

Journalism 630 -- Depth Reporting

Redefining America: Telling the forgotten stories of a diverse people

Fall 2018

M-W 11-12:15 p.m.

Stauffer-Flint 202

Professor: Patricia Weems Gaston

Lacy C. Haynes Professor

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Office hours: M, W 1-3; T, Th 2:30-4; drop-ins are welcome!

Course Objectives

This course will focus on a changing America and developing those stories that are often forgotten – the stories about people of color, LGBTQ, women, the disabled, immigrants. In 2013, the majority of babies under three were nonwhite. The Census Bureau projects the whole nation will follow by 2045. Now is the time to become more inclusive in our storytelling, whether it be about immigrant families in the heartland, poverty, or white-working class women and opioids. When we think of forgotten people minorities usually come to mind, but as we saw in the 2016 election, the majority population's white-working class people also felt that they were forgotten, discarded by the body politic. Students will report, write and present stories that look at key social, economic, political and cultural community issues and educate and inform their readers. Students will learn to be better listeners so that they can tell great stories. And most importantly students will behave as an ethical professional journalist, adhering to the Society of Professional Journalists Code of Ethics.

Coursework

During the semester, students are required to produce two (2) well-written, well-reported in-depth stories. They must be complete and publishable. Being published will be considered in grading.

Read assigned materials and be prepared to thoroughly discuss in class, as well as participate fully when guest lecturers present in class.

Weekly looks at “forgotten stories” in the news; be ready to write a potential budget line for your idea and turn it in by Friday at noon.

Provide weekly progress reports of work being completed on projects. Progress reports are due at noon each Friday (once we begin working on our two stories).

Carefully and frequently communicate with the professor, colleagues and industry professionals about issues that may arise while reporting or writing stories.

Grading

Your grade will be based on:

- Class participation and cooperation
- Reporting and newsgathering skills
- Development of story ideas and execution of those ideas
- Meeting deadlines
- Professionalism (attendance, participation in class, completing assignments on deadline, ethical behavior, and people skills in working with colleagues in the newsroom, sources and the public)
- Everyone is required to produce a publishable product.
- Weekly reports, story ideas

Assignment breakdown

- Weekly progress reports: 5 points each (12.5 percent)
- Weekly story ideas: 5 points each (12.5 percent)
- Story 1: (25 percent)
- Story 2: (25 percent)

* Participation and professional: (25 percent) -- Includes being prepared for class discussions, meeting deadlines, class participation, and clear communication with professor, classmates and sources.

Assignment schedule for Fall 2018

Week 1

M 8/20 Course intro; introductions; coverage survey; Read: What I learned about writing from listening to Aretha Franklin: <https://www.poynter.org/news/what-i-learned-about-writing-listening-aretha-franklin>

W 8/22 Coverage survey; weekly story idea discussion – due Fri 8/24

Week 2

M 8/27 Coverage survey

W 8/29 Lecture: Sam Fulwood, ThinkProgress columnist, Center for American Progress; weekly story idea discussion – due 8/31

Week 3

M 9/3 **Labor Day**

W 9/5 Sourcing, etc.; Read: I'm Not Quoting Enough Women

<https://www.nytimes.com/2018/05/13/opinion/women-sexism-journalism-conferences.html> ; weekly story idea discussion – due 9/7

Week 4 Economics/Poverty

M 9/10 Speaker tbn; economics

W 9/12 Hunger, homelessness; Read: Waiting for the 8th (Part of Washington Post series Food Stamps)

https://www.washingtonpost.com/sf/national/2013/12/15/waiting-for-the-8th/?utm_term=.b9fce502d74d; weekly story idea discussion – due 9/14

Week 5 Preparing for Story 1, boots on the ground

M 9/17 Individual appts/consulting for Story 1

W 9/19 Michelle T. Johnson, KCUR reporter; weekly story idea discussion – due 9/21

Week 6 Preparing for Story 1, more boots on the ground

M 9/24 Individual appts/consulting for Story 1

W 9/26 Continue discussion of WaPo series Food Stamps; weekly story idea discussion -- due 9/28

Week 7 Women and politics

M 10/1 Vanessa Williams, Washington Post reporter; black women and the mid-terms

W 10/3 Speaker tbn, weekly story idea discussion – due 10/5

Week 8 White-working class, Trump voters

M 10/8 Speaker tbn

M 10/10 Speaker tbn; weekly story idea discussion – idea due 10/12

Week 9

M 10/15 **Fall break**

W 10/17 changing demographics; Read: NYT's Stop pretending black Midwesterners don't exist:

<https://www.nytimes.com/2018/06/16/opinion/sunday/black-midwesterners-trump-politics.html>; weekly story idea discussion – idea due 10/19

Week 10

M 10/22 Story 1 due;

W 10/24 Community coverage: Read Washington Post's White, and in the Minority:

https://www.washingtonpost.com/news/local/wp/2018/07/30/feature/majority-minority-white-workers-at-this-pennsylvania-chicken-plant-now-struggle-to-fit-in/?utm_term=.f01cee1fe46a; and a

rebuttal Why WaPo's piece is so dangerous:

<http://www.latinorebels.com/2018/08/01/washingtonpostwhiteandintheminority/>, and this from CJR:

A litmus test for inclusivity at WaPo <https://www.cjr.org/analysis/washington-post-chicken-factory.php>; weekly story idea discussion – idea due 10/26

Week 11 Preparing for Story 2

M 10/29 Individual appts/consulting for Story 2

W 10/ 31 Individual appts/consulting for Story 2, weekly story idea discussion – idea due 11/2

Week 12 Crime and punishment

M 11/5 From prison to pipeline

W 11/7 Speaker tbn, weekly story idea discussion – idea due 11/9

Week 13 Immigration and our view of the world

M 11/12 Speaker tbn

W 11/14 speaker tbn, weekly story idea discussion – idea due 11/16

Week 14 Immigration and our view of the world

M 11/19 Speaker tbn

W 11/21 **Thanksgiving break; no weekly idea discussion this week**

Week 15 Health

M 11/26 speaker tbn

W 11/28 speaker tbn, weekly story idea discussion – idea due 11/30

Week 16 The environment

M 12/3 Story 2 due

W 12/5 Speaker tbn; weekly story idea discussion – idea due 12/7 on STOP DAY!

Materials used to evaluate performance includes

E-Portfolios: You are required to develop an electronic portfolio of all your work. Your electronic portfolio will be evaluated at the end of the two-week experience. The portfolio should include:

Short bio. On your website, you should provide a bio page with a picture and some basic information. Keep it professional and informative. This isn't your Facebook page.

J630 work. This webpage should include all the work produced during this course. Anything published or broadcast should be included.

Other work. This webpage should include other work you would like prospective employers to see. It can be from other classes, internships or other media opportunities. It should be the "Best of..." page. It obviously also should include some work from this class. It would seem reasonable that what you produce here would be among your best work.

Ethics and academic misconduct

As reporters, you are expected to adhere to the Society of Professional Journalists Code of Ethics. For example, you should:

- Inform interview sources that you are a University of Kansas media reporter;
- Avoid using family or friends as sources, and avoid writing about issues or entities with which you have a personal connection and thus a conflict of interest;
- Never include the work of others in your story without proper attribution and credit for their contributions;
- Never fabricate or fictionalize facts, sources or quotes;
- Always clearly attribute source of information presented in your stories.

NOTE: Ethics violations will lead to a failing grade in the course. If you have questions, please seek advice from the instructor.

Journalism School Policy on Classroom Attendance

No student may add a journalism class after the 20th day of a semester.

Students must attend their classes and laboratory periods. Instructors may take attendance into account in assessing a student's performance and may require a certain level of attendance for passing a course. Instructors may choose to drop students from a course, based on attendance, without consent.

The School of Journalism reserves the right to cancel the enrollment of students who fail to attend the first class or laboratory meeting.

Financial Aid Policy

The KU Office of Student Financial Aid is required by federal law to determine whether students who receive aid are attending each class in which they are enrolled. Instructors are required to report to that office absences of students who have stopped attending and names of those who have enrolled but never have attended. Students who do not attend classes may be required to repay federal and/or state financial aid.”

Students who receive any form of financial aid should learn all requirements including minimum hours of enrollment and grades to qualify for and retain that aid.

Misconduct

You are bound by the university rules on academic misconduct. If you have any questions about what constitutes cheating, please ask BEFORE your endeavor.

Policy on Plagiarism and Fabrication/Falsification

The William Allen White School of Journalism and Mass Communications does not tolerate plagiarism, fabrication of evidence and falsification of evidence. Penalties for plagiarism, fabrication or falsification can include a failing grade for the course and expulsion from the School of Journalism and Mass Communications. If you have any questions about what constitutes plagiarism, fabrication or falsification, please consult the professor of the course.

The following definitions are from Article II, Section 6, of the University Senate Rules and Regulations, revised FY98.

Plagiarism: Knowingly presenting the work of another as one's own (i.e., without proper acknowledgement of the source). The sole exception to the requirement of acknowledging sources is when the information or ideas are common knowledge.

Fabrication and Falsification: Unauthorized alteration or invention of any information or citation in an academic exercise.

Students with Special Needs

The Office of Disability Resources (DR), 22 Strong Hall, 785-864-2620 (V/TTY) , coordinates accommodations and services for KU students with disabilities. If you have a disability for which you may request accommodation in KU classes and have not contacted DR, please do so as soon as possible. Please also contact me privately in regard to this course.

Copying or Recording

Course materials prepared by the instructor, as well as content of all lectures presented by the instructor, are the instructor's property. Video and audio recording of lectures without instructor consent is prohibited. On request, the instructor usually will permit students to record lectures, on the condition that these recordings are only used as a study aid by the individual making the recording. Unless the instructor gives explicit permission, recordings of lectures may not be modified and must not be transferred or transmitted to any other person, whether or not that individual is enrolled in the course.

News you can use

The Career and Outreach Office at Stauffer-Flint, Room 120, provides services for all students at the William Allen White School of Journalism and Mass Communications. If you need assistance with resume and cover letter development, job search strategy, internships, mock interviews and LinkedIn profile, schedule an appointment with Steve Rottinghaus at steve_rottinghaus@ku.edu. Make sure to follow job and internship postings on Twitter at @Rhaus90.

J-School Generations is an annual event during KU Homecoming that brings together J-School alumni and students to connect, network and have fun. Alumni "take over" journalism classes on Thursday, Sept. 27, and students are invited to attend a TED-style talk with three of our alumni. On Sept. 28, we have student/alumni teams compete in a trivia and games contest and networking opportunities. Our alumni, who work in all facets of journalism and strategic communication, are eager to share their advice with you. Learn more and sign up for events at <http://journalism.ku.edu/j-school-generations>.

JSchoolTech provides technical training through workshops, small-group training and online tutorials. We offer support for class assignments, as well as opportunities to apply learning in new ways. View and sign up for events at jschooltech.org.

