

## SAMPLE COURSE OUTLINE

### Course Code, Number, and Title:

JOUR 2380: Civic Reporting

### Course Format:

[Course format may vary by instructor. The typical course format would be:]

Lecture 3 h + Seminar 0 h + Lab 0 h

**Credits:** 3

**Transfer credit:** For information, visit [bctransferguide.ca](http://bctransferguide.ca)

### Course Description, Prerequisites, Corequisites:

Students will use advanced journalism techniques, including social media, data visualization, mutli-platform presentation, and investigation, to develop story proposals and coverage of defined municipal beat. At the same time, they will learn about the roles and responsibilities of local government agencies.

Prerequisites: JOUR 1120, 1128, 1178, and 1188.

### Learning Outcomes:

Upon successful completion of this course, students will be able to:

- Identify the major local government agencies and describe their roles and responsibilities
- Describe the sources of income and the major issues for each level of local government
- Demonstrate an understanding of the interaction between levels of local government
- Predict the public sources of information needed to research civic issues
- Identify the key types of sources and documents needed by reporters operating an civic "beat"
- Develop and manage an identifiable civic "beat," where the student monitors potential emerging news, cultivates knowledgeable sources, and learns to prioritize reporting work
- Assess information from interviews and public documents to decide on news that is the most relevant and previously unreported
- Select the appropriate platform, tone, and length of message for different types of news and information
- Demonstrate skills in conveying information to the public about local government through current social media and other platforms as they evolve
- Compose news-story pitches on a regular basis that demonstrate the students' knowledge of current events in a "beat" area
- Repurpose material from other media, from public documents, and from self-generated pitches for social media
- -Create one major reporting project that combines two or three advanced-reporting techniques

snəwəyət̚ leləm̚ Langara College acknowledges that we are located on the unceded territory of the Musqueam people.

**Instructor(s): TBA**

**Office: TBA      Phone: 604 323 XXXX      Email: TBA**

**Office Hours: TBA**

**Textbook and Course Materials:**

[Textbook selection may vary by instructor. An example of texts and course materials for this course might be:]

Nieman Reports. "The beat goes on- its rhythm changes". Online.

Cribb, R. "Digging Deeper: A Canadian Reporters' Research Guide". Ontario. Oxford University Press.

Parks, Perry. "Making important new interesting: Reporting Public Affairs in the 21<sup>st</sup> century". Oak Park. Marion Street Press.

*Note: This course may use an electronic (online) instructional resource that is located outside of Canada for mandatory graded class work. You may be required to enter personal information, such as your name and email address, to log in to this resource. This means that your personal information could be stored on servers located outside of Canada and may be accessed by U.S. authorities, subject to federal laws. Where possible, you may log in with an email pseudonym as long as you provide the pseudonym to me so I can identify you when reviewing your class work.*

**Assessments and Weighting:**

**Final Exam %**

**Other Assessments %**

(An example of other assessments might be:) %

Quizzes/Tests: 10%

Assignments: 60%

Project: 20%

Participation: 10%

Additional Information:

Number of assignments: 12

Participation format: Students present story pitches verbally, bring information for the class about issues and experiences in reporting their beat, come prepared to ask questions of visiting speakers, attend classes regularly

Number and variety of writing assignments: Students post regularly on social media (usually Twitter and blogs), develop written story pitches, write stories that are then posted online

*This generic outline is for planning purposes only.*

Proportion of individual and group work:

Individual: 90%

Group: 10%

**Grading System:** Letter grade

Specific grading schemes will be detailed in each course section outline.

Passing grade: C-

**Topics Covered:**

[Topics covered may vary by instructor. An example of topics covered might be:]

Definition of civic reporting

Civic beats: What are they and how do reporters develop and manage them?

Social-media strategies for covering a beat

The art and science of pitching stories to editors from a beat

The roles, responsibilities, finances and major issues of school boards

The roles, responsibilities, finances and major issues of city councils and police boards

The roles, responsibilities, finances and major issues of regional authorities such as health authorities, transportation authorities and regional districts

Field trips to school board, council, police board, regional government

Relationships of federal and provincial governments with local authorities

Introduction to concepts of data visualization and graphic representations of beat material

Developing feature ideas for a civic beat

As a student at Langara, you are responsible for familiarizing yourself and complying with the following policies:

**College Policies:**

[E1003 - Student Code of Conduct](#)

[F1004 - Code of Academic Conduct](#)

[E2008 - Academic Standing - Academic Probation and Academic Suspension](#)

[E2006 - Appeal of Final Grade](#)

[F1002 - Concerns about Instruction](#)

[E2011 - Withdrawal from Courses](#)

**Departmental/Course Policies:**

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