ENC 3254: Writing in Journalism and Communications

Instructor: Dr. Arun Kumar Pokhrel
Contact Information: apokhrel@ufl.edu
Office Hours/Location: Tigert 302, F 1:55-2:45 pm or by appt.
Course Information: Sec. 4849, T period 4 (10:40-11:30 am) and R period 4-5 (10:40 am-12:35 pm), CBD 212

As we live in an era of information revolution, mass media, and technology, the way we view and perceive writing has substantially changed. It has been said that the internet has killed writing and university professors are supposed to enthusiastically bemoan the degradation of all things textual. Contrary to this opinion, so much communication today happens through words, images, and visuals on computer screens. Some scholars argue that the internet has resuscitated writing, breathing new life into the task of lining up words to impact a reader. Technology has indeed complicated the writing landscape, necessitating closer attention to words, sentences, and paragraphs as they are differently constrained: how do you, for example, tell stories in 2,000 words, 700 words, six words or 140 characters? We cannot thus underestimate the effect of different forms of expressive creative media on the human imagination and on how we tell our stories about ourselves and respond to stories that surround us. In this course, we will examine and construct various forms of journalistic writing, the ways in which they enhance our analytical and imaginative power to think more creatively about different social, political, economic, and environmental problems, both locally and globally. In the current situation of despair and imaginative failure, the possibilities of telling stories are increasingly being foreclosed. Only our abilities to tell all kinds of stories will defy such closures because the art of storytelling inheres the narrative power to engage the reader’s imagination to think deeply about real world problems. One of the central concerns in the course then will be to explore: how can journalistic writings, while cutting across national and disciplinary boundaries, genres, and media, help us better understand current and emergent socio-cultural configurations and promote democratic communication and critical social awareness?

In this regard, the course recognizes the importance of having conversation and dialogue—whether that be with texts, or with other people, cultures, and societies. Because journalism is public and professional writing, it is the job of the journalist to make their writing accessible to all people. Sound journalism weaves together ideas, events, and people. The purpose of journalism is to provide people with the information they need to be free and self-governing (Kovach and Rosenstiel). We will explore some of these key aspects of journalism and adhere to the rigorous demands of the journalist as a writer and journalism as a profession. This writing-intensive course focuses on the writing demands, conventions, techniques, styles, and aesthetics of journalism as a genre. As we undertake the important work of journalism—pitching ideas, researching topics, interviewing people, writing, revising, and meeting deadlines—the course is also designed to give you an idea of what it is like to be a journalist. While this course focuses on various forms of writing conventions in journalism, principles of good writing extend across disciplinary boundaries; therefore, the writing skills learned in this course will transfer well into other writing challenges you will face in other courses and beyond.
By the end of this course, students will be able to:

- Discover a topic and develop/compose both long and short new stories or articles
- Apply elements of journalism to writing concisely and effectively
- Access a writing project and deduce the most productive ways to conduct interviews and research
- Adapt writing style and format to different audiences, purposes, and contexts
- Translate dense academic and scholarly research to a broad public audience
- Evaluate texts for rhetorical effectiveness
- Revise, edit, and proofread documents
- Summarize, analyze, and synthesize academic resources

General Education Learning Outcomes

This section of ENC 3254 satisfies the requirements for General Education Credit in the following area: Composition- E6 (6,000 words). Course grades now have two components: To receive writing credit, a student must receive a grade of “C” or higher and a satisfactory completion of the writing component of the course to satisfy the CLAS requirement for Composition (C) and to receive the 6,000-word University Writing Requirement credit (E6).

You must turn in all papers totaling 6,000 words to receive credit for writing 6,000 words. The writing requirement ensures students both maintain their fluency in writing and use writing as a tool to facilitate learning. PLEASE NOTE: a grade of “C-” will not confer credit for the University Writing Requirement or the CLAS Composition (C) requirement. The instructor will evaluate and provide feedback on the student's written assignments with respect to content, organization and coherence, argument and support, style, clarity, grammar, punctuation, and mechanics. Please see the following website for more information:

http://www.registrar.ufl.edu/catalog1011/policies/advisinggordon.html

Grading

Successful assignments will demonstrate understanding and practice of professional writing. Students are expected to follow the conventions of the discipline as specified in the appropriate formats for each assignment. To receive a passing grade in the course, each paper must reach the minimum assigned word count.

Students will be evaluated by rubrics (found on CANVAS under every assignment) that follow these course objectives and student outcomes.
<table>
<thead>
<tr>
<th>Grade</th>
<th>GPA</th>
<th>Percent</th>
<th>Points</th>
<th>Grade</th>
<th>GPA</th>
<th>Percent</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>4.0</td>
<td>93-100%</td>
<td>930-1000</td>
<td>C</td>
<td>2.0</td>
<td>73-76%</td>
<td>730-769</td>
</tr>
<tr>
<td>A-</td>
<td>3.67</td>
<td>90-92%</td>
<td>900-929</td>
<td>C-</td>
<td>1.67</td>
<td>70-72%</td>
<td>700-729</td>
</tr>
<tr>
<td>B+</td>
<td>3.33</td>
<td>87-89%</td>
<td>870-899</td>
<td>D+</td>
<td>1.33</td>
<td>67-69%</td>
<td>670-699</td>
</tr>
<tr>
<td>B</td>
<td>3.0</td>
<td>83-86%</td>
<td>830-869</td>
<td>D</td>
<td>1.0</td>
<td>63-66%</td>
<td>630-669</td>
</tr>
<tr>
<td>B-</td>
<td>2.67</td>
<td>80-82%</td>
<td>800-829</td>
<td>D-</td>
<td>0.67</td>
<td>60-62%</td>
<td>600-629</td>
</tr>
<tr>
<td>C+</td>
<td>2.33</td>
<td>77-79%</td>
<td>770-799</td>
<td>E</td>
<td>0.00</td>
<td>0-59%</td>
<td>000-599</td>
</tr>
</tbody>
</table>

**Required Texts**

*AP Stylebook* ($26.00) (http://www.apstylebook.com/), including the AP Style Quizzes Option ($3.95).


All other readings are available for free on CANVAS, or through links embedded in the syllabus schedule.

(Note: As our class is scheduled twice in a week, Tuesdays will be a "teaching" day and Thursdays will be a "doing" day. **Please bring in laptops or tablets to class on Thursdays**. You are, however, welcome to bring them both days. And use them only for our class purposes.)

**Attendance Policy**

Attendance is required. Classes consist primarily of discussion and writing workshops, and therefore they are successful through your active participation, and collaborations and dialogues with others. Attendance will be taken daily; please note that numerous absences can negatively affect your overall grade. **You are allowed to have three unexcused absences with no penalty to your grade (Remember that any 2-hour block classes count as 2 classes). A fourth absence, and each absence beyond that will result in a 5-point reduction from your attendance and participation grade.** The policy of the University Writing Program is that if a student misses more than six periods during a semester, he or she will fail the entire course. The UWP exempts from this policy only those absences deemed excused according to UF policy, including university-sponsored events (such as athletics and band) and religious holidays. If you believe you have an absence that could be excused, please present documentation for this absence to your instructor for review. Absences related to university-sponsored events must be discussed with the instructor prior to the date that will be missed.

**Tardiness:** If students enter class after roll has been called, they are late, which disrupts the entire class. **Three late arrivals will be counted as one absence.**
If students are absent, they are responsible for making themselves aware of all due dates. If absent due to a scheduled event, students are still responsible for turning assignments in on time. Please do not email your instructors asking for what was covered on the day you missed class. Instead, arrange to see one of them in office hours or make an appointment to discuss missed material or get the material from a classmate.

These requirements for class attendance, late papers, make-up exams, and other work are consistent with university policies that can be found in the online catalog at:

https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx

**Major Assignments at a Glance**

More detailed guidelines and in-depth assignment sheets are available on Canvas for each of these.

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Point Value</th>
<th>Words minimum</th>
<th>Due Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Getting to Know You</td>
<td>50</td>
<td>500</td>
<td>Aug. 27</td>
</tr>
<tr>
<td>GatorWalks</td>
<td>100</td>
<td>1000</td>
<td>Sept. 15</td>
</tr>
<tr>
<td><strong>Project #1 Covering Events</strong></td>
<td>100</td>
<td>1000</td>
<td>Sept. 22/29</td>
</tr>
<tr>
<td>Pitch</td>
<td></td>
<td></td>
<td>Oct. 6</td>
</tr>
<tr>
<td>Event Preview</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Event Review</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Project #2 Perspectives</strong></td>
<td>150</td>
<td>1500</td>
<td>Oct. 12/27</td>
</tr>
<tr>
<td>Pitch</td>
<td></td>
<td></td>
<td>Nov. 3</td>
</tr>
<tr>
<td>Long form article</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Short form article</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Alligator</strong> article eval x3</td>
<td>150</td>
<td>1000</td>
<td>Sept. 19/17/28</td>
</tr>
<tr>
<td><strong>Project #3 Translating Research</strong></td>
<td>300</td>
<td>3000</td>
<td>Sept. 26/17/1</td>
</tr>
<tr>
<td>Pitch</td>
<td></td>
<td></td>
<td>Dec. 1/7</td>
</tr>
<tr>
<td>Long form article</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Short form article</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Short form article</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Final Revised Professional</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Interview</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Final Reflection Paper</td>
<td>50</td>
<td>300</td>
<td>Dec. 5</td>
</tr>
<tr>
<td><strong>Attendance and participation</strong></td>
<td>100</td>
<td>n/a</td>
<td>n/a</td>
</tr>
</tbody>
</table>
Turning in Assignments

1. All written assignments must be uploaded on CANVAS and are due BEFORE the time indicated in the CANVAS assignment directions. Late written work will be deducted 10% for each calendar day it is late. Plan to submit your work early to avoid computer problems. Failure of technology is not a legitimate excuse for late submission and late penalties will apply whenever work is submitted late.

2. No emailed assignments can be accepted at any time during the semester. All assignments MUST be submitted via CANVAS to generate the TurnItIn report prior to grading. All written works must be submitted by uploading your document(s) to the correct assignment space in our CANVAS course home page.

3. Format:
   - Double-spaced (exception: quizzes do not have to be double spaced)
   - Correct MLA format (exception: MLA format not needed for quizzes)
   - Word Count included somewhere (For example, put word count after your name in parentheses)
Course Schedule

This schedule is subject to change depending on the needs of the class. Readings should be done for the day they are listed. All assignments are due by 11:59 p.m. the day they are listed unless otherwise stated.

Week 1: Introducing Journalism: Why We Write

Tuesday, August 22
- Introductions to ourselves and to the course
- In-class discussion: “Why do I write?” and What is “Journalism”?

Thursday, August 24
- Defining Journalism: Read Dueze, “What is journalism?” (Canvas)
- Project #1—CFP/Analyze "Run the World." (Click to the embedded link or Go to this website: https://qz.com/681984/run-the-world/), Brainstorm theme possibilities
- Read "Run the World" before class (do not need to print)
- “Getting to Know You” assignment due Sunday (8/27) at 11:59 p.m.

Week 2: Journalism’s Role in a Democratic Society

Tuesday, August 29
- Read K & R, “What is Journalism For?” The Elements of Journalism
- Writing Pitches / Pitch Template for Project # 1
- Read, “6 questions journalists should ask before pitching a story” (Click to the embedded link or Go to this website: http://www.poynter.org/2012/6-questions-journalists-should-be-able-to-answer-before-pitching-a-story/185746/); Discuss elements of a successful pitch

Thursday, August 31
- Read K & R, “Who Journalists Work For” and “Independence from Faction,” The Elements
- Discuss GatorWalks; Brainstorming: Vocab of Place & Audience for Project #1
- In-class drafting time on Pitch
- Sign up to Adobe Spark if you haven't yet or you don't have an Adobe ID

Week 3: Biases and Public Participation in Democratic Discourse

Tuesday, September 5
- Read Postman and Powers, “The Bias of Language, the Bias of Pictures”; “Post-Industrial Journalism and Journalism and Public Participation in Democratic Discourse,” Connections (Canvas)
Thursday, September 7
Read K & R, “Monitor Power and Offer Voice to the Voiceless” and “Journalism as a Public Forum,” The Elements
Workshop GatorWalks—bring working draft to class

Week 4: Journalism in the Age of Social Media

Tuesday, September 12
Read Alejandro, “Journalism in the Age of Social Media” (pp. 3-21) (Canvas);
Evaluating the Alligator and the New York Times (expectations for the ongoing assignment-Project #1)

Thursday, September 14
Continue, Alejandro, “Journalism in the Age of Social Media” (pp. 22-42), (Canvas)
Workshop GatorWalks—bring in a revised working draft to class; we may use the second period of this day’s class time to physically walk through your GatorWalks to make sure you didn’t miss any important details.

GatorWalks assignment due Friday (9/15) at 11:59 p.m.

Week 5: Journalism Ethics

Tuesday, September 19
Read “Journalism Ethics: The Global Debate” (pp. 5-24), ICFJ (Canvas)
Writing the Event Preview

Last day to submit Alligator article eval #1

Thursday, September 21
Read “Journalism Ethics” (pp. 25-60), ICFJ; AP Style and Format
Newspaper writing conventions; Peer Review Project 1 Pitch / Adobe Spark /
Work on Project #1 in class

Project #1 Pitch due Friday (9/22) at 11:59 p.m. (event must be before October 10)

Week 6: Journalism Ethics and Journalism of Verification

Tuesday, September 26
Read “Journalism Ethics” (pp. 61-81 and Appendices), ICFJ (Canvas)
Workshop Event Preview

Project #3 Pitch due at 11:59 p.m. (Interview must be scheduled)
Thursday, September 28
Read K & R, “Journalism of Verification” and “Truth: The First and Most Confusing Principle”
**Workshop Event Preview**

Project #1 Event Preview due Friday (9/29) at 11:59 p.m.

---

**Week 7: Covering an Event as a Journalist**

Tuesday, October 3
Read K & R, “Make the News Comprehensive and Proportional”
Covering an event as a journalist; **Workshop Event Review**

Thursday, October 5
Read K & R, “Journalists Have a Responsibility to Conscience”
In-class reading of event review articles; **Workshop Event Review**

Project #1 Event Review due Friday (10/6) at 11:59 p.m.

---

**Week 8: Network Journalism**

Tuesday, October 10
Bardoel & Deuze, “‘Network Journalism’: Converging Competencies of Old and New Media Professionals”; **Discuss Project # 2**

Thursday, October 12
Read K & R, “Engagement and Relevance”; AP Style and Format

Project #2 Pitch due at 11:59 p.m.

---

**Week 9:**

Tuesday, October 17
Read, “The Future of Journalism” (pp. 5-24), the BBC College of Journalism (Canvas)

Last day to submit Alligator eval #2

Thursday, October 19
Read, “The Future of Journalism” (pp. 25-49), the BBC (Canvas); AP Style and Format
Discuss strategies for the **Long Form article Project # 2**—what to include, where to expand, when to insert research and/or supplementary material
Week 10:

Tuesday, October 24
Read, “The Future of Journalism” (pp. 50-87), the BBC (Canvas); AP Style and Format

Thursday, October 26
Elements of a good interview; Conducting, transcribing, and writing the interview

Project #2 Long Form article due Friday (10/27) at 11:59 p.m.

Week 11:

Tuesday, October 31
Turning a long form article into a short form article. Strategies and examples.

Workshop Short Form article

Thursday, November 2—not meeting for class—class time for interviews, research, and writing.

Project #2 Short Form article due Friday (11/3) at 11:59 p.m.

Week 12:

Tuesday, November 7
Bardoeil, “Beyond Journalism” (Canvas); AP Style and Format

Thursday, November 9
Workshop Interview—bring transcripts to class; AP Style and Format

Week 13:

Tuesday, November 14—not meeting for class—class time for interviews, research, and writing.

Thursday, November 16
Workshop Interview; AP Style and Format

Project #3 Professional Interview-Long Form article due Friday (11/17) at 11:59 p.m.

Week 14: Thanksgiving Holidays-No Classes
Week 15:

Tuesday, November 28

**Workshop short form Interview** article: Turning your final long form article into a short form; Sharing your work with the class; and Pursuing publication

Last day to turn in *Alligator* eval #3

Thursday, November 30

**Workshop article:** AP Style and Format

Project #3 Short Form article due Friday (12/1) at 11:59 p.m.

Week 16:

Tuesday, December 5 (last class)

Final Reflection

Final Reflection Paper due Tuesday (12/5) at 11:59 p.m.
Project #3 Final Revised Professional Interview due Thursday (12/7) at 11:59 p.m.

**COURSE POLICIES:**

**CLASSROOM BEHAVIOR**
Please keep in mind that students come from diverse cultural, economic, and ethnic backgrounds. Some of the texts we will study engage controversial topics and opinions. Diversified student backgrounds combined with provocative texts require that you demonstrate respect for ideas that may differ from your own. Disrespectful behavior will result in dismissal, and accordingly absence, from the class.

**COURSE EVALUATION**
Students are expected to provide feedback on the quality of instruction in this course based on 10 criteria. These evaluations are conducted online at [https://evaluations.ufl.edu](https://evaluations.ufl.edu). Evaluations are typically open during the last two or three weeks of the semester, but students will be given specific times when they are open. Summary results of these assessments are available to students at [https://evaluations.ufl.edu](https://evaluations.ufl.edu)

**CLASS PARTICIPATION**
Although no points directly are assigned to “participation,” you are expected to, well, participate in class discussions and in-class exercises, which means, no texting, checking FB, sleeping, or general disengagement in class. If you are not engaged in class, it will affect your grade in that your grade will not be adjusted in your favor, even if you are only one or two points away from the next grade.
NOTIFICATION LETTER FROM THE DEAN OF STUDENTS’ OFFICE

Students who experience a family or personal emergency (death in the family, unplanned hospitalization, etc.) may contact the Dean of Students Office and request notification letters be sent to their professors. Students are required to provide faculty members with appropriate documentation to support their absence unless, due to the nature of the issue, the information is provided to and verified by the Dean of Students’ Office.

PAPER MAINTENANCE RESPONSIBILITIES

Students are responsible for maintaining duplicate copies of all work submitted in this course and retaining all returned, graded work until the semester is over. Should the need arise for a resubmission of papers or a review of graded papers, the student is responsible to have and to make available this material.

PLAGIARISM and ACADEMIC DISHONESTY

UF students are bound by The Honor Pledge which states, “We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honor and integrity by abiding by the Honor Code. On all work submitted for credit by students at the University of Florida, the following pledge is either required or implied: “On my honor, I have neither given nor received unauthorized aid in doing this assignment.”

The Honor Code (http://www.dso.ufl.edu/sccr/process/student-conduct-honor-code/) specifies a number of behaviors that are in violation of this code and the possible sanctions. Furthermore, you are obligated to report any condition that facilitates academic misconduct to appropriate personnel. If you have any questions or concerns, please consult with the instructor in this class.

Your work will be tested for its “originality” against a wide variety of databases by anti-plagiarism guardian sites to which the university subscribes, and negative reports from such sites constitute PROOF of plagiarism. Other forms of academic dishonesty will also result in a failing grade on the assignment as a minimum penalty. Examples include cutting and pasting a BLOG entry or citing phony sources/quotations to include in your assignments.

You are responsible for understanding the University's definitions of plagiarism and academic dishonesty, which include the following:

- Submitting all or part of someone else’s work as if it is your own.
- “Borrowing” all or portions of anything (books, song lyrics, poetry, movie scripts) without crediting the source.
- “Borrowing” verbatim text without enclosing in quotation marks and citing source. As a general rule, anytime you cut and paste you are citing a source. If you do any cutting and pasting without giving credit to that source, you are committing plagiarism.
- Making "duplicate submissions" of assignments - that is, submitting work in one class that you also submit in another class (UNLESS you have permission of both instructors in advance and IN WRITING).
- “Collaborating” or receiving substantive help in writing your assignment also constitutes plagiarism unless such collaboration is part of the given assignment. However, you may receive general advice from tutors or UF writing lab instructors and you may form study groups among your classmates to study for the exams.
For more information about academic honesty, including definitions and examples of plagiarism, see: [http://web.uflib.ufl.edu/msl/07b/studentplagiarism.html](http://web.uflib.ufl.edu/msl/07b/studentplagiarism.html)

For more information, see the Student Conduct and Conflict Resolution Website: [https://www.dso.ufl.edu/sccr](https://www.dso.ufl.edu/sccr) or call 352-392-1261 x207.

**STUDENTS WITH DISABILITIES**
The University of Florida complies with the Americans with Disabilities Act. Students requesting accommodation should contact the Students with Disabilities Office, Peabody 202 or online at [http://www.dso.ufl.edu/drc/](http://www.dso.ufl.edu/drc/) The office will provide documentation to the student whom must then provide this documentation to the instructor when requesting accommodation.

**STUDENT COUNSELING AND MENTAL HEALTH**
Campus resources are available for students having personal problems or lacking clear career and academic goals which interfere with their academic performance. These resources include:
- UF Counseling & Wellness Center (CWC): (352) 392-1575 for documentation, stress and wellness, mental health screening, concerns about a classmate, self-help, sexual or physical abuse [http://www.counseling.ufl.edu/cwc/](http://www.counseling.ufl.edu/cwc/)
- Career Resource Center: 392-1601, First floor, Reitz Union, career development assistance

**For Emergencies**
University Police Department: 352-392-1111

**University Writing Studio**
The writing studio is committed to helping University of Florida students meet their academic and professional goals by becoming better writers. Visit the writing studio online at [http://writing.ufl.edu/writing-studio/](http://writing.ufl.edu/writing-studio/) or in 302 Tigert Hall for one-on-one consultations and workshops.