**CMNS 300**  
**Communication**  
**3**  

**COURSE NAME/NUMBER**  
**FACULTY/DEPARTMENT**  
**UCFV CREDITS**  

**Introduction to the Practice of Journalism**

**CALENDAR DESCRIPTION:**  
Students will learn the fundamentals of news writing and reporting as demanded by newsrooms across all forms of media. The course is writing intensive and requires outside research (reporting) that includes interviewing and basic fact gathering. A wide variety of forms will be explored, from headline, lead, and caption writing to articles based on the coverage of news events. Students will also be able to try their hand at writing feature stories as well as assessing local reactions to national events and issues.

Note: This course is offered as CMNS 300 and JRNL 300. Students may take only one of these for credit.

**PREREQUISITES:**  
One of CMNS 125, CMNS 155, CMNS 175, or ENGL 105

**SYNONYMOUS COURSE(S):**

(a) Replaces:  
(b) Cross-listed with:  
(c) Cannot take:  

**TOTAL HOURS PER TERM:** 45

**STRUCTURE OF HOURS:**

| Lectures: | 15 Hrs |
| Seminar:  | 15 Hrs |
| Laboratory: | 15 Hrs |
| Field experience: | Hrs |
| Student directed learning: | Hrs |
| Other (specify): | Hrs |

**TRAINING DAY-BASED INSTRUCTION:**

Length of course:  
Hours per day:  

**OTHER:**

| Maximum enrolment: | 25 |
| Expected frequency of course offerings: | Annually (every semester, annually, every other year, etc.) |

**TRANSFER CREDIT EXISTS IN BCCAT TRANSFER GUIDE:**

- Yes  
- No

**WILL TRANSFER CREDIT BE REQUESTED? (lower-level courses only)**

- Yes  
- No

**WILL TRANSFER CREDIT BE REQUESTED? (upper-level requested by department)**

- Yes  
- No

**WILL TRANSFER CREDIT BE REQUESTED? (upper-level requested by department)**

- Yes  
- No

**COURSE IMPLEMENTATION DATE:** May 2009  
**COURSE REVISED IMPLEMENTATION DATE:** September 2010  
**COURSE TO BE REVIEWED:** January 2013 (four years after UPAC approval)  
**COURSE TO BE REVIEWED:** (month, year)

**OFFICIAL UNDERGRADUATE COURSE OUTLINE INFORMATION**

Students are advised to keep course outlines in personal files for future use.

Shaded headings are subject to change at the discretion of the department – see course syllabus available from instructor

---

Course designer(s): **Tom Konyves/Ken Fernstrom**

Department Head: **Lynn Kirkland Harvey**  
**Date approved:** November 2009

Supporting area consultation (Pre-UPAC)  
**Date of meeting:** December 4, 2009

Curriculum Committee chair: **Moira Kloster**  
**Date approved:** January 2010

Dean/Associate VP: **Eric Davis**  
**Date approved:** January 2010

Undergraduate Program Advisory Committee (UPAC) approval  
**Date of meeting:** January 29, 2010
LEARNING OUTCOMES:
Upon successful completion of this course, students will be able to:
- identify stories and gather facts
- select and organize information
- write news reports, columns, features and/or reviews in a clear, concise style
- articulate the unique role and responsibility of a journalist
- conduct interviews
- write a news story
- write a feature story
- write a column
- use professional standards of fairness, accuracy, context, truthfulness
- meet deadlines

METHODS: (Guest lecturers, presentations, online instruction, field trips, etc.)
Lecture, seminar, workshop, exercises, writing assignments.

METHODS OF OBTAINING PRIOR LEARNING ASSESSMENT RECOGNITION (PLAR):
☐ Examination(s) ☒ Portfolio assessment ☐ Interview(s)
☐ Other (specify): ☐ PLAR cannot be awarded for this course for the following reason(s):

TEXTBOOKS, REFERENCES, MATERIALS: [Textbook selection varies by instructor. An example for this course might be:]
The Canadian Reporter: News Writing and Reporting
2nd ed. McKercher and Cumming

The Canadian Press Stylebook

SUPPLIES / MATERIALS:

STUDENT EVALUATION: [An example of student evaluation for this course might be:]
In-class assignment 15%
News assignment 25%
Feature assignment 25%
Opinion assignment 25%
Group participation 10%

COURSE CONTENT: [Course content varies by instructor. An example of course content might be:]

Week 1
Introduction to the course and each other
What is journalism? What is news?
New, Interesting, and True: 11 factors that influence whether an event is newsworthy.
The role of the journalist: the public interest vs. what interests the public.

Week 2
Background: History and Development
Journalism and the evolution of societies: a mirror to the times; from the not-so-Free Press to the effects of Technology and the role of Unions. Reading assignment. AP Style and Copy Presentation Study Assignment.

Week 3-4
Hard News Reporting I
Journalist, Know Thy Sources: Primary and Secondary Sources of Information; Structure and Formulas: Writing Leads, Headlines and Cutlines; Ethics; Interview techniques; News Project 1,
formation of micro-newsrooms, Reporting Assignment; Reading assignment: Discussion.

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 5</td>
<td>Guest Speakers</td>
<td>Local reporters offer first-hand advice, discuss methods and strategies.</td>
</tr>
<tr>
<td>Week 6-7</td>
<td>Hard News Reporting II</td>
<td>Vetting: The Final Frontier; News Project 1: newsroom reports; discussion. The Art of Editing.</td>
</tr>
<tr>
<td>Week 8</td>
<td>Accent on Style</td>
<td>Different writing styles; identifying differences between news reports, editorial pieces and feature stories; micro-newsroom Project 2, Op-Ed; Reading assignment. CP Style test.</td>
</tr>
<tr>
<td>Week 9-10</td>
<td>News and Social Commentary</td>
<td>Project 2 newsroom reports; discussion; micro-newsroom Project 3, My Best Feature.</td>
</tr>
<tr>
<td>Week 11-13</td>
<td>Feature Writing</td>
<td>A Thousand Words: Why Photos Make a Difference; Project 3, Feature Presentations.</td>
</tr>
</tbody>
</table>