A trained broadcast journalist will be able to easily spot a canned sound bite. Be aware that staging is a form of fabrication and is an Honor Code Violation. Also, do **not** use sound effects. The only sound you can use is sound you record in the field. If you're using any archival audio, please consult with the instructor before including it in your piece. Make sure that before using any archival audio, that you receive *written* permission for its use from the owner of the material (either an individual, an organization or institution, or a broadcast entity). Besides fabrication, the other major journalistic ethical violation is plagiarism, the act of passing off another's words or ideas as your own. If you fabricate a quote or source, stage a sound bite or plagiarize another writer or source, you will fail the course and will be referred for an Honor Code violation. Engaging in plagiarism or fabrication is a career-ending move for a journalist.

Story Assignments:

The instructor in the course serves as news director/executive producer with final determination over the acceptability and quality of any story.

Weekly Schedule:

The following schedule will change during the semester. Please check the online syllabus **before** each class as changes in the syllabus won't be accompanied by e-mail notification.

Week #1 – Course expectations & ethics of broadcast journalism

AUG. 22: Introduction to the course

Assignment for next class:

- Listen to NPR WUNC 91.5.
- Subscribe to the *New York Times*.
- Read the syllabus.
- Read the Society of Professional Journalists' Code of Ethics: http://www.spj.org/ethics_code.asp.

- Read Ch. 1 (Libel), pp. 3-10 from "The First Amendment Handbook" available at <http://www.rcfp.org/first-amendment-handbook>. Also read Ch. 2 (Invasion of Privacy), pp. 11-18. Click "View the PDF" button to download the entire handbook for free.
- Fill out the Student Data Sheet available in Sakai->Resources and bring to the next class session.

Week #2 – Media law and ethics of broadcast journalism

Aug. 27: Ethics and media law

- * Ordering your voice recorder.
- * Review ethics and media law readings.

Assignment for next class:

- Read Ch. 3 (Surreptitious Recording), pp. 19-22 from "The First Amendment Handbook" available at <http://www.rcfp.org/first-amendment-handbook>.
- Read Ch. 4 (Confidential Sources and Information), pp. 23-34.
- Read Ch. 5 (Prior Restraints), pp. 35-46.
- Higgins, Andrew, "[Trump Embraces 'Enemy of the People,' a Phrase With a Fraught History](#)," New York Times, Feb. 26, 2017.
- Kessler, Glenn, Salvador Rizzo and Meg Kelly, "[President Trump has made 4, 229 false or misleading claim in 558 days](#)," Washington Post, August 1, 2018.

Aug. 29: Ethics and media law (cont.)

Assignment for next class:

- Review Adobe Audition Cheat Sheet in Resources folder of Sakai.
- Start assigned reading about reporting on race issues for Sept. 10 class (see Sept. 5 assignment).

Week #3 – Using your voice recorder and introduction to Audition

Sept. 3: Labor Day (no class)

Sept. 5: Guest speaker: Gary Kirk, J-school Broadcast & New Media Manager

* Intro on how to obtain good audio through smartphone or voice recorder and also a primer on digital audio editing

Assignment for next class:

- Powell, Michael, "[Sports of The Times: Donald Trump and the Black Athlete](#)," New York Times, Aug. 5, 2018.
- Staples, Brent, "[When Democracy Died in Wilmington, N.C.](#)" New York Times, Jan. 8, 2006.
- Read Ch. 5 from the final report of the 1898 Wilmington Race Riot Commission (found in Sakai -> Resources).
- Vernon, Pete, "[Dancing around the word 'racist' in coverage of Trump](#)," Columbia Journalism Review, Sept. 25, 2017.

Week #4 – Reporting on Race & Writing for Broadcast News

Sept. 10: Reporting on race issues

- * Review assigned articles by Staples and 1898 Wilmington Race Riot Commission.

Assignment for next class:

- Read Kern, Chapters 1, 2, 3, 4, 5.

Sept. 12: Writing for Broadcast News & Fact-based Reporting

- * Review Kern, Chapters 1, 2, 3, 4, 5.

Assignment for next class:

- Read Kern, Chapters 6, 7, 8, 9, 10.

Week #5 – Writing for Broadcast News (cont.)

Sept. 17: Writing and Producing for Broadcast News

- * Review Kern, Chapters 6, 7, 8, 9, 10.

Assignment for next class:

- Write and bring to class story intro and first 60 words of your assigned story.
- Read or watch "[Ira Glass's Commencement Speech at the Columbia Journalism School Graduation](#)," May 17, 2018.

Sept. 19: In-class Broadcast Writing Exercise

- * Discuss Ira Glass commencement speech.
- * Work in small groups to critique one another's stories.
- * Class discussion of story assignment.

Assignment for next class:

- Read "[Liberation of Buchenwald](#)" by Harry J. Herder, Jr.
- Start work on field assignment #1 due Monday, Oct. 1. Assignment in Assignments folder in Sakai.

Week #6 - Writing for Broadcast News (cont.)

Sept. 24 : Writing for Broadcast News (cont.)

- * Listen to Edward R. Murrow's CBS News radio report, "Visit to West Somerset" in "A Reporter Remembers the War Years" (VHS-bio, .M87, 1990, Vol. 1).
- * Edward R. Murrow reports from Buchenwald <<https://www.youtube.com/watch?v=d3SCSouI8WE>>.
- * How to approach your first field assignment due Monday, Oct. 1.

Assignment for next class:

- Read "[Loosening Lips: The Art of the Interview](#)" by Eric Nalder.
- Read "[What's So Great About Terry Gross](#)," by Ira Glass, This American Life Blog, Oct. 23, 2015.
- Read Kern, Chapters 11 & 12.

Sept. 26: Interviewing

- * Keys to setting up a successful interview.
- * The pre-interview.
- * How to conduct a successful interview.
- * Do's and don'ts.

Assignment for next class:

- Field assignment #1 due at start of class, Monday, Oct. 1.

Week #7 - Constructing an audio narrative

Oct. 1: Class critique of Assignment #1

Assignment for next class:

- Review Bliss & Hoyt and Wenger & Potter in preparation for midterm exam on Monday, Oct. 9.

Oct. 3: Feature stories

- * Listen to NPR report, "[On the School Bus with Miss Fannion](#)," by Noah Adams.
- * Listen to NPR report, "[A Daughter of Coal Country Battles Climate Change -- And Her Father's Doubt](#)," by Rebecca Hersher.
- * Listen to NPR report, "[Mastodons in Manhattan: A Botanical Puzzle](#)," by Robert Krulwich.

Assignment for next class:

- Study for midterm exam on Monday, Oct. 8.

Week #8 - Midterm & Trauma in journalism

Oct. 8: Midterm exam

Assignment for next class:

- Download and read the [pdf file](#) of "Tragedies & Journalists."
- Read Jad Melki, "[Why Journalists Need to Learn About Trauma](#)," Nieman Reports, Winter 2009 online.

Oct. 10: Trauma in Journalism

- * Discuss "Tragedies & Journalists"

Assignment for next class:

- Begin assignment #2 due Monday, Oct. 22.

Week #9 - Voicing

Oct. 15: Tips on voicing

Assignment for next class:

- Complete interviews for assignment #2 due Monday, Oct. 22.
- Bring working script to class on Wednesday, Oct. 17.

Oct. 17: Script reviews

* Review scripts and work on intros and leads.

Assignment for next class:

- Complete assignment #2 due Monday, Oct. 22.

Week #10 – Feature Reporting

Oct. 22: Class critique of Assignment #2

Assignment for next class:

- Post a 5:00 minute or less feature radio story to Sakai -> Forums and be prepared to discuss in class how the story why the story works. In your analysis please be prepared to cite specific tips gleaned from you readings.

Oct. 24: Group critique of feature stories

Assignment for next class:

- Start research for assignment #3 due Monday, Nov. 12.

Week #11 – Feature Reporting (cont.)

Oct. 29: Writing a feature-length profile story

- * Watch "environmental logger" video
- * Listen to NPR reports: [My Lobotomy](#).

Assignment for next class:

- TBA

Oct. 31: Creative use of nat sound

- * Nat sound in feature stories
- * Listen to NPR reports about [Life's a Bike: The Tour de Bronx, A T. Rex Treks To Washington For A Shot At Fame](#).

Week #12 – Feature Reporting (cont.)

Nov. 5: Television feature reporting

- * Watch "On The Road with Charles Kuralt" reports: Gandy Dancers (1973), Black Diamond Railcar (1983), Bicycle Man (1983).
- * [Listen](#) to "Cameraman Went On The Road With Charles Kuralt," Weekend Edition with interview of Izzy Bleckman by Scott Simon.

Assignment for next class:

- Work on assignment #3 due Monday, Nov. 12.

Nov. 7: Television feature reporting (cont.)

Assignment for next class:

- Complete assignment #3 due Monday, Nov. 12.

Week #11 – Feature stories (cont.)

Nov. 12: Critique of assignment #3

Assignment for next class:

- Prepare three final project proposals due Wednesday, Nov. 14. List your three proposals in your order of preference.

Nov. 14: Discussion of final project

- * **Three proposals for final project due today.**

Assignment for next class:

- Begin work on final project due Wednesday, Nov. 28.

Week #12 – Television script writing

Nov. 19: How to prepare a television script

Assignment for next class:

- Work on final project.

Nov. 21: Discussion of final projects

Week #13 – Final project presentations

Nov. 26: Work on final class projects

Nov. 28: Presentation of final class projects

*** Final projects due at start of class today**

Week #14 – Final project presentations (cont.)

Dec. 3: Presentation of final class projects (cont.)

Dec. 5: Presentation of final class projects

Final Exam, Friday, Dec. 7, 4 p.m. – 6:30 p.m. (Carroll Hall 21)

Checklist for submitted stories

Remember the following points when preparing stories:

- * The lead is critical.
- * Make sure the anchor intro & reporter lead hook the reader and are free of style errors (including passive voice).
- * Writing: Correct spelling, grammar, structure, leads, avoidance of passive voice, etc.
- * Writing flow: Does the story flow well? Does it read well? Read your story aloud as you write your copy and before you submit it to the instructor. By hearing your story, you'll catch mistakes and improve the flow.
- * Audio quality: Are the cuts clear and of professional quality?
- * Production: Does the natural sound fit well into the story? Are natural sound transitions smooth?
- * Delivery: Does your voice quality meet professional standards?
- * News Value: Is the story significant?
- * On-air quality: Is the story ready for broadcast? Is it free of audio glitches?

All copy must be double-spaced and printed in 12-point, sans serif font. Names and contact information for sources should be printed in longhand on the back of the story.

Helpful Hints

Take advantage of every scholarship and award opportunity afforded to you in the School. You won't succeed without taking the initiative. Winning awards and/or scholarships will enhance your credentials.

Good oral communication skills and good writing skills are the *sine qua non* for production of a broadcast-quality piece.

News is global. While not a requirement for this course, proficiency in a foreign language will enhance your credentials when competing with other graduates for jobs in the industry. In most areas of the country, knowledge of Spanish is not only important, but will help elevate you above others seeking employment. Outside course concentrations and proficiency in a foreign language are recommended for any student seriously interested in a long-term career in broadcast journalism.

AEJMC Values and Competencies

If you successfully complete this course, you will be familiar with the following values and achieve the following competencies (in **bold face**) as established by the Association for Education in Journalism and Mass Communication. Specifically, you will know how to:

- Understand and apply the principles and laws of freedom of speech and press as well as understand the range of systems of freedom of expression around the world, including the right to dissent, to monitor and criticize power, and to assemble and petition for redress of grievances;
- Demonstrate an understanding of the history and role of professionals and institutions in shaping communications, especially in the area of radio and television broadcast;
- Demonstrate an understanding of gender, race ethnicity, sexual orientation and, as appropriate, other forms of diversity in domestic society in relation to mass communications;
- Demonstrate an understanding of the diversity of peoples and cultures and of the significance and impact of mass communications in a global society;
- Understand concepts and apply theories in the use and presentation of images and information;
- Demonstrate an understanding of professional ethical principles and work ethically in pursuit of truth, accuracy, fairness and diversity;
- Think critically, creatively and independently;
- Conduct research and evaluate information by methods appropriate to the communications professions in which they work;
- Write correctly and clearly in forms and styles appropriate for the communications professions, audiences and purposes they serve;
- Critically evaluate your own work and that of others for accuracy and fairness, clarity, appropriate style and grammatical correctness;
- Apply basic numerical and statistical concepts;
- Apply tools and technologies appropriate for the communications professions in which you work.

The Honor Code

The Honor Code is in effect in this class and all others at the University. I am committed to treating Honor Code violations seriously and urge all students to become familiar with its terms set out in The Instrument of Student Judicial Governance at <http://instrument.unc.edu>. If you have questions, it's your responsibility to ask me about the Code's application. All exams, written work and other projects must be submitted with a statement that you have complied with the requirements of the Honor Code in all aspects of the submitted work.

(As stated earlier in this syllabus, fabricating a source, fabricating purported statements of fact, misrepresentation of data or other information, and/or plagiarism will result in a reportable Honor Code violation.

Seeking Help

If you need individual assistance, it's your responsibility to meet with the instructor. If you're serious about wanting to improve your performance in the course, the time to seek help is as soon as you're aware of the problem – whether the problem is difficulty with course material, a disability, or an illness.

Diversity

The School of Media and Journalism adopted Diversity and Inclusion Mission and Vision statements in spring 2016 with accompanying goals - <http://www.mj.unc.edu/diversity-and-inclusion>.

UNC is committed to providing an inclusive and welcoming environment for all members of our community and does not discriminate in offering access to its educational programs and activities based on age, gender, race, color, national origin, religion, creed, disability, veteran's status, sexual orientation, gender identity, or gender expression.

The University's policy on Prohibiting Harassment and Discrimination is outlined in the 2015-2016 Undergraduate Bulletin <http://www.unc.edu/ugradbulletin/>.

Special Accommodations

If you require special accommodations to attend or participate in this course, please let the instructor know as soon as possible. If you need information about disabilities visit the Accessibility Services website at <https://accessibility.unc.edu/>

--syllabus revised August 6, 2018