

JOR 220 - Media Writing Goals

Goal At the conclusion of this course, you should . . .	What the goal means	Some ways to acquire the competencies embedded in the goal	Ways to show how well you have met the goal
A. Be able to explain the characteristics of news and what gives something news value	1. You can identify the commonly used news criteria	a. Lectures b. Readings c. Exercises d. Reading newspapers	Class discussions Quizzes & Exams Written news stories
	2. You can explain how reporters and editors apply these news criteria to judge potential news stories	a. Lectures b. Readings c. Exercises d. Reading newspapers	Class discussions Quizzes & Exams Written news stories
	3. You can analyze an event for its news value	a. Lectures b. Readings c. Exercises d. Reading newspapers	Class discussions Quizzes & Exams Written news stories
	4. You can generate story ideas that have significant news value/interest	a. Class discussions of potential stories b. Analyzing news value of published stories c. Reading newspapers & magazines; watching TV news d. Small-group discussions e. Exercises	Generating useable story ideas
B. Be able to write professionally acceptable basic news stories – on a computer and under deadline	1. You can write a variety of basic news stories, including meeting, speech, accident, fire, crime, obituary as life story	a. In-class instruction b. Exercises c. Reading text	Written news stories; at least eight are required
	2. You can write a professionally acceptable summary lead for a news story	a. In-class instruction b. Exercises c. Reading text d. Reading & analyzing published stories	Lead-writing assignments Written news stories Quizzes and exams
	3. You can identify other lead styles, including delayed, descriptive and anecdotal, and use them when appropriate	a. In-class instruction b. Exercises c. Reading text d. Reading & analyzing published stories	Lead-writing assignments Written news stories Quizzes and exams
	4. You can properly organize and write an inverted-pyramid news story	a. In-class instruction b. Exercises c. Reading text d. Reading & analyzing published stories	Written news stories Quizzes and exams
	5. You can identify other ways of structuring news stories and use them when appropriate	a. In-class instruction b. Exercises c. Reading text d. Reading & analyzing published stories	Written news stories Quizzes and exams

	6. You can exercise news judgment by including all necessary details in a story	a. In-class instruction b. Reading text c. Reading & analyzing published stories d. Reviewing news criteria	Written news stories Quizzes and exams
	7. You can recognize when to quote a source directly and when to paraphrase	a. In-class instruction b. Reading text c. Reading & analyzing published stories d. Exercises	Written news stories Quizzes and exams
	8. You can properly present direct quotes and paraphrases, including punctuation and attribution	a. In-class instruction b. Reading text c. Reading & analyzing published stories d. Exercises	Written news stories Quizzes and exams
	9. You can write a professionally acceptable story on a computer with a reasonable deadline	a. Skills developed during semester	Final Exam Story: a professionally acceptable basic news story of 750-1,000 words written with a 90-minute deadline
C. Be able to use a stylebook and apply basic style rules when writing stories	1. You can use the AP Stylebook as a reference tool in order to present information in your stories in the proper form	a. In-class instruction b. Studying the AP stylebook c. Using the AP stylebook for exercises	Quizzes and exams Writing exercises Written news stories Final Exam Final Exam Story
	2. Your written stories contain no basic style-rule errors	a. Reading text b. In-class instruction c. Exercises d. Memorizing basic style rules pertaining to the use of: numerals (quantities, ages, dimensions and percentages), money, time, addresses, titles, geographical locations	Quizzes and exams Written news stories
D. Be able to use basic journalism terminology to discuss stories	1. You can define the basic jargon of news writing and use it to communicate effectively about news stories	a. Reading text b. Class discussions c. In-class instruction d. Memorizing Basic Terminology List	Quizzes and exams Class discussions
E. Be able to articulate the similarities and differences between writing news for print and broadcast, and writing for public relations and be able to apply them when writing stories	1. You can explain the differences between writing for reading and writing for speaking; and you can condense a fully developed print story into a useable broadcast story	a. Reading text b. In-class instruction c. Exercises	Quizzes and exams Writing a basic news story for broadcast
	2. You can explain the differences between writing to inform and writing to persuade; you can write a useable news release	a. Reading text b. In-class instruction c. Exercises	Quizzes and exams Writing a news release

F. Be familiar with basic information-gathering techniques, including interviewing	1. You can use basic reference materials that reporters rely on regularly: dictionary, almanac, atlas, telephone directory, online resources	a. In-class instruction b. Reading text c. Exercises	Quizzes & Exams Written news stories
	2. Supported by background research, you can prepare appropriate questions	a. In-class instruction b. Reading text c. Class discussions d. Practice interviews	Quizzes & Exams Written news stories
	3. You can conduct a basic face-to-face interview	a. Practice interviews	Written news story based on personal interview(s)
	4. You can ask follow-up questions based on responses	a. Practice interviews	Written news story based on personal interview(s)
G. Be able to define libel and describe basic ethical issues faced by reporters	1. You can define libel and identify the defenses against a libel suit	a. Reading text b. In-class instruction	Quizzes and exams
	2. You can identify ethical dilemmas that news writers/reporters face	a. Reading text b. In-class instruction	Quizzes and exams