

JOUR 75102 Community Engagement

Fall 2022

Room/Time: Tuesdays 2-4:50pm ROOM 442

Professors: Carrie Brown and Jeff Jarvis

Course description

This foundational course in the engagement journalism program will explore the key concepts and philosophy of engaged journalism and allow you to practice using a variety of different listening and engagement tools and strategies. You will learn to use things like listening posts, information needs assessments, ethnographic observations, and more to better understand how you can best serve communities, especially those that have historically been underserved by major news outlets. You will grapple with the limitations of objectivity as it has been traditionally practiced in newsrooms and understand how you can be less extractive and more collaborative in your reporting. We will also discuss and experiment with going beyond the story to deliver news products and services, such as theater, events, text messages, flyers, and more.

Outcomes

1. Understand the core principles and philosophy of engagement journalism and why it is critical to building a journalism that is more diverse, equitable and inclusive.
2. Understand the limitations of objectivity as it has traditionally been practiced and grapple with what that means for you in your work.
3. Be able to select from a host of different tools, technologies and strategies for listening to and engaging communities and experiment to find the ones that best fit a specific community or situation. Know how to assess information needs, community problems, and ways in which people collaborate and communicate.
4. Understand how the web and social media have made it easier and more efficient for

communities and networks to form and generate real world political and social change, but also some of the risks and harms these technologies can have for communities.

5. Be able to move past comfortable associations to learn how to understand and collaborate with people of diverse backgrounds and different perspectives and needs.
6. Know how to cope with difficulty or conflict in communities, such as trolls and troublemakers, fights and feuds.
7. Understand how to go beyond just stories to deliver news in creative ways that best fit people's routines and habits to produce impact.

Professor Contact Information

Carrie Brown

Email: carrielisabrown@gmail.com or carrie.brown@journalism.cuny.edu (either one is fine)

Twitter: [@brizzyc](https://twitter.com/brizzyc) I do encourage you to follow me - this is not a bid to juice the follower count, I assure you, but I do try to share things like job postings, articles of interest, and of course, pictures of Fred. I welcome conversation there as well.

Please note: I **will** respond to email and it is fine to use it to communicate with me, but if it is urgent, I recommend direct message on Twitter or Slack DM as I will see that faster.

Jeff Jarvis

Twitter: [@jeffjarvis](https://twitter.com/jeffjarvis)

Participating in **our community**

Community Agreement

In the engagement journalism program, we strive to “drink our own medicine,” so to speak, and build our own engaged, participatory community. Please be kind to your classmates and guests by showing interest in what they are saying. If you find yourself dominating class discussions,

encourage your classmates to speak up. We want to hear from everyone. Let's try to model the type of community we want to be part of, which is participatory and kind.

We can also build community outside of class. We will use Slack and email and Google Classroom to communicate with each other, and you should be prepared to check them regularly. I know, it can be a pain, but welcome to life in any information or communication-driven profession in the year 2022. You are also encouraged to share interesting things you've learned, read, and observed on Twitter and/or your favorite social network and to listen to and interact constructively with your classmates and other journalists there as well. While social media has many cons that we will discuss, it remains a great way to build a professional and supportive network in this field and to get new perspectives.

You are also strongly! encouraged to join [Gather](#), a community of practice for engaged journalists. It has many good resources and case studies of engagement projects. I highly recommend signing up for the email newsletter and the Slack team to start getting to know other professionals in the field of engaged journalism. Please be professional in these interactions as we are in a very small world and you want to cultivate a good reputation early on.

Weekly Medium reflections

Just about every week, you will write a Medium post that will highlight a few things you found particularly relevant from class, discussion (online and in class), guest speakers, and readings, and how they apply to **your** work and **your** community. For some weeks, I will give you specific questions or prompts that you should consider in your post. Your post **does NOT** need to contain an opinion or "take" (it can) on what you read/heard, but can instead simply summarize and/or apply a couple of key ideas. Your post should ideally include at least one photo that you took yourself. These posts will be public, so they should be well-written and contain enough context for people not in class to understand. Use subheads, bullet points, etc. as needed for clarity and to make the posts easy to read. These posts should make it clear that you have done

the readings and paid attention in class, although you can feel free to focus on just a couple of specific topics or ideas that you found useful. You can incorporate things from your other courses if they are relevant. **Do not stress out too much - these posts are not meant to be doctoral dissertations or New Yorker features but just BRIEF highlights of a few interesting things and their potential applications.** There is no length requirement. I encourage you to read and comment on your classmates' posts. **These posts must be completed and the links shared via Google Classroom following each class. So for example, Week 2 weekly reflections are due on Friday of Week 2.**

Why? Research on learning shows that you don't remember things very well unless you engage with them and apply them in some way. Also, many students in the past have used these posts to establish themselves as smart thinkers about engagement journalism. We've had more than one student on the Medium leaderboard, in the American Press Institute's well-known newsletter, and it's not uncommon for them to be shared by a variety of smart and influential people working in engaged journalism.

Note: You may want to see one of the writing coaches, or swap with a friend to check for typos before posting (we all make them.) You want to be sure to make sure that your writing is as good as it can possibly be in anything that you do.

Breakdown of Responsibilities:

- **60 percent: Assignments.** In addition to your weekly reflections, you will be asked to do short assignments that allow you to practice specific engagement and listening strategies.
- **30 percent: [Final report and presentation](#)** on the community you have chosen to work on, representing cumulative work done throughout the semester to listen to your community. This will include a summary of community needs, analysis of how the community gets information and interacts, and your plans going forward on how to continue to listen to and serve the community. We will discuss the details as the class progresses, but keep notes about what you are learning and doing in your community for later use.

- **10 percent: Participation.** Substantive and thoughtful contributions, in-person and virtual, to class discussions and interviews with visitors.

Grading:

Grading can be unpleasant for professors and students alike. Grades in this class are never, ever to be considered a referendum on your personal abilities or worth; they are simply an imperfect tool that we use to gauge your progress toward learning the things you came here to learn. If you don't like the grade you received, I am almost always happy to allow you to revise your work as long as it is done within a reasonable time frame; please discuss with me. **Few employers will closely scrutinize your GPA, but students that drop below a B average (3.0) in any of our programs should be aware that they will be put on academic probation and could ultimately be dismissed.** Please see the student handbook for details on policies that all students at the school must follow.

General grading rubric:

Process: Have you iterated and improved based on feedback from professors, peers, and most importantly, your community?

Quality and Shine: Is your work well-written and well-organized, and checked over for typos or grammar errors?

Application of key concepts: Have you thoughtfully considered how you can bring some of the topics addressed in class into your work with communities?

Diversity, equity and inclusion: Does your work reflect all people in your community, and have you considered how to minimize or eliminate potential harms?

Completeness: Have you included all required aspects of the assignment?

Turning in assignments: We will be using Google Classroom. Please do not use Microsoft Word for anything.

Readings:

All class readings will be in the form of online articles or selected book chapters that will be distributed to you.

All readings should be completed ***BEFORE CLASS*** begins.

Recommended (not required) books:

Geeks Bearing Gifts, by Jeff Jarvis. [Free online](#). This book formed the basis for our engagement journalism program.

The View from Somewhere, by Lewis Raven Wallace. If you haven't read the book assigned to you for orientation, I highly recommend doing it now. This is a powerful, beautifully written book on the limits of journalistic objectivity as traditionally practiced.

Elements of Journalism, by Bill Kovach and Tom Rosenstiel. This essential text outlines the core values of journalism.

Community-Centered Journalism by Andrea Wenzel

You are also strongly encouraged to read industry sites such as Nieman Lab (you can [subscribe](#) to their content), Poynter, CJR etc. American Press Institute has a great daily newsletter that compiles journalism news. You should also cultivate an intelligent Twitter feed or list of people who care about engagement and the future of news.

Diversity, equity, and inclusion

In the classroom and in the field, diversity—a word with many meanings and multiple interpretations—has many implications for successful journalism. Journalism that is more reflective of society begins with understanding one's own biases and questioning how we see people who differ from us in some regard. We should also examine patterns of news coverage that reflect larger cultural biases—how are different communities typically portrayed in media? Who is considered a reliable source? How do we as journalists treat sources from marginalized communities? How can we be less extractive and allow people to meaningfully participate in our work? Who are we leaving out?

This course asks you to seek out, interact with, understand, and serve people that often may be different from yourselves. You are expected to leave your zones of familiarity and to learn from diverse communities in real life and virtually around the world. It is our job to listen and learn and then serve not the needs we presume exist, but the needs we hear from people in communities.

Attendance and Punctuality

Attendance is mandatory. If you have a personal emergency of some kind, please notify the instructor. You are responsible for catching up on anything you missed, including important announcements about assignments etc.

Please get to class on time, and come back from breaks in a timely manner. Lateness in either case is disrespectful to your classmates and instructors, and being late repeatedly may impair your reputation, which is even more important than your grade.

Policy on late work

Deadlines are important in journalism; that's just the professional reality of this business. This isn't arbitrary - **often missing a deadline can be disastrous for the people you work with who need your work to be finished before they can do their own; editors can't do much without a draft.** And in some mediums it could result in a blank page rolling off the press or dead air. However, we all know that a variety of different issues may come up in your lives; they come up in ours. Sometimes all of us will be struggling and need more time; nothing, and I mean nothing, is more important than your health and safety.

Please do the best you can to meet deadlines, and if for some reason you can't meet one, **let me know before the deadline passes.** The *most important thing* in our profession is communication. If you just ghost your editors, you are going to be in very, very serious professional trouble.

If you let me know you need more time to complete an assignment, no problem. **There will be NO grade deduction.** If you ghost me, there will be a full one grade penalty for late work. Assignments turned in more than one week late without an extension will receive a zero.

Keep in mind that one reason we professors ask for timeliness is that we, like you, are also working very long hours and struggling with challenging conditions, and it can be really difficult to manage giving feedback on late assignments that are coming in at all times. Assignments are

also designed to build on each other, so if you get behind you aren't going to get the most out of the class.

Plagiarism

Plagiarism and fabrication are journalistic capital crimes. Our profession depends on our collective credibility to survive. All journalists suffer when one journalist steals copy, misrepresents the work of others as their own, makes up a quote or invents facts or characters. Plagiarism may involve copying and pasting text from a book or magazine without attributing the source, or lifting words, photographs, video or other materials from a social network and using them as your own. Please ask if you have any questions about how to distinguish between acceptable research and plagiarism. Egregious cases are referred to a disciplinary committee. Students have left our school—voluntarily and involuntarily—when confronted with evidence of such transgressions. In social media as in journalism, we expect students to cite and link to source material and give credit wherever it is due.

Course Schedule

****Please note: Schedule subject to change!*****

**** I am still adding things like guest speakers and specific assignments and might change the order of some things! We got a late breaking opportunity to do a collaborative project that we are still readjusting a few things for. Stay tuned. Don't print this out - I suggest pinning it in a tab on your browser or bookmarking instead.*****

Week 1, August 30

- Introductions and WELCOME!
- Syllabus, class policies and agreements etc.
- What IS engagement journalism? Why isn't all journalism engagement journalism?

Homework:

- **Weekly Medium post due Friday** reflecting what we did/discussed week one. You could

use this just to introduce yourself and reflect on your goals going into the program, and/or describe your own preferred definition of engagement journalism and why you think it's important. You will submit the link via Google Classroom.

- **Do the readings** under week two.
- Find an example of an engagement journalism project you find INSPIRING and [sign up for a week in which you will present this project to the class](#). If you are having trouble finding one: there are case studies on the [Gather website](#) (see menu under "Learn") or examples from our professors/alumni/former students on [our Medium page](#) (final presentations for each class are aggregated in individual posts and there are other posts describing various projects). Look up the Online Journalism Awards in Engaged Journalism. Check out organizations like Reveal, City Bureau, ProPublica, Outlier Media, Free Press, The City, Texas Tribune, KPCC, and more that are known for doing great engagement work. Do a little research about exactly what they did, what they learned, and what lessons you might be able to apply in your own work, jot down some notes and be prepared to present on the day you signed up for. **Presentations are informal and should last no more than 5-10 minutes. ALTERNATIVELY - (I just thought of this, haha) tell us about a engagement-relevant project you participated in - it doesn't have to be journalism, learning from other fields encouraged - and what you learned.**

Week 2, September 6

- Listening: The most crucial thing we do
- The strategies of listening: Listening Post Collective, information needs assessments

Read:

[Listening is a revolutionary act, part I and part II](#) by Jesse Hardman

[Community Information Needs Assessment Toolkit](#) A simplified version of the Listening Post Collective's process that was targeted to Covid-19 conditions, which aren't completely over! And a full sample [Info Needs Assessment Survey](#)

[The Transformative Possibilities of Community in Journalism](#) by Allen Arthur, class of 2016

[How a culture of listening strengthens reporting and relationships](#) by Cole Goins

[Don't Just Engage, Equip](#), by Darryl Holliday

[Journalists, whose feedback are you getting? And are you listening?](#) By Joy Mayer

KEY RESOURCES to bookmark:

[The Listening Post Collective](#) - Look over this website and bookmark it. Incredible resources!

[How to Listen Better](#) by Josh Stearns

Homework due:

- Weekly Medium post due Friday, Sept. 9 reflecting the readings/discussions/activities of week two - that is THIS WEEK, class of Sept. 6 on listening. Some optional prompts: If you know what community you are going to serve, how will you start your listening process there? What elements of the readings or discussion we had did you find most interesting or relevant? If you make it to the South Bronx by Friday, what did you learn so far?
 - Do the readings for Week 3 before our next class on Sept. 13
 - [South Bronx listening assignment](#) be prepared to discuss what you saw/learned in class next week.
-

Week 3, Sept 13

FIELD TRIP TO SOUTH BRONX LIBRARY

- Community mapping; more on listening

Homework:

- Weekly Medium post due Friday reflecting on the readings/discussions/activities of week three (class Sept. 13). Possible prompts: Taking what you are learning from your listening in the South Bronx, how might you begin to listen to the community you hope to serve in the program, and identify its problems, information needs, and assets? Or, share a few things you learned about the South Bronx from our field trip and the additional listening you did during class time.
- Do the readings for week four before the next class.
- Listening exercise, South Bronx. You can reflect on this in your Medium post if you would like, and we will discuss further next week.

Reading:

- [Mapping Tools for Community Journalism](#) by Cole Goins and Allison Lichter (you can just look over this slideshow to get a sense for some different community mapping strategies)
- [Stronger together: How journalism fits into civic infrastructure](#) by Fiona Morgan
- [Network mapping is a concrete method to include more voices in your reporting](#) by Elise Stolte
- [An intro to systems thinking for journalists](#)

Resource to bookmark:

[Apply a systems lens to your journalism](#) Many useful tools you can use going forward

Week 4, Sept. 20

- Design thinking - we will build on what we started learning about in orientation and also on what we've been doing in South Bronx
- Community organizing and journalism

Reminder, please come if you can! At 12:30pm, before class, a group from Voz das Comunidades, a community journal in Rio de Janeiro that operates in the city's favelas, will be visiting us.

Read:

[Design Thinking and Journalism Go Together. Here's How.](#) By Jennifer Brandel

[How do you redesign your education coverage? Start by doing your homework](#) by Ashley Alvarado

[The Crisis in Journalism Is a Wicked Problem](#) by Heather Chapman

[Using Design for Info Needs](#) - Journalism and Design

[What Journalists Can Learn from Organizers: A Guide](#) by Mike Rispoli and Alicia Bell

KEY RESOURCES TO BOOKMARK

[Guide to Journalism and Design](#) by Heather Chapman

Jeremy Caplan's [Design Thinking Resources](#)

[Dis/Organizing: How We Build Collectives Beyond Institutions a non-comprehensive community toolkit and report](#) by Rachel Kuo & Lorelei Lee

[Membership Puzzle Project](#) handbook - This is designed for newsrooms interested in pursuing a membership strategy - but SO MUCH of it applies to anyone interested in developing an engaged, collaborative newsroom.

Homework

- Weekly Medium post due Friday, September 23 reflecting on the readings/discussions/activities of week four (class Sept 20). Possible prompts: What did you take away from the design thinking exercise that you could apply to your future journalistic/community work? We didn't have time to discuss it in class (we'll come back to this) but what did you learn from the reading on what journalists can learn from community organizers? **You will NOT have Medium posts due the next week or the week after because we do not have class.**
- Do the readings for week seven before that class.
- **NEXT STEPS with your group on our design thinking process with our project the South Bronx.** Following the same process we did in our design exercise on Tuesday, work IN YOUR GROUPS to see if you can synthesize what you've learned there so far in your observations and interviews about the community's information needs (if you need to do more listening, please do) and DEFINE a meaningful challenge you want to take on. Then, brainstorm some ideas - ideas for stories, ways to help people access information, and approaches to covering a specific issue like, say, pollution or education.

Work together to pick out some of the best ideas that come out of that process. **You do not have to turn this in on Google Classroom, but you should have it ready to discuss for our next class on Oct. 11.** We will ultimately be sharing our results with the Mott Haven Herald/Hunts Point Express, The Point, and the craft class.

- **What community do you want to serve in this program?** Still not sure? That's okay, but let's start by at least writing some ideas down to focus your thoughts...hopefully your work in the reporting class has also helped. [Here's the tips doc I shared](#). Please post this in the Google Classroom - this can be informal! Give a little background about this community as you know it so far, and why you are choosing it. **Due before our next class, which is not until October 11!** We will be discussing in class, and we are also happy to discuss one-on-one.

Week 5, Sept 27 NO CLASS

Week 6, October 4 NO CLASS

I missed this holiday in the first version of the syllabus, so had to move a few things around as a result. Whoops

Week 7, October 11

- Objectivity, power and privilege
- Discussing our progress on the South Bronx assignment

Guest: Wesley Lowery - flight delayed, had to cancel

Read:

[The First Question for Journalism](#) by Heather Bryant

[Amateur: Who Gets To Decide How Trans Stories Are Told?](#) By Thomas Page McBee

[Objectivity Is a Privilege Afforded to White Journalists](#) by Pacinthe Mattar

[A Reckoning Over Objectivity, Led by Black Journalists](#) by Wesley Lowery

[Q&A With Anita Varma About Journalism That Builds Solidarity](#)

Also: The View from Somewhere by Lewis Wallace was assigned for orientation. If you didn't finish it, please do! If you weren't able to get the book, you can read the following Medium posts by the author, and also listen to at least a couple of episodes of the podcast, also called "View from Somewhere" and available wherever you get your podcasts.

[Objectivity is dead, and I'm okay with it](#) and [I was fired from my journalism job ten days into Trump](#) and [How Trans Journalists are Challenging—and Changing—Journalism](#) by Lewis Wallace

Homework:

- Weekly Medium post due Friday reflecting on the readings/discussions/activities of week seven (Class October 11). Possible, not required, prompts: How might some aspects of your identity inform your work as a journalist, but also what limitations in your worldview or assumptions might you need to work to be conscious of? Summarize our discussion and share some of your thoughts on how the way objectivity as it is often practiced in American journalism can be problematic, but also if there are any aspects of it that we do need to preserve? These were a rich set of readings, so feel free to react to anything you found provocative or interesting.
- Do readings for week eight (will update those asap as we are waiting to see if we need to move things around a little bit).
- Develop a Google Slides presentation on the idea(s) your group generated for ways the Mott Haven Herald/Hunts Point Express/craft class can better serve the South Bronx with journalism. Each group should share one presentation with us before class next week - please put all of your names on the presentation.

Week 8, Oct. 18

- Objectivity, power and privilege CONTINUED
- Social Media and engagement

Guest speaker: Wesley Lowery

Homework due:

- Weekly Medium post due Friday reflecting on the readings/discussions/activities of week eight. Some optional prompts: a)Share a few insights from Wesley's talk with us that struck you as particularly interesting or relevant. b)We discussed how communities have to have ways to determine membership and establish boundaries. Apply that to either the community you hope to serve, or a community you belong to. Are the boundaries explicit or implicit, formal or informal? Does the group want broad appeal or to maintain uniqueness from the mainstream? c)Expand on our discussion in class - what perspectives and lived experiences or identities do you bring to the community you will serve that will help you in your work with them, and what are some challenges or assumptions that you need to interrogate?
-

Week 9, October 25

- The Citizen's Agenda: Engagement Journalism and Electoral Politics
- Using prompts to collect community questions

Guest speaker, Tresa Udem, [PerryUdem](#)

(Please see my email for more info about Tresa)

Read:

[Want to be good for democracy? Be better at democracy](#) by Jennifer Brandel

[Key steps in the citizens agenda style of campaign coverage](#) by Jay Rosen

[Anti-Racist Table Stakes](#) (You will want to click through to the matrix) by Cierra Hinton - You can kind of skim this over, but it should give you some ideas - if you break down the public-powered story cycle described in the first reading, what might that look like in a more actionable way? Also, more expansively and well beyond election coverage, what does it take for your journalism to be anti-racist? This is one you will want to also bookmark for reference.

Homework:

- Weekly Medium post due Friday reflecting on the readings/discussions, activities of week 9. **Possible prompts:** Review some of the campaign coverage leading up to the midterm elections. How does this coverage serve - or not serve - democracy and citizen's needs? Does your community (either the one you live in, or the one you are working with in the program) have the information it needs to decide on who to vote for, based on some of its biggest concerns and issues?
- Do readings for Week 10
- **Brainstorm until you come up with some kind of short prompt that will allow you to collect answers to a specific question - or maybe collect questions - about things your community is curious about/needs to know that you, as an engagement reporter, could answer!** Designing the right prompt is harder than you might think, so spend some time on this, and test it out and iterate on the feedback you get. Once you have a good prompt, turn it into a poster and go to a public location where you could interact with your community - a park, outside of a library, or a subway station or similar. **AND/OR**, post your prompt online in a place where your community interacts - this might take some research. (H/T to Hearken!). Write up a little bit about what you learned, including about the process itself, and be sure to describe what you can do with this information going forward. Could you answer questions for the community? Could you pitch/write a story, or an Instagram post, or a Twitter thread (etc.)? Or, how will this inform your larger agenda going forward? Due next Tuesday before class.

Week 10, November 1

- Journalism and ethnographic methods

Guest speaker: Dr. Lisbeth Berbary, an associate professor in recreation and leisure studies at the University of Waterloo in Canada and an expert in qualitative methods.

Read:

Reading distributed to you via email!

Watch: [Creative Representations for Knowledge Mobilization](#) by Lisbeth Berbary

[What ethnography can teach us about better reporting](#) by Mandy Jenkins

Homework due:

- Weekly Medium post due Friday reflecting on the readings/discussions/activities of week 10. Possible prompts: What, generally, can you as a journalist learn from an ethnographer/qualitative researcher? The back half of the review packet describes a variety of interesting methodologies and interviewing techniques - do any of them sound particularly interesting or something you could incorporate in your work?
 - Do the readings for week 11
 - [Qualitative methods assignment](#) due next Tuesday before class.
-

Week 11, November 8

- Online communities, comments, and trolls
- Can journalism help to bridge divides through fostering informed dialogue?

Guest speaker: Meredith Clark

Read:

NEW: Please read first in honor of our guest! [#BlackTwitter](#) by Meredith Clark. You can also click through to the full Knight Foundation report if you would like. You are also encouraged to read some of her more recent work [that can be found here](#). The [#BlackTwitter](#) piece is just a good starting point if you aren't familiar with her work yet, but clearly a lot has transpired since 2018, and even in the past week.

[“So many times we forget to listen”: How Spaceship Media moderated a Facebook group of 400 political women without it going off the rails](#) by Christine Schmidt

[If your website is full of assholes, it is your fault](#) by Anil Dash. Yes, I know this post is over 10

years old, but the thing is...it's still relevant!

[Journalism across divides? Searching for insights from Kigali to Kentucky](#) by By Andrea

Wenzel, Anthony Nadler, Doron Taussig, and Natacha Yazbeck

KEY RESOURCES TO BOOKMARK:

[Coral Project Guides](#) incredibly useful resources for building good digital communities

[Online Harassment Field Manual](#)

- Weekly Medium post due Friday reflecting on the readings/discussions, activities of week 11. Possible prompts: What are some conflicts you see within people in your community and/or between your community and other communities? How might you navigate those conflicts or provide space for better conversations? How should you deal with possible trolls in your community, or other bad actors that might interfere in some way with your community? How can you protect vulnerable community members while still allowing them to meaningfully participate? Another option: Try out the [Weaver Conversation Guide](#) with someone in your community and practice the “looping” technique we discussed and write about what you learned.
- Do readings for Week 12

Week 12, Nov 15

- **Building trust and transparency**

Guest speaker, Danny Laplaza, engagement journalism '19 and EpicenterNYC

Read:

[Journalists can change the way they build stories to create organic news fluency](#) by Tom

Rosenstiel and Jane Elizabeth

[Show your work: The new terms for trust in journalism](#) by Jay Rosen. [Check out the examples](#) his

students have collected.

[Op-Ed: Why we need a rubric for assessing local news coverage of traditionally marginalized communities](#) By Letrell Deshan Crittenden

[How building trust with your audience is like dating](#) by Joy Mayer

KEY RESOURCES TO BOOKMARK:

[Trusting News](#) - Concrete, research-based tips on how you can build trust.

[Center for Media Engagement](#) Practical research on what kinds of engagement strategies really work to build credibility, written and presented in an accessible way

Homework due Sunday, November 21:

- NO MEDIUM POST THIS WEEK. If you want to do one for extra credit, please send me the link via email by Friday.
- Do readings for Week 13
- **Write a mission statement for your work with your community**, and/or for your personal philosophy of journalism. Be both big-picture and specific. Write for your community, not other journalists or professors. [Slideshow that may help](#). You will post this in Google Classroom. **Due next Tuesday.**
- Do a **brief info needs assessment with *at least* two people in your community** that you haven't talked to already. Ideally, you might see if there is some kind of virtual or real life event or location where you could connect with people - this would make it easier. Take a look at the [Listening Post Collective's template](#) and adapt it to your needs, keeping it simple and short for now - **you don't have to use ALL of these questions!** You can simply ask them the questions and record the answers - you don't have to hand them a survey to complete. Don't get too concerned right now about finding the "perfect" person to talk to - it's more important to start somewhere. Take detailed notes and save them, and also write up a brief summary of what you learned, including about the process. How will it inform your work going forward? **Due Tuesday Nov. 29.**

Week 13, Nov 22

- Solutions Journalism
- Complicating Narratives

Guest speaker: [Allen Arthur](#), class of 2016, online engagement manager for Solutions Journalism Network and winner of the Stephen B. Shepard Prize for Investigative Reporting from the Craig Newmark Graduate School of Journalism at CUNY.

[Complicating the Narratives](#) by Amanda Ripley and it's companion [22 Questions that 'Complicate the Narrative'](#)

[How to do great journalism on polarizing issues instead of making things worse](#)

KEY RESOURCE to bookmark:

[Solutions Journalism Toolkit](#)

Recommended Book: High Conflict by Amanda Ripley

Homework due :

- Weekly Medium post due **TUESDAY** reflecting on the readings/discussions, activities of week 13. **Possible prompts:** Many of us found the “Complicating the Narratives” piece particularly influential in our thinking. How can you complicate the narratives around your community?
 - Do readings for week 14
 - Don't forget about the info needs assessment assigned last week
-

Week 14, Nov. 29

- Journalism and events, why people gather, social capital
- Making our journalism less extractive

Guest: Jesenia De Moya Correa

[Introducing City Bureau's Community Engagement Guidelines](#)

[Why We Need a Working-Class Media](#) by Carla Murphy

[A Roadmap for Equitable Inclusion](#) by Heather Bryant

[Safe Spaces, Brave Spaces and Why We Gon' Be Alright](#)

[Why Black Media Matters Now](#)

Recommended book: The Art of Gathering

Resources to bookmark: [News and Brews Event Guide](#)

[Participatory Journalism Playbook](#) by jesikah maria ross **This is a REALLY useful resource**

Homework due:

- Weekly Medium post due Friday reflecting on the readings/discussions/activities of week 14. Think about what kinds of events or gatherings your community might find value in, and how you might design them in a way that creates a meaningful experience. The community engagement guidelines from City Bureau also might inspire you. You could also reflect on what you learned from Jesenia.
 - Do readings for week 15
 - Find some kind of Meetup/event/meeting/festival - anything, really! that is relevant to your community. This could be virtual or IRL. Attend not as a journalist with a set of specific questions or with the intention of writing a formal story about the event/meeting, but as an observer. What are people concerned about? What brings them together? Can you identify any group norms and/or expectations? Introduce yourself to people and explain why you are there and what your larger goals are. **Due Dec. 13.** This is kind of a two-fer in that it will give you some additional good grist for your final presentation and report.
-

Week 15, Dec 6

- New ways of reaching audiences beyond the story: texting, newsletters and more

Guest: [Isadora Varejao](#), class of 2019, engagement producer at Retro report

Read:

[By mass-texting local residents, Outlier Media connects low-income news consumers to useful, personalized data](#) by Christine Schmidt

[Lessons learned from community listening during a pandemic](#) by Fiona Morgan

[Journalist's Guide to Using Zoom for Community Engagement](#) by Max Resnik, class of 2017

[Something old, something new: How I used theater \(and a chatbot!\) to inform immigrant women about domestic violence](#) by Isadora Varejao, class of 2019

[How-to: Flyer for Community Engagement](#) by Mekdela Maskal, class of 2019

[How to Report Like a Social Journalist](#) by Bee Lockwood, class of 2019

Assignment:

- Weekly Medium post due Friday reflecting on the readings/discussions/activities of week

13. Possible prompt: What are some ways you might reach your community beyond the story? What evidence do you have that this might work? OKAY WE DID IN CLASS

- No readings for next week!
- Working on final reports/presentations
- Remember your assignment from last week re: Meetup/event/meeting/festival.

KEY RESOURCE:

[Participatory Journalism Playbook](#) by jesikah maria ross - mentioning again as it's related to this week as well.

Week 16, Dec. 13

- Workshopping/in class time for working on final reports/presentations
- Other things you want to discuss before we finish!

Homework due:

Final reports/presentations due next class.

Week 17, December 20

- Final presentations
- Class wrap up and close

If covid or other natural catastrophes of unknown origin permit, we will celebrate the end of the semester after class!

