Instructor Information
Dr. Jillian Saint Jacques, Senior Instructor
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Office: 352 Moreland Hall
Office Phone: (541) 737-1662
Office Hours: Mondays from 1500-1700, or by appointment
Skype Office Hours: Fridays at 1600

Class Meeting Times: MWF 1000-1050 in Moreland 206 or 3X/week, 2.5 hours

Course Description:
Continued praxis in journalistic storytelling, with an emphasis on developing intensive hard news stories and photojournalistic essay packages through reporting government agencies. Prerequisite: Grade B or higher in AJ311.

Required Texts:
- Selected readings and film criticisms of the week (provided on Canvas)

Overview:
Articulating the skills learned in AJ311, participants in AJ312 Advanced Media Storytelling deliver more complex and demanding projects in hard news and/or photojournalistic essay. Concentrating on community events and reporting government agencies (local and regional courts, town hall meetings, school boards, emergency organizations, etc.), students can gather more detailed facts and conduct more intensive interviews, while maintaining balanced, accurate and objective reportage. As was the case with AJ311, fulfilling this objective requires the publication of your pieces in any facet of OMN. Successfully completing your coursework in AJ312 will demand a high level of proficiency at event sequencing and time management—skills that enable reporters to produce larger and more complex projects by deadline. This course will also involve developing a more sophisticated comprehension of media law, in order to forearm oneself against potential litigation; hence, the task of fact-checking will prove particularly crucial for this course.

Course Specific Outcomes and Assessments:
Through successful participation in AJ312, students will:
- Compose stories based on complex and detailed data by deadline
  - Planning stories on hard news events in our local and regional courts, emergency and educational agencies, AND
  - Creating multimedia photojournalistic essays based on community events
  - Experimenting with ideas presented by seasoned journalists and guest speakers
- Actualize in-depth interviews with expert sources involving public policy and critical events
  - Planning individual sessions with prominent subjects, such as district attorneys, defense attorneys, judges and magistrates, psychiatrists and other doctors, school district officials, directors of government agencies, university administrators, police and other constabulary.
• Construct fair, accurate and balanced copy
  o Composing balanced interviews, striving to get all sides of a story, never being content with anything less than a multi-source story
  o Using adequate research to equip all stories with a relevant contextual/historical framework
• Combine digital and library databases to add factual muscle through diversified research
  o Conducting a complete Lexis-Nexis search on every story
  o Tabulating Computer Assisted Research (CAR) findings to crunch serious data
• Compose stories that rigorously adhere to contemporary standards in media law, and envision the ways in which completed story packages take part in (and shape) diversity in the regional and global landscape
  o Critically assessing all stories with a cadre of media professionals and peers

Assignment Types
Assignments in AJ312 consist of the following medley:

1) **Reporting.** Central to this course: the production of two (2) hard news stories that report on government and public agencies, AND two (2) installations of an immersive photojournalistic project. Should the student wish to replace the two photojournalistic installations with two more hard news stories, that is also an option. The vicissitudes of these assignments will vary on current events, and will consist of a medley that includes but is not limited to police, courts, school boards, emergency networks, city and county agencies. Remember, excelling in AJ312 will require an intensive degree of time management, as completing interviews on time and submitting copy by deadline is the duty of **every reporter**.

2) **AP Style Quizzes.** Good editing is integral to producing good copy, as is proficiency in proofreading in Associated Press style. The **AP Style Quizzes** in AJ312 necessitate intimate familiarity with the **Associated Press Stylebook**, the ultimate source for questions about editing copy.

3) **Exams.** This class will have two important exams, a **midterm** in Week 5 and a **final** during Finals Week. The exams typically appear on Canvas on Wednesday at noon and remain open until Friday noon, at which point they close and grades are tallied. These exams will test how much you understand about hard news writing on government agencies and the constraints of media law. Exam questions are primarily taken from in-class lectures, our course textbooks, and miscellaneous materials on our Canvas site. Exam questions typically consist of multiple choice, multiple answer, true/false and short essay questions.

4) **Workshops.** Based on team-generated reports, you will be assigned a grade for your performance in a series of workshops designed to help you consider all angles of your story and improve it with key audiences in mind.

5) **Publication Process.** Please keep in mind that the ultimate target of this course is enabling you to produce publishable work. To achieve this aim, this course will engage in active collaboration with the folks at OSU Student Media. You will have a variety of venues to choose from, but it is a requisite of the course that you must publish at least two (2) of your four featured pieces in OSU student publications – and it is the responsibility of the student to put in the leg-work to make sure this happens. See course grading details for further information.
Other Requirements

◊ **Canvas.** This class will rely **heavily** on the use of Canvas. Students should be familiar with Canvas and understand that getting the job done on time is their responsibility. Because Canvas might “crash” from time to time, it’s incumbent on students to download assignments and instructions from Canvas as soon as possible.

◊ **Late work.** In journalism, the most important requirement of our job is the ability to turn in copy by **deadline.** In this course, there will be no provisions given for late work, as hitting your deadline is intrinsic to journalistic praxis. Similarly, there will be no “make up” assignments given for **in-class homework** under any circumstances, with the exception of athletes who are away at games (coach’s letter mandatory). If you cannot land an assignment by deadline for whatever reason, have a friend, relative, or fellow student **bring it in for you.**

◊ **Format requirements.** All writing assignments **must be typed** using either a **Times 12-point** font or a **Helvetica 10-point** font (like this syllabus). Assignments written in overlarge or exotic fonts will be downgraded. Typing in colored ink or on colored or scented papers will also result in lowered grades for an assignment, as will generally dishevelled work. Unless otherwise advised, all assignments that run more than one page in length must be **stapled in the upper left-hand corner** (do not use paper clips or origami-style folding techniques). All assignments should have **one-inch margins** at the top, bottom and sides, and be typed on letter-sized white bond paper. The standard point deduction for neglecting any of the above conventions is two (2) full points per error, with a standard **three-point deduction** for neglecting to use **spellchecker.** Assignments that do not meet format requirements will be returned to the writer, and the rules for late work will apply. This particularly applies to double-spaced copy – and the lack thereof.

◊ **Improvement.** I carefully evaluate whether your assignments improve along with your knowledge and ability in this course. As the term progresses, I adjust grades increasingly lower for coursework that continuously contains the same errors (a consistent failure to use spellchecker is a common culprit). Likewise, work that demonstrates concentration on areas of improvement will merit a higher grade and, in some cases, extra credit.

◊ **Grading.** Because we are working with a numeric grading system, I use “half points” on many assignments (1.5, 2.5, etc). Please refrain from asking questions about your grades by e-mail, as OSU discourages this practice for security reasons. Any questions about grades should be delivered in **person** during office hours or after class.

◊ **Attendance.** I take attendance at the beginning of every class. If you miss more than three classes, anticipate that your final grade will be lowered by one full letter. It is my general policy to fail all students who do not attend at least 50 percent of the classes. It is your responsibility to make sure you are marked present in the log book when you are late for class. **Athletes:** make sure your coaches provide me with a list of your “away dates”; also be aware that I am pals with your academic/athletic advisors, and they regularly contact me to monitor your progress.

◊ **E-mail.** I am sure we all agree — **e-mail** has become a vital part of academic life in the 21st century. That said, I welcome all of your questions by e-mail, so long as they do not involve issues of grading. Be aware, however, that I never “check out” assignments by e-mail, nor do I accept late work (or any work) by email.

◊ **Laptops.** Technology is nice, but laptops, smart phones, iPads and the rest can be distracting to fellow students if used for inappropriate purposes (e.g., browsing the Internet, checking Facebook, reading personal email, gossiping on Twitter). Out of courtesy to fellow students, do not use laptops for purposes other than taking notes. The use of **smart phones** in AJ312 is expressly forbidden, and there is a three-point deduction for their unwarranted
use in class.

◊ **Exams.** Taking a quiz on Canvas requires time and concentration. Remember to take Canvas quizzes at one sitting, no matter what Canvas says about logging out and “saving” your answers, etc. If you log out of a Canvas quiz, Canvas will submit your quiz with incomplete results and you will get a less than satisfactory grade. I only allow students to “re-take” a Canvas quiz if you have a legitimate technical difficulty – otherwise, do not ask.

**Grading**

Your final grade in AJ312 is based on the following recipe:

<table>
<thead>
<tr>
<th>Grade Description</th>
<th>Points</th>
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<tbody>
<tr>
<td>A = 93-100; A- = 90-92; B+ = 88-89; B = 83-87; B- = 80-82; C+ = 78-79; C = 73-77; C- = 70-72; D = 60-69; F = 59 &amp; below</td>
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<table>
<thead>
<tr>
<th>Component</th>
<th>Points</th>
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</thead>
<tbody>
<tr>
<td>Style quizzes (cumulative)</td>
<td>20 points</td>
</tr>
<tr>
<td>Hard News Story 1</td>
<td>10 points</td>
</tr>
<tr>
<td>Hard News Story 2</td>
<td>10 points</td>
</tr>
<tr>
<td>Photojournalistic Package 1 (or HN3)</td>
<td>10 points</td>
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<tr>
<td>Photojournalistic Package 2 (or HN4)</td>
<td>10 points</td>
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<tr>
<td>Midterm Exam</td>
<td>10 points</td>
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<tr>
<td>Final Exam</td>
<td>10 points</td>
</tr>
<tr>
<td>Workshop Score</td>
<td>10 points</td>
</tr>
<tr>
<td>Publication Score (two stories min.)</td>
<td>5 points</td>
</tr>
<tr>
<td>Class Participation</td>
<td>5 points</td>
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**Docking points from your cumulative score.** Please be aware that in AJ312, there are several ways to lose points from your cumulative score (other than poor performance on assignments). Neglecting to fulfill workshop obligations effectively will cost five (5) points from your cumulative score, as will failure to attend a mandatory conference session at the end of the term, if so advised.

**Extra Credit for Publication Beyond the Norm.** As you can see from the Table above, publishing at least two of your stories with any of the various OSU student media is mandatory for this course, and is worth five (5) points of your cumulative score. Students who publish three of their stories with student media will receive another two points, and students who publish all four of their stories will receive five points extra credit. Students who publish any of their stories with professional media (*The Corvallis Gazette-Times*, etc.) will receive an additional two (2) points extra credit per every story thus published.

**Class participation.**

Do not take class participation points for granted; only the best academic performance will gain all five points. In distributing participation grades, I assess individual attentiveness, leadership, curiosity, the ability to engage in critical discourse, taking a leading edge in teamwork assignments – and, above all, scholarly maturity. This entails punctuality, attendance, use of
notes, completion of required readings prior to class, bringing required materials to class on a regular basis, active participation in discussion, learning to formulate a criteria-driven critique, positive team participation, and the ability to go beyond the obvious (or the superfluous) when conducting your own research. Make your presence known.

**ALERT! Turn in all four stories**
Aside from the standard point deductions for turning in late work, I reserve the right to dock a student’s cumulative grade by a full letter grade for failing to submit all of the assigned articles by the end of term. I will also minimize the student’s class participation score should this occur. In most cases, this will result in a failing grade.

**How Will My Writing Be Evaluated?**
I assess the following factors when I evaluate (i.e., grade) your written work:

A. **Getting the facts**
   1. Did the reporter follow assignment instructions?
   2. Did the reporter verify that their story idea was worth writing about?
   3. Did the reporter get all the required interviews?
   4. Did the reporter do the required research?
   5. Did the reporter compile their evidence into a handy file?

B. **Organization, clarity of thought, and accuracy**
   1. Did the reporter use an identifiable organizational style
   2. Did the reporter utilize an appropriate lead, body and kicker style?
   3. Does the writing include all required structural elements (headline, dek, lead, quotes, kicker, etc.)
   4. Did the reporter do intensive research?
   5. Did the reporter properly attribute their sources?
   6. Were the above elements (quotes & research) incorporated into the story in a meaningful manner?
   7. Did the writer verify that all names, dates, titles and other facts were correct, and that such items were spelled correctly?

C. **Style and grammar**
   1. Were the appropriate resources used to fine-tune results? These include the AP Stylebook, spellchecker, dictionary, textbook, Canvas materials, etc.

D. **Formatting requirements**
   1. Was assignment typed and spaced correctly?
   2. Was the assignment stapled, if necessary, or placed in the proper folder?
   3. Did the assignment have the correct word-count, page count, etc.?
   4. Did the reporter correctly slug their piece? (name, course number, etc.)

**Expectations for Student Conduct/Academic Honesty**

We will follow the ethical principles outlined in the OSU policy on academic honesty. It is your responsibility to know and follow this policy. A summary of this policy is located at [http://oregonstate.edu/studentconduct/offenses-0](http://oregonstate.edu/studentconduct/offenses-0)

Academic dishonesty is defined as an intentional act of deception in one of the following means:
- Cheating (use or attempted use of unauthorized materials, information or study aids)
- Fabrication (falsification or invention of any information)
- Assisting (helping another commit an act of academic dishonesty)
- Tampering (altering or interfering with evaluation instruments and documents)
• Plagiarism (representing the words or ideas of another person as one’s own)

Any form of academic dishonesty, particularly plagiarism, will affect your grade and may lead to an “F” grade in this course. In order to avoid plagiarism, I suggest doing your work in a timely fashion, so you are not tempted to engage in combat “cut and paste” techniques. Attribute your sources, pay credit where credit is due.

Statement Regarding Students with Disabilities:

Accommodations for students with disabilities are determined and approved by Disability Access Services (DAS). If you, as a student, believe you are eligible for accommodations but have not obtained approval please contact DAS immediately at 541-737-4098 or at http://ds.oregonstate.edu. DAS notifies students and faculty members of approved academic accommodations and coordinates implementation of those accommodations. While not required, students and faculty members are encouraged to discuss details of the implementation of individual accommodations.

Diversity Statement:

The School of Writing, Literature and Film strives to create an affirming climate for all students including underrepresented and marginalized individuals and groups. Diversity encompasses differences in age, color, ethnicity, national origin, gender, physical or mental ability, religion, socioeconomic background, veteran status, sexual orientation and marginalized groups. We believe diversity is the synergy, connection, acceptance and mutual learning fostered by the interaction of different human characteristics.

Religious Holiday Statement:

Oregon State University strives to represent all religious practices. If you have religious holidays that are in conflict with any of the requirements of this class, please see your instructor immediately so we can make alternative arrangements.

AJ312 Course Calendar

<table>
<thead>
<tr>
<th>Concentration Areas (Lecture)</th>
<th>Weekly Assignments &amp; Due Dates</th>
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<tbody>
<tr>
<td><strong>Week 1</strong></td>
<td></td>
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<tr>
<td>Discussion of Syllabus &amp; Canvas Courts 1</td>
<td>Monday: Lecture</td>
</tr>
<tr>
<td>Summary Lead Refresher</td>
<td>Wednesday: Style Quiz 1 Assigned</td>
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<tr>
<td>Inverted Pyramid Refresher</td>
<td>Hard News Story 1 Assigned</td>
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<tr>
<td>Hard News Kicker Refresher</td>
<td><strong>Beginning Reading Fred Bayles</strong></td>
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<tr>
<td><strong>Week 2</strong></td>
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<tr>
<td>Interviewing for court stories</td>
<td>Monday: Lecture</td>
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<tr>
<td>Research for court stories</td>
<td>Wednesday: Style Quiz 1 DUE</td>
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<tr>
<td></td>
<td>Friday: Guest Speaker (mandatory)</td>
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<tr>
<td>Week</td>
<td>Course</td>
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</tbody>
</table>
| Week 3     | Public Agencies 1       | Monday: Hard News Story 1 DUE <br> Monday: **Workshop**  
            |                          | Wednesday: Style Quiz 2 Assigned  
            |                          | Wednesday: Hard News Story 2 Assigned  
            |                          | Friday: Lecture          |
| Week 4     | Interviewing for Public Agencies  
            | Research for Public Agencies  
            | Finish Reading Fred Bayles                                                                 | Monday: Lecture  
            |                          | Wednesday: Guest Speaker (mandatory)  
            |                          | Friday: Style Quiz 2 DUE  
            |                          | Friday: Textbook Review |
| Week 5     | Photojournalism 1       | Monday: Midterm Exam OPENS  
            | Begin Reading Kramer & Call                                                             | Wednesday: Lecture  
            |                          | Friday: Hard News Story 2 DUE  
            |                          | Friday: **Workshop**  
            |                          | Friday: Midterm Exam CLOSES|
| Week 6     | Photojournalism 2       | Monday: Style Quiz 3 Assigned  
            | Monday: Third Article Assigned  
            | Wednesday: Lecture  
            | Friday: Guest Speaker (mandatory)                                                      |
| Week 7     | Depth Perception        | Monday: Lecture  
            | Wednesday: Style Quiz 3 DUE  
            | Friday: Lecture                    | |
| Week 8     | Professional Practices 1  
            | Resume and Materials  
            | Finish Reading Kramer & Call                                         | Monday: Third article DUE  
            |                          | Monday: **Workshop**  
            | Wednesday: Style Quiz 4 Assigned  
            | Wednesday: Fourth Article Assigned  
            | Friday: Textbook Review |
| Week 9     | Professional Practices 2  
            | The Clipbook                                                                          | Wednesday: Style Quiz 4 DUE  
            | Friday: Fourth Article Due  
            | Friday: **Workshop**                     |
| Week 10    | **Dead Week**          | Mandatory Workshops and Conferences                                                    | Friday: **Portfolio Workshop** |
| Week 11    | **Finals Week**        | Final Exam on Canvas; it can be taken anytime/anywhere                               |