

JOU 4008: Journalism Studies
Fall 2016
Wednesdays
Period 5 - 7 (11:45 AM - 2:45 PM)
FLG 0275

Dr. Ronald R. Rodgers
3058 Weimer Hall, 392-8847
Office hours: xxxx a.m. and by appointment
Link to my schedule: <http://bit.ly/1mcr63C>

“It is safe to say that nearly all the evils connected with the press flow not so much from their partisan nature as from their commercial aspect.” ~ [V.S. Yarros](#)

“The greatest obstacle to discovering the shape of the earth, the continents, and the oceans was not ignorance but the illusion of knowledge.” ~ [Daniel J. Boorstin](#)

“Every journalist who is not too stupid or full of himself to notice what is going on knows that what he does is morally indefensible. He is a kind of confidence man, preying on people's vanity, ignorance, or loneliness, gaining their trust and betraying them without remorse.” ~ [Janet Malcolm, *The Journalist and the Murderer*](#)

Course Description:

In the midst of the digital disruption of the past two decades, many journalists – whether at newspapers or at the panoply of digital venues captured under the rubric of “news media” – are becoming unmoored from the journalistic norms of the past. The advertising budgets of newspapers have been gutted. The Internet, social platforms, and mobile devices have transformed how news is consumed and shared. The industry is endeavoring to find new ways of supporting ethical and professional journalism. And in the process, journalists are struggling to keep their footing as they attempt to redefine their news ethic for a new era. This upheaval has also had a major impact on the consumers of news who have fled newspapers in droves and have become hunter-gatherers of news in a digital realm where the fidelity to the facts is often a bit sketchy. Indeed, I would argue that in the digital era of online news there exists an unprecedented struggle between the constraints of the market and the mission of journalism to present the truth – to present the most accurate representation of reality journalistically possible untainted by the demands of profit. That is the thread that runs through this class and it is a theme that should be always at the back of your mind.

Thus, this Journalism Studies class will begin by briefly exploring journalism history – and not because I am a historian but because history gives us a foundation to understand the context of the present. Then we will concern ourselves with such issues as contemporary news consumption; [newsonomics](#); social media and journalism and the rise of the [Fifth Estate](#); the

dodgy notion of journalistic objectivity; the verification of the truth in the presentation – and construction – of reality; ethics and the question whether journalism is “[morally indefensible](#)”; ethics and the constraints on truth by market, ideological, and technological forces such as advertising, the rise of sponsored (native) ads, and the filter bubble; journalism and public relations; and, finally, the future of journalism.

Course Goals:

Here is my hope for this course: That it will help you become knowledgeable and literate about journalism / the news media and the media (and notice I make a distinction here). That it will help you:

1. Become educated – and alert – consumers of journalism and media.
2. Hone your critical thinking skills to (1) distinguish between evidence and belief and (2) make connections across seemingly disparate events and contrary contentions.
3. Become knowledgeable media industry researchers. A solid understanding about how journalism and the media work and influence society will hold you in good stead in whatever career field you enter. This course will also help those pursuing advanced degrees to begin understanding research methods.
4. Learn about the connections between the media and economics in the changing world of media and media-business models.
5. To understand the vital function of journalists in a democratic society, and how that role has developed. One problem here in the digital age is how do you define a journalist?
6. Understand the ethical norms that are the fundament of journalism and how the disruption of the digital age is shaking that foundation.
7. To understand how the journalism business model is evolving
8. To understand the sociological and economic factors that have forever changed journalism.

Prerequisites:

JOU 3101 Reporting, JOU 4201 Editing. This is a capstone course, which requires senior standing.

Course structure:

Most classes will consist of case studies and discussion, videos or audios, lecture material and classroom presentations/student discussion led by a discussion leader.

Required texts and equipment:

No required text

Assigned required readings to include, at times, videos and audios. (See schedule below)

Bring a laptop to each class.

To aid in your research and writing, create a free Evernote account <https://evernote.com>

Required Social Media (Create a JOU4008 Twitter list)

Follow me at [@ronrodgers](#) and then regularly check out the class Twitter hashtag [#JOU4008](#)

Follow [@newsgenius](#) / [@risj_oxford](#) / [@AmPress](#) / [@JournoResource](#) / [@imediaethics](#) /

[@NiemanLab](#) / [@Poynter](#) / [@mediagazer](#) **OR** You can subscribe to my list at

<https://twitter.com/ronrodgers/lists/jou4008>

Grading:

Grading for the course will be based on five factors:

- The One-Minute Twitter Paper 100 points
- Portfolio-Quality Midterm Paper 200 points
- Midterm Paper Presentation 100 points
- Discussion leader presentation 100 points
- Class participation/attendance 100 points
- Portfolio-Quality Final Paper 200 points
- Final Paper Presentation 100 points
- Reaction Essays 100 points

Note: There is no final exam.

Final grades will be based on these standard break-points:

A	936+	C	736-770
A-	900-935	C-	700-735
B+	871-899	D+	671-699
B	836-870	D	636-670
B-	800-835	D-	600-635
C+	771-799	E	599 or Lower

Assignments

Due Dates

- One-Minute Twitter Paper **End of each class**
- Discussion leader presentation **Assigned**
- Reaction Essays **Tuesdays at 5 p.m.**
- Midterm Paper **Oct. 10 at 5p.m.**
- Midterm Paper Presentation **Oct. 12**
- Final Paper **Dec. 5 at 5 p.m.**
- Final Paper Presentation **Dec. 7**

The One-Minute Twitter Paper:

Concisely express in one or more tweets that each include the hashtag [#JOU4008](#)

- What are the two or more most significant (central, useful, meaningful, surprising, disturbing) things you have learned in class or in your readings?
- What question(s) remain uppermost in your mind?
- Is there anything you did not understand?

Note: Replies to tweets from your fellow classmates are required and are a form of class participation.

Twitter Paper is due before you leave class.

Midterm paper: A 5- to 7-page paper will be a critical analysis of some aspect of journalism ethics – and I have a pretty broad definition of ethics from journalistic malfeasance to bending conduct to the will of market or ideological constraints that harm truth. The paper should be suitable to include in a portfolio. But also imagine it is a [white paper](#) you were asked to produce in whatever career field you are working in. Because the paper should be of professional quality, grammar and spelling also matter. The paper should be a combination of reporting, research and analysis. **Note:** All writing is an argument to one degree or another. And arguments require evidence – not airy assertions. The paper should be fully footnoted in a recognized style. **Go to Appendix 1 at end to see Research Paper Grading Rubric.**
Format: 12 pt. Times-Roman, double-spaced, one-inch margins.

Paper due October 10 by 5 p.m.

Midterm paper presentation: Use a readable PowerPoint presentation and follow the 10-20-30 rule. You should have 10 slides, you should take no more than 20 minutes, and all slides should employ a readable 30-point font. **Organization and Presentation will weigh heavily in your grade.** In other words: Were handouts and outlines used? Were they helpful? Were you articulate and professional? Were audio-visual aids used appropriately? Were you well-versed in the topic? Does the presentation have a clear, well-focused introduction, a solid middle, and a convincing conclusion? Is it audience centered, i.e. good eye contact, clear diction, and meant to be heard, not read? Did you generate discussion and answer questions?

Paper Presentations October 12

Discussion leader presentations: Assigned groups – or individuals depending on size of class – will offer the rest of class a primer on the readings for the class along with at least one class activity informed by the readings. Relevant short videos or audios are encouraged as long as they help to prompt discussion. We have a great resource through the UF Library for these at <http://ufl.kanopystreaming.com/> The primer should include a **one- to two-page worksheet** for each fellow student summarizing readings. Discussion leaders will need to do additional readings on their topics and prepare materials for the class to discuss. You can draw from the assigned readings, from previous lectures and/or discussions, from the lists of recommended readings, from links to readings on the assigned Twitter feeds, from the links to articles I post at [#JOU4008](#), and from your own readings in journalism.

Creativity will be rewarded here. The discussion will take place near the beginning of class. You have one hour. If you use a PowerPoint presentation come in early and set up. And make sure it is in a readable style and that you follow the 10-20-30 rule. You should have 10 slides, you should take no more than 20 minutes, and all slides should employ a readable 30-point font. While the instructor will jump in and contribute to the discussion, students should be prepared to extend student interaction for the entire hour.

Organization and Presentation will weigh heavily in your grade. See note above under midterm paper presentation.

Class participation/attendance:

Participation: Since this is a capstone course, students are expected to attend every class and to participate in class discussions. Windy verbosity with no point and hushed passivity will not go unnoticed and will figure in your grade. Try to find the balance □ .

Here is part of how I also think about and evaluate your class participation re discussion:

1. You add significant, insightful content to each class discussion. But you do not dominate the conversation.
2. You speak from time to time, but look for more opportunities to add to our discussions.
3. Your perspective is important and makes up a significant part of your grade. I'd like to hear more from you!

Attendance: Excuses for absences must be legitimate. More than one absence will affect your final grade. Students will receive a failing grade for missing 3 or more classes. Excused absences include documented medical excuses and religious observances (with advance notice). Please contact me before class. University-approved absences must be documented (in advance, if for an approved university activity) according to official university policy. Obtaining written verification for an excused absence is your responsibility, as is arranging to complete any missed work.

Final papers: Your final paper will be a 15-page paper on an issue surrounding media management and/or the future of the media industry. This paper is intended to explore trends, problems, challenges, and even solutions using examples and evidence from many situations and perspectives. Papers will be graded on the quality of the conceptualization of variables and the soundness of

key points. **Note:** All writing is an argument to one degree or another. And arguments require evidence – not airy assertions. Because the paper should be of professional quality, grammar also matters. The paper should have a minimum of 15 citations from academic journals and additional citations from other media sources – all in a recognized style. **Go to Appendix 1 at end to see Research Paper Grading Rubric.**

Format: 12 pt. Times-Roman, double-spaced, one-inch margins.

Paper due December 5 at 5 p.m.

Final paper presentation: Use a readable PowerPoint presentation and follow the 10-20-30 rule. You should have 10 slides, you should take no more than 20 minutes, and all slides should employ a readable 30-point font. **Organization and Presentation will weigh heavily in your grade. See note above under midterm paper presentation.**

Paper Presentations December 7

Reaction Essays: Reaction Essays dealing with topics of the week will be due on Tuesdays at 5 p.m. They should be emailed to me as a Word document attachment. Be sure to include your full name and email address. Again, grammar and spelling count here. Most of the assignments involve critiquing published articles on topics of that week. See below for fuller explanation. The assignments will be 2 to 3 pages. Late assignments will be docked severely.

Format: 12 pt. Times-Roman, double-spaced, one-inch margins.

Due on Tuesdays at 5 p.m.

Here is how you should approach your weekly reaction essay:

Your essay should be about the essence of the assigned readings/screenings in which you also respond to any questions I might ask. This is followed by your explorations of the texts and would include your own experiences if relevant, lecture material – take notes – and anything you have read earlier both inside and outside class that would help inform your essay. Critical thinking is making connections. This needs to reflect your deep thinking about the readings. Points off for being superficial; overly long, complex, and convoluted; or redundant to fill space. Sometimes you will need to do some research to respond fully on these essays. I have included below a list of research resources. **Note:** At times I might ask individual students to offer a summary of their essay in class.

Mechanics of the Essay:

- They are not essays in the sense that they begin with a thesis statement, etc.
- They should not sound like a book report.
- They should contain very little description of the readings.
- They should reflect your deep-thinking about the readings and your intellectual struggle with the material as you interpret the authors' meanings and/or arguments as you research and make note of terms and concepts you are not familiar with, and as you grind the concepts through the gears of your mind. How do these concepts link up to your own life?
- You should write about what you do not understand, or about what you half-understand, or how the material might connect to material from previous weeks or from your experience in whatever form that takes.
- You can spend the entire essay on one point or start anew every other paragraph.

Grading:

- I will read all the material, but I do not grade it weekly other than keeping track that the work is completed and on time.
- I will give little feedback but will note if you are not on track — especially early in the semester.
- Your essays are a big chunk of your end grade, but they only get that end grade. I will evaluate these in total at end of semester.
- You can come in and talk to me if you are concerned about where your grade on your essays is headed, but otherwise I normally give very little feedback unless I see a problem arising.

Some of How I Evaluate the Essays and Responses:

1. If you produce a sufficient quantity of prose on a weekly basis in the manner requested, it will be hard for you to get below the equivalent of a B-.
2. If, in addition to (1) above, you are engaged, you struggle, you open up and you deal with the difficult, it will be hard for you to get below the equivalent of a B.
3. If, in addition to (1) and (2) above, you demonstrate significant improvement from the beginning of the semester to its end, it will be hard for you to get below the equivalent of a B+.
4. If, in addition to (1), (2), and (3) above, you demonstrate intellectual imagination, it will be hard for you to get below the equivalent of an A-.
5. If you want an A, do all the above in the extreme.

Other Course Management Issues

Accommodation for disabilities: Please let me know immediately if you have any kind of problem or disability that would hinder your work in this course. I will do my best to help you. Students requesting classroom accommodation must first register with the Disability Resource Center <https://www.dso.ufl.edu/drc/> as early in the semester as possible. The center will provide documentation so appropriate accommodations can be made. The center is in Reid Hall https://www.dso.ufl.edu/documents/drc/Reid_Construction_Map_2.pdf, 352-392-8565 (877-983-3326 Toll Free).

Late assignments: No assignment can be late under any circumstances. Work turned in late will not be accepted unless you have a legitimate and documented excuse.

Common courtesy: For heaven's sake, turn off your cell phone! Please also observe other rules of common courtesy, such as not speaking to your classmates (or yourself) when others are making a presentation, not falling asleep in class, not scrolling the Web, etc.

Be Good: And I have to say this as part of our contract: You need to conduct yourself in a courteous manner both in and out of class when it comes to dealing with fellow students or your instructor. That means any rude, obstructive or aggressive behavior will not be tolerated, and manifestations of same will mean your ouster from the class. I have a zero-tolerance policy on this. Here is a link to the UF Counseling and Wellness Center <http://www.counseling.ufl.edu/cwc/default.aspx>. The Center is located at 3190 Radio Road and the phone number for Appointments & After-Hour Assistance is 352-392-1575.

Syllabus Changes: The instructor reserves the right to alter, with notification, the syllabus or course schedule as the need arises. This might include the latest research and readings from popular literature and the possibility of guest speakers and special presentations, some of which may be scheduled outside of class time. **Note:** Some of the content for this syllabus was taken from syllabi from previous classes.

Tips for getting good grades: Come to class on time. Turn off your cellphone. Complete all of the readings before class. Write every day. The quality of your cookies.

CAVEAT: At times a class such as this will deal with controversial topics, so be warned words that may be considered offensive or ideological may be spoken in the context of subjects we are discussing. Despite what those higher-ed bashers on the left and right say, as a teacher I have no political or social agenda, so do not try to answer in a way you believe might comport with what I want to hear or read. Feel free to advocate any position as long as you remain respectful of others' opinions, and always be able to defend your point of view. There is nothing I dislike more than unevicenced assertions that often begin with "Well, in my opinion"

On Writing and Research

Plagiarism and Academic Honesty: For the communications professional, there hardly exists a graver crime than plagiarizing another writer's work. We acknowledge other people's work by "[standing on the shoulders of giants](#)," as Newton put it. If you think this class, this university, this nation is "a culture of cut and paste," as two international students described to me their country, think again. In short, it is YOUR responsibility to make certain you understand what constitutes plagiarism and to ensure that you give proper credit any time you draw on someone else's writing. When in doubt, always cite.

Note: I have been working with words for so long that I have a sensor that can spot changes in tone or style indicative of cutting and pasting. I will often run such work through a plagiarism detector.

- You are required to read both the UF Academic Honesty policy <https://catalog.ufl.edu/ugrad/current/advising/info/student-honor-code.aspx#honesty> and the Journalism Department's Academic Honesty document <http://plaza.ufl.edu/rrodders/Academic%20Honesty.html>, which was written by Prof. Dave Carlson. I will work under the assumption that you have done so.
- Do not rely on what you think you've learned before. Prof. Mindy McAdams has put together an excellent guide: <http://www.macloo.com/cheat/index.htm>.
- If you're still not certain you understand what's acceptable and what isn't, check out this oft-cited website: <http://www.indiana.edu/~wts/pamphlets/plagiarism.shtml>
- If you have questions, ASK ME! There's no penalty for asking questions, but the penalties for plagiarism are severe, including dismissal from the program.
- Treat Internet sources like any other book, journal article or other print source. Make CERTAIN you copy down citation information when you copy material from a website, EVEN if you're paraphrasing.
- DO NOT turn in to me ANY work you previously have submitted to another instructor or that you plan to submit for any other class at UF or any other institution. If you want to write on a topic you have worked on before, that might be acceptable IF you discuss it with me and get permission IN ADVANCE.
- Finally, all students are bound by the university's Honor Code Policy at <https://www.dso.ufl.edu/sccr/process/student-conduct-honor-code> **Anyone who violates these policies in this course will receive a failing grade in this course and face further sanctions from the college and university.**

Good sources for researching a topic:

- Our journalism/communications specialist librarian April Hines can be quite helpful email: aprhone@uflib.ufl.edu
- Google Scholar www.scholar.google.com A good source for finding research studies
- Here is a list of UF Library Guides http://guides.uflib.ufl.edu/prf.php?account_id=25932
- Project Starters at UF Library http://www.uflib.ufl.edu/ps_db.html
- JSTOR <http://www.jstor.org/>
- Mass Comm Subject Guide <http://guides.uflib.ufl.edu/masscommgrad>

- Advertising Subject Guide <http://guides.uflib.ufl.edu/advertising>
- Broadcasting/Telecom Subject Guide <http://guides.uflib.ufl.edu/broadcastingtelecom>
- Journalism Subject Guide <http://guides.uflib.ufl.edu/journalism>

Other Sources

- Google Scholar (Google Scholar provides a simple way to broadly search for scholarly literature. From one place, you can search across many disciplines and sources: articles, theses, books, abstracts and court opinions, from academic publishers, professional societies, online repositories, universities and other web sites.) <https://scholar.google.com/>
- Google Books (Search the world's most comprehensive index of full-text books. Begin learning how to use this. **Note:** Just about anything before 1923 is out of copyright and full text is available – and it is searchable. Still, many books are limited view to one degree or another but are still searchable. You may find what you need on the view – or at least through search you can learn what pages what you seek are on and then check the book out of the library. Saves a lot of time. Also, many magazines fairly up to date are available full view – and are also searchable.) <https://books.google.com/>
- Internet Archive is another resource that includes all kinds of texts, videos, etc. <https://archive.org/>
- Benton Foundation: The Benton Foundation works to ensure that media and telecommunications serve the public interest and enhance our democracy. Great searchable data base both about the latest news in media and journalism with archives going into past <https://www.benton.org/>

Some leading journalism and media publications on the Web:

- Accuracy in Media (AIM): <http://www.aim.org/> A conservative watchdog organization that sets out to document the liberal bias of the news media.
- Advertising Age (MediaWorks) <http://adage.com/channel/media/1>
- Adweek <http://www.adweek.com/>
- American Society of Newspaper Editors <http://www.asne.org/> Contains reports on journalistic practices, including a compilation of newspaper codes of ethics.
- BBC College of Journalism <http://www.bbc.co.uk/academy/journalism>
- Benton Foundation – Headlines <http://feeds.benton.org/headlines/feed?q=headlines/feed>
- Benton Foundation <https://www.benton.org/>
- Broadcasting & Cable <http://www.broadcastingcable.com/>
- BuzzMachine <http://buzzmachine.com/>
- Center for Digital Democracy <https://www.democraticmedia.org/>
- Center for Media and Democracy's PRWatch <http://www.prwatch.org/>
- Columbia Journalism Review <http://www.cjr.org/>
- Digital Tampering <http://pth.izitru.com/>
- Drudge Report <http://drudgereport.com/>
- Editor and Publisher <http://www.editorandpublisher.com/>
- FactCheck.org <http://www.factcheck.org/>
- Fairness & Accuracy in Reporting (FAIR):

<http://fair.org/> A liberal watchdog organization that sets out to document the conservative bias of the news media.

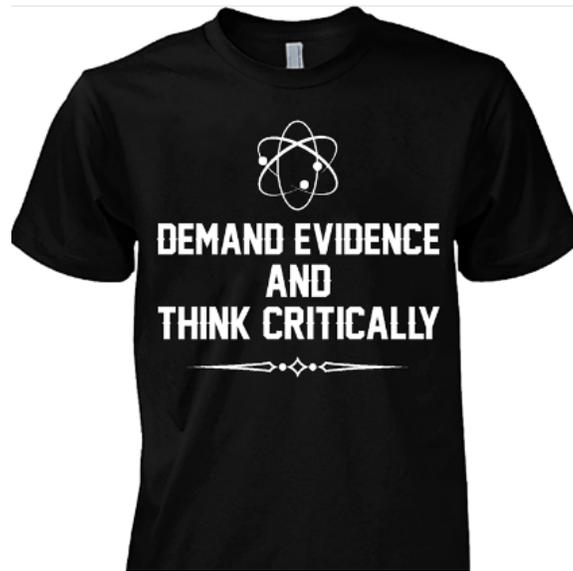
- Gawker <http://gawker.com/>
- Guardian (Media) <https://www.theguardian.com/us/media>
- Huffington Post <http://www.huffingtonpost.com/>
- Huffington Post's Eat The Press <http://www.huffingtonpost.com/news/eat-the-press/>
- iMediaEthics <http://www.imediaethics.org/>
- Law & Disorder <http://arstechnica.com/tech-policy/>
- Media Channel <http://www.mediachannel.org/>
- Media Wire <http://www.poynter.org/tag/mediawire/>
- Mediagazer <http://mediagazer.com/> I follow this on my Feedly reader. Mediagazer presents the day's must-read media news on a single page. It includes a regularly updated media jobs board.
- Mediagazer Leaderboard <http://mediagazer.com/lb> lists the sources most frequently posted to [Mediagazer](#).
- NewsHour Media Watch (PBS) <http://www.pbs.org/newshour/tag/media/>
- Nieman Journalism Lab <http://www.niemanlab.org/>
- Nieman Reports: <http://www.nieman.harvard.edu/Reports.aspx>
- NY Times Media News <http://www.nytimes.com/pages/business/media/index.html>

<http://www.nytimes.com/pages/business/media/index.html>

- Online News Association <http://journalists.org/>
- People and the Press <http://people-press.org/> A foundation devoted to improving the performance of the press, with some great surveys of journalists and the public
- Pressthink <http://pressthink.org/>
- Project for Excellence in Journalism <http://www.journalism.org/>
- Publisher's Weekly <http://www.publishersweekly.com/>
- Romenesko <http://jimromenesko.com/>
- The FOIA blog http://thefoiablog.typepad.com/the_foia_blog/
- The Newspaper Association of America <http://www.naa.org/> A nonprofit organization representing the \$46 billion newspaper industry and over 1,500 member newspapers in the United States and Canada.
- Who owns the media <http://www.freepress.net/ownership/chart>

Diversity

- Forum on Media Diversity <http://www.mediadiversityforum.lsu.edu/>
- Asian American Journalists Association <http://www.aaja.org/>
- National Association of Black Journalists <http://www.nabj.org/>
- National Association of Hispanic Journalists <http://nahj.org/>
- National Lesbian and Gay Journalists Association <http://www.nlgja.org/>
- Native American Journalists Association <http://www.naja.com/>



JOU4008 Tentative Schedule

Classes Begin: August 22

Classes End: December 7

Holidays – No classes

September 5: Labor Day

October 14 - 15: Homecoming

November 11: Veterans Day

November 23 - 26: Thanksgiving break

Week 1 – August 24 – Course Introduction

Media v. New Media

History

[Principles of Ethics](#)

Rashomon in Nine Minutes → Witness Statements

Discussion Leaders / State of Media Assignments



Week 2 – August 31 – History / State of Media / What Happened to Newspapers

Read & React for Week 2

- Journalism Since the French Revolution <http://brewminate.com/journalism-since-the-french-revolution/>
- Journalism Essentials – Read all links: <https://www.americanpressinstitute.org/journalism-essentials/>
- The State of the News Media 2016: An Annual Report on American Journalism <http://stateofthemedias.org/>

You will be assigned a fact sheet or two to give an executive summary in class. Bring in 1-page worksheet of your summary

Assigned Executive Summaries:

- | | |
|--|--|
| <ul style="list-style-type: none"> • Newspapers: Fact Sheet • Cable News: Fact Sheet • Local TV News: Fact Sheet • Network News: Fact Sheet • Digital News Audience: Fact Sheet • Digital News Revenue: Fact Sheet • Podcasting: Fact Sheet | <ul style="list-style-type: none"> • Audio: Fact Sheet • Public Broadcasting: Fact Sheet • Alternative Weeklies: Fact Sheet • News Magazines: Fact Sheet • African American News Media: Fact Sheet • Hispanic News Media: Fact Sheet |
|--|--|

For your further reading pleasure:

- Ida Tarbell and “The History of The Standard Oil Company”: Tarbell more or less singlehandedly invented investigative reporting <http://niemanstoryboard.org/stories/why-this-so-good-no-101-ida-tarbell-and-the-history-of-the-standard-oil-company/>
- O.J. Simpson: Media Spectacle Then and Now http://daily.jstor.org/o-j-simpson-media-and-spectacle-then-and-now/?utm_source=marketing&utm_medium=social&utm_campaign=twitter
- The newspaper by George Binney Dibblee. Chapter 1 The Function of a Newspaper <https://archive.org/stream/thenewspaper00dibb#page/12/mode/2up>The rise of contextual journalism, 1950s–2000s <https://www.dropbox.com/s/5ktyt5zxb9mm6ca/ContextualJournalism-Linked.pdf?dl=0>
- Technology and Ideology: The Case of the Telegraph

<https://www.dropbox.com/s/dsqdit4zj2aw0pa/Carey-TechnologyandIdeology-Linked.pdf?dl=0>

- Digital News Report 2016. The largest comparative global survey of news trends: <http://po.st/n3Z79v>

Week 3 – September 7 - News Consumption & The Fifth Estate

Discussion leader 1

Read & React for Week 3

- How the Average American Gets News
http://www.theatlantic.com/technology/archive/2016/07/how-the-average-american-gets-their-news/490244/?utm_source=atltw
- **Fifth Estate** defined: <https://www.evernote.com/Home.action#n=89fd000e-71e2-4770-b95a-c2cfdcfb71e&t=8a1a4f6c-5c69-4eaa-9087-58171c58ae13&ses=4&sh=3&sds=5&>
- Facebook, Twitter, And Breaking News' Special Relationship: Twitter and Facebook can stand alone, but each is weaker on its own.
<https://www.buzzfeed.com/charliewarzel/facebook-twitter-and-breaking-news-special-relationship>
- How technology disrupted the truth: Social media has swallowed the news – threatening the funding of public-interest reporting and ushering in an era when everyone has their own facts. But the consequences go far beyond journalism
<https://www.theguardian.com/media/2016/jul/12/how-technology-disrupted-the-truth>
- The evolving relationship between social media and news: Three 2016 charts for perspective <http://journalistsresource.org/studies/society/news-media/social-media-news-publish-relationship>

For your further reading pleasure:

- Americans' Confidence in Newspapers at New Low
<http://www.gallup.com/poll/192665/americans-confidence-newspapers-new-low.aspx>
- Key findings on the traits and habits of the modern news consumer
<http://www.pewresearch.org/fact-tank/2016/07/07/modern-news-consumer/>
- 16 reasons why this research will change how you look at news consumption
<https://onlinejournalismblog.com/2014/09/10/research-news-consumption-sharing-searching-liking-watching-reading-listening/>

Week 4 – September 14 – Journalism and Ethics

Discussion leader 2

Read & React for Week 4

- Three Essays on Journalism and Virtue
<https://www.dropbox.com/s/g435jsiatvnj5l/Ethics-Three%20Essays%20on%20Journalism%20and%20Virtue-Linked.pdf?dl=0>
- Paul Johnson's Seven Deadly Sins of the Media <http://jacklimpert.com/2016/06/ten->

[commandments-for-a-more-moral-media/](#)

Your Reaction to the following:

- The annual meeting for the National Association of Science Writers got off to a heated [start last October](#) in Cambridge, Massachusetts. The first session centered on the knotty issue of ethics. According to several reporters in attendance, many in the audience voiced concerns about whether it is ethical for a reporter to take money from outside interests for travel, hotel expenses, or honorarium. Some attendees grumbled that fees for freelancers have remained stagnant for decades and when media companies don't pay expenses, reporters miss out on stories. **So what should be allowed?**
- Redbook intern: "The perks were amazing. The amount of freebies I accumulated over the summer borders on hoarding." Your reaction to this? bit.ly/1upx7wO
- Vox Suspends Editor for Encouraging Riots at Trump Rallies. <http://bit.ly/2aqdWSr>
- The ethical terrain of nonprofit journalism
<https://www.americanpressinstitute.org/publications/reports/nonprofit-news/>
- Staged picture from Brussels bombings prompts ethics debate
<https://www.theguardian.com/media/2016/mar/25/staged-photo-brussels-attack-memorial-ethical-debate-photographers>
- Should a Local News Startup Have Reporters Write Press Releases?
<http://mediashift.org/2015/07/should-a-local-news-startup-have-reporters-write-press-releases/>

For your further reading pleasure:

Codes of Ethics: The Accountable Journalism database compiles international codes of media ethics from around the world and is the largest resource of its kind. This database can be sorted by keywords or by using the advanced search. Codes can be selected by type of organization, topic, region, year created or updated and country. <http://accountablejournalism.org/>

Week 5 – September 21 – Journalism and Ethics

Discussion leader 3

Read & React for Week 5

- The ethical terrain of nonprofit journalism
<https://www.americanpressinstitute.org/publications/reports/nonprofit-news/>
- Why We Need a Radical New Framework for Media Ethics
<http://mediashift.org/2015/08/why-we-need-a-radical-new-framework-for-media-ethics/>
- Women's Depiction by the mass media
http://www.samfeder.com/PDF/2_WomensDepictionByMedia.pdf
- Answer this question in your reaction: What is "symbolic annihilation"?
- Paul Johnson's Ten Commandments for a More Moral Media
<http://jacklimpert.com/2016/06/ten-commandments-for-a-more-moral-media/>

React to this ethical issue: Checkbook Journalism

- NBC News Paid for Exclusive Access to Oscar Pistorius
<http://www.imediaethics.org/nbc-news-paid-for-exclusive-access-to-oscar-pistorius->

[house/?new#sthash.abUfzK0r.dpufUndercover](#)

- 'Media Buzz': TMZ Chief Harvey Levin Defends Checkbook Journalism <http://insider.foxnews.com/2014/09/14/media-buzz-tmz-chief-harvey-levin-defends-checkbook-journalism>
- The true price of checkbook journalism <https://www.nasw.org/article/true-price-checkbook-journalism>
- When It's O.K. to Pay for a Story <https://www.evernote.com/Home.action#n=2984d916-3936-412f-b84a-db39e74fff05&t=78f91429-e43f-4e2d-8e02-498d72925e74&ses=4&sh=3&sds=5&>
- Paying for News? It's Nothing New http://www.nytimes.com/2011/08/07/sunday-review/paying-for-news-its-nothing-new.html?_r=0

Week 6 – September 28 – Theories and Functions of Journalism

Discussion leader 4

Read & React for Week 6

- Theories of Journalism <https://www.dropbox.com/s/r8jcoxz5uezwkys/Theories%20of%20Journalism-Linked.pdf?dl=0> PDF
- Normative theories of journalism <https://steinhardt.nyu.edu/scmsAdmin/uploads/006/246/Benson%20Normative%20Theories.pdf>
- What are the boundaries of today's journalism, and how is the rise of digital changing who defines them? <http://www.niemanlab.org/2015/04/what-are-the-boundaries-of-todays-journalism-and-how-is-the-rise-of-digital-changing-who-defines-them/>
- The theory of the interlocking public <https://www.americanpressinstitute.org/journalism-essentials/what-is-journalism/theory-interlocking-public/>
- The Marketplace of Ideas by Robert Schmuhl and Robert G Picard from The Institutions of American Democracy: The Press (PDF) **Link TK**
- Research and Explain Standpoint Theory and how it applies to the doing of journalism. Offer at least one example whether negative or positive.

Week 7 – October 5 – Theory and Influences on Journalism: Civic/Public Journalism

Discussion leader 5

Read & React for Week 7

- Journalism and the Public Interest by Daniel Schorr excerpted from The Institutions of American Democracy: The Press <http://niemanreports.org/articles/journalism-and-the-public-interest/>
- Civic journalism (also known as public journalism) is the idea of integrating journalism into the democratic process. The media not only informs the public, but it also works towards engaging citizens and creating public debate. This movement arose in earnest in the 1990s. Wikipedia gives a solid roundup of the movement: https://en.wikipedia.org/wiki/Civic_journalism

- A Brief History of Public Journalism
<https://www.dropbox.com/s/liumw671tfe06yk/A%20Brief%20History%20of%20Public%20Journalism.pdf-Linked.pdf?dl=0>
- Encyclopedia of Journalism: Civic Journalism PDF
<https://www.dropbox.com/s/0d57ttzrzcvxnc/Civic%20Journalism-Linked.pdf?dl=0>
- The Gospel of Public Journalism <http://ajrarchive.org/Article.asp?id=1650>
- The Death of a (Public Journalism) Pioneer <http://ajrarchive.org/article.asp?id=1653>
- Why Solutions Journalism Can Help News Organizations Improve Their Reporting
<https://www.journalism.co.uk/news/why-solutions-journalism-can-help-news-organisations-improve-their-reporting-/s2/a609016/>

Midterm Paper due October 10 by 5 p.m.

Week 8 – October 12 – Truth & Reality

Midterm Paper Presentations

Read & React for Week 8

- How to Spot Bullshit: A Primer by Princeton Philosopher Harry Frankfurt
<http://www.openculture.com/2016/05/how-to-spot-bullshit-a-primer-by-princeton-philosopher-harry-frankfurt.html>
- The Baloney Detection Kit: Carl Sagan’s Rules for Bullshit-Busting and Critical Thinking
<https://www.brainpickings.org/2014/01/03/baloney-detection-kit-carl-sagan/>
- Why bullshit is no laughing matter <https://aeon.co/ideas/why-bullshit-is-no-laughing-matter>
- To sway public opinion, China plants 488 million fake social media posts a year
<http://www.pbs.org/newshour/rundown/to-sway-public-opinion-china-plants-488-million-fake-social-media-posts-a-year/>
- How fake news sites frequently trick big-time journalists
http://www.cjr.org/analysis/how_fake_news_sites_frequently_trick_big-time_journalists.php
- How statistics are twisted to obscure public understanding <https://aeon.co/ideas/how-statistics-are-twisted-to-obscure-public-understanding>
- Voodoo polls are bad news: here’s how to spot and stop them
<http://theconversation.com/voodoo-polls-are-bad-news-heres-how-to-spot-and-stop-them-53085>
- Journalism’s Biggest Problem Is Not What You’d Expect—And It’s Entirely Fixable: When journalists trust but don't verify their sources, the news business suffers. This was true back when – but it goes double online. Here's why. <http://observer.com/2015/04/journalisms-sourcing-problem/>

Week 9 – October 19 – influences & Constraints on Journalism

Discussion leader 6

Read & React for Week 9

- Hierarchy of Influences
<https://www.dropbox.com/s/vcvrk0eda12s13a/Hierarchy%20of%20Influences-linked.docx?dl=0>
- Shifting Circles: Reconceptualizing Shoemaker and Reese's Theory of a Hierarchy of Influences on Media Content for a Newer Media Era
<http://www.scripps.ohiou.edu/wjmcr/vol29/29.html>
- The Case Against the Media, by the Media
<http://nymag.com/daily/intelligencer/2016/07/case-against-media.html>
- 113 Journalists Surveyed on Why They're So Despised
<http://nymag.com/daily/intelligencer/2016/07/media-survey.html?mid=twitter-share-di>

Week 10 – October 26 – A Matter of Ethics: Influences & Constraints on Journalism: Native Ads/Sponsored Content

Discussion leader 7

Read & React for Week 10

- Native Advertising Is the New Journalism: How Deception Affects Social Responsibility PDF
<https://www.dropbox.com/s/ut963xfllgygjf/%20Native%20Advertising%20Is%20the%20New%20Journalism.pdf-Linked.pdf?dl=0>
- CAJ Ethics Committee: Sponsored content craze not journalism <http://www.j-source.ca/article/caj-ethics-committee-sponsored-content-craze-not-journalism>
- The Independent's hiring writers to do both native ads and edit content
<http://digiday.com/publishers/independent-building-native-ad-team-tapping-journalists/>

Resource for Discussion Leader READING NOTICE - NATIVE ADS

<https://www.dropbox.com/s/foc2o5dbmylocuy/READING%20NOTICE%20-%20NATIVE%20ADS-linked.png?dl=0>

Week 11 – November 2 – Objectivity & the Presentation of Reality

Discussion leader 8

Read & React for Week 11

- The lost meaning of 'objectivity' <https://www.americanpressinstitute.org/journalism-essentials/bias-objectivity/lost-meaning-objectivity/>
- Objectivity Norm in American Journalism
<https://www.dropbox.com/s/eo7kpeh7dgcx1/Objectivity%20Norm%20in%20American%20Journalism-Linked.pdf?dl=0> (pdf also available to you through [Sage Journals Online](#) through UF library) <http://jou.sagepub.com/content/2/2/149.short>
- Objectivity and the decades-long shift from “just the facts” to “what does it mean?”
<http://www.niemanlab.org/2013/05/objectivity-and-the-decades-long-shift-from-just-the-facts-to-what-does-it-mean/>
- Beyond Left And Right: It's About Reality
http://www.huffingtonpost.com/2011/02/10/beyond-left-and-right-its-about-reality_n_821582.html

Week 12 – November 9 – Objectivity & the Presentation of Reality

Discussion leader 9

Read & React for Week 12

- Answer this question in your reaction: What is false equivalency? Give an example.
- Objectivity in Journalism Has Some Serious Pitfalls <http://www.motherjones.com/kevin-drum/2016/04/objectivity-journalism-has-some-serious-pitfalls>
- Fear and Loathing in Modern Media: Hunter S. Thompson on Journalism, Politics, and the Subjective: “There is no such thing as Objective Journalism. The phrase itself is a pompous contradiction in terms.” <https://www.brainpickings.org/2013/07/18/hunter-s-thompson-journalism-politics/>
- Bill Keller draws the line between advocacy and journalism (Bloomberg) <http://www.bloomberg.com/politics/articles/2014-10-27/bill-keller-knows-why-the-oxpecker-sings?>
- A For Activist: No Longer Journalism’s Scarlet Letter http://www.huffingtonpost.com/rory-oconnor/a-for-activist-no-longer_b_10698870.html
- How were pundits so wrong about the rise of Donald Trump? <https://www.quora.com/How-were-pundits-so-wrong-about-the-rise-of-Donald-Trump>

Week 13 – November 16 – Diversity (and its relationship to objectivity)

Discussion leader 10

Read & React for Week 13

- The Enduring Whiteness of the American Media <https://www.theguardian.com/world/2016/may/25/enduring-whiteness-of-american-journalism>
- Most blacks and Hispanics think the media does not cover their ethnic community well <https://www.americanpressinstitute.org/publications/reports/survey-research/african-american-hispanic-news-consumers/>
- The influence and limitations of Black Twitter http://www.cjr.org/analysis/black_twitter.php
- Check out: <https://twitter.com/hashtag/blacktwitter?>
- LA Times Beefs Up Engagement Staff, Adding Coverage of #BlackTwitter <http://alldigitocracy.org/la-times-beefs-up-engagement-staff-adding-coverage-of-blacktwitter/>
- What Happened When I Pushed Myself to Interview More Women <http://motherboard.vice.com/read/what-happened-when-i-pushed-myself-to-interview-more-women>
- New ‘Diversity Style Guide’ Launches as Political Discourse Deteriorates <http://mediashift.org/2016/05/new-diversity-style-guide-launches-as-political-discourse-deteriorates/>

Week 14 – November 23-26 Thanksgiving Break – No Class – But some readings about journalism’s future

Read & React to any 5 of these for Week 14

- Community: A New Business Model for News
<http://niemanreports.org/articles/community-a-new-business-model-for-news/>
- Journalism Partnerships: A New Era of Interest
<http://www.journalism.org/2014/12/04/journalism-partnerships/>
- How Mobile Today Is Like TV Six Decades Ago: All of the growth in advertising right now is targeted at that little screen people carry with them everywhere
<http://www.theatlantic.com/business/archive/2016/06/mobile-is-eating-everything/487148/>
- The Relationship Status of Journalism and Platforms: It’s Complicated
<https://tinius.com/blog/the-relationship-status-of-journalism-and-platforms-its-complicated>
- Media must rebuild its business around relevance and value, not volume
<https://tinius.com/blog/death-to-the-mass>
- This is a useful collection of links and diagrams on what a 21st century newsroom might look like
<https://onlinejournalismblog.com/21st-century-newsroom/>
- Journalism in the Age of Hulkamania
<http://daily.jstor.org/journalism-in-age-of-hulkamania/>
- Digital empathy: how ‘Hunger in Los Angeles’ broke my heart in a virtual world
<http://www.theverge.com/2013/6/14/4431308/digital-empathy-how-hunger-in-los-angeles-broke-my-heart-virtual-reality>
- How The Miami Herald is getting to know its audience again
<http://www.poynter.org/2016/how-the-miami-herald-is-getting-to-know-its-audience-again/414525/>
- Inside Forbes: A New Language of Journalism Speaks to the Rebirth of a Profession
<http://www.forbes.com/sites/lewisdvorkin/2012/08/13/inside-forbes-a-new-language-of-journalism-speaks-to-the-rebirth-of-a-profession/#5440967c778e>
- Seven principles guiding Wall Street Journal's next-level journalism
<http://blog.wanifra.org/2016/06/20/seven-principles-guiding-wall-street-journals-next-level-journalism>
- How Amazon CEO Jeff Bezos reinvented The Washington Post, the 140-year-old newspaper he bought for \$250 million
<http://www.businessinsider.com/how-the-washington-post-changed-after-jeff-bezos-acquisition-2016-5>
- For News Outlets Squeezed From the Middle, It’s Bend or Bust
http://www.nytimes.com/2016/04/18/business/media/for-news-outlets-squeezed-from-the-middle-its-bend-or-bust.html?_r=0
- Journalism isn’t dying. But it’s changing WAY faster than most people understand.
<https://www.washingtonpost.com/news/the-fix/wp/2016/04/18/journalism-isnt-dying-but-its-changing-way-faster-than-most-people-understand/>

Week 15 – November 30 – The Problem of Journalism v. PR

Discussion leader 11

Read & React for Week 15

- **View:** Edward Bernays and Corporate Public Relations <http://www.c-span.org/video/?316382-1/edward-bernays-corporate-public-relations>
- Walter Lippman on reason for PR <https://www.evernote.com/Home.action#n=ec1f22b1-4396-4a9b-97cc-0acfe4294ac2&ses=1&sh=5&sds=5&x=The%2520Nature%2520of%2520News&> Excerpts in my Evernote file from Lippmann's "The Nature of News: Toward a Critique of Public Opinion." Include link to entire article.
- Inside Churnalism PR, journalism and power relationships in flux (PDF) <https://www.dropbox.com/s/zi8aruzybxjp06s/Inside%20Churnalism-Linked.pdf?dl=0>
- How P.R. Is Killing Journalism <http://www.takepart.com/feature/2015/02/13/pr-jobs-journalism-jobs>
- America now has nearly 5 PR people for every reporter, double the rate from a decade ago <https://muckrack.com/daily/2016/04/14/america-now-has-nearly-5-pr-people-for-every-reporter-double-the-rate-from-a-decade-ago/>

Final Papers due December 5 at 5 p.m.

Week 16 – December 7 (Last day of classes)

Final presentations of your papers

Read & React for Week 16

- What Kind of Journalism Does the Public Need? by Carolyn Marvin and Philip Meyer from The Institutions of American Democracy: The Press (PDF) **Link TK**
- The Future of News, The Future of Journalism by John Carey and Nancy Hicks Maynard from The Institutions of American Democracy: The Press (PDF) **Link TK**

Appendix 1: Research Paper Grading Rubric

200 points: Excellent Work: You have found material from a variety of sources that offers clear and comprehensive perspectives. Paper based on solid research. An insightful and thorough analysis provides context (political, economic, social, cultural, etc.) for an understanding of the media topic. Written clearly and correctly – free of spelling/grammatical errors. Paper includes introduction, presentation of research findings, an analysis and argument based on the findings, and a conclusion. Paper also includes any counter-arguments that exist out there – for example some research shows no harm from TV violence, and that may be the argument you want to make, but there is other research that shows the opposite. Don't ignore the counter-argument, but include it and explain why you and others who have explored this topic do not agree.

150 points: Satisfactory Work: You have met basic requirements, but your sources provide more limited information and insights. Your research could be better integrated. A solid

examination of relevant issues, but more descriptive than analytical.

100 points: Below Average: Few sources and/or limited research. Little analysis. Description insufficient or superficial.

99 points or less: Unacceptable work. Little evidence of research. Inadequate description.