

Environmental and Science Journalism

University of North Carolina at Chapel Hill

Hussman School of Journalism and Media

MEJO 560, Fall 2021

MW 11:00 a.m. - 12:15 p.m., Carroll Hall Room 128

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Office Hours: Monday, 3:30 - 4:30

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Course Description & Goals

The purpose of this course is to teach an appreciation of environmental and science journalism and provide you with skills to report on environmental and science news for a variety of media, principally print or text, but also video and audio. As a participant in this course, you'll learn the following:

- How to find news value in scientific research reports.
- How to integrate scientific statistics from source materials into news reports.
- How to research, report and write environmental and science news stories for popular media.
- A special feature this semester is an online collaboration with journalism students at the University of Navarra in Pamplona, Spain. For four class sessions in October and early November, UNC and Navarra students will meet via Zoom to work collaboratively in teams to produce a series of articles, photos, video and/or audio reports on one the major science stories of our time -- climate change.

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.

Reading

Readings for the course include a classic book on writing well, another classic book that led to the beginning of the environmental movement, a primer about science writing from

masters in the field, a book from a Pulitzer Prize-winning author about how humans are trying to reverse the effects of human-induced climate change, and a text on writing medical and health stories. Please complete all reading assignments before the appropriate classroom discussions. In addition to the list below, I'll supply additional source materials and articles from various publications. Most of the following books are available at the UNC student store and copies of some of the books will be on reserve in the Park Library (second floor) in the School of Journalism & Media. Students should also consult the AP Stylebook (<http://www.apstylebook.com/>) for proper style and usage for all written assignments.

1) Blum, Deborah, Mary Knudson & Robin Marantz Henig, editors. A Field Guide for Science Writers (Second Edition) (<https://www.nasw.org/bookstore/field-guide-science-writers-official-guide-national-association-science-writers>), Oxford University Press (paperback), © 2005, ISBN: 0-19-5174992, \$19.95. (Electronic copy is in Sakai -> Course Reserves).

2) Carson, Rachel. Silent Spring, 50th Anniversary Edition, Houghton Mifflin Harcourt, ©1962, 378 pp., ISBN: 978-0618249060, \$16.00.

3) Kolbert, Elizabeth. Under a White Sky: The Nature of the Future (<https://www.penguinrandomhouse.com/books/617060/under-a-white-sky-by-elizabeth-kolbert/>), © 2021, 234 pp., ISBN: 978-0805092988, \$24.98 on the B&N website and also available as a Nook or Kindle book.

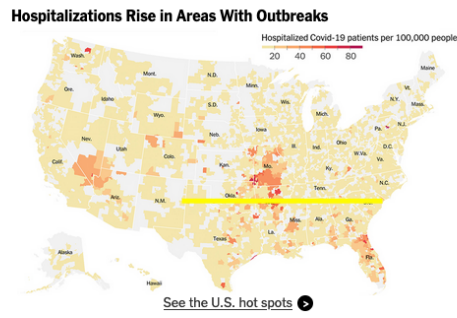
4) Linden, Tom. The New York Times Reader: Health & Medicine (<https://www.amazon.com/New-York-Times-Reader-Timescollege/dp/1604264829>), CQ Press, © 2011, 287 pp, ISBN:978-1604264821, used copies on Amazon from \$4.75.

5) Zinsser, William. On Writing Well: The Classic Guide to Writing Nonfiction (30th Anniversary Edition) (<https://www.amazon.com/Writing-Well-30th-Anniversary-Nonfiction/dp/0060891548>), Collins, © 2006, 336 pp., ISBN: 978-0060891541, \$17.00.

Also, starting with the class for Wednesday, September 22, students will begin occasional discussions of the Tuesday Science Times section of the New York Times. To view stories under discussion in class, go to www.nytimes.com and look in the upper left-hand corner for the day's date. Click on "Today's Paper" and then select the date for the NYT that you want... in this case Tuesday, Sept. 21. There you can view the stories in that day's Science Times **print** section.

LIVE
In Reversal, C.D.C. to Recommend Some Vaccinated People Wear Masks Indoors

- The agency is expected to reverse course on a decision made two months ago, saying that vaccinated people should wear masks indoors in certain areas of the country.
- Details are expected later today. The change follows surges in areas with low vaccination rates and reports of breakthrough infections with the Delta variant.



As Cases Rise, a New Feeling Spreads Among the Vaccinated: Anger

Frustrated by the prospect of a new surge, many Americans are blaming the unvaccinated. A tougher stance may backfire, some experts warn.

More sleeping, less grooming: See how the pandemic changed the way we spent our time in 2020.

	United States		World		U.S. vaccinations >		Global vaccinations >	
	Avg. on Jul. 26	14-day change	Avg. on Jul. 26	14-day change	At least one dose		Fully vaccinated	
New cases	56,635	+144%	542,058	+21%	Total pop. 57%		49%	
New deaths	275	+7%	10,038	+24%	18 and up 69%		60%	

[Sign up for updates](#) Get a daily email with Covid updates for [places you choose](#), [Global cases](#), [Japan](#), [U.K.](#), [Florida](#), [Louisiana](#), [Hospitals](#), [Vaccine development](#), [Choose your own places to track](#), [More+](#)

Participation

A working science journalist typically discusses relevant issues with colleagues and others before preparing his or her report. This class will be no different. I'll expect you to share your thoughts in class and on Sakai with your peers and with me. Classroom discussion will help clarify your ideas and sharpen your focus. You'll also be posting drafts of your written assignments on Sakai->Forums. On that site classmates will critique your work before you submit it for grading.

Grading Rubric

As critical thinking and discussion with peers are integral to the work of journalists, classroom participation will count for 10 percent of your final grade. Your classroom participation grade will be based on the quality (not necessarily the quantity) of your discussion and will be based on the following criteria:

- 1) Whether it's clear that you've read and thought about the readings.

2) Your ability to integrate ideas gleaned from the readings into the larger context of environmental and science reporting.

To sharpen your writing skills, you'll write two original stories. The two writing assignments will each count for 30 percent of your final grade. Your grade for each story 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 and/or able to present a unique scientific or human interest perspective?
- b) Did you consult primary sources (like journal articles or government publications, e.g.)?
- c) Have you attributed information (other than common knowledge) to named and reliable sources?

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

- a) Did you write clearly?
- b) Was your writing tight?
- c) Did you follow writing guidelines enumerated by William Zinsser in his book, "On Writing Well"? If not, can you justify why not?
- d) Does your story flow well?
- e) Did you stick to your six-word message (as discussed in class)?
- f) Did you follow style rules enumerated in the AP Stylebook?

3) A maximum of 20 possible points will be given for the following:

- a) Is this story publishable with only minor edits?

The other major assignment in the class will be a science journalism piece done by a team composed of three or four of your UNC classmates and an equal number of journalism students from the University of Navarra in Pamplona, Spain. The focus and medium for your pieces will be decided by your team in consultation with Dr. Linden, your TA Noel Castro Fernández and Prof. Bienvenido León at the U. of Navarra. Depending on the number of student teams, Professors Linden and León will divide the class into five to seven teams.

Your teaching assistant Noel Castro is bilingual and a master's student in our school's Visual Communication sequence. He'll help you communicate with your Spanish colleagues as well as port your final project into a class website. The overall theme of the collaboration will be climate change. The entire project is part of a UNC initiative called COIL (Collaborative Online International Learning).

Grading for the COIL project will be based on the quality of your team's completed project, your contribution to it, and your level of commitment as judged by the time spent on the initiative. You'll be expected to keep a log of your hours working on the project, listing the date, nature of the work and time spent during the COIL assignment. Your grade on the project will count for 30% of your final grade.

Grading Scale (for undergraduates)

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+
64 - 67 D
63 and below F

Grading Scale (for graduate students)

93 - 100 Honors
74 - 92 Pass
63 - 73 Low Pass
63 and below F

After three unapproved class absences, each additional absence will result in a drop of one letter grade in the course. MEJO 560 is an upper division/graduate-level seminar, and your presence and contribution are essential. For information about what constitutes an approved absence, please refer to the [University Approved Absence Office](https://attendance.unc.edu/) (<https://attendance.unc.edu/>). page.

Assignments

To succeed in environmental and science journalism, you must write well. Good writing requires an understanding of the material and the ability to communicate ideas simply and clearly.

Drafts of all assignments must be posted on the Sakai->Forums site by deadlines listed in the syllabus. Submission of late assignments will result in a 10-point deduction per day. Misspelling of proper names will result in a 10-point deduction per misspelling. Misspelling

of other words will result in a two-point deduction for each word misspelled. We'll follow the print style guidelines of the [AP Stylebook \(http://www.apstylebook.com\)](http://www.apstylebook.com). Each AP Stylebook error will result in a two-point deduction. If you intend to pursue journalism as a career, I strongly encourage you to purchase a copy of the AP Stylebook. As per the usual practice in the School of Journalism & Media, a major factual error will result in a failing grade for that particular assignment. Fabricating sources or quotations or engaging in plagiarism will constitute grounds for referral for an Honor Code violation. For more information about the UNC Honor Code, go to <http://instrument.unc.edu> (<http://instrument.unc.edu>).

Additional Assignments for Graduate Students

All graduate students in the class will have additional assignments beyond those required for undergraduate students in the class.

Equipment Checkout

Starting on October 18, students will have access to a limited number of cameras, video equipment and/or audio equipment to use on their COIL projects with the University of Navarra in Pamplona, Spain. To check out equipment from the Journalism School's Park Library on the second floor of Carroll Hall, students must book their gear through Connect2 at:

<https://equipmentroom.mj.unc.edu/> (<https://equipmentroom.mj.unc.edu/>)

To access the equipment room site from off-campus, you'll need to have the UNC VPN app installed on your computer.

Follow the link below for a collection of instruction manuals for gear that you can check out from the Park Library:

<https://guides.lib.unc.edu/equipment-room/instruction-manuals> (<https://guides.lib.unc.edu/equipment-room/instruction-manuals>)

No grades will be released at the end of the semester unless equipment is returned to the Park Library before your final exam.

How To Succeed in This Course

- Attend classes consistently.
- Complete readings before the appropriate classroom discussions.
- Participate actively in class discussions.

- Ask Dr. Linden questions either during class or during office hours if you're unclear about any aspect of the course.
- Turn in stories on time.
- Check the online syllabus frequently throughout the semester (preferably before each class) as assignments and topics may change without prior e-mail notice.

WEEK 1:

AUG. 18: INTRODUCTION TO ENVIRONMENTAL AND SCIENCE JOURNALISM

- * Turn in Student Data Sheet that was emailed to you.
- * Review syllabus.
- * Discuss reading assignment below.

Reading for this class session:

Blum, Karen. "STAT health tech reporter says speed in the sector is a double-edged sword, (<https://healthjournalism.org/blog/2021/07/stat-health-tech-reporter-says-speed-in-the-sector-is-a-double-edged-sword/>)." Association of Health Care Journalists, July 26, 2021.

Linden, Thomas, "Learning To Be a Medical Journalist (<http://niemanreports.org/articles/learning-to-be-a-medical-journalist/>)," Nieman Reports, Vol. 57, No. 2, Summer 2003, pp. 66-67 (in Sakai->Resources).

WEEK 2:

AUG 23 : A GUIDE TO WRITING NONFICTION

Reading for this class session:

Zinsser, William, On Writing Well, Chapters 1, 2, 3, 4, 5, 6, 7, 8, 9 10, 11, 12.

AUG 25: ETHICS OF ENVIRONMENTAL, SCIENCE AND MEDICAL JOURNALISM -- Megan Suggs

Reading for this class session:

Association of Health Care Journalists, "Aiding Those in Distress (<https://healthjournalism.org/secondarypage-details.php?id=898>)".

Code of Ethics for Science Writers, www.nasw.org/code-ethics-science-writers. (<https://www.nasw.org/code-ethics-science-writers>).

Reporters Committee for Freedom of the Press, "[A Reporter's Guide to Medical Privacy Law](http://www.rcfp.org/reporters-guide-medical-privacy-law) (<http://www.rcfp.org/reporters-guide-medical-privacy-law>)," Winter 2007 (pdf download).

SPJ (<https://www.spj.org/ethicscode.asp>) Code of Ethics (<https://www.spj.org/ethicscode.asp>).

[Statement of Principles of the Association of Health Care Journalists](http://healthjournalism.org/secondarypage-details.php?id=56) (<http://healthjournalism.org/secondarypage-details.php?id=56>).

"[Understanding HIPAA: A Brief Overview](http://healthjournalism.org/resources-tips-details.php?id=12#.VcomqOW2gso) (<http://healthjournalism.org/resources-tips-details.php?id=12#.VcomqOW2gso>)," Association of Health Care Journalists.

Zietman, Anthony L., "[Falsification, Fabrication, and Plagiarism: The Unholy Trinity of Scientific Writing](http://www.sciencedirect.com/science/article/pii/S0360301613028137)" (<http://www.sciencedirect.com/science/article/pii/S0360301613028137>)," International Journal of Radiation Oncology, Vol. 87, No. 2, 1 October 2013, pp. 225-227.

Assignment

Assignment #1: 900-word news story due Wednesday, Sept. 22. Please upload the **draft** of your story to Sakai ->Forums ->Assignment #1 (DRAFT) by **Monday, Sept. 13, at 6 p.m.**

WEEK 3:

AUG. 30: HOW TO WRITE A SCIENCE NEWS STORY -- Liz Johnson

Reading for this class session:

Linden, Tom. The New York Times Reader, Health & Medicine: Introduction and Chapter 1, 2, 3, pp. 1-50.

SEPT. 1: HOW TO WRITE A SCIENCE NEWS STORY (cont.) -- Megan Suggs

Reading for this class session:

Linden, Tom. [The New York Times Reader: Health & Medicine](#), Chapters 7 and 8, pp. 120-182.

Assignment

Work on draft of Assignment #1 due in Sakai->Forums->Assignment #1 (DRAFT) by 6 p.m., Monday, Sept.

13.

WEEK 4:

SEPT. 6: Labor Day Holiday (no class)

Reading for next class session: (see reading for Wednesday, Sept. 8)

SEPT. 8: INTERPRETATION OF SCIENCE STATISTICS -- Stehanie Mayer

Reading for this class session:

Cohn & Cope. News & Numbers: A Writer's Guide to Statistics, Part I, Learning the Basics, pp. 1-68 (available in Sakai->Course Reserves, click on "View Item" in left-hand column).

Khullar, Dhruv. "Have You Already Had A Breakthrough COVID Infection (<https://www.newyorker.com/science/medical-dispatch/have-you-already-had-a-breakthrough-covid-infection?>)"? The New Yorker, August 22, 2021.

Russell, Cristine. "Risk Reporting," in Blum et al., editors, *A Field Guide for Science Writers*, Chapter 36, pp. 251-256.

Yong, Ed. "How the Pandemic Now Ends (<https://www.theatlantic.com/health/archive/2021/08/delta-has-changed-pandemic-endgame/619726/>)," The Atlantic, August 12, 2021.

Assignment

Work on draft of Assignment #1 due in Sakai->Forums->Assignment #1 (DRAFT) by 6 p.m., Monday (Sept. 13).

WEEK 5:

SEPT 13: WRITING ABOUT SCIENCE AND THE ENVIRONMENT -- Colton Hartzheim

Draft of Assignment #1 due in Sakai->Forums->Assignment #1 (DRAFT) by 6 p.m., tonight (Sept. 13).

Reading for this class session:

Carson, Rachel. Silent Spring (<https://www.amazon.com/Silent-Spring-Rachel-Carson/dp/B002E8JF6G>), Introduction and pp. 1 - 100.

Hubler, Scott. "Is This the End of Summer as We've Known It?" (<https://www.nytimes.com/2021/07/28/us/the-end-of-summer.html>)." New York Times, July 28, 2021.

SEPT. 15: WRITING ABOUT SCIENCE AND THE ENVIRONMENT (cont.) -- Hailey Stiehl & Maya Logan

Reading for this class session:

Quammen, David. "Opinion: The Pandemic, From the Virus's Point of View, (<https://www.nytimes.com/2020/09/19/opinion/sunday/coronavirus-covid-evolution.html>)." New York Times, Sept. 19, 2020.

Rabin, Roni Caryn. "Caught in the Crossfire Over Covid's Origins (<https://www.nytimes.com/2021/08/24/health/coronavirus-origins-alina-chan.html>)," New York Times, August 24, 2021.

Yong, Ed. "The 3 Simple Rules That Underscore the Danger of Delta (<https://www.theatlantic.com/health/archive/2021/07/3-principles-now-define-pandemic/619336/>)," The Atlantic, July 1, 2021.

Assignment

Assignment #1: Please upload the FINAL copy of your 900-word story to Sakai->Assignments by **Wednesday, Sept. 22, at 6 p.m.**

WEEK 6:

SEPT. 20: SCIENCE NEWS STORIES -- Claire Tynan

Reading for this class session:

Blum et al., editors. A Field Guide for Science Writers, Part One: Learning the Craft, Chapters 1, 2, 3, 4, 5, 6 (all chapters found in Sakai->Course Reserves->click on "View Item" in left-hand column).

Linden, Tom. "The Role of Journalists in Reporting on Emerging Infectious Diseases," North

Carolina Medical Journal, Vol. 77, No. 5, pp. 331-332. (download from Sakai->Resources).

Wu, Katherine J., "[Your Vaccinated Immune System Is Ready for Breakthroughs](https://www.theatlantic.com/science/archive/2021/07/anatomy-of-a-vaccine-breakthrough/619562/) (<https://www.theatlantic.com/science/archive/2021/07/anatomy-of-a-vaccine-breakthrough/619562/>)," The Atlantic, July 26, 2021.

SEPT. 22 SCIENCE NEWS STORIES (cont) -- Elise Mahon

FINAL version of Assignment #1 due tonight (Wednesday, Sept. 22) at 6 p.m. in Sakai->Assignments.

Reading for this class session:

"Science Times" section from Tuesday, Sept. 21, New York Times. Please read all the stories in the print edition of the "Science Times" section. See the top of this syllabus for how to find the stories **online** that were featured in the **print** edition of Tuesday's Science Times.

Oransky, Ivan, "[How Publish or Perish Promotes Inaccuracy in Science](http://journalofethics.ama-assn.org/2015/12/sect1-1512.html) (<http://journalofethics.ama-assn.org/2015/12/sect1-1512.html>)--and Journalism (<http://journalofethics.ama-assn.org/2015/12/sect1-1512.html>)," AMA Journal of Ethics, December 2015, Vol. 17, Number 12: 1172-1175.

Browse [Retraction Watch](http://retractionwatch.com/) (<http://retractionwatch.com/>).

WEEK 7:

SEPT. 27: CLASS CRITIQUE OF ASSIGNMENT 1

Assignment

Assignment #2: 900-word news story due Wednesday, Oct. 20. Please upload the DRAFT of your story to Sakai-> Forums-> Assignment #2 (DRAFT) by **Monday, Oct. 11, at 6 p.m.**

SEPT. 29: WRITING ABOUT SCIENCE AND THE ENVIRONMENT (cont.) -- Emma-Blake Byrum

Reading for this class session:

Blum et al., editors. [A Field Guide for Science Writers \(Second Edition\)](https://www.nasw.org/bookstore) (<https://www.nasw.org/bookstore>)

[/field-guide-science-writers-official-guide-national-association-science-writers](#)), Part Five: Covering Stories in the Physical and Environmental Sciences (Chapters 30, 31, 32, 33, 34, 35, 36). (All chapters found in Sakai -> Course Reserves).

Quammen, David. "[Why Weren't We Ready for the Coronavirus?](https://www.newyorker.com/magazine/2020/05/11/why-werent-we-ready-for-the-coronavirus)" The New Yorker, May 4, 2020.

WEEK 8:

OCT. 4: ENVIRONMENTAL REPORTING -- Lauren Ketwitz

Reading for this class session:

Kolbert, Elizabeth. "Under A White Sky," pp. 1 - 113.

OCT. 6: ENVIRONMENTAL REPORTING (cont.) -- Maddee Burt & Arjun Keshava

Reading for this class session:

Kolbert, Elizabeth. "Under A White Sky," pp. 114 - 201.

WEEK 9:

OCT. 11: 1st of 4 ONLINE ZOOM SESSIONS WITH UNIVERSITY OF NAVARRA STUDENTS
(Zoom address TBA)

Draft of Assignment #2 due in Sakai->Forums->Assignment #2 (DRAFT) by 6 p.m., Wednesday, Oct. 13.

Reading & Viewing for this class session:

Allen, Nathan. "[Spain Logged Hottest Year on Record in 2020](https://www.reuters.com/business/environment/spain-logged-hottest-year-record-2020-2021-05-14/)," (https://www.reuters.com/business/environment/spain-logged-hottest-year-record-2020-2021-05-14/) Reuters, May 14, 2021.

"[El Sol Puede Ser Tuyo](https://www.youtube.com/watch?v=vlf-L6fdTdg) (https://www.youtube.com/watch?v=vlf-L6fdTdg)" (The Sun Can Be Yours) video in Spanish with English subtitles produced by students from UNC-Chapel Hill and the University of Navarra (Spain), August 21, 2014.

Assignment due Friday, Oct. 15, 6 p.m., EDT (see below).

Work with your COIL team to develop a focus for your international collaboration with your team members from the University of Navarra. Each UNC team will be paired with a University of Navarra team. The two teams will work together as a unit to find a focus that highlights an issue common to both countries. In addition to finding a story focus, your team needs to consider how to tell your story in multiple media including text, video, audio, photo and/or graphics. Consider combining different media. For example, you can plan for two 1,000-word text stories, one in English based in the U.S. and the other in Spanish based in Spain. You can also consider adding audio, video and/or photo sidebars. Post your focus statement (no more than 20 words in one sentence) and intended media (text, audio, video and/or photo) in a Google document so that both UNC and Navarra students can view and comment on the postings. If you have audio or video components, make sure that the total length of the pieces run no longer than three minutes each. For a photo essay, limit the number of photos to six per sidebar. During the rest of the semester you'll work with your UNC T.A., Noel Castro Fernández, who has extensive experience as a multimedia journalist. Noel, who is bilingual, can help with any communication problems that may pop up with your Spanish colleagues.

OCT. 13: COMMENTARY -- Em Welsh

Draft of Assignment #2 due in Sakai->Forums->Assignment #2 (DRAFT) by 6 p.m. tonight (Wednesday, Oct. 13).

Reading for this class session:

Blum et al., editors. A Field Guide for Science Writers, Chapter 22 (found in Sakai -> Course Reserves >click on "View Item" in left-hand column).

Renkl, Margaret. "A Seed in Darkest Winter: The natural world is in convulsions. It's also poised to begin again (<https://www.nytimes.com/2020/01/26/opinion/a-seed-in-darkest-winter.html>)," New York Times, Jan. 26, 2020.

Thomas, Lewis. The Medusa and the Snail, chapters entitled "The Medusa and the Snail," "The Wonderful Mistake," "To Err Is Human" and "On Cloning A Human Being" (all chapters found in Sakai -> Course Reserves>click on "View Item" in left-hand column).

Thorp, Holden H. "Editorial: Colleges need vaccine mandates, (<https://science.sciencemag.org/content/373/6553/369.full>)" Science, July 23, 2021.

WEEK 10:

OCT. 18: 2nd of 4 ONLINE ZOOM SESSIONS WITH UNIVERSITY OF NAVARRA STUDENTS
(Zoom address TBA)

Assignment:

FINAL version of Assignment #2 due **Wednesday, Oct. 20 at 6 p.m. in Sakai->Assignments.**

Reading for next class session:

"Science Times" section from Tuesday, Oct. 12, New York Times. Please read all the stories in the print edition of the "Science Times" section for this date. See the top of this syllabus for how to find the stories **online** that were featured in the **print** edition of the Tuesday edition of Science Times from Oct. 12.

OCT. 20: SCIENCE TIMES & HISTORICAL STORIES -- Jack Rhoden

FINAL version of Assignment #2 due **tonight (Wednesday, Oct. 20) at 6 p.m. in Sakai->Assignments.**

Reading for this class session:

Linden, New York Times Reader, Chapter 9, pp. 183-197.

McNeil Jr., Donald G., "[In Reaction to Zika Outbreak, Echoes of Polio](http://www.nytimes.com/2016/08/30/health/zika-outbreak-echoes-of-polio.html?rref=collection%2Fsectioncollection%2Fscience&action=click&contentCollection=science®ion=stream&module=stream_unit&version=latest&contentPlacement=2&pgtype=sectionfront&_r=0)" (http://www.nytimes.com/2016/08/30/health/zika-outbreak-echoes-of-polio.html?rref=collection%2Fsectioncollection%2Fscience&action=click&contentCollection=science®ion=stream&module=stream_unit&version=latest&contentPlacement=2&pgtype=sectionfront&_r=0), New York Times, Aug. 29, 2016.

FALL BREAK (Oct. 21 & 22)

WEEK 11:

OCT. 25: 3rd of 4 ONLINE ZOOM SESSIONS WITH UNIVERSITY OF NAVARRA STUDENTS

(Zoom address TBA)

Reading for this class session:

Mellen, Ruby and William Neff, "Beyond Human Endurance: How climate change is making parts of the world too hot and humid to survive ([https://www.washingtonpost.com/world/interactive/2021/climate-change-humidity/?utm_campaign=wp_post_most&utm_medium=email&utm_source=newsletter&wpisrc=nl_most&carta-url=https%3A%2F%2Fs2.washingtonpost.com%2Fcar-ln-tr%2F3441d93%2F61017c8f9d2fda945a1cc28a%2F596b87a2ae7e8a44e7d91f3c%2F8%](https://www.washingtonpost.com/world/interactive/2021/climate-change-humidity/?utm_campaign=wp_post_most&utm_medium=email&utm_source=newsletter&wpisrc=nl_most&carta-url=https%3A%2F%2Fs2.washingtonpost.com%2Fcar-ln-tr%2F3441d93%2F61017c8f9d2fda945a1cc28a%2F596b87a2ae7e8a44e7d91f3c%2F8%2F)) Washington Post, July 28, 2021.

Snyder, Timothy, "The Next Genocide (<http://www.nytimes.com/2015/09/13/opinion/sunday/the-next-genocide.html>)," New York Times, Sept. 12, 2015.

(<https://www.nytimes.com/2011/11/01/science/telling-the-story-of-the-brains-cacophony-of-competing-voices.html>)

OCT. 27: WRITING PERSPECTIVE & EXPLANATORY STORIES -- Caroline Bowersox

Reading for this class session:

Johnson, George. "Explanatory Writing," Chapter 20 in Blum et al., editors. A Field Guide for Science Writers (available in Sakai->Course Reserves>click on "View Item" in left-hand column).

Harmon, Amy. "A Dying Young Woman's Hope in Cryonics and a Future (<http://www.nytimes.com/2015/09/13/us/cancer-immortality-cryogenics.html>)," New York Times, Sept. 12, 2015.

Linden, New York Times Reader, Chapters 7 and 8, pp. 121--182 .

WEEK 12:

NOV. 1: WRITING SCIENCE ESSAYS & COLUMNS -- Jennifer Tran

Reading for this class session:

Baird, Robert P., "What Went Wrong With Coronavirus Testing in the U.S. (https://www.newyorker.com/news/news-desk/what-went-wrong-with-coronavirus-testing-in-the-us?source=EDT_NYR_EDIT_NEWSLETTER_0_imagenewsletter_Daily_ZZ&)

[utm_campaign=aud-dev&utm_source=nl&utm_brand=tny&utm_mailing=TNY_Daily_031720&utm_medium=email&bxid=5be9f51f2ddf9c72dc87210e&cndid=49603767&esrc=&mbid=&utm_term=TNY_Daily](https://www.nytimes.com/2020/03/16/books/review/sloane-crosley-pandemic-novel-coronavirus.html))," The New Yorker, March 16, 2020.

Crosley, Sloane, "[Essay: Someday, We'll Look Back on All of This and Write a Novel](https://www.nytimes.com/2020/03/17/books/review/sloane-crosley-pandemic-novel-coronavirus.html)" (<https://www.nytimes.com/2020/03/17/books/review/sloane-crosley-pandemic-novel-coronavirus.html>)," New York Times, March 17, 2020.

Linden, Tom, [New York Times Reader: Health and Medicine, Chapters 12 and 13](#) (Sakai->Resources), pp. 245-268.

NOV. 3: WHAT THE FUTURE OF CLIMATE CHANGE MAY HOLD FOR THE PLANET -- Noah Tobias

Reading for this class session:

Brannen, Peter. "[The Terrifying Warning Lurking in the Earth's Ancient Rock Record](https://www.theatlantic.com/magazine/archive/2021/03/extreme-climate-change-history/617793/)" (<https://www.theatlantic.com/magazine/archive/2021/03/extreme-climate-change-history/617793/>)," The Atlantic, March 2021.

WEEK 13:

NOV. 8: 4th of 4 ONLINE ZOOM SESSIONS WITH UNIVERSITY OF NAVARRA STUDENTS (Zoom address TBA)

Assignment

Please upload your COIL team's English-language text stories to Sakai->Forums->COIL Stories by **Monday, Nov. 22, at 6 p.m.** Mechanism for uploading your team's Spanish-language text stories and your COIL teams multimedia (audio, video, photo) pieces is yet to be determined.

NOV. 10: COIL Workshop

Each COIL team will meet in class to work on their team's English-language stories due on Sakai->Forums->COIL stories on Monday, Nov. 22 at 6 p.m. The deadline covers text, video, audio and photo stories.

WEEK 14:

NOV. 15: SCIENCE WRITING FOR MAGAZINES -- Meg Hardesty

(https://www.statnews.com/2018/03/20/news-deserts-infectious-disease/?utm_source=API+Need+to+Know+newsletter&utm_campaign=718e6f1978-EMAIL_CAMPAIGN_2018_03_21&utm_medium=email&utm_term=0_e3bf78af04-718e6f1978-45843981)

Reading for this class session: (https://www.statnews.com/2018/03/20/news-deserts-infectious-disease/?utm_source=API+Need+to+Know+newsletter&utm_campaign=718e6f1978-EMAIL_CAMPAIGN_2018_03_21&utm_medium=email&utm_term=0_e3bf78af04-718e6f1978-45843981)

Blum et al., editors. A Field Guide for Science Writers, Chapters 9, 18, 19, 21 (all chapters found in Sakai->Course Reserves).

Yong, Ed, "How the Pandemic Will End, (<https://www.theatlantic.com/health/archive/2020/03/how-will-coronavirus-end/608719/>)" The Atlantic, March 25, 2020.

NOV. 17: FINAL COIL WORKSHOP

Each COIL team will meet in class to work on their team's English-language stories, due on Sakai->Forums->COIL stories due Monday, Nov. 22, at 6 p.m. The deadline covers text, video, audio and photo stories.

Assignment

Please upload your COIL team's English-language text stories to Sakai->Forums->COIL Stories by **Monday, Nov. 22, at 6 p.m.** Mechanism for uploading your team's Spanish-language text stories and your COIL teams multimedia (audio, video, photo) pieces is yet to be determined.

Also due on Monday, Nov. 22, is a personal work log of the time you spent outside of class working on your COIL project. Please

include on your log the job you performed for each date along with the number of hours for each particular date. Include at the bottom the TOTAL number of hours spent out of class on your project. Please email that personal work log to Dr. Linden at linden@unc.edu.

WEEK 15:

NOV. 22: RADIO REPORTING -- Guest speaker, [Helen Chickering](https://www.bpr.org/people/helen-chickering) (<https://www.bpr.org/people/helen-chickering>), anchor/reporter/producer [Blue Ridge Public Radio](https://www.bpr.org) (<https://www.bpr.org>) -- **unconfirmed**

Your text, video, audio, photo and/or graphics stories for your COIL project are due tonight, Monday, Nov. 22, at 6 p.m. Site for upload TBA.

Reading for this class session:

Linden, Tom, "Medical Reporting for the Electronic Media," in Barbara Gastel's Health Writer's Handbook (Second Edition), chapter in Sakai -> Resources.

Listening for this class session:

Chickering, Helen, "[May I Take Your Takeout Order? WNC Restaurants Struggle To Cope With COVID-19 Restrictions](https://www.bpr.org/post/may-i-take-your-takeout-order-wnc-restaurants-struggle-cope-covid-19-restrictions) (<https://www.bpr.org/post/may-i-take-your-takeout-order-wnc-restaurants-struggle-cope-covid-19-restrictions>)," [Blue Ridge Public Radio](https://www.bpr.org/post/may-i-take-your-takeout-order-wnc-restaurants-struggle-cope-covid-19-restrictions), March 23, 2020.

NOV. 24: **NO CLASS** (Thanksgiving break)

WEEK 16:

NOV. 29: RADIO REPORTING (cont) -- Cathy Choi

Listen to "[My Lobotomy](https://www.npr.org/2005/11/16/5014080/my-lobotomy-howard-dullys-journey) (<https://www.npr.org/2005/11/16/5014080/my-lobotomy-howard-dullys-journey>)," "[Mastodons in Manhattan: A Botanical Puzzle](https://www.npr.org/sections/krulwich/2008/02/22/19171697/mastodons-in-manhattan-a-botanical-puzzle), (<https://www.npr.org/sections/krulwich/2008/02/22/19171697/mastodons-in-manhattan-a-botanical-puzzle>)" and "[An Ill Newborn, A Loving Family and A Litany of Wrenching Choices](https://www.npr.org/sections/health-shots/2015/11/13/455677565/an-ill-newborn-a-loving-family-and-a-litany-of-wrenching-choices) (<https://www.npr.org/sections/health-shots/2015/11/13/455677565/an-ill-newborn-a-loving-family-and-a-litany-of-wrenching-choices>)."

DEC. 1: LAST DAY OF CLASS

FINAL EXAM - Date and time TBA.

THE HONOR CODE (<http://www.npr.org/sections/health-shots/2015/11/13/455677565/an-ill-newborn-a-loving-family-and-a-litany-of-wrenching-choices>)

I expect that each student will conduct himself or herself within the guidelines of the University honor system (<http://honor.unc.edu>). All academic work should be done with the high levels of honesty and integrity that this University demands. You are expected to produce your own work in this class. If you have any questions about your responsibility or your instructor's responsibility as a faculty member under the Honor Code, please see the course instructor or Senior Associate Dean Charlie Tuggle, or you may speak with a representative of the Student Attorney Office or the Office of the Dean of Students.

SEEKING HELP

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

(<http://www.npr.org/sections/health-shots/2015/11/13/455677565/an-ill-newborn-a-loving-family-and-a-litany-of-wrenching-choices>)

(<http://www.npr.org/sections/health-shots/2015/11/13/455677565/an-ill-newborn-a-loving-family-and-a-litany-of-wrenching-choices>)

PROFESSIONAL VALUES & COMPETENCIES (<http://www.unc.edu/ugradbulletin/>)

Among the many skills students will learn in this course, it's expected they will be able to fulfill the following values and competencies as enumerated by the Association for Education in Journalism and Mass Communication: (<http://www.unc.edu/ugradbulletin/>)

- understand concepts and apply theories in the use and presentation of images and information; (<http://www.unc.edu/ugradbulletin/>)
- demonstrate an understanding of professional ethical principles and work ethically in pursuit of truth, accuracy, fairness and diversity; (<http://www.unc.edu/ugradbulletin/>)
- think critically, creatively and independently; (<http://www.unc.edu/ugradbulletin/>)
- conduct research and evaluate information by methods appropriate to the communications professions in which they work; (<http://www.unc.edu/ugradbulletin/>)
- write correctly and clearly in forms and styles appropriate for the communications professions, audiences and purposes they serve; (<http://www.unc.edu/ugradbulletin/>)
- critically evaluate their own work and that of others for accuracy and fairness, clarity, appropriate style and grammatical correctness; (<http://www.unc.edu/ugradbulletin/>)
- apply basic numerical and statistical concepts; (<http://www.unc.edu/ugradbulletin/>)
- apply tools and technologies appropriate for the communications professions in which they work.

(<http://www.unc.edu/ugradbulletin/>)

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> (<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/> (<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/> (<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 (gvscc@unc.edu (<mailto:gvscc@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 (<https://unc.policystat.com/policy/4467906/latest/>), 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 (<https://safe.unc.edu/>)) or the Equal Opportunity and Compliance Office (<http://eoc.unc.edu/>), or online to the EOC at <https://eoc.unc.edu/report-an-incident/> (<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 (<http://hussman.unc.edu/diversity-and-inclusion>) with accompanying goals. These complement the University policy on prohibiting harassment and discrimination (<https://eoc.unc.edu/our-policies/ppdhrm/>). 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 Aug. 26, 2021

(<http://www.unc.edu/ugradbulletin/>).