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English 126  
Fall 2011  
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## REVISED

**Goal:** The purpose of this course is to learn how to write a basic news story and to learn storytelling techniques that have universal, practical applications even in this time of revolutionary change in news presentation. You will be required to write a publishable, entry-level news story by the end of the semester.

Concepts to remember during entire course: Do NOT write in first person; one or two sentences per paragraph; tell-a-friend technique; show don't tell; two basic kinds of leads; attribution creates authority/credibility.

Aug. 26	<u>Introduction/ truth with responsibility</u> In-class: Overview, basic story discussion, Hurricane Irene Assignment: Read Chpt. 1.	
Sept. 2	<u>Story ideas; story qualities</u> In-class: Newsroom, elements of news. Assignment: Read Chpt. 2. <b>Current events.</b>	
Sept. 9	<u>Leads/nut graphs</u> In-class: 9/11 Assignment: Read Chpt. 3, <b>Profile of community leader.</b>	<b>Quiz 1</b>
Sept. 16	<u>Story Structure</u> In-class: Crime story Assignment: Read Chpt. 4, <b>Current events.</b>	
Sept. 23	<u>Interviewing/note-taking/quotes</u> In-class: Interview students part 1 Assignment: Read Chpt. 5, <b>Write interview story.</b>	<b>Quiz 2</b>

Sept. 30	<u>Interviewing/note-taking/quotes</u> In-class: Interview students part 2 Assignment: Read Chpt. 6 <b>Write interview story.</b>	
Oct. 7	<u>Beats</u> In-class: Mechanics, on assignment (SD) Assignment: Read Chpts. 7 and 8, <b>Beat Ideas</b>	<b>Quiz 3</b>
Oct. 14	<u>No class</u>	
Oct. 21	<u>On assignment:</u> In class: observation, song as story Assignment: <b>Current events</b>	<b>Quiz 4</b>
Oct. 28	<u>Film study 1: Ethics</u> In-class: Watch Shattered Glass. Assignment: <b>Write reaction to movie.</b>	
Nov. 4	<u>Film study 2: Interviews</u> In-class: Watch Page One. Assignment: <b>Write reaction to movie.</b>	
Nov. 11	No class. Happy Veteran's Day!	
Nov. 18	<u>Film study 3: Perspective</u> In-class: Watch Control Room Assignment: <b>Write reaction to movie. Budget for final story, list of six sources with contact numbers. (Final story must be 3-5 pages.)</b>	
Nov. 25	<b>No class. Happy Thanksgiving!</b>	
Dec. 2	<u>Final story:</u> In-class: Discuss final story ideas. Assignment: <b>First draft final story.</b>	
Dec. 9	<u>Current events 1:</u> In class: Interview guest or live assignment	
Dec. 16	<u>Recap</u> In class: Final story due; overview quiz	

**Required Text:** *Inside Reporting*, by Tim Harrower.

**Attendance:** Attendance is mandatory. Three unexcused absences will result in the loss of a letter grade on your final grade.

**Grades:** Assignments are due the following week. There is no mid-term or final exam. Of your grade, five quizzes are 25 percent, in-class assignments and class participation are 25 percent, 10 out-of-class assignments are 25 percent, and the final story, including draft and story budget, is 25 percent.

**Misc:** No eating or drinking in class. No profanity. Assignments must be typed and double spaced. I do not have office hours, but e-mail or call for help, or request help on class days.

**Academic Integrity:** Academic integrity is essential to a useful education. Failure to act with academic integrity severely limits a person's ability to succeed in the classroom and beyond. Furthermore, academic dishonesty erodes the legitimacy of every degree awarded by the College. In this class and in the course of your academic career, present only your own best work; clearly document the sources of the material you use from others; and act at all times with honor.

## **Journalism: Grading Standards**

- "A" No fact errors; a first-rate lead; acceptable structure; no major mechanical errors; thorough coverage; excellent writing.
- "B" No serious fact errors; a good lead; acceptable structure; very few mechanical errors; thorough coverage; clear, concise writing.
- "C" No serious fact errors; an acceptable lead; acceptable structure; few mechanical errors; adequate coverage; writing needs considerable revising.
- "D" No serious fact errors; weak lead; poor structure; errors in style, spelling, grammar; inadequate coverage; unclear writing.
- "F" Major fact errors including misspelled names; unacceptable lead; unacceptable structure; omission of important information; numerous errors in style, spelling, grammar; missed deadlines; plagiarism.

(Mechanical errors are errors in style, spelling, grammar, sentence or paragraph structure, as well as typing errors. Copy must be typed, double-spaced, copy-edited with a pencil, and include proper set-up and designation on each page: name/ slug/ page number/ end mark.)

A	94-100
A-	90-93
B+	87-89
B	83-86
B-	80-82
C+	77-79
C	73-76
C-	70-72
D+	67-69
D	63-66
F	Below 63

## **DISABILITIES POLICY**

The Board of Trustees of Community-Technical Colleges and all of the colleges under its jurisdiction are committed to the goal of achieving equal educational opportunity and full participation for people with disabilities in the Community Colleges. To that end, this statement of policy is put forth to reaffirm our commitment to ensure that no qualified person be excluded from participation in, be denied the benefits of, or otherwise be subjected to discrimination under any program or activity on a Community College Campus or in the Central Office of the Board of Trustees. The Board recognizes that a physical or functional impairment is a disability only to the extent that it contributes to cutting the person off from some valued experience, activity, or role.

Higher education is therefore especially important to people with disabilities, since it aims to increase every student's access to valued experiences, activities, and roles. Improving access for students and employees means removing existing barriers that are physical, programmatic, and attitudinal; it also means taking care not to erect new barriers along the way.

The efforts of the Community Colleges to accommodate people with disabilities should be measured against the goals of full participation and integration. Services and programs best promote full participation and integration of people with disabilities when they complement and support, but do not duplicate, the regular services and programs of the college. Achieving the goal of full participation and integration of people with disabilities requires cooperative efforts within and among institutions of higher education. Students attending Continuing Education classes need to meet "Technical Standards" for

admission into a particular course. All applicants, including those with disabilities are required to meet the minimal technical standards in order to be admitted. This would be a fair and legal way to ensure that only qualified students are accepted.