

Fall 2019 -Syllabus
COMM 3604 - Restorative Journalism
Prof. Erin O'Hanlon and Prof. Toby Rosenthal
Tuesdays and Thursdays 6- 7:50 pm
Atlantic City Academic Bldg 217

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Course Overview

Students will learn the fundamental attributes of restorative journalism, telling stories of recovery and resilience in difficult times. This journalistic style can inspire hope and change, while providing a platform for people who are often under-represented in traditional media. From research to interviewing, writing, and editing, students will strengthen their storytelling skills on deadlines. This is also a Service Learning opportunity and course. Students will collaborate with community members producing beneficial content.

This course is a W1 which means the class is about writing, and you should anticipate writing frequently for this coursework.

Objectives

1. Understand and begin to practice the core objectives and questions of restorative narrative storytelling.
 - Hear and honor the experiences of stories of individuals and communities.
 - Identify and amplify voices, particularly of those who are traditionally unheard; honor individual and community agency through helping people tell their own stories.

- Tell more complete and authentic stories to increase individuals, communities and audiences' reliance on, trust, and partnership with storytellers.
- Illuminate the best aspects of humanity; share relatable universal truths that can inspire hope, empathy and strength to others.
- Acknowledge the inevitable biases that the storyteller brings to a project, and the emotional impact it may have on the storyteller.

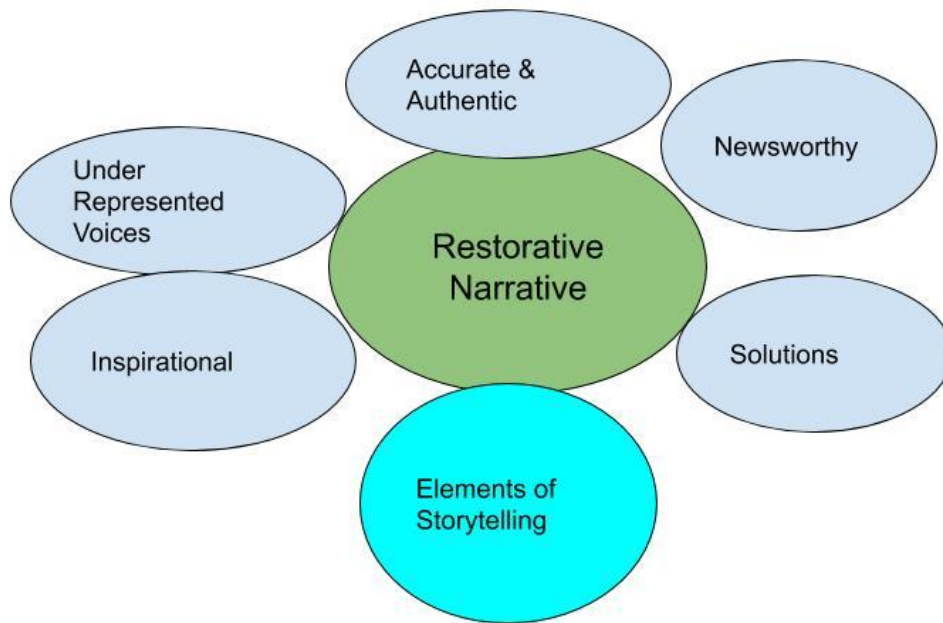
2. Students will produce two restorative narratives that engage the audience by expanding the 5 Ws and H into exploring characters, emotion, scenes, actions, and themes, following The Associated Press Stylebook.

- Students will pre-produce and research their stories
- Students will interview all resources and characters.
- Students will write and revise at least three versions of their story. Along the way, students we will spend time developing strong leads, describing strong characters and illustrate their settings. Students will also cull and implement relevant data and statistics.

Essential Learning Outcomes

- Communication Skills - The ability to create and share ideas and knowledge effectively with diverse audiences and in various formats.
- Creativity and Innovation - The ability to generate ideas, take risks, and recognize opportunities in problem-solving, relationships, or self-expression.
- Critical Thinking - The ability to formulate an effective, balanced perspective on an issue or topic.

Restorative Journalism Core Concepts



Required Textbooks:

1. The Elements of Style: Classic Edition (2018): With Editor's Notes, New Chapters & Study Guide Edited by Richard De A'Morelli
2. The Associated Press Stylebook (2018 edition)

Required Materials:

1. Google Drive Access
2. Blackboard Access
3. Reporter Notebooks

Assignment Breakdown

Following the teaching hospital model of journalism education, students will work on two high-stakes stories over the course of the semester. Students will regularly work on in-class challenges and exercises to strengthen skills like writing concisely and using active voice, lead writing, learning The Associated Press Stylebook, and the inverted pyramid.

The coursework breakdown is as follows:

Two Restorative Stories	100 points x 2	200
Model Reads and Deconstruction	20 points x 3	60
In-class writing challenges	10 points x 2	20
News quizzes	5 points x 10	50
In-class exercises	5 points x 6	30
Participation		40

Points Disclaimer

The total points for this class will be about 400 points, give or take some points. You will be informed as the course moves along about the exact number of points and how to calculate your grade. Important -- The stories are worth approximately 50% of your grade and the participation is approximately 10% of your grade.

The Stories

The two high-stakes stories, worth half of the total course points, will be broken into deliverable phases outlined below with the associated values.

Each story will include three to five sources, and at least three visual elements (photos) and possibly a chart or graph. Stories will run 300-500 words each, and must include a data point for added context and depth. The students will pitch their stories to the Argo, COMMUnity magazine, and other off-campus publications.

Each student will produce a detailed pitch worksheet in the early stages of the project. Students should be able to describe their stories in a sentence, share their data point, their interview plans, visual elements they're considering and also be able to propose a secondary plan, if something should fall through from their original planning.

Story Deliverables & Flow	
Pitch	20%
Version 1	20%
Peer Review and Edit	10%
Version 2	20%
Instructor Edit	10%
Version 3	20%

(Tentative Schedule - Subject to change)

Week and Theme	Tuesday	Thursday	HW:
W1 Introduction to Restorative Journalism	9/3 No Class	9/5 Introduction to Class - Active Voice *Read examples from IVOH	Elements of Style Exercise Active Voice
W2 Elements of Storytelling	9/10 -5Ws H -Hero's Journey -Leads	9/12 Meet in Galloway: Room Begin Defining Restorative Narrative Model (4:30-6 pm Comm Meet & Greet C/D Atrium - Galloway)	*Packet - writing a lead from a song Hero's Journey Deconstruction and Production

W3 Characters & Interviewing	9/17 Constitution Day Speaker	9/19 Characters & Interviewing Language Building Trust	
W4 Researching & Organizing Stories	9/24 Acceptable Language Background research Areas of Interest * Story Formation	9/26 Organizing Stories Tentative Speaker Scheduled: Mike Rispoli, Free Press	
W5 The Accuracy of News	10/1 Newsworthiness Evergreen The Elements of Thought	10/3 Accuracy and Authenticity Data Collection Background Research	
W6 Covering Marginalized	10/8 Yom Kippur <i>No class meeting</i>	10/10 Covering Marginalized Communities	

Communities		Solutions	
W7 Visual Storytelling	10/15 Murphy Writing Institute <i>"When the political becomes personal"</i>	10/17 Engagement Images, captions, and illustrating the story Story #1 - Pitches due	
W8 Advancing the Story	10/22 Preceptorial Advising Day <i>No class</i>	10/24 Comm Fall Speaker Spotlight <i>Grounds for Graffiti</i> 4:30-6 pm F111 - Galloway Buttons, closures, and advancing the story	
W9 Advancing the Story - Part 2	10/29 Working Meeting Story #1	10/31 <i>No class meeting</i>	Due for 11/5: 1st interview notes Background Info
W10 Promoting the Story	11/5 Headlines, Promotions, and Pitching	11/7	11/11 Data requests to Brett Road due

W11 Solutions Social Action	11/12 Joe Amiditis, Center for Cooperative Media	11/14	
W12 Collaborative Journalism	11/19 Story Version 1 = Due Peer Review and Edit	11/21	
W13 Interviewing Etiquette/Tech	11/26 Story Version 2 = Due 11/27	11/28 Thanksgiving No Class	
W14 Inspirational Stories	12/3 Package the Stories Headlines Head shots Three Line Bio Inspirational Stories - Case Studies *Assessment Due	12/5 Inspirational Stories - Case Studies	
W15 Advancing the Story - Part 3	12/10	12/12	
Final Week	12/17 Final Story Due	12/19	