News, Narrative and Design 1
Fall 2017
Tuesdays, Thursdays

“The nice thing about being a reporter is that you can show a gravedigger your press card and ask him: ‘You mind if I watch?’ He lets you watch for a little while. He will let you try his shovel until your hands start to blister and your back starts to ache. You hand him back his shovel and you watch some more and it dawns upon you to ask, ‘Doesn’t that hurt your hands and your back?’ Usually people try to make their lives sound better than they are. But that falls away after a while, and the longer you hang around, the less they realize you're around and eventually you get at it.” - - Charlie LeDuff, Pulitzer Prize winning reporter

Course Description
This is the first course in the News, Narrative and Design (NND), Journalism + Design sequence that focuses on researching, reporting, writing and telling the news.

Your work will be rooted in journalism, which is crucial part to our democracy.

During the course, you will be reporting and producing stories about the most gentrifying neighborhoods in the city, which include Williamsburg in Brooklyn; Central Harlem in Manhattan; and the Lower East Side in Manhattan, which are expressing shifts in residents, businesses, institutions, culture, economics, politics and policy.

You will work hard. You will make mistakes. You will be nervous, sometimes afraid. But you will intensify your sense of curiosity. You will feel the rush of gathering information through your reporting and in crafting your story. You will talk to those who know, from neighborhood residents to public officials. Most of all, you will experience the most essential element of journalism — the absolute obligation to the truth.

Good journalists speak truth to power. Good journalists hold systems accountable. Good journalists shine light into neglected places.

Learning Outcomes
• Think critically and empathetically, like a good journalist
• Report, research and craft compelling news stories
• A sharp eye for analyzing the news

After successful completion of this course, you will leave with a grounding in the core principles of journalism, and coursework that shows your ability to report, write and produce news.
Course Materials

• “Inside Reporting. A Practical Guide to the Craft of Journalism” by Tim Harrower
• Associated Press Stylebook *
• “50 Writing Tools” by Roy Peter Clark https://dcripe.files.wordpress.com/2014/06/50-writing-tools.pdf
• Library Research Guide http://guides.library.newschool.edu/newsnarrativedesign
• Society of Professional Journalists’ Code of Ethics
• Reporters Notebooks *

There is no assigned textbook for this class. Your class notes and online access to the course materials will serve as your textbook. However, you are required to purchase the two (2) course materials marked above with an asterisk.

Course Outline

Our outline is subject to change, for example, assignments will be added, along with scheduled guests.

Week 1

Tues, 08.29

Course Review. What it means to be a good journalist. Introductions. Syllabus review. Covering a beat.

In class:

• What is NND
• What is journalism.
• What I call the ’three pillars of reporting’: research, interviewing and observation.
• Introductions: Interview each other and present
• Syllabus review: Students get into groups of three to five and introduce themselves. Each group generates a list of say five to eight questions they have about the class. The groups then go over the syllabus together to answer their questions. Class reconvenes and asks any questions that
were not addressed in the syllabus.

• Map: What does “gentrifying” mean, why does it matter. What all is included in a neighborhood?
• Assign beat vignette

Assignment due next class:

✦ Write: Based on our introduction session, your own story, 500 words.

✦ Write: Beat Report. Research your beat. Bring in map, three (3) news topics, including the source, and three (3) potential story ideas.
✦ Bring in: your reporters notebooks

Week 1

Thurs, 08.31

What is news. What makes a good story.

In class:

• Collect bios
• Leduff clip
• More on ‘three pillars of reporting’: research, interviewing and observation.
• Check reporters notebooks
• Review beat reports
• Post-it exercise/analysis to NYT/LA Times/The Guardian

Assignment due next class:

✦ Read: from “Inside Reporting”, about news
Watch: TEDTalk, “The Danger of a Single Story by Chimamanda Ngozi Adichie for class discussion.

Write: Beat Vignette 1, 500-600 words

Week 2

Tues, 09.05
Beat Vignette 1 due. Reporting and writing news

Assignment due next class:
♦ Read: (1) “Critical thinking is critical listening”; (2) from “Inside Reporting” about newswriting; (3) On Walls Where Memories Are Kept,” NYT

Week 2

Thurs, 09.07
Interviewing, observations and taking notes

In class:
• quote: “One of the most precious gifts you can give someone is to listen, really listen” - Chopra; Slow down, trust and receive the words someone is telling you; Listen without judgement and be entirely present” - Anon.

Assignment due next class:
♦ Read: (1) from “Inside Reporting” about interviewing; and (2) how one Chicago reporter covers a beat: http://www.cjr.org/united_states_project/lolly_bowean_chicago_tribune.php
♦ Write: beat vignette 2, 500-600 words
Week 3
Tues, 09.12
Beat Vignette 2 due. Story structures, ledes and nut graphs

Assignment due next class:
♦ Read: (1) from “Inside Reporting” about newswriting basics”

Week 3
Thur, 09.14
Story structures, ledes and nut graphs

In class:
• lede exercise

Assignment due next class:
♦ Read: (1) “How to write a good lede”; (2) “Let Your Lede Be A Flashlight…”
♦ Exercise: Writing ledes

Week 4
Tues, 09.19
Finding and using data in your reporting

In class:
• Data tools: http://furmancenter.org/neighborhoods; http://gis.nyc.gov/doitt/nycitymap/

Assignment due next class:
♦ Read: (1) “Math for Journalists”; (2) from “Inside Reporting”, about balance, bias, and spin
Week 4
HOLIDAY
Thurs, 09.21

Week 5
Tues, 09.26
Thinking critically and with empathy in your reporting

In class:
• about gentrification
• quote: “Empathy is one of the greatest gifts a journalist can have. If you come by it naturally, you can actually feel what your subject is feeling, and that can be a painful burden sometimes. But even if you have to develop the empathetic wavelength, it not only makes the person you’re interviewing feel understood, it elevates your writing.” on Nieman Storyboard
• checking assumptions, associations and perceptions of your sources, and yours
• Can a single conversation change how assumptions about a person? [https://www.facebook.com/soulpancake/videos/10155330390216117/]
• No, minority workers are not taking jobs away from white people: [https://www.washingtonpost.com/news/wonk/wp/2016/12/17/no-minority-workers-are-not-taking-jobs-away-from-white-people/?tid=sm_fb&utm_term=.7ed5c7cd0f53]
• [http://whyy.org/cms/acommonsplace/gentrified/]

Assignment due next class:
✦ Read: (1) “How Section 8 became a ‘racial slur,’” Washington Post; (2) TK
✦ Research: guest Corey Kilgannon, Reporter, New York Times, and bring in at least two (questions).

Week 5
Thurs, 09.28
Story structures, ledes and nutgraphs. Guest: Corey Kilgannon, Reporter, New York Times
Assignment due next class
Week 6
Tues, 10.03
Sources, attribution, style, and why every word matters.

• In class:
  • Thomas Dial story: NYT and Art News
  • NYT: bubble tea story flak
  • coverage of protests like Baltimore (& now Charlotte): pic.twitter.com/dkX7ni-M5Jn
  • A/P Style

Assignment due next class:
• Read: from “Inside Reporting” about quotations and attributions

Week 6
Thurs, 10.05
Libel, ethics and privacy

Assignment due next class:
• Read: from “Inside Reporting” about law and ethics; (2) from “Inside Reporting” about newswriting basics
Week 7
Tues, 10.10
Community meeting story due. After reporting, crafting and writing

Assignment due next class:

Week 7
Thurs, 10.12
Using social media to report and share stories

In class:
• How Trump uses twitter as a weapon
• Reporting/Getting in right/Social Media: https://www.facebook.com/AMAND-ABENNETT98/posts/10155588380217345

Assignment due next class:
✦ Read: from “Inside Reporting” about digital journalism

Week 8
Tues, 10.17
Story 1 pitch due. Getting interviews and information

Assignment due next class:
✦ Bring in: report or data from your reporting
Week 8 Thurs, 10.19

Doing more with data. Telling visual stories

Assignment due next class:
✦ Research: guest Michaelle Bond, former NYT intern, and county reporter at the Philadelphia Inquirer, and bring in at least two (questions).
✦ File: Visual Story 1

Week 9
Tues, 10.24

Guest: Michaelle Bond, former NYT intern, and reporter at the Philadelphia Inquirer

Assignment due next class:
✦ Read: from “50 Writing Tips”

Week 9
Thurs, 10.26

Story 1 due. Midway check-in.

Assignment due next class:
✦ Read: (1) from “Inside Reporting” about profiles; (2) selected story
Week 10
Tues. 10.31
Writing profiles

In class:
• [http://www.nytimes.com/learning/students/writing/voices.html](http://www.nytimes.com/learning/students/writing/voices.html)

Assignment due next class:
♦ Read: (1) from “Inside Reporting” about profiles; (2) selected story

Week 10
Thurs 11.02
Story 2 pitch due

Assignment due next class: tba

Week 11
Tues. 11.07
The art of interviewing

Assignment due next class:
♦ Read: selected story

Week 11
Thurs. 11.09
Writing tips

Assignment due next class:
♦ Read: from “50 Writing Tips”
Week 12
Tues., 11.14
Story 2 due. Reaching your audience

Assignment due next class:
♦ File: Visual Story from Story 1

Week 12
Thurs., 11.16
Feature stories

Assignment due next class:
♦ Read: (1) from “Inside Reporting” about feature stories; (2) selected story

Week 13
Tues., 11.21
Story 3 pitch due

Assignment due next class:
♦ Read: selected story

Week 13 HOLIDAY

Thurs., 11.23

Week 14
Tues, 11.28
Reporting and writing workshop
Week 14
Thurs, 11.30
Reporting and writing workshop

Week 15
Tues, 12.05
Reporting and writing workshop

Week 15
Thurs, 12.07
Story 3 draft due and visual story assigned.

Week 16
Tues, 12.12
Story 3 final and Google drives due Story 3 presentations

Week 16
Thurs, 12.14
Story 3 presentations

Final writing assignment

“Put it before them BRIEFLY so they will read it. CLEARLY so they will appreciate it. PICTURESQUELY so they will remember it and, above all, ACCURATELY so they will be guided by its light.” - Joseph Pulitzer

Course Requirements

• You are required to work approximately 10 hours per week outside of class for this course.

• You are expected to complete assigned readings, as well as read and consume news carefully and widely. At minimum, you are required to read the city’s three major newspapers: the New York Daily News, the New York Post, and the New York Times, as well as hyperlocal sites such as DNA Info and the Amsterdam News.

• You are required to keep a running story idea list, particularly as it relates to key story
deadlines.

• You are required to keep your story ideas list, reporting notes, story drafts and copies of your work on a Google Drive to maintain a digital portfolio, preserving your published and unpublished material.

• You are expected to demonstrate an adherence to journalism ethics.

• Class discussions are off the record, which includes no tweeting, facebooking or blogging. This allows students and guests in our space to speak freely.

Grades

The calculation of your grade includes attendance, class engagement, class exercises, story assignments, and evidence of your ability to apply journalism lessons to your next story.

There are no inflated grades. A ‘C’ grade is for satisfactory work, a ‘B’ for good work, and an ‘A’ for outstanding work.

You will receive a midterm grade and a final grade.

Grades are calculated roughly as follows:

• Class engagement such as: attending class and attending class on time, contributing to class discussions and assignments in a meaningful way, completing exercises, offering constructive feedback of your work and your classmates’ work - 30%

• Story assignments - 30%

• Final story - 40%

A B grade is the minimum grade required in this class to move to the next level, NND2.

The attendance and lateness policies are enforced as of the first day of classes for all registered students.

Assignment Responsibility

Assignments will be due in class, at the start of class. Students are responsible for all assignments by the deadline, even if they are absent. Late assignments, failure to complete assigned readings, and a lack of preparedness for class discussions and presentations will jeopardize your successful completion of this course.

Class Engagement

Class participation is an essential part of class and includes keeping up with reading, contributing meaningfully to class discussions, active participation in group work, and coming to class regularly and on time. The use of cell phones and laptops is not permitted in class unless for an in-class assignment.
Digital Devices

Computers are essential tools for reading, writing, and reporting. Laptops may be required for in-class writing assignments. However, laptops, tablets, and smartphones should NOT be used in class unless a curricular exercise calls for them.

Key Stories and Due Dates

• Beat Vignette 1 - 09.05
• Beat Vignette 2 - 09.12
• Community Meeting/Community Board/Police Precinct Council Story - 10.10
• Story 1 - News Story. Pitch 10.17. Story 10.26
• Story 2 - Profile Story. Pitch 11.02 11.14
• Story 3 Presentations - 12.12 and 12.12
• Final Writing Assignment - 12.14

Story filing guidelines:

Your story assignments must be filed as follows, unless otherwise stated: (1) a hard copy handed in, in class and (2) a copy of your story posted on our class presentation Wordpress page, details to follow.

Hard copies of all your assignments are due in class, at the start of class.

Your story assignments must include, to receive the fullest credit:

• A working headline
• A list of your sources that includes your source’s full name, phone number, and age, and links to all research you used as background material.
• A word count. Stories should not be filed over the assigned word count.
• Double-spaced, in 12-point font
• Proofread, A/P-styled and fact checked, including the spellings of names and titles. (For example, is the mayor’s name Bil de Blasio or Bill DeBlasio? Is your source’s name John Smith or Jon Smyth. Double check your story before you file your story).
• Stapled
• With at least one quality photo that represents or illustrates your story, and a visual element as
assigned

• Note: Do not use first person in your stories