

JOU 4008-1063

Spring 2017

## Journalism Studies

“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 Information

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When: Monday Period 9 - 11 (4:05 PM - 7:05 PM)

Where: Weimer 1092

Instructor: Dr. Ronald R. Rodgers

Email: [rrodgers@jou.ufl.edu](mailto:rrodgers@jou.ufl.edu) (However, use Canvas mail) I will respond as soon as possible within 24 hours Monday through Friday.

3058 Weimer Hall, 392-8847

Office hours listed on my schedule or make an appointment

Link to my schedule: <http://bit.ly/1mcr63C>

### Course Description

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In the midst of the shifting boundaries of journalism sparked by 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 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 and possible solutions to ensure its survival.

## Course Objectives

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Here is my hope for this course: That it will help you become knowledgeable and literate about journalism 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 – and continue to change – journalism.

## Prerequisites

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JOU 3101 Reporting.

## Course Structure

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Most classes will consist of case studies and discussion, videos or audios, lecture material, classroom presentations by students, weekly topic discussions led by a student discussion leader, weekly quizzes, and two assigned papers.

## Required Texts and Equipment

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- No required text.
- Bring a laptop or tablet to class, but **keep it closed** unless we need it for class activity.

- If you have not done so yet in your career, set up a Dropbox account at <https://www.dropbox.com/>
- Assigned required readings to include, at times, videos and audios. (See schedule below)
- 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](https://twitter.com/ronrodgers) and then regularly check out the class Twitter hashtag [#JOU4008](https://twitter.com/JOU4008) I post items ripped from the latest news about journalism. Material from this will possibly be on the quiz at beginning of each class.
- **Except where noted, all assignments or any other written work will be filed through Canvas – no exceptions.** Log in to Canvas at <http://lss.at.ufl.edu> If you are unfamiliar with Canvas or have any questions, check out the [e-Learning FAQs](#). If you encounter a problem while using e-Learning, you should immediately contact the Help Desk <http://helpdesk.ufl.edu/> to get assistance. I am not an expert in this system.

## Email Policy

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1. All email will be sent through the Canvas system – no exceptions.
2. The email should be as specific as possible.
3. It should include your full name.
4. You should also note that I check my email **once** in the morning and **once** in the evening Monday through Friday.
5. I should also note that I do not read emails of more than half a screen long. If you have that much to say, then let's have a conversation face-to-face.
6. I also do not read emails that begin with "Hey" – in fact, if you don't know what I mean, read: "How to Email Your Professor" <http://bit.ly/2brGf3E>

## Other Course Management Issues

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**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](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.

**U Matter, We Care:** Your well-being is important to the University of Florida. The U Matter, We Care initiative is committed to creating a culture of care on our campus by encouraging members of our community to look out for one another and to reach out for help if a member of our community is in need. If you or a friend is in distress, please contact [umatter@ufl.edu](mailto:umatter@ufl.edu) so that the U Matter, We Care Team can reach out to the student in distress. A nighttime and weekend crisis counselor is available by phone at 352-392-1575. The U Matter, We Care Team can help connect students to the many other helping resources available including, but not limited to, Victim Advocates, Housing staff, and the Counseling and Wellness Center. Please remember that asking for help is a sign of strength. In case of emergency, call 9-1-1.

**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.

**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 unevidenced assertions that often begin with "Well, in my opinion ... ."

## On Writing & Research

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**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/rrodgers/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.**

## Assignments

### Class Participation & Attendance

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**Participation:** Since this is a capstone course, students are expected to attend every class and to participate in class discussions. You are expected to play an active part in shaping this course and keeping it focused on the broad objectives. Obviously, this means you are expected to attend class regularly, to be in the classroom by the time class begins, to contribute to identifying relevant readings and other resources, and to participate meaningfully in class discussions. In addition to being physically present in class, I expect you to be mentally present. That means you will NOT be texting, emailing or using your laptop or phone to Web-surf, work on assignments for another class or interact with any social networking site during class time. Unless there's a specific need for someone in the class to get online, leave your laptop closed and your phones turned off during class. Again, students are expected 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 – and I need to see evidence for why you missed class and then I will decide it is legitimate. More than one absence will affect your final grade. **Students will receive a failing grade for missing 3 or more classes without a legitimate excuse.** 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. If you cannot be in class, please send me an email to that effect. That is the professional thing to do. Not doing so is rude and disrespectful.

## Class Takeaways and Questions

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**Two things here:**

1. Concisely express in assignment on Canvas in one or more paragraphs two or more of the most significant (central, useful, meaningful, surprising, disturbing) things you have learned in both class that day and in your readings or even elsewhere. Include anything you did not understand. Reveal your thinking, and avoid being superficial or perfunctory.
2. Include at least one question that remains uppermost in your mind.

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

**Due by 11:55 p.m. the day of class**

## Quizzes

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You can expect 10 or more quizzes near the beginning of class. Quizzes will cover the readings and/or screenings from that week, any of my posts to Twitter using the [#JOU4008](#) hashtag, and could include questions from any previous week's readings and/or screenings. There are no make-ups, and if you arrive late, I will not repeat the question.

**Format:** 8½ by 11 lined notebook paper. Anything else will not be accepted.

## Discussion Leader Presentations

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Assigned groups – or individuals depending on size of class – will offer the rest of class a primer on the readings for the class. 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, and from your own readings in journalism.

Creativity will be rewarded here. The discussion will take place near the beginning of class. You have no more than 45 minutes. Use a PowerPoint presentation and come in early to 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 (with, of course, desired classroom discussion extending this time), and all slides should employ a readable 30-point font. Expect the instructor to jump in and contribute to the discussion. Organization and Presentation will weigh

heavily in your grade. **Post your presentation and worksheet to Canvas assignment.**

**Tool:** Here is a possible tool you can use to inspire discussion: Mentimeter: <http://bit.ly/2fEL2xn>

## Deep-Think Reaction Essays

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Reaction Essays of at least three pages dealing with readings of the week will be due as a submittal to Canvas on Sundays at noon. Your essays are your way of intellectually struggling with the material. Essentially, I do not want to see an essay that is **description only** and fails to offer analysis and to leap off from the readings into a brief discussion reflecting [critical thinking](#), creative [ruminations](#), and some interpretations about the subject matter of the week. I also believe, at heart, that editing oneself is the key to good writing, so a reading reaction that is poorly written and/or edited can garner a grade of zero or slightly better depending on the degree of the failures of writing and/or editing.

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 or perfunctory; overly long, complex, and convoluted; or redundant to fill space. Sometimes you will need to do some research to respond fully on these essays. **Note:** At times I might ask individual students to offer a summary of their essay in class.

**Read this before your first essay:** Writing with Authority:

<http://www.wordsmadesimple.com/2011/03/writing-with-authority.html>

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

**Specifically, here is a general rubric for the essays:**

1. **10 points:** Exceptional. The essay is focused and coherently integrates examples with explanations or analysis. The entry reflects in-depth engagement with the topic.
2. **8 points:** Satisfactory. The essay is reasonably focused, and explanations or analysis are mostly based on examples or other evidence. Fewer connections are made between ideas, and though new insights are offered, they are not fully developed. The entry reflects moderate engagement with the topic.
3. **6 points:** Underdeveloped. The essay is mostly description or summary, and contains few connections between ideas. The entry reflects passing engagement with the topic.
4. **4 point:** Limited. The essay is unfocused, or simply rehashes previous comments, and displays no evidence of engagement with the topic.
5. **2 to 0 points:** No Credit. The essay is missing or consists of disconnected sentences.<sup>1</sup>

**Due on Sundays at Noon**

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## Portfolio-Quality Midterm Paper Proposal & Presentation

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A 2- to 3-page midterm paper proposal. It should include a brief summary of the paper you want to write, the Research Questions you want to answer, a brief tentative outline of the proposed paper, and then two or three paragraphs about your method – that is how you plan to answer the questions related to your topic. See an example of a proposal in Appendix 3 at end of syllabus. See description of paper just below. For the brief presentation in class, bring in a 1-page worksheet outlining your paper – enough for all in class. **Post your presentation worksheet to Canvas assignment**

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

**Midterm Paper Proposal Due by Noon Jan. 30**  
**Brief Paper Proposal Presentations in Class Jan. 30**

## Portfolio-Quality Midterm Paper

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**Midterm paper:** Teams of 2 will write a 7- to 10-page paper that will be a critical analysis of some aspect of journalism. The paper should be suitable to include in a portfolio. Here I want you to imagine it as a

**white paper** you were asked to produce in whatever career field you are working in. A white paper is “an authoritative report or guide that informs readers concisely about a complex issue and presents the issuing body's philosophy on the matter. It is meant to help readers understand an issue, solve a problem, or make a decision.”<sup>ii</sup> 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.

Here is one resource to get you started: ACCURACY, INDEPENDENCE, AND IMPARTIALITY: How legacy media and digital natives approach standards in the digital age

<https://reutersinstitute.politics.ox.ac.uk/sites/default/files/Accuracy,%20independence,%20impartiality-%20Look%20at%20legacy%20and%20digital%20natives.pdf>

**Go to Appendix 1 at end to see Research Paper Grading Rubric.**

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

**Objective:** The purpose of this paper is to hone:

- (1) Your understanding of the challenges facing journalism, especially exacerbated by the current digital disruption of the media and journalism.
- (2) Your skills at formulating your thoughts around a focused piece of writing.
- (3) Your skills at researching a topic.
- (4) Your skills at writing concisely and with clarity.
- (5) All of these are skills required of nearly ever career field.

**Midterm Paper due Feb. 19 by Noon**

## Midterm Paper Presentation

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**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, e.g. good eye contact, clear diction, and meant to be heard, not read? Did you generate discussion and answer questions? **Post your presentation and worksheet to Canvas assignment.**

**Objective:** The purpose of this presentation is to:

- (1) Encourage you to focus on your topic and eliminate the extraneous.
- (2) Impel you to think on your feet.
- (3) Develop your skills at oral presentation – a skill required of nearly ever career field.
- (4) Hone your skills at PowerPoint Presentations.

**Paper Presentations in Class Feb. 20**

## Portfolio-Quality Final Paper Proposal and Presentation

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A 2- to 3-page final paper proposal. It should include a brief summary of the paper you want to write, the Research Questions you want to answer, a brief tentative outline of the proposed paper, and then two or three paragraphs about your method – that is how you plan to answer the questions related to your topic. See an example of a proposal in Appendix 3 at end of syllabus. See description of paper just below. For the brief presentation in class, bring in a 1-page worksheet outlining your paper – enough for all in class. **Post your presentation worksheet to Canvas assignment.**

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

**Final Paper Proposal Due by Noon March 13**

**Brief Final Paper Proposal Presentations in Class March 13**

## Rough Draft of Final Paper

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This should be at least two-thirds completed by due date. Small-group paper confabs to be scheduled. Post to Canvas a Word document version of your rough draft. You will bring enough copies of your rough draft in so everyone in the confab has a copy. We will go over these together.

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

**Rough Drafts due by or before Sunday, April 2, at noon**

**Here is a good description of a rough draft:** I work via slow accretions of often seemingly unrelated stuff. When I complete that unwieldy, puzzling first draft, I spread it out on the desk like a soothsayer viewing entrails, and try to find patterns. If asked, I might pretty up my process and call it bricolage or intellectual scrapbooking, but it really is merely the result of a

magpie mind/brain, one that flits from one shiny thing to another. — Marie Myung-Ok Lee  
<http://nyti.ms/2fbV6yC>

## Portfolio-Quality Final Paper

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Teams of 2 will write a final paper. It will be a 15-page paper on an issue surrounding media management and / or the future of the media industry. Again, consider this a **White Paper**. 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 for Research Paper Grading Rubric.**  
**Format:** 12 pt. Times-Roman, double-spaced, one-inch margins.  
**Objective:** See Midterm Paper.

Final Paper due April 15 at Noon

## Final Paper Presentation

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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 weigh heavily in your grade. See note under midterm presentation. **Post your presentation and worksheet to Canvas assignment**  
**Objective:** See Midterm Paper Presentation.

Final Paper presentations in class April 17

## Grading

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Activity	Maximum Points
1. Class Participation & Attendance*	50
2. Class Takeaways and Questions	50
3. Weekly Quizzes – 10 pts.	100
4. Discussion Leader Presentations	100
5. Deep Think Reaction Essays – 10 pts.	100
6. Midterm Paper Proposal & Presentation	100
7. Portfolio-Quality Midterm Paper	100
8. Midterm Paper Presentation	100
9. Final Paper Proposal & Presentation	50
10. Rough Draft of Final Paper	50
11. Portfolio-Quality Final Paper	100
12. Final Paper Presentation	100
<b>Total</b>	<b>1000</b>

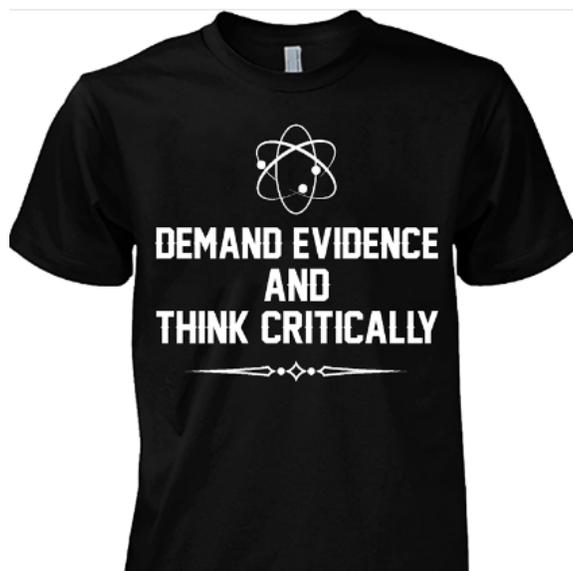
**Note:** There is no final exam.

## Final Grades Based on These Standard Break-Points

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

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## Tentative Schedule

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**Classes Begin:** Jan. 4

**Classes End:** April 19

**Holidays – No classes**

Jan. 16: MLK Day

March 4-11: Spring Break

## Class 1 – Jan. 9: Introduction

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**John Oliver**

**Rashamon**

**No Class – Jan. 16 – MLK Day**

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## Class 2 – Jan. 23: History & State of the News Media Today

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### Discussion leader Class 2

- Journalism Since the French Revolution <http://brewminate.com/journalism-since-the-french-revolution/>
- Why the History of News Explains Its Future <http://brewminate.com/why-the-history-of-news-explains-its-future/>
- A Short History of Journalism for Journalists: A Proposal and Essay by James W. Carey <https://www.dropbox.com/s/uyt082gza8tp1x/a%20short%20history%20of%20journalism%20for%20journalists%20%28carey%29.pdf?dl=0>
- To help you with your first essay: Writing With Authority: <http://www.wordsmadesimple.com/2011/03/writing-with-authority.html>

### Response to John Oliver

- [Newspaper Association of America president says Oliver should “spend more time talking about what the future of news could be, and less time poking fun at publishers who are trying to get there”](#)
- [Newspaper association dings John Oliver for journalism segment](#)
- [Margaret Sullivan writing that Oliver “precisely \[nailed\] everything that’s been happening in the industry”](#)
- Others said that Oliver’s segment represented the “high moral view” of journalism that’s a problem in the industry today: [“The trouble with that approach is that trying to get people to fund good journalism out of guilt or civic duty turns journalism into a charity ... It won’t work”](#) (London School of Economics and Political Science)
- Americans' Confidence in Newspapers at New Low <http://www.gallup.com/poll/192665/americans-confidence-newspapers-new-low.aspx>
- There is no media [http://www.cjr.org/criticism/media\\_public\\_trust\\_gallup.php](http://www.cjr.org/criticism/media_public_trust_gallup.php)
- The State of the News Media 2016: An Annual Report on American Journalism <http://stateofthemedias.org/>

Read the first page. Then 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:

1. [5 key takeaways about the State of the News Media in 2016](#)
2. [Newspapers: Fact Sheet](#)
3. [Cable News: Fact Sheet](#)
4. [Local TV News: Fact Sheet](#)
5. [Network News: Fact Sheet](#)
6. [Digital News Audience: Fact Sheet](#)
7. [Digital News Revenue: Fact Sheet](#)
8. [Podcasting: Fact Sheet](#)
9. [Audio: Fact Sheet](#)
10. [Public Broadcasting: Fact Sheet](#)
11. [Alternative Weeklies: Fact Sheet](#)
12. [News Magazines: Fact Sheet](#)
13. [African American News Media: Fact Sheet](#)
14. [Hispanic News Media: Fact Sheet](#)

## Class 3 – Jan. 30: News Consumption and the Fifth Estate

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**Midterm Paper Proposal Due by Noon Day of Class**

**Brief Paper Proposal Presentations in Class**

**(Bring in a one-page worksheet outlining your paper – enough for all in class)**

### Discussion leader Class 3

- Americans' Confidence in Newspapers at New Low <http://www.gallup.com/poll/192665/americans-confidence-newspapers-new-low.aspx>
- 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](http://www.theatlantic.com/technology/archive/2016/07/how-the-average-american-gets-their-news/490244/?utm_source=atltw)
- 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>
- Facebook Takes On Clickbait: <https://www.evernote.com/shard/s211/sh/dc1446ef-b231-44fd-b625-0042191257d4/af212d930a57621487db57b92d93af71>
- 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>

### Critique of the term media

- There is no media [http://www.cjr.org/criticism/media\\_public\\_trust\\_gallup.php](http://www.cjr.org/criticism/media_public_trust_gallup.php)
  - Problem With Generalizing Across All Media – Short video interview with WAPO editor Martin Baron [https://thescene.com/watch/vanityfair/the-new-establishment-summit-how-the-washington-post-covers-donald-trump?source=player\\_scene\\_logo](https://thescene.com/watch/vanityfair/the-new-establishment-summit-how-the-washington-post-covers-donald-trump?source=player_scene_logo)
- ✓ **The Fifth Estate:** Citizen journalism and user-generated content are contributing to the development of what has been termed the “Fifth Estate,” complementary of the traditional “Fourth Estate.” The “Fifth Estate” is an emergent, non-physical institution built on “networked individuals” with the ability to access and share information from a variety of alternative sources, thereby opening “new ways of increasing the accountability of politicians, press, experts and other loci of power.” Based on their common role as disseminators of information about politics and public events, the Fourth and Fifth Estates have begun to create links between each other that have somewhat changed the patterns of news production and use. In the words of Richard Sambrook, former BBC’s Head of News, “from now on news coverage is a partnership [between the media and the public.”
- ✓ **In your essay cite an example or two of the Fifth Estate in action. Be ready to offer this example in class**

## Class 4 – Feb. 6: Elements, Theories & Functions of Journalism

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### Discussion leader Class 4

- Journalism Essentials – Read all links: <https://www.americanpressinstitute.org/journalism-essentials/>
- 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>
- The Marketplace of Ideas by Robert Schmuhl and Robert G Picard from The Institutions of American Democracy: The Press <https://www.dropbox.com/s/xto2oewyfsbbkx8/The%20Marketplace%20of%20Ideas%20->

- [%20Linked.pdf?dl=0](#)
- 1947: Freedom for What? Only a Responsible Press Can Stay Free, Hutchins Commission Finds <http://niemanreports.org/articles/1947-freedom-for-what/> (Some background on the The Hutchins Commission (whose official name was the Commission on Freedom of the Press) [https://en.wikipedia.org/wiki/Hutchins\\_Commission](https://en.wikipedia.org/wiki/Hutchins_Commission))
- 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 concept of boundaries has become a central theme in the study of journalism. In recent years, the decline of legacy news organizations and the rise of new interactive media tools have thrust such questions as "what is journalism" and "who is a journalist" into the limelight. Struggles over journalism are often struggles over boundaries. These symbolic contests for control over definition also mark a material struggle over resources. In short: boundaries have consequences. Yet there is a lack of conceptual cohesiveness in what scholars mean by the term "boundaries" or in how we should think about specific boundaries of journalism." From description of *Boundaries of Journalism: Professionalism, Practices and Participation*

## Class 5 – Feb. 13: False Balance-False Equivalency-Objectivity

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### Discussion leader Class 5

- Objectivity in Journalism Has Some Serious Pitfalls <http://www.motherjones.com/kevin-drum/2016/04/objectivity-journalism-has-some-serious-pitfalls>
  - The Truth About 'False Balance' [http://www.nytimes.com/2016/09/11/public-editor/the-truth-about-false-balance.html?\\_r=1](http://www.nytimes.com/2016/09/11/public-editor/the-truth-about-false-balance.html?_r=1)
  - The Crisis at The Times And That Public Editor Piece <http://talkingpointsmemo.com/edblog/the-crisis-at-the-times-and-that-public-editor-piece?>
  - Objectivity Norm in American Journalism <https://www.dropbox.com/s/3gb2aply1wt9aac/4008%20Objectivity%20Norm%20in%20American%20Journalism-Linked.pdf?dl=0>
  - Hunter S. Thompson on Objectivity <https://www.brainpickings.org/2013/07/18/hunter-s-thompson-journalism-politics/>
- ✓ **Answer this question in your reaction: What is false equivalency? It is related to notions of objectivity. Give an example.**

## Class 6 – Feb. 20: Objectivity & The Presentation of Reality

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Midterm Paper Due Feb. 19 by Noon

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### Discussion leader Class 6

- 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/>
- How to recognize a fake news story [http://www.huffingtonpost.com/entry/fake-news-guide-facebook\\_us\\_5831c6aae4b058ce7aaba169](http://www.huffingtonpost.com/entry/fake-news-guide-facebook_us_5831c6aae4b058ce7aaba169)
- 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>
- It's hard to know what's true [http://www.pbs.org/newshour/bb/politics-jan-june11-healthcare\\_01-19/](http://www.pbs.org/newshour/bb/politics-jan-june11-healthcare_01-19/) (Transcript of attached video. I am especially interested in this passage. Also check out the comments.)  
GWEN IFILL: Isn't it also confusing because it's hard to know what's true, whether it's a job-killing bill or a job-creating bill? You have Republicans and Democrats just toe-to-toe arguing the exact opposite thing.  
DAVID CHALIAN: There's no doubt about that. And — and the fact that there's no sort of arbiter right now works to both sides' advantages, right? They each get to make these points.
- 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/>
- “He Said, She Said Journalism: Lame Formula in the Land of the Active User,” <http://pressthink.org/2009/04/he-said-she-said-journalism-lame-formula-in-the-land-of-the-active-user/>

## Class 7 – Feb. 27: Journalism & the Public Interest

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### Discussion leader Class 7

- On the Relevance of Standpoint Epistemology to the Practice of Journalism: The Case for “Strong Objectivity” <https://www.dropbox.com/s/kem1o5nzcxf0h2a/4008%20Objectivity%20standpoint.pdf?dl=0>
- 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/>
- ✓ **Research and Explain Standpoint Theory and how it applies to the doing of journalism. Offer at least one example whether negative or positive.**

### Public (Civic) Journalism

- 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](https://en.wikipedia.org/wiki/Civic_journalism)
- How to Best Serve Communities: Reflections on Civic Journalism <http://www.democracyfund.org/publications/how-to-best-serve-communities-reflections-on-civic-journalism> (Download the PDF at this site)
- Could Civic Journalism Have Helped Journalists Get Election Coverage Right? <http://mediashift.org/2016/11/civic-journalism-helped-journalists-get-election-coverage-right/>
- 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/Od57ttzrzcvxnc/Civic%20Journalism-Linked.pdf?dl=0>

- The Gospel of Public Journalism <http://ajrarchive.org/Article.asp?id=1650>
  - **Solutions Journalism:** Reporting ‘the whole story’: 9 good questions with David Bornstein of Solutions Journalism Network <https://www.americanpressinstitute.org/publications/good-questions/moving-toward-whole-story-9-good-questions-david-bornstein-solutions-journalism-network/>
  - **Accountability Journalism:** A Cost-Benefit Analysis <http://niemanreports.org/articles/accountability-journalism-a-cost-benefit-analysis/>
  - **Nonprofit Journalism:** The Nonprofit Road: It's paved not with gold, but with good journalism [http://www.cjr.org/feature/the\\_nonprofit\\_road.php](http://www.cjr.org/feature/the_nonprofit_road.php)
  - **Nonprofit Journalism:** The ethical terrain of nonprofit journalism <https://www.americanpressinstitute.org/publications/reports/nonprofit-news/>
  - **Advocacy Journalism:** A For Activist: No Longer Journalism’s Scarlet Letter [http://www.huffingtonpost.com/rory-oconnor/a-for-activist-no-longer\\_b\\_10698870.html](http://www.huffingtonpost.com/rory-oconnor/a-for-activist-no-longer_b_10698870.html)
- ✓ In your essay, also briefly research and explain what Peace Journalism entails.

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## SPRING BREAK: MARCH 4 – MARCH 11

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### Class 8 – March 13: Ethics of Journalism – Legacy & Digital

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**Final Paper Proposal Due by Noon March 13**  
**Brief Final Paper Proposal Presentations in Class March 13**  
**(Bring in a one-page worksheet outlining your paper – enough for all in class)**

#### Discussion leader Class 8

- Three Essays on Journalism and Virtue <https://www.dropbox.com/s/g435jsoiatvnj5I/Ethics-Three%20Essays%20on%20Journalism%20and%20Virtue-Linked.pdf?dl=0>
- 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/>
- ACCURACY, INDEPENDENCE, AND IMPARTIALITY: How legacy media and digital natives approach standards in the digital age <https://reutersinstitute.politics.ox.ac.uk/sites/default/files/Accuracy,%20independence,%20impartiality-%20Look%20at%20legacy%20and%20digital%20natives.pdf> **Scan this and make notes of relevant points and incorporate in your essay.**
- Paul Johnson’s Ten Commandments for a More Moral Media <http://jacklimpert.com/2016/06/ten-commandments-for-a-more-moral-media/>
- Native Advertising Is the New Journalism: How Deception Affects Social Responsibility PDF <https://www.dropbox.com/s/ut963xfllgygjfx/%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/>

#### Optional: 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/>

## Class 9 – March 20: Diversity (& Its Relationship to Objectivity)

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### Discussion leader Class 9

- The Enduring Whiteness of the American Media  
<https://www.theguardian.com/world/2016/may/25/enduring-whiteness-of-american-journalism>
- Why Journalism Has a Rural Diversity Challenge <http://mediashift.org/2016/11/journalism-rural-diversity-challenge/>
- 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/>
- 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/>
- I’m Latino. I’m Hispanic. And they’re different, so I drew a comic to explain.  
<http://www.vox.com/2015/8/19/9173457/hispanic-latino-comic>
- Diversity Links from SPJ [http://www.journaliststoolbox.org/2016/11/15/diversity\\_links/](http://www.journaliststoolbox.org/2016/11/15/diversity_links/)

### Black Twitter (An alternative media in the digital era)

- “[Black Twitter](#),” an unofficial group of African American Twitter users, has emerged as an important force in news media, Katie Ferguson writes, pushing news organizations to cover stories important to the community. Former manager of news and journalism at Twitter Mark Luckie says: “If Black Twitter didn’t continue to exist in the way it does now, you’d actually see a decline of the black press because it’s so difficult to source these stories if you don’t have the resources, which a lot of the black press suffers from.”
- The influence and limitations of Black Twitter [http://www.cjr.org/analysis/black\\_twitter.php](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/>

## Class 10 – March 27: The Problem of Journalism v. PR

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### Discussion leader Class 10

- **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/zi8aruzbyxjp06s/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/>
- Writing about think tanks and using their research: A cautionary tip sheet <https://shar.es/1lfrAG>
- 'We are professional manipulators' - PR pros, are we lying to ourselves? <http://www.prweek.com/article/1359922/we-professional-manipulators-pr-pros-lying-ourselves>

## Class 11 – April 3: Seeking Solutions

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**Rough Draft of Final Paper Due Sunday, April 2, at Noon**

### Meet in small groups to go over your papers

- Seven principles guiding Wall Street Journal's next-level journalism <http://blog.wan-iffra.org/2016/06/20/seven-principles-guiding-wall-street-journals-next-level-journalism>
- 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/#2b3ccfc7778e>
- At the Minneapolis Star Tribune, a newsroom that's gone from surviving to thriving <http://www.poynter.org/2016/at-the-minneapolis-star-tribune-a-newsroom-thats-gone-from-surviving-to-thriving/434478/>
- 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>
- 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/>
- This is a useful collection of links and diagrams on what a 21st century newsroom might look like <https://onlinejournalismblog.com/21st-century-newsroom/>

### Optional But Might Aid Your Paper

- 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/>
- Media must rebuild its business around relevance and value, not volume <https://tinius.com/blog/death-to-the-mass>
- 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/>

## Class 12 – April 10: Influences & Constraints on Journalism

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### Discussion Leader Class 12

- Hierarchy of Influences <https://www.dropbox.com/s/vcwrk0eda12s13a/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>
- Writing about think tanks and using their research: A cautionary tip sheet <https://shar.es/1lfrAG>

## Class 13 – April 17: The Future?

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**Final Paper due April 15 at noon**  
**Final Paper presentations in class April 17**

- What Kind of Journalism Does the Public Need? by Carolyn Marvin and Philip Meyer from The Institutions of American Democracy: The Press <https://www.dropbox.com/s/x4jhtimm9k7fhsv/What%20Kind%20of%20Journalism%20Does%20the%20Public%20Need%20-%20Linked.pdf?dl=0>
- The Future of News, The Future of Journalism by John Carey and Nancy Hicks Maynard from The Institutions of American Democracy: The Press <https://www.dropbox.com/s/08m19khvd9zqiie/The%20Future%20of%20News%20-%20The%20Future%20of%20Journalism-Link.pdf?dl=0>

## Appendix 1: Paper Grading Rubric

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**Metric:** 2=Poor 4=Marginal 6=Good 8=Very Good 10=Excellent

<b>Criteria</b>	<b>Rate</b>
1. <b>Clarity of purpose:</b> Clearly and succinctly show what you are exploring and arguing and why it is important	
2. <b>Literature review/Supporting Research:</b> Paper based on solid research. Material from a variety of substantive and valid sources that offers clear and comprehensive perspectives	
3. <b>Clarity of research method:</b> Explain how you are going to make your argument	
4. <b>Appropriateness of research method</b>	
5. <b>Evidence relates to purpose of paper</b>	

6. Evidence is presented clearly	
7. Evidence supports conclusions	
8. Insightful and thorough analysis: Provides context for an understanding topic.	
9. Organization: Paper includes introduction, presentation of research findings, an analysis and argument based on the findings, and a conclusion. Includes any counter-arguments.	
10. Writing: Clear and correct – free of spelling/grammatical/punctuation/citation errors	
<b>TOTAL OUT OF 100</b>	
<b>Excellent Work:</b> 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 for an understanding of the 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. Still, you explain why you and others who have explored this topic do not agree.	
<b>Satisfactory Work:</b> 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.	
<b>Below Average:</b> Few sources and/or limited research. Little analysis. Description insufficient or superficial.	
<b>Unacceptable work.</b> Little evidence of research. Inadequate description.	

## Appendix 2: 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>
  - Online News Association <http://journalists.org/>
  - People and the Press <http://people-press.org/> A foundation devoted to improving the performance of the press,
  - 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/](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.
  - 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/>

## Appendix 3: Paper Proposal Example

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### Paper Proposal The Democratizing of Journalism JOU4800 Name

One of the primary facilities of the connected computer is the greater degree of interactivity qua interaction that communication mediated through online offers. It is this interactive mode, I would posit, that intensifies the ideal of a marketplace of ideas, especially in this age of the postmodern sensibility.

One current exemplar of just this kind of interactive community journalism – and a predictive model of the postmodern newspaper and where many future online news sites could well go – is OhmyNews (<http://www.ohmynews.com>), a collaborative online newspaper in South Korea that in a few short years has become one of the most influential media outlets in that country and a stunning example of what San Jose Mercury News columnist Dan Gillmor has described as “we journalism.” In fact, Gillmor says, “OhmyNews is transforming the 20<sup>th</sup> century’s journalism-as-lecture model – where organizations tell the audience what the news is and the audience either buys it or doesn’t – into something vastly more bottom-up and democratic.”

In this paper I will attempt to analyze this site and similar efforts to create an online news publication written by citizen reporters. I will attempt to explore the gap between traditional journalism and the normative behavior of traditional journalists vs. the citizen reporter. In doing so, I want to, too, analyze some of the rhetoric used to describe each form of journalism and how that language tends to delineate differences, areas of ethical and professional concern, the idea of conversation vs. lecture, the strengths and weakness of both modes, the ideological ground from which both modes stand, and in that explication show how proponents of citizen (or “we”) journalism view the traditional media as professionals in an ivory tower who are failing to live up to the ideal of objectivity and the marketplace of ideas.

#### Research Questions

RQ1: What are the weakness and strengths of citizen journalism?

RQ2: How can these weaknesses be ameliorated?

RQ3: Are the very strengths of an interactive, participatory citizen journalism the solution to these purported weakness?

RQ4: Is citizen journalism a sub-species – or remediation – of traditional journalism as much of the extant discourse would indicate, or is it an animal all its own?

RQ5: Would classifying citizen journalism as a distinct field allows us to discount the criticism of traditional journalism while also allowing us to account for the possible fault lines inherent in a participatory kind of communication?

RQ6: From what we know now, what effect will the nation's ultimate connection to instantaneous broadband connections have on communication and politics?

### **Tentative Outline**

- I. Interactivity – the Strength of the Connected Computer
  - A. Online news sites as a product of traditional journalism
  - B. The first hints of online news as a product of citizen journalism (We Journalism)
    1. OhmyNews
      - a. Ubiquitous broadband as aegis
    2. Other Citizen Journalism
  - C. Both traditional and citizen journalism take advantage of interactivity to one degree or another
    1. Some examples
    2. Peer to peer vs. mentor to peer interactivity
- II. Traditional Journalism vs. Citizen Journalism – a Brief Rhetorical Analyses of Texts
  - A. Professionals vs. amateurs – the concerns
    1. Ethical concerns
    2. Accuracy
    3. Truth-telling
  - B. Inclusion vs. exclusion
    1. Interstitial community vs. hierarchy
    2. Traditional journalism's attempt in its discourse to marginalize citizen journalism as thin gruel
  - C. Democratized public sphere vs. seemingly commodified and government-controlled public sphere
    1. Press nationalism
    2. Mainstream rock-no-boats press as product commercialization
    3. Progressive online press as product of people
    4. Conservative online press, too
    5. Advocacy online citizen journalism as European model of journalism
  - D. Conversation vs. lecture
    1. Interactivity as interstitial conversation mode
    2. Traditional journalistic norms as a top-to-down mode
  - E. Complements?
    1. Room for both in a symbiotic relationship?
      - a. Both draw sustenance from the other.

- b. Traditional journalism as spark for conversation within the citizen journalism domain
  - F. Objectivity
    - 1. Multifarious inclusion of sources and topic tangents vs. traditional normative behavior
    - 2. Advocacy vs. alleged disinterestedness
  - G. Marketplace of Ideas
- III. Conclusion: Whither Citizen Journalism?
- A. Answering critiques
    - 1. Strengths ameliorate weaknesses
    - 2. Is anarchism the answer? That is: Is citizen journalism its own animal and therefore not answerable to traditional journalistic norms?
  - B. Hints at future
    - 1. The Dean campaign's use of Internet and blogs
    - 2. MoveOn.org
    - 3. Etc.
  - C. Broadband as bulldozer
    - 1. Quick connectivity as revolutionary force
  - D. Progressive ideology vs. conservative ideology
    - 1. Both sides can play this game
      - c. Back to the marketplace of ideas

### **Method**

I plan to look at the extant literature on citizen journalism vs. traditional media to elucidate the discourse surrounding this issue. Certainly, from my preliminary research I have found that often there is an overlapping of definitions and ideas about what citizen journalism is? For example, I have found a few sources that seem to think that “public journalism” is a form of citizen journalism.

Some of this discourse appears in books, some in magazines and newspapers, but most of it, naturally, is online. I want to limit myself mostly to some of the players in the field and to some solid publications and media institutes and organizations that are probing this phenomenon.

Out of that discourse I hope to find some rhetorical themes to explicate and then relate them to the debate between proponents of citizen journalism to give a picture of the debate, to parse out the problematics and strengths believed to be inherent in citizen journalism, and to possibly argue from that ground that citizen journalism owes nothing to traditional journalism and its norms – but can stand alone as a interstitial mode of mass communication.

## Appendix 4: Dates & Deadlines

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<b>Advance Registration</b> <i>At or after assigned start time</i>	<b>October 31 - December 20</b> <b>December 22 - January 2</b>
<b>Employee EEP Registration</b>	<b>January 4 - 6 and January 9 - 10</b> <i>11:59 pm of last day</i>
<b>Regular Registration</b> <i>\$100 late fee after 5:00 pm deadline</i>	<b>January 3</b> <i>5:00 pm</i>
<b>Classes Begin</b>	<b>January 4</b>
<b>Drop/Add</b> <i>At or after assigned start time</i>	<b>January 4 - 6 and January 9 - 10</b> <i>11:59 pm of last day</i>
<b>Late Registration</b>	<b>January 4 - 6 and January 9 - 10</b> <i>11:59 pm of last day</i>
<b>Non-Degree Registration</b> <i>At or after assigned start time</i>	<b>January 6 and January 9 - 10</b> <i>11:59 pm of last day</i>
<b>Withdrawal from All Spring Courses with No Fee Liability</b>	<b>January 10</b> <i>11:59 pm</i>
<b>Fee Payments</b> <i>3:30 pm, University Bursar</i>	<b>January 13</b> <i>3:30 pm</i>
<b>Residency Reclassifications</b>	<b>January 13</b>
<b>S-U Grade Option</b>	<b>January 20</b>
<b>Degree Applications</b>	<b>January 27</b>
<b>Withdrawal with 25% Refund</b> <i>W assigned to all Spring courses</i>	<b>January 27</b>
<b>Drop Deadline</b> <i>W assigned to individual course(s)</i> <i>Drops of individual courses must be approved by the student's college</i>	<b>April 7</b>
<b>Withdrawal Deadline</b> <i>W assigned to all Spring courses</i>	<b>April 7</b> <i>11:59 pm</i>
<b>Faculty Course Evaluation Period Opens</b> <i>Dates can vary by course. Log on to <a href="#">GatorRater</a> to verify.</i>	<b>April 8</b>
<b>Drop or Add a Course after the Drop/Withdrawal Deadline</b> <i>Students must petition their college with appropriate documentation for approval to drop or add after the deadline</i>	<b>April 19</b>

<b>Withdraw from All Spring Courses after the Drop/Withdrawal Deadline</b> <i>Students must petition their college with appropriate documentation for approval to withdraw from all courses after the deadline</i>	<b>April 19</b>
<b>Classes End</b>	<b>April 19</b>
<b>Honors Theses due to College Advising Offices</b>	<b>April 19</b>
<b>Reading Days</b> <i>No classes</i>	<b>April 20 - 21</b>
<b>Faculty Course Evaluation Period Closes</b> <i>Dates can vary by course. Log on to <a href="#">GatorRater</a> to verify.</i>	<b>April 21</b>
<b>Final Exams</b>	<b>April 22 and April 24 - 28</b>
<b>Commencement</b> <i>Dates of graduate and professional school commencements can vary. Please refer to the <a href="#">official schedules</a>. Dates/times of all ceremonies will be posted when officially scheduled.</i>	<b>April 28-30</b>
<b>Degree Status Available</b> <i>Late night, on <a href="#">ONE.UF</a></i>	<b>May 2</b>
<b>Final Grades Available</b> <i>Transcript view, on <a href="#">ONE.UF</a></i>	<b>May 3</b>
<b>Faculty Course Evaluations Available to Instructors</b> <i>On <a href="#">GatorRater</a></i>	<b>May 4</b>
<b>Holidays</b> <i>No classes</i>	<b>January 16: Martin Luther King, Jr. Day</b>  <b>March 4 - 11: Spring Break</b>

<sup>i</sup> This grading rubric is adapted from one used by Julie Meloni of the Dept. of English at Washington State Univ. for a course in 19th Century Literature of the British Empire and the Americas Grading. Accessed 23 June 2010. <http://www.academicsandbox.com/S10/E372/blogassignments.html>, which itself is adapted from a rubric of Mark Sample. "Pedagogy and the Class Blog." 14 Aug. 2009. <http://www.samplereality.com/2009/08/14/pedagogy-and-the-class-blog/>

<sup>ii</sup> This definition comes from Wikipedia [https://en.wikipedia.org/wiki/White\\_paper](https://en.wikipedia.org/wiki/White_paper)