

## AUDIO JOURNALISM

UNC Hussman School of Journalism & Media (<http://hussman.unc.edu>)

MEJO 252.001, Fall 2020

Monday, Wednesday 11:30 a.m. - 12:45 p.m., via Zoom

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This class will be taught remotely via Zoom. As with all Hussman School courses, 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.

### Course Description

This class will operate like a newsroom, so don't expect the lecture format of 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. This class will offer students a space where we hope to challenge you by engaging your sense of curiosity. 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 media, the reporter of the story must be prepared to justify and defend that story and the facts that it contains. You can't succeed as a broadcast journalist if you're thin-skinned. Remember it is **always** about the work; not the person. A news story is a news story. It is NOT the extension of an individual. Look at criticism of your story as a way to elevate your writing and reporting and make you a better journalist.

### 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. MEJO 252 is a Level 1 concentration course for journalism majors interested in pursuing careers in broadcast, video and audio journalism. MEJO 121 (Intro to Digital Storytelling) and MEJO 153 (Writing and Reporting) are strongly recommended as courses to take either before or concurrently with MEJO 252.

### Course Goals:

- To learn audio writing, reporting and voicing skills;
- To integrate your news writing skills with reporting practices into the production of professional, broadcast-quality audio news and feature reports;
- To learn standards of good reporting established by reputable, professional news organizations.

### Oral Communication Component:

No prerequisite exists for oral communication skills. Unlike many courses in the Hussman School of Journalism & Media, 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.

### Equipment:

The best option for a voice recorder for this class is to use your smartphone to record your audio track and natural sound. Simply use the voice memo function on your iPhone which will record your audio in m4a format. You convert m4a to mp3 by following instructions in Google. If COVID social distancing restrictions are in effect, to ensure your safety and the safety of your interviewees, conduct all interviews via Zoom. Either when you set up your interview or once Zoom is launched, you can start a Zoom recording. The recording will be saved in multiple formats, including mp3 (audio) and mp4 (video). You'll import the mp3 formatted audio to Audition to edit your piece. Gary Kirk, J-school Broadcast & New Media Manager, will discuss recording options when he talks to the class on Wednesday, August 12 (unconfirmed).

### Software:

You'll need to download the latest version of Audition from Adobe Creative Cloud which is licensed to UNC students. You can download Audition and other Adobe software by using your UNC email address and onyen and going to the following site: <https://software.sites.unc.edu/software/adobe-creative-cloud/> (<https://software.sites.unc.edu/software/adobe-creative-cloud/>)

### Attendance/Punctuality:

As in the broadcast industry, punctuality and meeting deadlines are not just important, they're essential. For our purposes, being late is the same as being absent. If you're late for logging into Zoom, that will count as an absence. Late arrival is

disruptive to the class and also disrespectful to everyone 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 e-mail. I also expect that you'll stay for the entire class period. (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.)

**Internet Connection Problems:**

If you are having Internet connection problems, please let me know in **advance** of class.

**Zoom**

As this MEJO 252.1 section is taught remotely, you'll need to have the Zoom URL to attend class. That URL will be e-mailed to you the Sunday before the first class. You'll need to use your UNC e-mail address to login into Zoom. If you use a different e-mail address, Zoom will deny you access. Also, this Zoom class will be password-protected. The password for the class will be included in your initial Zoom e-mail invitation that you'll receive prior to the first class. Please be aware that content on Zoom for this class is owned by UNC and is under copyright protection. Please do **not** post your Zoom class or portions of it to social media or on the Web. Doing so will be considered an honor code violation. If you have Zoom access problems, please let your professor know.

**Stories and Assignments:**

Stories and assignments are due before 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. At the bottom of each assignment, please list the names and phone number of each source whom you interview for your story. Failure to list your sources and their phone numbers will result in a 20-point deduction.

**Naming Assignments:** When submitting an assignment, use the following naming convention for all submissions:

LastName\_FirstName\_Assign#1.mp3 and LastName\_FirstName\_Assign#1.docx. E.g., **Linden\_Tom\_Assign#1.mp3** and **Linden\_Tom\_Assign#1.docx**. Failure to follow this convention will result in points deducted from your assignment grade.

**Your E-mail Address:**

Every enrolled student in the Hussman School of Journalism and Media 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 syllabus accessible via Sakai->Syllabus. The syllabus may change at any point or points during the semester. Please be sure to rely on the online syllabus rather than a saved version of it.

**In-class Computer and Electronic Device Use:**

In class, all electronic devices (other than your computer) are to remain off at all times.

**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:**

Just as if the student were a professional broadcast journalist, the student is expected to have a daily, working knowledge of major news developments as reported by reputable news organizations. The scope of the students' acquaintance with issues needs to be broad, encompassing not only national and international events but also state, local and on-campus developments. In other words, you must know the news. There will be regular news quizzes drawn from the pages of *The New York Times*.

As of August, 2020, 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/](http://nytimesaccess.com/unc-chapel_hill/) ([http://nytimesaccess.com/unc-chapel\\_hill/](http://nytimesaccess.com/unc-chapel_hill/))

**Textbook:**

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 will be available on Sakai->Resources.

**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 by the end of the semester to reach 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, check out the School's award-winning, student radio newscast, *Carolina Connection* (<http://carolinaconnection.org/>), broadcast Saturday mornings at 8:30 a.m. on WCHL 97.9 FM and streamed at [carolinaconnection.org](http://carolinaconnection.org/) (<http://carolinaconnection.org/>). In 2017 and 2018 Carolina Connection was the winner of the Edward R. Murrow Award for America's best student 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 work with a nationally-acclaimed, student broadcast. If you want to volunteer for Carolina Connection, contact Prof. Adam Hochberg at [ahochberg@unc.edu](mailto:ahochberg@unc.edu).

**Missed Quizzes and/or Midterm Exam:**

If you miss a grammar, broadcast style and/or current events quiz, there is no makeup quiz. The quiz portion of your final grade will be the average of all the quizzes that you took during the semester. A missed quiz will not count against you. If you miss the midterm exam, there is no makeup midterm exam. Instead, you will be required to submit an additional audio report, details of which will be worked out with your instructor. In that case the grade that you receive on the additional audio report will substitute for the 20% of your final course grade that would have otherwise come from the results of your midterm exam.

**Grading Breakdown:**

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

1. Midterm exam.
2. The average of your writing/reporting assignments.
3. The average of all grammar, broadcast style and current events quizzes.
4. Oral communication competency (P/F).

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

A midterm exam 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. Grammar, broadcast style and 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:**

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 a healthy collision of ideas about 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.

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 points 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 hope someone else would 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.

**Grading Rubric for Assignments:**

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 dates 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, at the end of your report, please type the name and phone number of each source whom you interviewed 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 journalist. 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 that you record in the field. If you're using 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 and could result in suspension or expulsion from UNC.

**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. 10: Introduction to the course**

- \*Discuss remote course expectations
- \*Review syllabus

\*Discuss Washington Post article, "Coronavirus threat rises across U.S.: 'We just have to assume the monster is everywhere' ([https://www.washingtonpost.com/health/coronavirus-threat-rises-across-us-we-just-have-to-assume-the-monster-is-everywhere/2020/08/01/cdb505e0-d1d8-11ea-8c55-61e7fa5e82ab\\_story.html?outputType=amp](https://www.washingtonpost.com/health/coronavirus-threat-rises-across-us-we-just-have-to-assume-the-monster-is-everywhere/2020/08/01/cdb505e0-d1d8-11ea-8c55-61e7fa5e82ab_story.html?outputType=amp))."

Assignment for next class:

- Listen to NPR WUNC 91.5.
- Start keeping abreast of the latest news from *The New York Times* (<http://www.nytimes.com/collegrate>).
- Read the syllabus.
- Read the Society of Professional Journalists' Code of Ethics: [http://www.spj.org/ethics\\_code.asp](http://www.spj.org/ethics_code.asp) (<http://www.spj.org/ethicscode.asp>).
- Read Ch. 1 (Libel) from "The First Amendment Handbook" available at [www.rcfp.org/first-amendment-handbook](http://www.rcfp.org/first-amendment-handbook) (<http://www.rcfp.org/first-amendment-handbook>). Also read Ch. 2 (Invasion of Privacy). Click "View the PDF" button to download the entire handbook for free or download the handbook from Sakai->Resources.
- Fill out the Student Data Form available in Sakai->Resources and email to Prof. Linden.

**Aug. 12: Ethics and media law**

- \* Review ethics and media law readings.

Assignment for next class:

- Read Ch. 3 (Surreptitious Recording), Ch. 4 (Confidential Sources and Information), and Chapter 5 (Prior Restraints) all from "The First Amendment Handbook" available at [www.rcfp.org/first-amendment-handbook](http://www.rcfp.org/first-amendment-handbook) (<http://www.rcfp.org/first-amendment-handbook>).
- Blake, Aaron, "The Fix • Analysis: Fox News's Chris Wallace just exposed Trump as very few have" (<https://www.washingtonpost.com/politics/2020/07/20/fox-newss-chris-wallace-just-exposed-trump-like-very-few-have/>), Washington Post, July 20, 2020.
- Cassidy, John, "America is a Country Beseiged by Its Own President" ([https://www.newyorker.com/news/our-columnists/america-is-a-country-besieged-by-its-own-president?utm\\_source=nl&utm\\_brand=tny&utm\\_mailing=TNY\\_Daily\\_072520&utm\\_campaign=aud-dev&utm\\_medium=email&bxid=5be9f51f2ddf9c72dc87210e&cid=49603767&hasha=aef1793b4558f98511f885eb345b20&hashb=e27d0a04e0391be50c33b4d217c6e509fba09689&hashc=c9b92caalfa0a7419982b0c2d027c69e76ab9f4b3ea0d841e75add4e310d630b&esrc=AUTO\\_OTHER&utm\\_term=TNY\\_Daily](https://www.newyorker.com/news/our-columnists/america-is-a-country-besieged-by-its-own-president?utm_source=nl&utm_brand=tny&utm_mailing=TNY_Daily_072520&utm_campaign=aud-dev&utm_medium=email&bxid=5be9f51f2ddf9c72dc87210e&cid=49603767&hasha=aef1793b4558f98511f885eb345b20&hashb=e27d0a04e0391be50c33b4d217c6e509fba09689&hashc=c9b92caalfa0a7419982b0c2d027c69e76ab9f4b3ea0d841e75add4e310d630b&esrc=AUTO_OTHER&utm_term=TNY_Daily)), column in The New Yorker, July 24, 2020.
- Gardner, James Ross, "Trump's Fake Solution to the Fake Crisis in Portland," The New Yorker, July 23, 2020 (In Sakai->Resources).
- Kessler, Glenn and Salvador Rizzo and Meg Kelly, "Fact Checker • Analysis: President Trump has made more than 20,000 false or misleading claims" (<https://www.washingtonpost.com/politics/2020/07/13/president-trump-has-made-more-than-20000-false-or-misleading-claims/>), Washington Post, July 13, 2020.

**Week #2 - Journalistic ethics and media law (cont.)****Aug. 17: Media law (cont.)**

- \* Understand how to separate fact from fiction
- \* Role of the reporter in providing context in news and feature stories
- \* Continue review of Chapters 1 - 5 of "The First Amendment Handbook"

Assignment for next class:

- Download Adobe Audition from the Adobe Creative Cloud at [adobe.unc.edu](http://adobe.unc.edu) (<http://adobe.unc.edu>).

- Good learning resources are at LinkedIn Learning at [software.sites.unc.edu/linkedin/](http://software.sites.unc.edu/linkedin/) (<http://software.sites.unc.edu/linkedin/>) and Adobe.com at <https://helpx.adobe.com> (<https://helpx.adobe.com>). You have many modules to choose from. A good example is "Audition CC 2017 Essential Training" by Paul Murphy, released March 2, 2017 and available on the LinkedIn learning site. The entire module runs 5 hours and 32 minutes and will orient you to the application that Gary Kirk, Hussman School Broadcast & New Media Manager, will discuss at our next class on Wednesday, Aug. 19. Familiarize yourself with Audition before the Wednesday, Aug. 19 class session.

**Aug. 19: Recording & editing sound (Guest Talk - Gary Kirk, Hussman School Broadcast & News Manager)**

- \* Learn the basics of recording and editing sound
- \* Recommended audio equipment
- \* How to use your smart phone as your recording device

Assignment for next class:

- Staples, Brent, "When Democracy Died in Wilmington, N.C. (<http://www.nytimes.com/2006/01/08/opinion/08sun3.html>)." New York Times, Jan. 8, 2006.
- Read Ch. 5 from the final report of the 1898 Wilmington Race Riot Commission (found as a pdf in Sakai->Resources).

**Week #3 - Reporting on race issues**

**Aug. 24: Wilmington Massacre of 1898**

- \*Discuss history of the massacre & role of the media in promoting white supremacy

Assignment for next class:

- Listen to "Graham (<https://www.wnycstudios.org/podcasts/radiolab/articles/graham>)," Radiolab, WNYC.

**Aug. 26: A Case Study of Police Brutality**

- \*Discuss "Graham" from Radiolab

Assignment for next class:

TBA

**Week #4 - Reporting on Race & Writing for Broadcast News**

**Aug. 31: Reporting on race issues - Guest speaker Leoneda Inge, WUNC-FM race and Southern culture reporter (unconfirmed)**

- \* How to responsibly report on race and diversity issues

Assignment for next class:

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

**Sept. 2: Writing for Broadcast News & Fact-based Reporting**

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

Assignment for next class:

- Read Kern, Chapters 5, 6, 7, 8.
- Start work on field assignment #1 due Wednesday, Sept 16. Look for assignment in Sakai->Assignments.

**Week #5 - Writing for Broadcast News (cont.)**

**Sept. 7: Labor Day (no class)**

Assignment for next class:

- Read Kern, Chapters 9, 10.
- Line up interviews for field assignment #1 due Wednesday, Sept 16. Look for assignment in Sakai->Assignments.

**Sept. 9: In-class Broadcast Writing Exercise**

- \* Review Kern, Chapters 5 through 10.
- \* Broadcast writing exercise, time permitting

\* How to approach your first assignment due Wednesday, Sept 16.

Assignment for next class:

- Work on field assignment #1 due Wednesday, Sept 16. Look for assignment in Sakai->Assignments.
- Read or watch "[Ira Glass's Commencement Speech at the Columbia Journalism School Graduation \(https://www.thisamericanlife.org/about/announcements/ira-glass-commencement-speech\)](https://www.thisamericanlife.org/about/announcements/ira-glass-commencement-speech)," May 17, 2018.
- Read "[The Life and Work of Edward R. Murrow: an archives exhibit \(https://dca.lib.tufts.edu/features/murrow/exhibit/bio2.html\)](https://dca.lib.tufts.edu/features/murrow/exhibit/bio2.html)."
- Listen to Edward R. Murrow reports from Buchenwald <<https://www.youtube.com/watch?v=d3SCSouI8WE> (<https://www.youtube.com/watch?v=d3SCSouI8WE>)>.

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

**Sept. 14:** Writing for Broadcast News (cont.) -- Isaac Klein leading class discussion

- \* Talk about Edward R. Murrow and his significance in the history of TV and radio broadcasting.
- \* Discuss Ira Glass commencement speech.

Assignment for next class:

- Read [Loosening Lips: The Art of the Interview \(http://www.pbs.org/wnet/expose/2008/12/loosening-lips-the-art-of-the.html\)](http://www.pbs.org/wnet/expose/2008/12/loosening-lips-the-art-of-the.html) by Eric Nalder.
- Read "[What's So Great About Terry Gross \(https://www.thisamericanlife.org/about/announcements/whats-so-great-about-terry-gross\)](https://www.thisamericanlife.org/about/announcements/whats-so-great-about-terry-gross)," by Ira Glass, This American Life Blog, Oct. 23, 2015.
- Read Kern, Chapters 11 & 12.
- Field assignment #1 due before start of next class, Wednesday, Sept 16.

**Sept. 16:** Interviewing

**Assignment #1 due today before start of class.**

- \* Keys to setting up a successful interview.
- \* The pre-interview.
- \* How to conduct a successful interview.
- \* Listen to NPR report, "[On the School Bus with Miss Fannion \(http://www.npr.org/templates/story/story.php?storyId=7072483\)](http://www.npr.org/templates/story/story.php?storyId=7072483)," by Noah Adams.
- \* Listen to NPR report, "[A Daughter of Coal Country Battles Climate Change -- And Her Father's Doubt \(http://www.npr.org/2017/02/16/515621840/a-daughter-of-coal-country-battles-climate-change-and-her-fathers-doubt\)](http://www.npr.org/2017/02/16/515621840/a-daughter-of-coal-country-battles-climate-change-and-her-fathers-doubt)," by Rebecca Hersher.

Assignment for next class:

- Harris, Richard, "[How Long Will Immunity To The Coronavirus Last? \(https://www.npr.org/sections/health-shots/2020/07/23/894670842/how-long-will-immunity-to-the-coronavirus-last\)](https://www.npr.org/sections/health-shots/2020/07/23/894670842/how-long-will-immunity-to-the-coronavirus-last)" NPR, July 23, 2020.
- Keith, Tamara, "[Trump's Favorite Coronavirus Metric, The Case Fatality, Is Unreliable \(https://www.npr.org/2020/07/24/894818106/trumps-favorite-coronavirus-metric-the-case-fatality-is-unreliable\)](https://www.npr.org/2020/07/24/894818106/trumps-favorite-coronavirus-metric-the-case-fatality-is-unreliable)," NPR, July 24, 2020.

**Week #7 - Constructing an audio narrative**

**Sept. 21:** Reporting on COVID-19

- \* How to report a science or technology story.
- \* Tips on referencing numbers and data in radio reporting.
- \* Know your audience.

Assignment for next class:

- Review Kern text and other reading assignments to date in preparation for midterm exam on Monday, Sept. 28.

**Sept. 23:** Class critique of Assignment #1

Assignment for next class:

- Study for midterm exam on Monday, Sept. 28.

**Week #8 - Midterm & Trauma in Journalism**

**Sept. 28: Midterm exam**

Assignment for next class:

- Read "[Tragedies & Journalists \(https://dartcenter.org/content/tragedies-journalists-6\)](https://dartcenter.org/content/tragedies-journalists-6)" from the Dart Center for Journalism &

Trauma. The entire 40-page guide can be found in the "Article Sections" on the right side of the page. Or, you can click "View Entire Article" to access the guide.

- Begin assignment #2 due Monday, Oct. 12.
- Read Jad Melki, "[Why Journalists Need to Learn About Trauma \(http://niemanreports.org/articles/why-journalists-need-to-learn-about-trauma/\)](http://niemanreports.org/articles/why-journalists-need-to-learn-about-trauma/)," Nieman Reports, Winter 2009 online.

**Sept. 30:** Trauma in Journalism

\* Review "Tragedies & Journalists"

Assignment for next class:

- Work on assignment #2 due Monday, Oct. 12.

**Week #9 - Narrative Storytelling**

**Oct. 5:** Guest lecture: Adam Hochberg (Voicing, Narrative Storytelling) -- **unconfirmed**

Assignment for next class:

- Complete interviews for assignment #2 due Monday, Oct. 12.
- Bring working script to class on Wednesday, Oct. 7.

**Oct. 7:** Script reviews

\* Review scripts and work on intros and leads.

Assignment for next class:

- Complete assignment #2 due Monday, Oct. 12.

**Week #10 - Feature Reporting**

**Oct. 12:** Class critique of Assignment #2

**Assignment #2 due today before start of class**

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. 14:** Zoom check-ins with students divided into four groups (group assignments TBA)

Assignment for next class:

- Start research for assignment #3 (feature story) due Monday, Oct 26.

**Week #11 - Feature Reporting (cont.)**

**Oct. 19:** Writing a feature-length, profile story

\* Listen to NPR reports: [My Lobotomy \(http://www.npr.org/2005/11/16/5014080/my-lobotomy-howard-dullys-journey\)](http://www.npr.org/2005/11/16/5014080/my-lobotomy-howard-dullys-journey), [The Unlikely Friendship Between a Cat Litter Scientists and Charles Barkley \(https://www.wbur.org/hereandnow/2018/12/17/charles-barkley-lin-wang\)](https://www.wbur.org/hereandnow/2018/12/17/charles-barkley-lin-wang).

Assignment for next class:

- Read "[Trump's Attacks on the News Media Are Working \(https://www.nytimes.com/2018/10/28/business/media/trumps-attacks-news-media.html\)](https://www.nytimes.com/2018/10/28/business/media/trumps-attacks-news-media.html)," opinion piece by Jim Rutenberg, New York Times, Oct. 28, 2018.
- Work on assignment #3 due Monday, Oct. 26.

**Oct. 21:** Brief talk about "Carolina Connection" by Adam Hochberg followed by class discussion of examples of creative use of nat sound

\* Nat sound in feature stories



\* Listen to NPR reports about (<http://www.npr.org/templates/story/story.php?storyId=19171697>)Life's a Bike: The Tour de Bronx (<http://www.npr.org/templates/story/story.php?storyId=4135563>), A T. Rex Treks To Washington For A Shot At Fame (<http://www.npr.org/2014/04/16/303197882/t-rex-to-reveal-itself-at-the-smithsonian>), Chairman of The Block (<https://www.thisamericanlife.org/75/kindness-of-strangers/act-four-0>) by Blake Eskin, This American Life.

#### **Week #12 - Feature Reporting & Television Writing**

**Oct. 26:** Elements of a compelling audio narrative -- how to approach your final project

**Assignment #3 due today before start of class**

Assignment for next class:

- Wenger, Debora and Deborah Potter, "Advancing the Story (4th edition), Ch. 6: Writing the Story: Broadcast" (Sakai->Course Reserves).

**Oct. 28:** Television writing -- Isaac Klein leading class discussion

\* Watch "On The Road with Charles Kuralt" reports: Gandy Dancers (1973), Black Diamond Railcar (1983), Bicycle Man (1983).

\* Discuss class final project proposals due in class on Monday, Nov. 2.

Assignment for next class:

- Wenger, Debora and Deborah Potter, "Advancing the Story (4th edition), Ch. 8: Storytelling: Broadcast" (Sakai->Course Reserves).
- Prepare two final project proposals in class on Monday, Nov. 2. List your two proposals in your order of preference. Name proposals as follows: LastName\_FirstName\_Final\_Proposal.docx

#### **Week #13 - Television Storytelling**

**Nov. 2:** Television broadcast storytelling

**Two final project proposals due today before class in Sakai->Forums.**

\* Review Wenger & Potter, Ch. 8.

Assignment for next class:

- Begin work on Final Project after you receive Dr. Linden's selection of one of your two proposals.

**Nov. 4:** Critique of assignment #3

Assignment for next class:

• Continue work on final project due Wednesday, Nov. 28.

#### **Week #14 - Final Project**

**Nov. 9:** Zoom check-ins to talk about your final project with students divided into four groups (group assignments TBA)

Assignment for next class:

• Work on final project.

**Nov. 11:** Zoom check-ins to talk about your final project with students divided into four groups (group assignments TBA)

#### **Week #15 - Class Wrap-up**

**Nov. 16:** Last Day of Class

**Final project due before class in Sakai->Assignments**

\* Talk about final exam

**Final Exam, Saturday, November 21, 12 p.m.**

**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.

### Accreditation

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> (<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 Hussman School of Journalism and Media follows the University's policy on Prohibiting Harassment and Discrimination as outlined on the Equal Opportunity and Compliance Office's webpage (<https://eoc.unc.edu/our-policies/ppdhrm/> (<https://eoc.unc.edu/our-policies/ppdhrm/>)).

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.

### **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/> (<https://accessibility.unc.edu/>). If you do not have either the computer equipment or Internet connection necessary to participate in a Zoom-based, remote course, please talk to your instructor as soon as possible.

--syllabus revised August 4, 2020