

AUDIO JOURNALISM

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

MEJO 252.001, Fall 2021

Monday, Wednesday 2:00 p.m. - 3:15 p.m., Carroll 142

Professor: Tom Linden, M.D.

(<http://hussman.unc.edu/directory/faculty/tom-linden>)

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Office Hours: 3:30 - 4:30 p.m., Monday

Teaching Assistant: Isaac Klein

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Office Hours: by appointment

After successfully completing MEJO 252, you'll have the skills to conceive, produce, script and voice an audio news or feature report. You'll also learn how to work with your classmates to conceive and produce a podcast.

About The Course

Audio journalism combines the skills of news writing, audio production, audio editing, voicing and reporting. 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 news writing skills with reporting practices into the production of professional audio news and feature reports;*
- *To conceive and produce a professional-grade podcast;*
- *To learn standards of good reporting established by reputable, professional news organizations.*

Special Health Policy

Because of the ongoing COVID pandemic, please be considerate of everyone in the

class and DO NOT attend class in person if you feel sick for any reason. If you're not able to attend class because of health concerns, please let me know in advance of the class session. As per UNC directive, please wear a mask whenever you're in class, in Carroll Hall or in any University building.

We will follow the latest Carolina Community Standards issued from UNC at:

<https://carolinatogether.unc.edu/community-standards/>
(<https://carolinatogether.unc.edu/community-standards/>)

Students are strongly encouraged to get fully vaccinated against COVID-19 before starting this class. If you are not fully vaccinated, you'll need to be taking weekly COVID tests as per UNC guidelines.

The front row of seats should NOT be occupied to provide a safe distance between students and the professor.

Equipment

You will need to have or purchase the following equipment for this class.

- *Smartphone with a voice recording app*: If you face a financial challenge, please contact your instructor and contact Stephanie Brown <swbrown@unc.edu>, director of the school's Park Library, who may be able to assist you with purchase of the equipment if it's not available on loan from the Park Library. On the iPhone, Voice Memo will work as will the free version of ShurPlus MOTIV (https://www.shure.com/en-US/products/software/shure_plus_motiv). For interviews you can use your smart phone, Zoom or Zencastr (<https://zencastr.com/>) from your laptop or desktop computer.
- *Wired lavalier microphone*: If you do an in-person interview, you'll need a wired lavalier microphone available from Amazon and other sites. A limited number of wired and wireless lavalier mics are available in the Park Library. For in-person interviews, it is recommended that you wear a mask and maintain a safe distance from your subject as per the latest guidelines from the Centers of Control & Prevention (CDC). If you do an in-person interview, a wired or wireless mic is highly recommended because of the distance you'll need to maintain from your interview subject
- *Headphones*: Ear buds that came with your smartphone will work. Higher quality headphones will help you know more clearly whether the sound you're hearing is coming from your immediate environment or from your recording. Headphones are also highly recommended while audio editing.

Gary Kirk, the school's Broadcast & New Media Manager, will discuss recording options when he talks with our class on Monday, Aug. 23 (**date unconfirmed**).

Audio Editing 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 by going to the following site: <https://software.sites.unc.edu/adobe/> (<https://software.sites.unc.edu/adobe/>)

Attendance/Punctuality

As in the broadcast industry, punctuality and meeting deadlines are not just important, they're essential. If you're sick or have a personal emergency, please email your instructor at linden@unc.edu in **advance** of class. After three unexcused absences, each additional absence will result in a 10-point drop in your final grade.

Zoom

If and when COVID circumstances warrant, MEJO 252.001 will move to remote instruction. If that's the case, you'll need to have the class Zoom URL to attend. That URL would be e-mailed to you two days before your first Zoom 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. 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 recording or any 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. If you're Zooming from a residence or locale with Internet transmission issues, you can disable your video feed if that helps you stay connected.

Stories and Assignments

Stories and assignments are due at the times assigned in the syllabus. 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 name 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 10-point deduction.

Naming Convention: When submitting an assignment, please use the following naming convention for all submissions: LastName_Project#1.mp3 and LastName_Project#1.docx

(e.g., **Linden_Project#1.mp3** and **Linden_Project#1.docx**).

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 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.

Daily Newspaper Subscription

Like all journalists, you should have an working knowledge of major news developments reported by reputable news organizations. During the semester you'll have occasional textbook and current events quizzes. You'll receive at least two days notice about an upcoming quiz. Content for the quizzes will be based on assigned reading and/or current events drawn from the reporting of the Washington Post. You can access the Washington Post for free at this UNC-sponsored site:

<https://go.unc.edu/wapo> (<https://go.unc.edu/wapo>)

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 and Saki->Course Reserves.

Radio Newscasts & Podcasts:

Award-winning local and national radio newscasts are heard on WUNC (<http://www.wunc.org/>) (91.5 FM). You're also encouraged to listen to *This American Life* (<http://www.thisamericanlife.org/>), the radio documentary series that airs Saturdays at 1:00 p.m. and is repeated the following Friday 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 at 8:30 a.m. on WCHL 97.9 FM and streamed at 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. During the last third of the class you'll work with classmates to produce a podcast. Just as good writers learn by reading, good audio producers learn by listening. In that vein please follow a news-based podcast of your choice.

Missed Quizzes and/or Midterm Exam:

If you miss a textbook 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 have taken during the semester. A missed quiz will not count against you.

Grading Breakdown

You cannot receive a passing grade in the course unless you complete all assignments. Your final grade will be computed as follows:

| | |
|---------------|-----|
| Participation | 10% |
| Quizzes | 10% |
| Project #1 | 10% |
| Project #2 | 15% |
| Project #3 | 20% |
| Project #4 | 25% |
| Podcast | 10% |

Participation

Working in news is a serious but satisfying business as you're providing a very important public service. This class will operate like a newsroom. Don't expect a regular college lecture class. Effective newsrooms establish a climate where there's a healthy collision of ideas about story assignments, approaches, writing and production, among other issues. You may disagree with points made by classmates or the instructor, but please temper any criticism with respect for the other person's viewpoints.

One of the primary forms of participation in class will be discussion, even debate. As a class and in breakout 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.
- Don't hesitate to ask for clarification of any point or term you don't understand.
- Be honest, but sensitive in critiquing the work of others. Keep the focus on the work, not the individual. Critique the work product as carefully as you would want someone else to critique your own. Remember that when people critique your work, they're not critiquing you as an individual, but rather your work... all with the intention of helping you become the best possible journalist you can be.
- When critiquing your own work, be as objective as possible. Once you get out into the working world, often you'll be the only one actively critiquing your work.

Grading Rubric for Assignments

During the course of the semester, you'll prepare several audio stories and a team-based podcast. The grade for each of the audio stories will be determined as follows (with 100 points possible for each assignment):

1) A maximum of 40 possible points for **reporting** based on 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** based on 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?

For the podcast assignment your grade will be based on the quality of your team's project as well as an individual worksheet that you submit that details your contributions to the podcast.

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

equivalents:

FINAL GRADES

95 - 100 A
90 - 94 A-
87 - 89 B+
83 - 86 B
80 - 82 B-
77 - 79 C+
73 - 76 C
70 - 72 C-
67 - 69 D+
60 - 66 D
59 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. 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 10-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.

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 or recorded music except for your podcast assignment in which you can use royalty-free music as a transitional device. One source of royalty-free music is [Bensound \(https://www.bensound.com/royalty-free-music/2\)](https://www.bensound.com/royalty-free-music/2). If you're using archival audio, please consult with the instructor before including it in your piece. Make sure before using 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 be referred for an Honor Code violation. Engaging in plagiarism or fabrication is a career-ending move for a journalist.

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.

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Week #1

Aug. 18: Introduction to the course

- * Review syllabus
- * Discuss course expectations
- * Discuss Audition, Sakai, Zoom & Panopto

Assignment for next class:

- Read the syllabus.
- Fill out the Student Information Form available in Sakai->Resources and email to Prof. Linden.
- Familiarize yourself with Audition, the audio editing program. Excellent tutorials on Audition are available for free from UNC Shareware at [LinkedIn Learning \(https://software.sites.unc.edu/linkedin/\)](https://software.sites.unc.edu/linkedin/) (formerly Lynda).

- Simpler Audition tutorials (<https://helpx.adobe.com/audition/tutorials.html>) are available through Adobe.

Week #2

Aug. 23: 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:

- Review Gary Kirk's slides available in Sakai->Resources.
- Read Kern, Chapters 1 (Sound and Stories) & 2 (Fairness).
- Download Audition from the Adobe Creative Cloud at <https://software.sites.unc.edu/adobe/> (<https://software.sites.unc.edu/adobe/>) & become familiar with it.

Aug. 25: How to identify an audio story

- * Questions about Gary Kirk's presentation & Audition
- * Review Kern, Chapters 1 (Sound and Stories) & 2 (Fairness)
- * The Big Lie
- * Brainstorming a story

Assignment for next class:

- Project #1 pitch due Tuesday, Aug. 31, by 11:55 p.m.
- Read Kern, Chapter 3 (Writing for Broadcast).

Week #3

Aug. 30: News wraps

- * Review Kern, Ch. 3 (Writing for Broadcast)
- * How to do a news wrap pitch

Assignment for next class:

- Project #1 pitch due Tuesday, Aug. 31, by 11:55 p.m.
- Read Kern, Chapter 4 (Reporting).

Sept. 1: News wrap pitches

* Breakout rooms to share & critique news wrap pitches & broadcast rewrite of NYT story

Assignment for next class:

- Project #1 (News Wrap) due Wednesday, Sept. 8, by 11:55 p.m.
- Read Ch. 5, 1898 Wilmington Race Riot Report (Sakai->Resources)
- Listen to "Undoing A Harmful History (<https://www.wunc.org/post/undoing-harmful-history>)" by Dave Dewitt & Charlie Shelton-Ormond, "Tested" podcast, WUNC-FM, Feb. 2, 2021.

Week #4

Sept. 6 - Labor Day (no class)

Sept. 8: Reporting on race & ethnicity issues

* Our Body Politic (<https://our-body-politic.simplecast.com/episodes/november-27-2020-media-veteran-maria-hinojosa-on-inclusive-storytelling-how-publishingpaidme-landed-book-executive-lisa-lucas-her-dream-job-and-journalists-of-color-creating-inclusive-newsrooms-from-tennessee-to-laguna-pueblo-lands-jKp9JVe9>) podcast, interview by Farai Chideya with audio journalist Maria Hinojosa, Nov. 27, 2020.

* First successful political coup d'état in the United States in the post-Civil War period to the present.

* How to responsibly report on issues related to race, diversity & white supremacy

* Breakout rooms to critique classmates' news wrap scripts

Assignment for next class:

- Read Kern, Chapter 5 (Field Producing).
- Project #1 (News Wrap) due tonight, Sept. 8, by 11:55 p.m.

Week #5

Sept. 13: Reporting on race & ethnicity issues (cont.) & Project #1 (News Wrap) Critique

* Share and critique News Wrap submissions.

* Review Kern Ch. 5 (Field Producing).

Assignment for next class:

- Prepare for Quiz #1 on Sept. 15. Quiz will cover Kern, Chapters 1 through 5, and all other assigned reading and listening through the Sept. 13 class.

- Project #2 Pitch (Short Feature Package) due Sunday, Sept. 19 at 11:55 p.m.
- Read Kern, Chapter 6 (Story Editing).

Sept 15: Quiz #1

- * Discuss Kern, Chapter 6 (Story Editing).
- * Discuss elements of a short feature package.

Assignment for next class:

- Project #2 Pitch due Sunday, Sept. 19, at 11:55 p.m.
- Read Kern, Chapter 8 (Reading on the Air).

Week #6

Sept. 20: Voicing

- * Discuss Kern, Ch. 8 (Reading on the Air).
- * Voicing Exercise

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>) by Eric Nalder.
- Read "What's 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.

Sept. 22: Interviewing

- * Keys to setting up a successful interview.
- * The pre-interview.
- * How to conduct a successful interview.

*Listen to Terry Gross interview of Sonny Rollins, "'Fresh Air' Celebrates The 90th Birthday Of Jazz Improviser Sonny Rollins (<https://www.npr.org/2020/09/07/909598297/fresh-air-celebrates-the-90th-birthday-of-jazz-improviser-sonny-rollins>)," re-broadcast Sept. 8, 2020.

Assignment for next class:

Projectt #2 (short feature package) due Sunday, Sept. 26 at 11:55 p.m.

Week #7

Sept. 27: Critique of Project #2

Assignment for next class:

- Prepare for Quiz #2 on Wednesday, Sept. 29, on Kern, Chapters 6 and 8 and other reading/listening assignments since Sept. 15.

Sept. 29: Quiz #2 and Incorporating Natural Sound in Feature Stories

* Quiz #2

* 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:

- Begin work on Project #3 (Medium-length feature package) due Wednesday, Oct. 13 at 11:55 p.m.
- Read Wenger & Potter, Chapter 8 (Storytelling) in Sakai->Course Reserves.

Week #8

Oct. 4: Storytelling & Use of Natural Sound

* Discuss Wenger & Potter, Chapter 8 (Storytelling) available in Sakai->Course Reserves.

* 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>)

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
- 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.
- Read "[CPJ Safety Advisory: Covering the build-up to the U.S. presidential inauguration \(https://cpj.org/2021/01/cpj-safety-advisory-covering-the-build-up-to-the-u-s-presidential-inauguration/\)](https://cpj.org/2021/01/cpj-safety-advisory-covering-the-build-up-to-the-u-s-presidential-inauguration/)," Committee to Protect Journalists, Jan. 14, 2021.

Oct. 6: Staying Safe during Times of Violence & Compassionately Covering Victims of Violence & Tragedies

* Review "Tragedies & Journalists" from the Dart Foundation.

* Discuss dangers posed to journalists covering the insurrection at the Capitol on Jan. 6, 2021 and events that followed that day.

Assignment for next class:

- Project #3 (Medium-length feature package) due Wednesday, Oct. 13 at 11:55 p.m.
- Read Kern, Chapter 12 (Producing).

Week #9

Oct. 11: Narrative Audio Storytelling

* Discuss Kern, Chapter 12 (Producing).

Assignment for next class:

- Complete Project #3 (Medium-length feature package) due Wednesday, Oct. 13 at 11:55 p.m.

Oct. 13: In-class Workshop on Project #3

Assignment for next class:

- Prepare for Quiz #3 on Monday, Oct. 18 on Wenger & Potter, Ch. 8 (in Course Reserves), Kern, Chapter 12, and other assigned class reading subsequent to the last quiz.
- Think about what issue you want to focus on in your group podcast (4 students per group). Students will indicate first (#1) and second (#2) choices for preferred podcast groups on Google docs at https://docs.google.com/spreadsheets/d/1sPAx6ueLzoK3dyjCphvQ1vRX9wuXoUx_1H9SIR0iYK8/edit?usp=sharing (https://docs.google.com/spreadsheets/d/1sPAx6ueLzoK3dyjCphvQ1vRX9wuXoUx_1H9SIR0iYK8/edit?usp=sharing)

Week #10

Oct. 18: Quiz #3 and Podcast Group Sign-ups

- * Quiz #3
- * Discuss self-selections for podcast groups
- * Discuss podcast rubric

Assignment for next class:

- Read Kern, Chapter 13 (Production Ethics).
- Review "NPR Project Blueprint" in Sakai->Resources in preparation for defining the scope and focus of your podcast.
- Talk with your podcast team members in advance of our Wednesday, March 24 class so you can start to focus on the angle of your podcast.

Oct. 20: Podcasts

- * Discuss "NPR Project Blueprint."
- * Discuss Podcast contract template.
- * Discuss Kern, Chapter 13 (Production Ethics).

Assignment for next class:

- Begin work on Project #4 due Friday, Nov. 5, at 11:55 p.m.
- Read Kern, Chapter 14 (Program Producing).

Week #11

Oct. 25: Podcasts (cont.)

- * Discuss Kern, Chapter 14 (Program Producing).
- * Listen to NPR report: The Unlikely Friendship Between a Cat Litter Scientist and Charles Barkley (<https://www.wbur.org/hereandnow/2018/12/17/charles-barkley-lin-wang>).

Assignment for next class:

- Continue your individual work on Project #4 due Friday, Nov. 5, at 11:55 p.m.
- Each podcast team should email Dr. Linden a team contract signed and dated by all team members. Due Wednesday, Oct. 27, by 12 noon. Sample contract in Sakai->Podcast Templates. In the contract please identify which team members are assuming which roles.

Oct. 27: Use of natural sound in feature stories

Assignment for next class:

- Complete individual work on Project #4 due Friday, Nov. 5, at 11:55 p.m.

Week #12

Nov. 1: Breakout Groups for Podcast Teams

Assignment for next class:

- Read Kern, Chapters 11 (Booking) and 18 (Beyond Radio).
- Assignment #4 due Friday, Nov. 5, at 11:55 p.m.

Nov. 3: Podcast stories

- * Review Kern, Chapters 11 and 18.
- * Listen to "[The Campus Tour Has Been Cancelled \(https://www.thisamericanlife.org/734/the-campus-tour-has-been-cancelled\)](https://www.thisamericanlife.org/734/the-campus-tour-has-been-cancelled)," This American Life, March 19, 2021.
- * Begin work on integrating your individual contributions to make a cohesive team project.

Assignment for next class:

- Project #4 due Friday, Nov. 5, at 11:55 p.m.
- By 12 noon, Wednesday, Nov. 10, each podcast team should submit to Dr. Linden the filled-out, first 9 pages of the NPR Project Blueprint. For each page of the Project Blueprint, please indicate which team member or members took responsibility for completing that page. Please have that blueprint handy when you come to class on Wednesday, Nov. 10, for our team breakout sessions with second-year, M.A. student Isaac Klein.

Week #13

Nov. 8: Class Critique

- * Critique Project #4 for students who have yet to have a class critique for one of their projects.

Assignment for next class:

- Continue work on you group podcast due Friday, Nov. 18, at 11:55 p.m.
- For the next class session, Isaac Klein, a second-year, M.A. student and former reporter/anchor for the school's radio broadcast "Carolina Connection," will join the class to help with your podcast planning. Isaac will rotate among the breakout rooms to hear about your podcast focus, narrative flow and answer any questions you may have. Please complete pages 1 through 9 of the NPR Project Blueprint and send the Project Blueprint via email to Dr. Linden at linden@unc.edu by 12 noon, Wednesday, Nov. 10. Indicate which team member or members are responsible for completing each of the 9 pages of the Project Blueprint. Also, be prepared to share the blueprint at the next class when Isaac joins your breakout group.
- Listen to Isaac Klein's radio story, "[UNC Asian American students find hope and solidarity amid a year of increased violence and racism](#)"

(<https://carolinaconnection.org/2021/03/26/unc-asian-american-students-find-hope-and-solidarity-amid-a-year-of-increased-violence-and-racism>), " Carolina Connection, March 26, 2021.

Nov. 10: Podcast Workshop with Isaac Klein

*Isaac Klein, second-year, M.A. student and reporter/anchor for the Hussman radio broadcast "Carolina Connection" will join the class to rotate among the breakout rooms to give each team an outside perspective on their podcast planning.

Assignment for next class:

- Continue work on group podcast due Monday, Nov. 29, at 11:55 p.m.

Week #14

Nov. 15: Podcast Workshop

Assignment for next class:

- Continue work on group podcast due Monday, Nov. 29, at 11:55 p.m.

Nov. 17: Podcast Workshop

Assignment for next class:

- Continue work on group podcast due Monday, Nov. 29, at 11:55 p.m.

Week #15

Nov. 22: Podcast Workshop

* Listen to iMusic podcast "Color Me Country with Rissi Palmer: Charley Pride Tribute."

* Listen to "[A Butterfly with My Wings Cut off: A Transgender Asylum Seeker's Quest to Come to California](https://podcasts.apple.com/us/podcast/butterfly-my-wings-cut-off-transgender-asylum-seekers/id1314750545?i=1000501341756) (<https://podcasts.apple.com/us/podcast/butterfly-my-wings-cut-off-transgender-asylum-seekers/id1314750545?i=1000501341756>), "KQED, The California Report Magazine. If you don't have Apple Music, you can also listen to the story at <https://www.kqed.org/news/11844742/a-butterfly-with-my-wings-cut-off-a-transgender-asylum-seekers-quest-to-come-to-california> (<https://www.kqed.org/news/11844742/a-butterfly-with-my-wings-cut-off-a-transgender-asylum-seekers-quest-to-come-to-california>)

Assignment for next class:

- Please upload your team's mp3 podcast and your team's NPR Project Blueprint by **Monday, Nov. 29, at 11:55 p.m.** to your team's folder in Sakai->Forums. The blueprint should be revised from the first version that you submitted a few weeks ago. On the blueprint indicate the job titles for all team members and who completed each page of the blueprint.

Nov. 24: Thanksgiving Break (no class)

Assignment for next class:

- Please upload your team's mp3 podcast and your team's NPR Project Blueprint by **Monday, Nov. 29, at 11:55 p.m.** to your team's folder in Sakai->Forums. The blueprint should be revised from the first version that you submitted a few weeks ago. On the blueprint indicate the job titles for all team members and who completed each page of the blueprint.

Week #16

Nov. 29: Podcast Class Presentations

Dec. 1: Podcast Class Presentations

Final Exam, Date & Time TBA -- Attendance Required (Podcast Presentations and Discussions)

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:** Is your speech clear and your delivery natural?
- * **News Value:** Is the story significant?
- * **On-air quality:** Is the story ready for broadcast or streaming? Is it free of audio glitches and factual errors.

All copy must be double-spaced and printed in 12-point, sans serif font. Names and contact information for sources should be listed after the end of your 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 audio 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 noted in this syllabus, fabricating a source, fabricating purported statements of fact, misrepresentation of data or other information, and/or plagiarism constitute possible Honor Code violations.

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.

SYLLABUS CHANGES

The professor reserves the right to make changes to the syllabus, including project due dates and test dates. These changes will be announced as early as possible.

ARS

The University of North Carolina at Chapel Hill facilitates the implementation of reasonable accommodations, including resources and services, for students with disabilities, chronic medical conditions, a temporary disability or pregnancy complications resulting in barriers to fully accessing University courses, programs and activities.

Accommodations are determined through the Office of Accessibility Resources and Service (ARS) for individuals with documented qualifying disabilities in accordance with applicable state and federal laws. See the ARS Website for contact information: <https://ars.unc.edu> (<https://ars.unc.edu/>) or email ars@unc.edu (<mailto:ars@unc.edu>). (source: <https://ars.unc.edu/faculty-staff/syllabus-statement>)

COUNSELING AND PSYCHOLOGICAL SERVICES

CAPS is strongly committed to addressing the mental health needs of a diverse student body through timely access to consultation and connection to clinically appropriate services, whether for short or long-term needs. Go to their website: <https://caps.unc.edu/> or visit their facilities on the third floor of the Campus Health Services building for a walk-in evaluation to learn more.

TITLE IX

Any student who is impacted by discrimination, harassment, interpersonal (relationship) violence, sexual violence, sexual exploitation, or stalking is encouraged to seek resources on campus or in the community. Reports can be made online to the EOC at <https://eoc.unc.edu/report-an-incident/>. Please contact the University's Title IX Coordinator (Elizabeth Hall, interim – titleixcoordinator@unc.edu (<mailto:titleixcoordinator@unc.edu>)), Report and Response Coordinators in the Equal Opportunity and Compliance Office (reportandresponse@unc.edu (<mailto:reportandresponse@unc.edu>)), Counseling and Psychological Services (confidential), or the Gender Violence Services Coordinators (gvsc@unc.edu (<mailto:gvsc@unc.edu>); confidential) to discuss your specific needs. Additional resources are available at safe.unc.edu (<https://safe.unc.edu>).

POLICY ON NON-DISCRIMINATION

The University is committed to providing an inclusive and welcoming environment for all members of our community and to ensuring that educational and employment decisions are based on individuals' abilities and qualifications. Consistent with this principle and applicable laws, the University's Policy Statement on Non-Discrimination offers access to its educational programs and activities as well as employment terms and conditions without respect to race, color, gender, national origin, age, religion, creed, genetic information, disability, veteran's status, sexual orientation, gender identity or gender expression. Such a policy ensures that only relevant factors are considered and that equitable and consistent standards of conduct and performance are applied.

If you are experiencing harassment or discrimination, you can seek assistance and file a report through the Report and Response Coordinators (see contact info at safe.unc.edu) or the Equal Opportunity and Compliance Office, or online to the EOC at <https://eoc.unc.edu/report-an-incident/>.

DIVERSITY STATEMENT

I strive to make this classroom an inclusive space for all students. Please let me know if there is anything I can do to improve; I appreciate any suggestions. More broadly, our school has adopted diversity and inclusion mission and vision statements with accompanying goals. These complement the University policy on prohibiting harassment and discrimination. In summary, 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 on the basis of age, gender, race, color, national origin, religion, creed,

disability, veteran's status, sexual orientation, gender identity, or gender expression. The Dean of Students (Suite 1106, Student Academic Services Building, CB# 5100, 450 Ridge Road, Chapel Hill, NC 27599-5100 or [919] 966-4042) has been designated to handle inquiries regarding the University's nondiscrimination policies.

MASK USE

All enrolled students are required to wear a mask covering your mouth and nose at all times in our classroom. This requirement is to protect our educational community -- your classmates and me -- as we learn together. If you choose not to wear a mask, or wear it improperly, I will ask you to leave immediately, and I will submit a report to the Office of Student Conduct (https://cm.maxient.com/reportingform.php?UNCChapelHill&layout_id=23). At that point you will be disenrolled from this course for the protection of our educational community. Students who have an authorized accommodation from Accessibility Resources and Service have an exception. For additional information, see <https://carolinatogether.unc.edu/university-guidelines-for-facemasks/> (<https://carolinatogether.unc.edu/university-guidelines-for-facemasks/>).

--syllabus revised August 24, 2021