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Calumet College

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of Saint Joseph

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*Calumet College of St. Joseph is a Catholic institution of higher learning dedicated to the academic, spiritual and ethical development of undergraduate and graduate students. Informed by the values of its founding religious community, the Missionaries of the Precious Blood (C.P.P.S.), the College promotes the inherent dignity of all people, social justice, an ethic of service, student empowerment, opportunity, and lifelong learning.*

*We are committed to the Five Pillars of a CCSJ Education: The CCSJ graduate will be Open to Growth, Intellectually Competent, Religious, Loving, and Committed to Doing Justice. This class, as outlined below, will help you to achieve those goals.*

## **COURSE SYLLABUS, Fall 2019 (2019-1)**

<b>Course: EWPC 471X, Applied Journalism</b>
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**Instructor Name** Michael Puente  
**Office Number:** Room 277  
**Phone Number:** (312) 342-0056  
**Email:** [mpuente@ccsj.edu](mailto:mpuente@ccsj.edu); [michael.puente86@gmail.com](mailto:michael.puente86@gmail.com)  
**Hours Available:** By appointment

**Instructor Background:** Mr. Puente is a 1992 graduate of Calumet College of St. Joseph. He has worked in print and broadcast journalism. From 1992 to 2004, he was a staff writer with the Post-Tribune of Northwest Indiana. From 2004 to 2006, he was a staff writer with the Daily Herald. Since 2006, he's been a reporter with WBEZ in Chicago. He's won more than three dozen journalism awards for his work over the years.

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### **Course Information:**

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**Course Time:** Tuesday, 7:00 – 10:00 p.m.  
**Classroom:** Room 277 (Studio B)  
**Prerequisites:** EWPC 316  
**Required Books & Materials:** *Inside Reporting, 3<sup>rd</sup> Edition*, Tim Harrower

## **Learning Outcomes / Competencies:**

*This course meets the following objectives:*

Students in this course will...

- Apply knowledge of the history, nature, and elements of the news to prepare journalism.
- Demonstrate mastery of the entire news writing process, from developing story ideas; to collecting information; to writing, revising, and editing.
- Demonstrate ability to meet deadlines and lead a media team.
- Use, with discrimination, a variety of written and online sources to collect information.
- Interview sources effectively, listening well and taking usable notes.
- Write professional-quality news stories with hard leads, structured bodies, and effective endings.
- Write professional-quality feature, investigation, or profile stories with enticing leads.
- Evaluate the effectiveness of others' writing, editing for content, clarity, and correctness.
- Evaluate the ethical and legal considerations during the news writing process (e.g. accuracy, libel, privacy, plagiarism, etc.).

## **Course Description:**

This experiential learning course puts into practice the journalism skills learned in Reporting and Writing for the Media. Students will serve on the staff of The Shavings student newspaper and be intimately involved in its production and publication.

## **Learning Strategies:**

*Direct instruction* with PowerPoint and other visual aids will be used to provide and reinforce required course content. Students are expected to prepare handwritten notes during periods of direct instruction, including during class discussions. Students' notes should include the day/date of the class session. They should also include a list of unfamiliar vocabulary encountered during direct instruction and class discussions. These notes should be assembled into a chronological archive and stored in a notebook, a folder, or on a digital platform. Student notes may be reviewed and/or collected periodically gauge student participation.

*Reading* is essential to mastering the learning objectives of this course. Students should be prepared to read, re-read, annotate, summarize, discuss, and analyze texts selected from a wide variety of genres, which may include textbooks, essays, scholarly articles, reportage, editorials, and literary texts. Reading regularly will also help expand students' vocabulary and strengthen their ability to "decode" the meaning, structure, and rhetorical situation of different kinds of texts.

*Writing* is essential to mastering the learning objectives of this course. Students should be prepared to pre-write (list, brainstorm, freewrite), write (draft), re-write (revise), edit, and publish (print/post) a variety of writing assignments. Students will prepare a mixture of explanatory summaries, elementary academic essays, exploratory and expressive writing assignments (e.g., online discussion forum posts, freewriting, journals, reader response). Students will assemble a portfolio of writing to demonstrate attainment of basic competency in writing.

*Oral Communication* is essential to mastering the learning objectives of this course. Students should be prepared to formulate their ideas orally during full-class or small-group discussions. Students may also be asked to deliver oral presentations related to course reading and writing assignments.

*Individualized Instruction* will be provided at various times during the course, particularly to assist students in the writing process. These interactions (e.g., informal conferences) provide an opportunity for students to ask questions, respond to instructor feedback, and gain greater control over their personal writing process.

*Online Instruction* will be incorporated throughout the course. This will include regular use of Blackboard and may include assigned online grammar, vocabulary, reading, and writing exercises and assessments.

**Experiential Learning Opportunities:**

Project-based learning: Students are responsible for conceiving, researching, writing, editing, and publishing news stories to *The Shavings* online digital news magazine with the guidance of a faculty instructor and advisor.

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**Assessments:**

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The preceding course, EWPC 470 Applied Journalism, emphasized practice with the fundamentals of news reporting and the preparation of a series of objective news stories. EWPC 471 Applied Journalism II requires students to *master fundamental skills* used in the preceding courses. In addition, it requires students to produce longer, more detailed examples of journalistic writing (e.g. feature, investigation, profile). These assignments will require them to conduct multiple interviews (with multiple people and/or with a single subject on more than one occasion). These more sophisticated assignments should also require students to grapple with professional, ethical, and moral questions commonly faced by journalists (e.g. finding and protecting sources, covering sensitive topics, confidentiality, etc.).

<b>Major Assignments:</b>	<u><i>In-depth stories:</i></u> Students will prepare four 500 word stories, one 1,000 word story as part of your mid-term and one 1,500 word story for a final exam. Stories can be a feature, profile, or investigative to be used in the print and online editions of <i>The Shavings</i> . Students must keep detailed records of their notes, interviews (recordings and/or transcripts), and sources for the final portfolio.	50%
	<u><i>Production meetings:</i></u> Students are required to attend weekly production meetings.	30%
	<u><i>Final portfolio:</i></u> Students will prepare a portfolio to demonstrate their mastery of course content. Students will orally discuss artifacts from their portfolio with the instructor. Students will explain how these artifacts meet the specific course objectives outlined above.	20%

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**Total:** 100%

<b>Grading Scale:</b>	100-92	<b>A</b>
	<92-90	<b>A-</b>
	<90-88	<b>B+</b>
	<88-82	<b>B</b>
	<82-80	<b>B-</b>
	<80-78	<b>C+</b>
	<78-72	<b>C</b>
	<72-70	<b>C-</b>
	<70-68	<b>D+</b>
	<68-62	<b>D</b>
	<62-60	<b>D-</b>
	<59-0	<b>F</b>

### Course Schedule:

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*I reserve the right to change this schedule to meet the needs of the class.*

#### Understanding the Schedule of Assignments:

Assigned readings are located on Blackboard and are organized by week number

**BOLD ITEMS** = Homework to be turned in or important information

[ ] = Planned in-class activities

#### Week One

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**Tues 8/27** Review syllabus;

Class discussions on how assignment are made and how stories are graded.  
Assigning of 1<sup>st</sup> story. (400 to 500 words)

Class Discussion: What's In the News?

#### Week Two

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**Tues 9/2** Read Chapter 1 The Story of Journalism  
**Be prepared for in class discussion.**

**Class discussion on leads; finding sources, looking for stories, interviewing.**  
What's in the News?

**Assignment #1 draft is due.**

#### Week Three

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**Tues 9/10** Read Chapter 2 How Newsrooms Work  
**Be prepared for in class discussion.**

What's in the News?

Discussion on editing.

**Assignment #1 is due;**  
**Assignment #2 is made. (400 to 500 words)**

Week Four

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**Tues 9/17** Read Chapter 3 Newswriting Basics:  
**Be prepared for in class discussion.**

**Assignment #2 draft is due.**  
What's in the News?

Week Five

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**Tues 9/24** Read Chapter 4 Reporting Basics  
**Be prepared for in class discussion.**

**Assignment #2 is due;**  
**Assignment #3 is made (800 to 1,000 words)**  
What's in the News?  
Discussion on interviewing.

Week Six

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**Tues 10/1** Review chapters 1 through 4 for Mid-Term Exam:  
**Be prepared for in class discussion.**

**Assignment #3 draft is due.**  
What's in the News?

Discussion on grammar

Week Seven

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**Tues 10/8** Mid-Term Exam

Week Eight

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**Tues 10/15** Read Chapter 5 Covering the News  
**Be prepared for in class discussion.**

**Assignment # 3 is due;**

**Assignment #4 made (450 to 500 words)**

What's in the News?

Discussion on taking photos

#### Week Nine

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**Tues 10/22** Read Chapter 6 Beyond Breaking News  
**Be prepared for in class discussion.**

**Assignment #4 draft is due.**

What's in the News?

#### Week Ten

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**Tues 10/29** Read Chapter 7 Law and Ethics  
**Be prepared for in class discussion.**

**Assignment #4 due;**  
**Assignment #5 made (500 words)**

What's in the News?

Discussion on data journalism

#### Week Eleven

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**Tues 11/05** Read Chapter 8: Digital Journalism  
**Be prepared for in class discussion.**

Assignment #5 draft due.

What's in the News?

Discussion on Freedom of Information Act and investigative journalism.

#### Week Twelve

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**Tues 11/12** Read Chapter 9 Broadcast Journalism  
**Be prepared for in class discussion.**

**Assignment #5 due;**  
**Assignment #6 assignments to be made (1,800 to 2,000 words).**

What's in the News?

Discussion on doing radio interviews

Week Thirteen

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**Tues 11/19** Read chapter 10: Public Relations  
**Be prepared for in class discussion.**

Assignment #6 1<sup>st</sup> draft is due  
What's in the News?

Discussion on interviewing celebrities

Week Fourteen

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**Tues 11/26** **Fall Brea/Thanksgiving Recess - No class**

Week Fifteen

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**Tues 12/3** Final exam review - of Chapters 5 through 10.

Assignment #6 2<sup>nd</sup> Draft is due

Week Sixteen

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**Tues 12/10** **Final Exam and Final paper due. Assignment #6**

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### Responsibilities

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**Attending Class:** You cannot succeed in this class if you do not attend. We believe that intellectual growth and success in higher education occur through interaction in the classroom and laboratories. Being absent doesn't excuse you from doing class work; you have **more** responsibilities to keep up and meet the objectives of this course.

Students who miss more than **SIX (6) hours of class** will receive a zero (0) for the attendance portion of their final grade.

In accordance with the English Program attendance policy, any student missing more than **NINE (9) hours of class** will receive an **F** (a failing grade) for the course.

**Turning in Your Work :** You cannot succeed in this class if you do not turn in all your work on the day it is due.

To pass the course, you must complete and turn in all required assignments. Work is to be turned in at the beginning of class on the due date listed on the course syllabus or stated by the instructor in-class or online. All written work must be typed and stapled (unless otherwise instructed).

**Late Work:** You will not receive credit for any late assignment unless you have made formal, written arrangements with the instructor via email prior to the next scheduled class session. Any work submitted more than **five days late** will receive a zero. Contact me at [mcastello@ccsj.edu](mailto:mcastello@ccsj.edu) to determine how/where you should submit any late work. In other words, do not show up to class a week

after an assignment is due, hand in your work, and expect to receive credit for it.

**Missed In-class Work:** Except under dire circumstances (e.g., serious bodily injury requiring hospitalization or prolonged illness) in-class activities such as worksheets, journals, quizzes, review of notes/annotations, presentations, performances, group work, etc. cannot be made up if you are absent on the day the assignment is due.

**Meeting Standards  
for Classroom  
Behavior:**

- **Use all the class time.** Come to class on time and stay in class until the end. Coming late, leaving early, and getting up during class disrupts the class and disrespects others.
- **Come prepared.** Bring your texts, be prepared to take notes, and be able to demonstrate that you have completed the assignments for the day through your participation in class.
- **Respect others.** Listen when your classmates and the instructor are speaking. Think about their contributions. Respond appropriately.
- **Use electronic devices only for class purposes.** Engage with your classmates and the instructor without technological distractions.
- **Eat before or after class.** Consume meals, snacks, and other food items outside of the classroom. Eating during class detracts from the learning environment. Drinks, cough drops, hard candy, etc. are permitted, so long as they do not become a distraction.

**CCSJ Student  
Honor Code:**

This course asks students to reaffirm the CCSJ Student Honor Code:

I, as a student member of the Calumet College academic community, in accordance with the college's mission and in a spirit of mutual respect, pledge to:

- Continuously embrace **honesty and curiosity** in the pursuit of my educational goals;
- Avoid all behaviors that could impede or distract from the academic progress of myself or other members of my **community**;
- Do my own work with **integrity** at all times, in accordance with syllabi, and without giving or receiving inappropriate aid;
- Do my utmost to act with commitment, inside and outside of class, to the goals and **mission** of Calumet College of St. Joseph.

**Doing Your Own  
Work:**

If you turn in work that is not your own, you will be subject to judicial review by the Faculty-Student Grievance Committee. These procedures can be found in the Student Planner. The maximum penalty for any form of academic dishonesty is dismissal from the College.

Using standard citation guidelines to document sources avoids plagiarism. You'll find guides to the major citation methods at the CCSJ Specker Library Web page at

<http://www.ccsj.edu/library/subjectsplus/subjects/guide.php?subject=cite>

**PLEASE NOTE:** All papers may be electronically checked for plagiarism.

**Sharing Your Class Experience:**

Your voice matters! At the end of the term, you will have the opportunity to evaluate your classroom experience. These confidential surveys are essential to our ongoing efforts to ensure that you have a great experience that leaves you well prepared for your future. Take the time to complete your course evaluations – we value your feedback!

**Withdrawing from Class:**

After the last day established for class changes has passed (see the College calendar in the CCSJ Course Catalog), you may withdraw from a course by following the policy outlined in the Course Catalog.

**Communicating with your Professor:**

*Blackboard:* Blackboard will be used to distribute readings, handouts, and announcements. Your grades will also be recorded regularly in Blackboard. It is essential that you log into Blackboard regularly to ensure that you stay informed about the course. If the campus is closed or class cancelled due to bad weather, alternative assignments will be distributed via Blackboard and must be completed on time.

*Office Hours:* Students are encouraged to use office hours for assistance and clarification. Office hours are an excellent forum to discuss individual questions which are not appropriate during class (a question about your particular assignment, a question about the English Program, your attendance, etc.). Appointments are not necessary, but they help me to prepare for your visit and ensure that I will not be out of the office. My office hours are specified on the first page of the syllabus.

*Email:* I will use CCSJ's email to send urgent announcements about class or assignments. You should use CCSJ's email to communicate about absences and to ask small but important questions (e.g. clarification about an assignment). Don't use email to request information or materials readily available elsewhere (e.g. due dates ← listed on the syllabus, handouts ← available on Blackboard). I generally respond to emails within 24-48 hours with the exception of breaks/holidays when I may be unavailable until the next scheduled business day.

*Phone Calls:* Reserve phone calls for urgent communications. For example, call if you have a flat tire and will be unable to make it to class or if you have been snowed in. My office phone number is (219) 473-4322.

In all instances (Blackboard, office hours, email, phone), remember that communication with college instructors should *always* maintain standards of professionalism and formality.

## Resources

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- CCSJ Book Rental Program:** The CCSJ Book Program ensures that everyone has the right course materials on the first day of class to be successful. You pay a book rental fee each semester, and in return, receive all the materials for all your classes prior to the beginning of classes. At the end of the semester, simply return the books. For traditional students, the Book Rental Program is conveniently located in the library, where students can pick up and return their books. For students in accelerated programs and graduate programs, books will be delivered to their homes and they can return them by mail. For more information, see <http://www.ccsj.edu/bookstore>. **All books must be returned at the end of the semester or you will incur additional fees, which will be charged to your student account.**
- Student Success Center:** The Student Success Center provides faculty tutors at all levels to help you master specific subjects and develop effective learning skills. It is open to all students at no charge. You can contact the Student Success Center at 219 473-4287 or stop by the Library.
- Disability Services:** Disability Services strives to meet the needs of all students by providing academic services in accordance with Americans with Disabilities Act (ADA) guidelines. If you believe that you need a “reasonable accommodation” because of a disability, contact the Disability Services Coordinator at 219-473-4349.
- Student Assistance Program:** Through a partnership with **Crown Counseling**, Calumet College of St. Joseph provides a free Student Assistance Program (SAP) to current students. The SAP is a confidential counseling service provided to students for personal and school concerns which may be interfering with academic performance and/or quality of life. The SAP counselor is available on campus once a week and off-site at the Crown Counseling offices in Crown Point or Hammond. For more information, **contact Kerry Knowles SAP Counselor**, at 219-663-6353 (office), 219-413-3702 (cell), or [kerryk@crowncounseling.org](mailto:kerryk@crowncounseling.org).
- CCSJ Alerts:** Calumet College of St. Joseph’s emergency communications system will tell you about emergencies, weather-related closings, or other incidents via text, email, or voice messages. Please sign up for this important service annually on the College’s website at: <http://www.ccsj.edu/alerts/index.html>.