**Course description:**
The Young Scholars section of JOUR 150 is an overview of journalism for students considering a career in the media -- or simply interested in the media as smart consumers. The class will provide discussions and readings on concerns of the journalism profession -- including ethics, libel and privacy concerns. It will also include topics ranging from the importance of the news profession in a democratic society to the dynamics and demands of 24/7 newsrooms. Some coverage of politics, sports and gender and minority issues will also be explored, and guest speakers -- including ESPN panelist Kevin Blackistone, political and social issues reporter Anne Farris Rosen, NPR’s Ashley Westerman and Dean Lucy Dalglish -- will be tapped from the profession and the university. In addition, the Terp Young Scholars course will expose students to basic skills needed to research, report and write news stories on deadline for print and Web publications. Writing and reporting segments will stress accuracy, objectivity, fairness, clarity and cohesion.

Classes will be divided into discussion time and research and writing time, and students will be graded on both. They will also be graded on a test and pop quizzes.

The class will include excursions to campus media outlets and to a professional newsroom in the region (The Washington Post) to explore the roles of text and mobile reporters and editors, designers, home page producers and more.

Because this course is so short, attendance is essential.

**Books and readings:**
“The Associated Press Stylebook and Briefing on Media Law” is required. Students are encouraged to purchase an individual, online subscription through the Associated Press online bookstore (https://www.apstylebook.com/apbookstore/invoice.php ); the digital stylebook can be accessed 24/7 from any computer or mobile device, and it is constantly updated. The cost is $26. If you’d prefer the paperback book, you could order the latest edition from the Associated Press online bookstore (see link above) or Amazon.com before you get to campus, or check the campus bookstore when you arrive. The stylebook will be used as a reference for all writing assignments. The 2017 book is preferred, but if you already own a 2016 edition, that will work.

- Additional readings -- from newspapers, magazines and other sources -- will be linked to the class schedule. Readings should be done before each class.

- Students are expected to read the top stories from The Washington Post (website) or another daily news publication every day before class. Reading other newspapers or newsmagazines -- print or online -- and watching a nightly newscast are also strongly encouraged.
Assignments and grading:

- **Class interviewing, research and writing assignments.** The lowest grade will be dropped. (30 percent of class grade)
- **Pop quizzes - on current events and readings.** The lowest quiz grade will be dropped. (20 percent)
- **Constructive verbal participation in class discussions.** (5 percent)
- **Participation in the class blog.** Each student is encouraged to start AT LEAST one thread of discussion on the blog on media coverage, transformations, or ethics; students must also comment thoughtfully on others' posts and on the teacher's posts. (10 percent)
- **Test:** (20 percent)
- **Two short pitches for a final story.** Each pitch, or story proposal, should be a paragraph or two explaining the story's focus and its newsworthiness. (Why is this a story now?) Pitches should include potential sources (people and paper), based on your research. (5 percent of your grade)
- **Final story.** Your stories should be 400 to 500 words; you will have the option to write in a feature structure (anecdotal lead highlighting your main point, nut graph telegraphing key points, elaboration of key points, closing quote) or inverted pyramid news structure -- depending on the topic. You should include a source list with it, with names and contact info for those you talk to. (Phone numbers and email addresses.) Stories should be typed, double-spaced, with your name and a word count at the top, and the source list at the end. Please also attach printouts of any supporting primary documents (police crime stats, for instance), which you reference in your story. (10 percent of grade)

Attendance and punctuality:

It is important that you attend every class and show up on time. To do otherwise will negatively affect your grade, because you will be missing reporting and writing instruction, class discussions, quizzes and assignments. Please notify the instructor in advance, if possible, if you will be missing class due to serious illness or emergency and she will get into contact with you.

Assignments turned in late or with FACTUAL mistakes will receive an automatic letter grade deduction for each day late or each error. Missed in-class work may not be made up, but the lowest in-class grade will be dropped to accommodate an emergency, as will the lowest quiz grade. Please let your professor know if you must miss a class.

**Grading Rubric.** Story grades will be assessed as follows:

- **A** (90 to 100 percent): The story has virtually no style, spelling, grammar or punctuation errors and is practically ready to be published by a news outlet (a campus or weekly newspaper) with little editing. The lead is strong, the point of the story is clear and it is well organized. It contains all the important elements, leaving out information that is off point or redundant.
- **B** (80 to 89 percent): The story has a factual mistake or has a few style, spelling, grammar and/or punctuation errors but with minor editing is ready to be published by a campus or weekly news outlet. The lead is acceptable, there is a nut graph (or a point to the story) in feature stories and the story is fairly well organized. The writing may need to be tighter and some word choices may need to be clearer.
- **C** (70 to 79 percent): The story has a factual mistake or some style, spelling, grammar and/or punctuation errors but with some editing can be published by a campus or weekly news
outlet. The lead may be buried, the nut graph in a feature story may be missing or confusing, and the
story may have left out one or two important facts or included information not germane.

- **D** (60 to 69 percent): The story has multiple style, spelling, grammar and/or punctuation
  errors or factual mistakes. It does not have a clear lead or nut graph and is poorly organized and
  written. Key points may be missing, requiring more interviews. The story would have to be
  substantially reworked for publication.

- **F or XF**: The story has numerous factual mistakes and/or includes libelous material or is
  plagiarized, or it is of such poor quality that another journalist would be required to re-report and
  write the piece in order for it to be published. (0 – 59 percent, depending on the offense). See
  also academic integrity section, below.

### Minus and plus grading will be assessed as follows:

- 98-100 = A+
- 93-97 = A
- 90-92 = A-
- 88-89 = B+
- 83-87 = B
- 80-82 = B-
- 78-79 = C+
- 73-77 = C
- 70-72 = C-
- 68-69 = D+
- 63-67 = D
- 60-62 = D-
- Below 60 = F

### Academic Integrity:

Along with certain rights, students have the responsibility to behave honorably in an academic
environment. Academic dishonesty, including cheating, fabrication, facilitating academic
dishonesty and plagiarism, will not be tolerated. Adhering to a high ethical standard is of special
importance in journalism, where reliability and credibility are the cornerstones of the field.
Therefore, the college has adopted a “zero tolerance” policy on academic dishonesty. Any
abridgment of academic integrity standards in a College of Journalism course will be referred to
the university's Student Honor Council (see [http://www.shc.umd.edu](http://www.shc.umd.edu)) and the college's deans.
To ensure this is understood, all students are asked to sign an academic integrity pledge at the
beginning of the semester that will cover all assignments in this course. Students found to have
violated the university's honor code may face sanctions, including a grade of XF for the course, or
expulsion from the university.

Please be sure to attribute all information that comes from books, newspapers, magazines,
websites, television programs, old speeches, etc. If it's a direct quote, put it in quotation marks
and attribute.

### Inclement weather:

If the university closes due to foul weather (hurricanes, tornadoes, earthquakes) or other
emergencies and class must be canceled, students will be advised of assignment adjustments by
the instructor. We will likely use email to make these notifications and/or conduct a virtual class
on our blog or on Elms. Please check the class sites if in doubt about whether or not classes have been canceled on campus.

**Students with Special Needs:**

Please talk to the instructor at the end of the first class. Students with a specific disability (permanent or temporary, physical or learning) needing special accommodation during the summer session should make an appointment at the end of the first class to meet with the instructor. Students may be asked to provide the instructor accommodation forms given to them after testing by the Disability Support Service on campus, 301-405-0813.

**More course-related policies can be found on the site for the university’s Office of Undergraduate Studies:** [http://www.ugst.umd.edu/courserelatedpolicies.html](http://www.ugst.umd.edu/courserelatedpolicies.html).

**About the instructor:**

Chris Harvey has worked as a website editor, a magazine editor, a political reporter and a journalism teacher. In her earliest positions at the college, she directed the student-staffed Capital News Service bureaus in Washington and Annapolis. But she has been immersed in multimedia storytelling since 1996, when she went to work part time (and later full time) as an associate editor at The Washington Post's website. She returned to the College of Journalism at the University of Maryland to serve as the managing editor of American Journalism Review in 1998. But since the summer of 2000, Harvey has been teaching multimedia journalism, reporting and writing at the college. She built a multimedia newsroom; built and launched an award-winning website for student work (Maryland Newsline), which she edited and directed for 10 years as part of the Capital News Service program; and created several courses in Web production and multimedia storytelling, for both undergraduate and graduate students. For two summers, Harvey worked as managing editor of the award-winning News21 multimedia projects at the University of Maryland. She currently serves as director of assessments (helping to oversee curriculum development), serves as lead instructor for a number of reporting and multimedia courses, and oversees part-time faculty teaching multimedia and reporting and writing. In addition, she oversees a weekend multimedia certificate program for master's students -- recruiting faculty and students, purchasing equipment and marketing the program -- and chairs the college's curriculum committee. Harvey has held reporting and editing jobs at several newspapers, including The Washington Post website and The Washington Times print edition, and has free-lanced for Congressional Quarterly's "Politics in America."
Class Schedule:

This schedule may be adjusted to meet the needs of the class and shifting schedules of guest speakers. Readings should be done before each class meets. Please check this daily on our class Elms site and blog for updates!

WEEK ONE:
Monday, July 10, 2016: Introductions and syllabus overview. Then students will write mini-profiles of each other, which will be read aloud for introductions. Your teacher will take a group photo of you that will be posted on our About Us page, so come dressed as you'd like to be remembered. Students will be introduced to free blogging software (blogger.com) that we'll use in class to blog. You'll also be introduced to our Elms class site, where you will find announcements and grades and notes (in Files). If time permits, we will begin a discussion of what news values make stories publication-worthy. Homework: Please add a comment to my first blog post, about how and where you go for your news, and do the readings listed for tomorrow.

Tuesday, July 11: We'll continue discussing what news values make stories publication-worthy, along with the need for accuracy and fairness. We'll move into basic newswriting skills: The inverted pyramid story structure and writing strong leads: summary leads, including those with immediate identification (full names of celebs and public figures) and partial identification (by home town or occupation, for those whose names are unfamiliar). We will begin discussing use of direct quotes, paraphrasing and attribution. With in-class lead-writing assignment. SPECIAL GUEST: College of Journalism Dean Lucy Dalglish is expected to drop by.


Wednesday, July 12: intro to the Associated Press Stylebook and basic style points and copy editing symbols. I'll hand out one of my crib sheets, with frequently used AP style points. AND, we'll do small group breakouts on the history of the media from the early days of newspapers, to the advent of radio and TV news, and finally to the 24/7 digital environment of the Internet age. I will break the class into small groups to do pertinent readings (beginning with those listed, below), and you will meet with your group to discuss and begin summarizing high points. Feel free to read well beyond the links below to research your topic. Each group will have up to 5 minutes on Friday to present your findings. You should have a visual to project up to the screen (and which you will print out and hand in at the end of your presentation). The visual could be a Word Doc with bullet points; a slide show; a Powerpoint, a timeline -- whatever you're comfortable with. But it should give the highlights and list sources cited for your talk.

GROUPS:

1. the muckrakers;
2. the African-American press in the U.S.;
3. the rise of radio news, including the impact of Edward R. Murrow's overseas coverage of Hitler's march across Europe and the bombing of London;
4. the advent of TV and TV news, and how coverage of President Kennedy and his assassination and/or the first televised presidential debate (Kennedy/Nixon) raised the bar for breaking news coverage on TV;
5. the rise of digital news, focusing on the 1990s to today, when most major news organizations launched sites on the Web, and on mobile platforms.

6. the rise of virtual reality and augmented reality on news sites. What software and cameras and other equipment are needed? What sites are using AR and VR well? What ethical issues are raised by the use of AR and VR on news sites?


Thursday, July 13: More on story structures and writing techniques to guide readers through your copy. (Parallel constructions within sentences and between sentences; telling and showing in stories, through declarative statements followed by quotes or examples.) More on handling direct quotes and attribution in stories. When do you quote, and when do you paraphrase? And when do you not use the information at all? AND: Preparing for interviews and interviewing techniques.


July 14:

Group presentations (from Wednesday's research). THEN: Using Twitter for journalism, with a class handout from Ms. Harvey.

WEEK TWO:

July 17: We’ll join up with Merrill College’s Povich Summer Sports Journalism Camp for the first part of class (10:15-11:30 a.m.), to hear about opportunities in sports journalism and coverage of the sports beat: How to take the sports beat beyond game coverage to investigate the business and culture of sports. We’ll start in our lab, then head to the first floor auditorium to hear from: Faculty member Kevin Blackistone, a longtime national sports columnist and a panelist on ESPN’s “Around the Horn.” We'll also hear from alums Monica McNutt and Daniel Gallen, and from Lindsay Simpson and Larry Michael (senior VP of media for the Washington Redskins). AFTER: Write a short story in class based on the panel discussion.


July 18: Ethics and Libel, Fair Use and Copyright: How to work ethically and stay out of legal trouble! A discussion of personal ethics, libel and copyright issues, with a possible assignment on a Code of Ethics for your student newsrooms. Each group will likely come up with bullet points for items that you consider essential to a high school newsroom code. We'll also talk about photojournalism ethics, and what NOT to do in the newsroom.


During class July 18, we will read/reference the following: the Society of Professional Journalists' Code of Ethics, The "Briefing on Media Law" in the back of the Associated Press Stylebook; The Washington Post Code of Ethics, the National Press Photographers Association code, RTDNA's code and NPR's code.

July 19: News quiz. Then: 10:30 – 11 a.m.: Tour of Studio C in Knight Hall (the college’s digital newsroom) to hear from digital newsroom director Sean Mussenden about the digital and data journalism projects created by Merrill College of Journalism students, and other in-depth reports from Capital News Service. THEN: from 11:15 a.m. to 12:50 p.m.: The role of women and minorities in newsrooms, and coverage of minority issues. GUEST SPEAKER: Anne Farris Rosen, who has written for The New York Times, The Washington Post and other publications, and who teaches a course at Merrill College on media coverage of racial issues.

July 20: CLASS TRIP (by chartered bus) to The Washington Post newsroom in Northwest Washington, for a tour and talk with mobile editor Mark W. Smith. Please arrive at TAWES HALL NEXT DOOR TO KNIGHT HALL at 9:40 a.m. SHARP, for a 9:45 a.m. departure. Please meet on the outside steps FACING LOT 1. We'll have a tour of the Post, led by Merrill College adjunct instructor Mark Smith. We'll leave The Post by 12:15 p.m. for the return trip to UMD. Brown-bag lunches will be passed out on the bus. Please dress appropriately for this trip with nice slacks, skirts or dresses. No shorts. No flip-flops. Readings: Please thoroughly review the website of The Washington Post!

July 21: 10 - 11 a.m.: interview GUESTS David Ottalini (formerly of CNN) and Ashley Westerman (an alum now working at NPR) about their careers in radio and TV journalism and advice on handling tough stories and advancing in the field. You'll write a short story during the second half of class based on the interview. Due at start of next class.


PLUS: Assignment due: Your story pitches for your final story are due by the start of class; at least two ideas, each summarized in a paragraph, with possible sources (paper and people), are required from each of you for each pitch. The pitches should be for stories worthy of publication in the campus newspaper, the Diamondback. One of your two pitches could be a focused weather story. Another idea could be on exciting research being done on campus. (Check out the UMD News Desk for ideas.)

WEEK THREE:

Monday, July 24: 10 - 10:30: Meet at the main campus dining hall for tour and talk at the campus radio station, WMUC, about opportunities for reporting and hosting shows (with News Director Anna Muckerman). THEN, back at the lab: Review returned stories and AP style points. Then: Discussion: Research strategies for journalists and scholars: How do you distinguish between reliable information and junk on the Internet? Is Wikipedia a reliable research tool? What other searching strategies should be followed? (See handout from instructor on domain names and advanced search strategies.) AND: A look at FAKE NEWS. What is it? How can journalists and consumers keep from being fooled?


To check facts, try: www.snopes.com or http://www.politifact.com/. 
Tuesday, July 25: Then REVIEW for test tomorrow (Wednesday). And: Structuring a feature story, with an in-class assignment.

Readings: Review your notes for this week’s test.

Wednesday, July 26: TEST!

Thursday, July 27: Out-of-class feature story due at start of class. THEN, TENTATIVE: Man on the Street interviews at the Student Union.

Friday, July 28: We'll spend the first hour in our normal classroom, reviewing part 1 of the test and brainstorming ideas for trend stories for your school publications. Then we'll move upstairs to Room 3202 for donuts, juice and discussions, from 11:30 to 12:30: GUESTS: Associate Dean Rafael Lorente and Merrill College Recruitment Coordinator Shelby Gluck will join us to answer questions about the college’s undergraduate program and the university’s and college’s admissions processes. And we'll talk about the future of journalism and your possible futures in communications and journalism.


PLEASE COMPLETE TEACHER EVALUATIONS ONLINE!