

JOU 3015: Principles of Journalism

Spring 2024 – Wednesdays, Periods 8 & 9 (3-4:55 p.m.) in Turlington 2319

Instructors: Ted Spiker, *professor and chair of the department of journalism*
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Writing Mechanics Module Instructor:

Renee Martin-Kratzer, *adjunct instructor*, reneemk@ufl.edu

Teaching Assistant: Min Chun minsungch@ufl.edu

Course Description

In this course, students learn about the role and function of journalism in a democratic society, legal and ethical issues in journalism, economic challenges, the changing landscape of the media industry and read examples of some of the most important pieces of American journalism. Students will learn about the major principles of journalistic practice, values of journalists, and be introduced to techniques used by journalists to cover society.

Course Objectives:

- Explain how and why journalism matters today to a self-governing society
- Explain the core principles of journalism and how they differ from the fields that value advocacy
- Describe enterprise and exclusive content worth paying for
- Explain and compare evolving, journalism-adjacent fields and careers

Course text and readings:

Web readings and articles as selected by the instructors will be emailed and updated on the Canvas learning system throughout the semester. There is no required text to purchase for this course. A curated list of readings is available in Canvas in select weeks leading up to the next quiz and in the document below, starting on page 5.

Equipment and Supplies:

Students are expected to own basic digital audio, photo and video equipment as well as a MacBook Pro with necessary software installed. Specific requirements are posted here: <https://www.jou.ufl.edu/current-students/current-undergraduate/current-academics/journalism/equipment/>

Course Communication:

All course correspondence will be sent through Canvas. Make sure you have set up your Canvas preferences to alert you to new activities in your courses to an e-mail you check frequently. If you have questions for your instructors, you may use the Canvas system to e-mail them, or contact us via the addresses above. Your email should include your name, the course number JOU3015 and be as specific as possible with your query. Please try to include both instructors on your communication.

Grading

News Quizzes (<i>drop lowest four</i>)	150 points
Reading Quizzes (<i>drop lowest one</i>)	150 points
Journalism Today Assignment	100 points
Writing Mechanics Module	100 points
Exams	500 points
Total Possible Points	1,000 points

Assignments

News Quizzes: One of the fundamental parts about being a journalist, communicator and citizen is to know the news. Every class, you will be given a short 15-point news quiz based on current events. Of the 14 news quizzes, you can drop the lowest four. **You must be present in class to take the quiz.** Questions will be based on major U.S., international, and local news, rather than from any one news source. If you read/consume news from the major news outlets (New York Times, Washington Post, USA Today, NPR, etc...), as well as local sources (WUFT, Alligator), you will have success on the news quizzes.

Reading Quizzes: Readings will consist of material about journalism, as well as examples of journalism. Each 30-point quiz will be open all day on the Wednesday it is assigned, so you may take it at your convenience. You may use the readings/notes, but not other people. There will be six reading quizzes, and you can drop the lowest score.
Quiz dates: Jan. 17, Jan. 31, Feb. 14, Feb. 21, March 20, April 10

Journalism Today Assignment: You will find one piece of current journalism (2023 or 2024) and write a 400-word analysis of the work. Details can be found in Canvas. Note: These will be rolling deadlines with different students assigned different topics, so your deadline will not appear in Canvas. Make sure to record your deadline when assigned. Late assignments are deducted 10 points for every 24 hours it is late.

Writing Mechanics Module: To prepare for the rigorous writing of the curriculum (and professions), this module is designed to assess basic writing mechanics (grammar, clarity, precision, style). Follow the directions for the module, which will include small assessments and one writing assignment. The module is open from TBD to TBD, so you may complete it at any time during that window. Questions about this module should be directed toward Prof. Martin-Kratzer at reneemk@ufl.edu.

Exams: Exams are based on material from lectures only (not reading, not news). You take the exams IN CLASS, and you may use your notes, but not other sources (other people, AI programs).

Exam dates: Feb. 7, March 6, April 3, April 24

Makeup exams and quizzes are done in accordance with UF policy.

If you have accommodations for extra time on your exam, see the instructors about arrangements.

Grading Policies

This course follows standard UF grading policies. If applicable, grade total is rounded to nearest point. <https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx>

1,000 to 930	A	799 to 760	C+
929 to 900	A-	759 to 730	C
899 to 860	B+	729 to 700	C-
859 to 830	B	699 to 660	D+
829 to 800	B-	660 to 600	D
		Below 599	E

Attendance at all class meetings is strongly suggested. Absences due to illness, serious family emergencies, special curricular requirements, etc., will be handled in accordance with UF policies that can be found at:

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

We'll move quickly in class, and there won't be time to zone out. Stay engaged. Keep multitasking to a minimum, or at the least share funny Tik-Toks (we will stop and watch with you). Join the conversation. Participate fully in group and class work.

Course Schedule

Date	Session	Assignments Due
Jan. 10	Introduction and the Role of Journalism in a Democratic Society Journalism does more than keep us informed—journalism enables us as citizens to have our voices heard in the chambers of power and allows us to monitor and moderate the sources of power that shape our lives. In the past few decades this responsibility of the journalist in a free society has been made more vital and more difficult by the revolution in communications technology and the economic organization of journalism it has spawned. –Pew Research Center	
Jan. 17	The Power (and Science) of Story Stories have the ability to connect communities. This week will cover the power of storytelling and its role in helping communities learn, heal and engage with each other. We look at the science of storytelling and the techniques that reporters use to tell effective and engaging stories.	Reading Quiz 1

Jan. 24	Forms & Function of Journalism (Journalism Thinking) Journalism does not just include one form. This week will explore the various kinds of journalism—ranging from news stories to investigative pieces to narrative storytelling, all done in a variety of platforms (audio, video, written, etc...). What is the function of each form and how do they relate to audience?	
Jan. 31	The Main Rules of Engagement What are the main principles that journalists abide by? Accuracy, truth, fairness will be explored as principles and as shown in practice. How have they changed and how has the notion of bias, objectivity and neutrality evolved?	Reading Quiz 2
Feb. 7	Journalism Trust & Credibility Trust of journalism is at all-time low, and the industry is wrestling with how to deal with it. In a democracy, where the journalism is needed for its watchdog, what happens to that role when part of the population does not believe in the product? How did this happen and what is the industry doing to combat it?	Exam 1
Feb. 21	How Reporters Work: Practices and Tools This week covers all of the tactics and tools that reporters use to gather information and produce stories. We'll look at public records, documents, interviewing practices, as well as other techniques, such as observational reporting. We will also look at the structure of news organizations—from idea to reporter to editor to publication/airing.	Reading Quiz 4
Feb. 28	Local and Community News What is the role of community news and how has it changed, as more and more communities have become news deserts? News values—how news items are decided and prioritized—will be covered.	Exam 2
March 6	A History of Journalism in the U.S. This week will cover the history and evolution of American journalism, starting with early newspapers and then the advent of newer forms, such as radio and TV. The timeline will include seminal moments in journalism, such as the creation of the 24-7 news cycle and the massive effect of social media on journalism.	
March 13	No class – spring break	
March 20	The Evolving Arena of Journalism Ethics An overview of the ethics guidelines of the Society of Professional Journalists and how they have evolved. This will also look at difficult ethical dilemmas and teach students how to work through the decision-making process.	Reading Quiz 5
March 27	The First Amendment and Legal Issues An overview of the most important legal issues that reporters need to know, including libel, defamation, copyright, consent on recording, public meetings, etc...	
April 3	The Economics of Journalism: Corporations, Entrepreneurs and More How is content funded? How are traditional models	Exam 3

	failing? What is the role of large media companies vs. startups? What are the economic challenges facing today's media industry and how do they have an effect on the journalism that is being done in communities?	
April 10	The Future of Journalism: AI and Beyond Bots writing stories. Algorithms telling you what's important. What does the future of journalism look like, for better or worse?	Reading Quiz 6
April 17	Case Studies and Navigating Your Career Student explorations of journo issues. Intro to CJC career center and getting ready for your career before you are graduating.	
April 24	Case Studies and What's Next Student explorations of journo issues. Wrap class and getting involved in CJC.	Exam 4

Course Reading Assignments

Reading Quiz	Readings
Reading Quiz 1 – Jan. 17	<p>Elements of Journalism overview - Rosensteil et al. [PDF in Canvas]</p> <p>SPJ Code of Ethics [PDF in Canvas]</p> <p>“Hello, I’m a Journalist. Can we talk?” https://www.nytimes.com/2022/05/19/insider/journalist-interview-reporting.html</p>
Reading Quiz 2 – Jan. 31	<p>Journalistic Objectivity Evolved the Way It Did for a Reason, TIME https://time.com/5443351/journalism-objectivity-history/</p> <p>‘Journalism Thinking’ doesn’t need a business model. It needs a call to arms https://medium.com/@christopherwink/journalism-thinking-doesn-t-need-a-business-model-it-needs-a-call-to-arms-c764797b5d99</p>
Reading Quiz 3 – Feb. 14	<p>‘She Said’ Recounts How Two Times Reporters Broke the Harvey Weinstein Story, NYT https://www.nytimes.com/2019/09/08/books/review/she-said-jodi-kantor-megan-twohey.html</p> <p>The story: https://www.nytimes.com/2017/10/05/us/harvey-weinstein-harassment-allegations.html</p> <p>How the Indy Star and Rachael Denhollander took down Larry Nassar, CNN https://www.cnn.com/2018/01/25/us/larry-nassar-indy-star/index.html</p>
Reading Quiz 4 – Feb. 21	<p>Is Local News Failing To Hold Public Officials Accountable? https://localnewsinitiative.northwestern.edu/posts/2023/06/06/medill-local-news-poll/index.html</p> <p>How big a threat does misinformation pose to democracy? https://www.niemanlab.org/2023/11/how-big-a-threat-does-</p>

	<p>misinformation-pose-to-democracy/</p> <p>How they did it: Washington Post reporters reveal FEMA failures, denial of disaster aid to Black families in the South https://journalistsresource.org/politics-and-government/washington-post-fema-investigation-goldsmith/</p>
Reading Quiz 5 – March 20	<p>A Test of the News https://www.cjr.org/analysis/a-test-of-the-news-wesley-lowery-objectivity.php</p> <p>A new way of looking at trust in media: Do Americans share journalism's core values? https://americanpressinstitute.org/trust-journalism-values/</p>
Reading Quiz 6 – April 10	<p>How Will Artificial Intelligence Change the News Business? https://nymag.com/intelligencer/2023/08/how-ai-will-change-the-news-business.html</p> <p>8 TIME Journalists Reflect on a Year of Covering Stories About Their Communities https://time.com/6046303/journalists-reflect-on-covering-their-communities/</p>

Students with disabilities requesting accommodations should first register with the Disability Resource Center (352-392-8565, www.dso.ufl.edu/drc/) by providing appropriate documentation. Once registered, students will receive an accommodation letter which must be presented to the instructor when requesting accommodation. Students with disabilities should follow this procedure as early as possible in the semester.

Course Evaluations: Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. Guidance on how to give feedback in a professional and respectful manner is available at <https://gatorevals.aa.ufl.edu/students/>. Students will be notified when the evaluation period opens and can complete evaluations through the email they receive from GatorEvals, in their Canvas course menu under GatorEvals, or via <https://ufl.bluera.com/ufl/>. Summaries of course evaluation results are available to students at <https://gatorevals.aa.ufl.edu/public-results/>

Academic Integrity

UF students are bound by The Honor Pledge which states, “*We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honor and integrity by abiding by the Honor Code.*” On all work submitted for credit by students at the University of Florida, the following pledge is either required or implied: “*On my honor, I have neither given nor received unauthorized aid in doing this assignment.*” The Honor Code (<http://www.dso.ufl.edu/sccr/process/student-conduct-honor-code/>) specifies a number of behaviors that are in violation of this code and the possible sanctions. Furthermore, you are obligated to report any condition that facilitates academic misconduct to appropriate personnel. If you have any questions or concerns, please consult with the instructor.

Inclusive Learning

The University of Florida's College of Journalism and Communications Department of Journalism embraces a commitment toward an intellectual community enriched and enhanced by difference along a number of dimensions, including race, ethnicity and national origins, gender and gender identity, sexuality, class and religion. We expect each of our journalism courses to help foster an understanding of the diversity of peoples and cultures and of the significance and impact of mass communications in a global society.

In this class: The craft of journalism strives to be objective. Your instructors acknowledge that it is possible that there may be both overt and covert biases in the course's material due to the lens and/or period of time in which it was written. Please contact us with feedback if you have any suggestions to improve the quality of the course materials. It is our intent that students from all diverse backgrounds and perspectives be well-served by this course.

We will attempt to foster an environment in which each class member is able to hear and respect each other. It is critical that each class member show respect for all worldviews expressed in class. It is expected that some of the material in this course may evoke strong emotions — please be respectful of others' emotions and be mindful of your own. Please let us know if something said or done in the classroom, by either the instructors or other students, is particularly troubling or causes discomfort or offense. While our intention may not be to cause discomfort or offense, the impact of what happens throughout the course is not to be ignored and is something that we consider to be very important and deserving of attention. If and when this occurs, there are several ways to alleviate some of the discomfort or hurt you may experience:

1. Discuss the situation privately with us. We are always open to listening to students' experiences and want to work with students to find acceptable ways to process and address the issue.
2. Discuss the situation with the class. Chances are there is at least one other student in the class who had a similar response to the material. Discussion enhances the ability for all class participants to have a fuller understanding of context and impact of course material and class discussions.
3. Notify us of the issue through another source such as your academic adviser, a trusted faculty member or a peer. If for any reason you do not feel comfortable discussing the issue directly with us, we encourage you to seek out another, more comfortable avenue to address the issue.
4. If you prefer to speak with someone outside of the course, Joanna Hernandez, CJC director of inclusion and diversity, is an excellent resource. You can email her at jhernandez@jou.ufl.edu.

Course Etiquette

All members of the class are expected to follow rules of common courtesy in all email messages, threaded discussions and chats.

In-class recording: Students are allowed to record video or audio of class lectures. However, the purposes for which these recordings may be used are strictly controlled. The only allowable purposes are (1) for personal educational use, (2) in connection with a complaint to the university, or (3) as evidence in, or in preparation for, a criminal or civil proceeding. All other purposes are prohibited. Specifically, students may not publish recorded lectures without the written consent of the instructor.

A “class lecture” is an educational presentation intended to inform or teach enrolled students about a particular subject, including any instructor-led discussions that form part of the presentation, and delivered by any instructor hired or appointed by the University, or by a guest instructor, as part of a University of Florida course. A class lecture does not include lab sessions, student presentations, clinical presentations such as patient history, academic exercises involving solely student participation, assessments (quizzes, tests, exams), field trips, private conversations between students in the class or between a student and the faculty or lecturer during a class session.

Publication without permission of the instructor is prohibited. To “publish” means to share, transmit, circulate, distribute, or provide access to a recording, regardless of format or medium, to another person (or persons), including but not limited to another student within the same class section. Additionally, a recording, or transcript of a recording, is considered published if it is posted on or uploaded to, in whole or in part, any media platform, including but not limited to social media, book, magazine, newspaper, leaflet, or third party note/tutoring services. A student who publishes a recording without written consent may be subject to a civil cause of action instituted by a person injured by the publication and/or discipline under UF Regulation 4.040 Student Honor Code and Student Conduct Code.

Campus Resources

For issues with technical difficulties for Canvas, please contact the UF Help Desk at:

<http://helpdesk.ufl.edu>

(352) 392-HELP (4357)

Walk-in: HUB 132

Any requests for make-ups due to technical issues must be accompanied by the ticket number received from the Help Desk when the problem was reported to them. The ticket number will document the time and date of the problem. You must e-mail your instructor within 24 hours of the technical difficulty if you wish to request a make-up.

Other resources are available at <http://www.distance.ufl.edu/getting-help> for:

- Counseling and Wellness resources
- Disability resources
- Resources for handling student concerns and complaints
- Library Help Desk support

Health and Wellness

U Matter, We Care: If you or a friend is in distress, please contact umatter@ufl.edu or 352 392-1575 so that a team member can reach out to the student.

Counseling and Wellness Center: <https://counseling.ufl.edu/>, 392-1575; and the University

Police Department: 392-1111 or 9-1-1 for emergencies.

Sexual Assault Recovery Services: Student Health Care Center, 392-1161.

University Police Department: 392-1111 (or 9-1-1 for emergencies).

<http://www.police.ufl.edu/>

Academic Resources

E-learning technical support, 352-392-4357 (select option 2) or e-mail to Learningsupport@ufl.edu. <https://lss.at.ufl.edu/help.shtml>

Career Connections Center, Reitz Union, 392-1601. Career assistance and counseling. <https://career.ufl.edu/>

Library Support, <http://cms.uflib.ufl.edu/ask>. Various ways to receive assistance with respect to using the libraries or finding resources.

Teaching Center, Broward Hall, 392-2010 or 392-6420. General study skills and tutoring. <http://teachingcenter.ufl.edu/>

Writing Studio, 302 Tigert Hall, 846-1138. Help brainstorming, formatting, and writing papers. <http://writing.ufl.edu/writing-studio/>

***Disclaimer:** This syllabus represents our current plans and objectives. As we go through the semester, those plans may need to change to enhance the class learning opportunity. Such changes, communicated clearly, are not unusual and should be expected.*

About the Instructors

Ted Spiker

Professor Ted Spiker is the chair of the UF department of journalism and has been a faculty member at UF since 2001. He was recognized as the University of Florida Teacher of the Year for 2016-17, and he was the Summer 2019 UF commencement speaker. A graduate of the Columbia University Graduate School of Journalism and a former articles editor at *Men's Health*, Spiker has had work published in *The Washington Post*, *TIME.com*, *Esquire.com*, *Outside*, *O the Oprah Magazine*, and many others. He is also the author of one book and the co-author of 25+ books. He specializes in health writing, sports media, and narrative nonfiction.

Matt Sheehan

Matt Sheehan is the managing director of the Center for Public Interest Communications and is a senior lecturer of journalism at the University of Florida. He teaches courses on the science of story, audience engagement, media leadership, media product development and integration of emerging technologies in journalistic practices. He is a former assistant news editor at *The Washington Post*, was chief operating officer of a digital media company, taught and served in senior administration at University of Maryland's Philip Merrill College of Journalism and led the integration and digital evolution of five newsrooms serving public and commercial stations in Florida as the inaugural director of University of Florida's award-winning Innovation News Center.

Examples of Stellar Work Exploiting the Tools of Digital Journalism

- Gladiator: Aaron Hernandez and Football Inc. (Podcast) Boston Globe Spotlight team <https://apps.bostonglobe.com/spotlight/gladiator/>
- The Facebook Dilemma (longform video) Frontline <https://www.pbs.org/wgbh/frontline/film/facebook-dilemma/>
- Black Hawk Down: An American War Story The Original 1997 Newspaper Series Online <http://inquirer.philly.com/packages/somalia/sitemap.asp>
- 42 On-Air Journalists Talk Working in the Age of Fake News <http://www.papermag.com/fake-news-break-the-internet-2622526678.html>
- Perversion of Justice <https://hrlid.us/2rcqDpB>
- SEVEN DAYS OF HEROIN: THIS IS WHAT AN EPIDEMIC LOOKS LIKE The Enquirer sent more than 60 reporters, photographers and videographers into their communities to chronicle an ordinary week in this extraordinary time. <http://bit.ly/2FDv6vk>
 - Pulitzer Citation: <https://www.pulitzer.org/winners/staff-cincinnati-enquirer>
- Nuclear Negligence <https://awards.journalists.org/entries/nuclear-negligence/>
- Dangerous Deliveries: Is Texas Doing Enough to Stop Moms From Dying? <https://awards.journalists.org/entries/texas-tribune-dangerous-deliveries/>
- Lost Mothers: An estimated 700 to 900 women in the U.S. died from pregnancy-related causes in 2016. We have identified 134 of them so far. <https://awards.journalists.org/entries/lost-mothers/>
- She Says <https://awards.journalists.org/entries/she-says/>
- Gerda <https://films.radiowest.org/featured-series/gerda>
- Hacking Democracy <https://awards.journalists.org/entries/hacking-democracy/>
- The Deported <https://awards.journalists.org/entries/the-deported-life-beyond-the-border/>
- All Work. No play. <https://awards.journalists.org/entries/all-work-no-pay/>

- Bundyville: A new series and podcast from Longreads, in partnership with [Oregon Public Broadcasting](http://bit.ly/2TxR2et). <http://bit.ly/2TxR2et>
- The Marshall Project's WE ARE WITNESSES: The American criminal justice system consists of 2.2 million people behind bars, plus tens of millions of family members, corrections and police officers, parolees, victims of crime, judges, prosecutors and defenders. In We Are Witnesses, we hear their stories. <https://www.themarshallproject.org/witnesses>
- Rattled: Oregon's Concussion Discussion
<http://www.invw.org/series/rattledinoregon/>
- WASTED MEDICINE: Squandered Health Care Dollars
<https://www.propublica.org/series/wasted-medicine>
 - About: Marshall Allen Unearths Waste in Health Care
<https://www.theopennotebook.com/2018/02/13/marshall-allen-unearths-waste-in-health-care/>
- Can the Ivory-Billed Woodpecker Be Found in Cuba? A birder, ornithologist, writer, and photographer set off on an extreme adventure through the muck and memories of eastern Cuba. <https://www.audubon.org/magazine/may-june-2016/can-ivory-billed-woodpecker-be-found-cuba>
- "In rural Missouri, response to sexual assault is uneven and uncertain" by Anna Brett and Tessa Weinberg, The Columbia Missourian.
<http://bit.ly/2LbM5nU>
- "How Texas lets Atmos Energy off the hook" by Holly Hacker and Cary Aspinwall, The Dallas Morning News. <http://bit.ly/2L8Tt38>
- "Fight Club: Dark secrets of Florida's juvenile justice system," an investigation by The Miami Herald. <https://hrlid.us/2L8Uecu>
- "How South Carolina's 'minimally adequate' education system fails too many students" by Paul Bowers, Glenn Smith, Seanna Adcox, Jennifer Berry Hawes and Thad Moore, The Post and Courier of Charleston, S.C.
<http://bit.ly/2LcBjNT>
- "Side Effects: An ongoing investigation on the rising costs of prescription drugs" by The Columbus Dispatch. <http://bit.ly/2LcMrdQ>
- "Influence & Injustice: An investigation into the power of prosecutors" by Josh Salman, Andrew Pantazi and Michael Braga, The Sarasota Herald-Tribune.
<http://bit.ly/2LcDEbD>

- “The search for Jackie Wallace” by Ted Jackson of The Times-Picayune of New Orleans (the story of a football legend who disappeared). <http://bit.ly/2Lb0twp>
- “‘My World Was Burning’: The North Bay fires and what went wrong” by Sukey Lewis, Marisa Lagos and Lisa Pickoff-White of the public radio station KQED in Northern California. <http://bit.ly/2LeAnJe>
- “Meet the Glasscos: Lesbian foster parents in the Bible Belt” by Katherine Webb-Hehn, Scalawag Magazine. <http://bit.ly/2LcMAxU>
- “Targeted: A family and the quest to stop the next school shooter” by Bethany Barnes, The Oregonian. <http://bit.ly/2L9CrSA>
- Nirvana’s “Nevermind”: The 1991 album that gave rise to a rock genre and captured the spirit of a new generation. <http://bit.ly/2AfhLDD>
- The Force Report: Five years. 72,607 documents. Every local police department in N.J. We built the most comprehensive statewide database of police use of force in the U.S. <http://force.nj.com/>