

# The University of Western Ontario

## Faculty of Information and Media Studies

### MIT 2154F – Journalism Practices and Principles Course Outline – Fall 2018

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Course Meeting Time: Fridays, 9:30am – 12:30pm

Course Meeting Location: FNB 2240

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Course Instructor: Jeff Heydon

Email: jheydon@uwo.ca

Office: TBD

Office Hours: Fridays 12:30pm – 1:30pm  
(by appointment)

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#### Land Acknowledgement

Western University is situated on the traditional territories of the Anishinaabeg, Haudenosaunee, Lunaapeewak and Attawandaron peoples who have longstanding relationships to the land and region of southwestern Ontario and the City of London. The local First Nation communities of this area include Chippewas of the Thames First Nation, Oneida Nation of the Thames, and Munsee Delaware Nation. In the region, there are eleven First Nation communities and a growing Indigenous urban population. Western values the significant historical and contemporary contributions of local and regional First Nations and all of the Original peoples of Turtle Island (North America).

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#### Course Description

At present, the importance of practiced, methodical and ethical journalism cannot be overstated. Alternative news sources have become the primary source of information about the outside world for a worrying number of people, media outlets themselves are increasingly tribalized, and the traditional economic mechanisms that drive news production and consumption are fading under the advance of social media and online systems of information delivery. Concerns regarding fake news and dirty geopolitical tricks permeate the public's current impression of journalism in Canada and elsewhere.

Through a series of case studies, this course will examine the good and the bad of journalism as a practice and as an industry. We will look at the ethical and political hazards and benefits of producing news. We will look at the current shape of the industry and how it appears to be changing radically from a 20<sup>th</sup>-century model rooted in broad distribution to a 21<sup>st</sup>-century model that is concerned with smaller publics and narrower focuses. We will consider how

journalists do what they do, for what reasons, and why the practice of journalism is of vital importance to a functioning democracy.

At the end of the term, students will have developed a broad impression of the work of journalism, its connection to the production and the preservation of culture, and what distinguishes journalism from other forms of mass communication.

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### Late Penalties

Assignments are due at the start of lecture on the due date. A digital copy must be uploaded to [Online System] prior to the start of class. A late penalty of 10% per day will accumulate until this condition is met. No work will be accepted later than one week after the due date.

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### Assignment Details

Written submissions must be typed in 12-point font and double-spaced.

The short paper must be 1,250 words long. It must be uploaded to OWL by the beginning of class on the due date. Details regarding the Short Paper will be provided after the fourth week of classes.

The research paper must be 2,500 words long and must be uploaded to OWL by the beginning of lecture on the due date. Details regarding the final paper will be provided after the mid-term.

Assignments submitted on weekends will not be counted as fully submitted until the department reopens on the following Monday.

Outlines for the written assignments will not be pre-approved. General questions about paper topics will be answered, but it is expected that students enrolled in a second-year MIT course will be capable of drafting a paper independently.

The participation grade is based on in-class participation. **Attendance will not, under any circumstances, be considered a substitute for participation and a lack of participation throughout the course – even if attendance is exemplary – will result in a grade of “o”.**

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### Teaching Methods

The course will operate on a seminar schematic. The student will be expected to complete the assigned readings and be ready to participate in discussion at class. Some additional texts and examples will be brought up in lectures to assist discussion and knowledge of those texts and examples will be on the mid-term exam.

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## Grading Schematic

| <b>Assignment</b> | <b>Due Date</b>          | <b>Weight</b> |
|-------------------|--------------------------|---------------|
| Midterm           | October 26 <sup>th</sup> | 25%           |
| Short Paper       | November 9 <sup>th</sup> | 15%           |
| Final Paper       | December 7 <sup>th</sup> | 40%           |
| Participation     | Ongoing                  | 20%           |

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## Email

Please allow a 48-hour turnaround for an email response. Any email correspondence must have MIT2154F in the subject headline. Use your Western email account ONLY. Do not send any assignments by attachment – they will be automatically deleted. Email me only at jheydon@uwo.ca (i.e., not at [Online System]). Keep your message brief and to the point. If you have a question about course content or ideas for an essay etc. that can't be answered in one sentence, request a meeting during my office hours. Assignment marks and final grades will not be relayed by email.

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## Electronics, Peripherals and Other Fun Shiny Stuff

Laptops are permitted but not encouraged for note-taking during lectures. Laptop use is prohibited during video screenings. Cell phone use is not permitted during class. This **includes text messaging**. Please ensure that your cell phone is turned off, not on vibrate, but OFF, and nowhere near your person. Anyone I observe surfing the web or texting during class will be asked to leave.

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## Course Materials

All required readings will be posted in .pdf format on OWL.

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## Course Schedule

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### The Introduction

Session 1  
September 7<sup>th</sup>

Thompson, Hunter S. (1967). Chapters 3 & 4. Hell's Angels. London: Penguin. 39-67.

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Session 2  
September 14<sup>th</sup>

The Context

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Habermas, Jürgen (2001). "The Public Sphere: An Encyclopedia Article." Media and Cultural Studies: Keywords. Eds. Meenakshi Gigi Durham and Douglas M. Kellner. London: Blackwell. 102-107.

Herman, Edward S. and Noam Chomsky (1988). "A Propaganda Model." Manufacturing Consent: The Political Economy of the Mass Media. New York: Pantheon. 1-35.

Ricketson, Matthew (2016). "When Slow News Is Good News: Book-length journalism's role in extending and enlarging daily news." Journalism. 10(4). 507-520.

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### The Landscape

Fahmy, Shahira and Thomas J. Johnson (2009). "How embedded journalists in Iraq viewed the arrest of *Al-Jazeera* reporter Taysir Alouni." Media, War & Conflict. 2(1). 47-65.

Session 3  
September 21<sup>st</sup>

Fishman, Jessica M. (2017). "Nationality and the 'Newsworthy' Image." Death Makes the News: How Media Censor and Display the Dead. New York: New York University Press. 129-149.

Handley, Robert L. and Lou Rutigliano (2012). "Journalistic field wars: defending and attacking the national narrative in a diversifying journalistic field." Media, Culture & Society. 34(6). 744-760.

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### The Proximity

Lutes, Jean Marie (2002). "Into the Madhouse with Nellie Bly: Girl Stunt Reporting in Late Nineteenth-Century America." American Quarterly. 54(2). 217-253.

Session 4  
September 28<sup>th</sup>

Lindner, Andrew M. (2009). "Among the Troops: Seeing the Iraq War Through Three Journalistic Vantage Points." Social Problems. 56(1). 21-48.

Pfau, Michael, Elaine M. Wittenberg, Carolyn Jackson, Phil Mehringer, Rob Lanier, Michael Hatfield, and Kristina Brockman (2005). "Embedding Journalists in Military Combat Units: How Embedding Alters Television News." Mass Communication & Society. 8(3). 179-195.

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### The Sources

Session 5  
October 5<sup>th</sup>

Oliver, Kendrick (2003). "Atrocity, Authenticity and American Exceptionalism: (Ir)rationalising the Massacre at My Lai." Journal of American Studies. 37(2). 247-268.

Hermann, Anne Kirstine (2014). "Ethnographic Journalism." Journalism. 17(2). 260-278.

Feldstein, Mark (2014). "Wallowing in Watergate: Historiography, Methodology, and Mythology in Journalism's Celebrated Moment." 31(4). 550-570.

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### The Owners

Session 6  
October 19<sup>th</sup>

Johnson, Joy (2009). "The New Politics of Media Ownership." Renewal: A Journal of Labour Politics. 17(4). 67-74.

Kellner, Douglas (2012). "The Murdoch media empire and the spectacle of scandal." International Journal of Communication. 6. 1169-1200.

Hunter, Andrea and Jacqueline Di Bartolomeo (2018). "'We're a movement': Crowdfunding, journalism and feminism." Feminist Media Studies. 16 February, 2018. 1-15.

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Session 7  
October 26<sup>th</sup>

### The Midterm

**\*\*\* In-Class Midterm Exam \*\*\***

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Session 8  
November 2<sup>nd</sup>

### The Morality

Petley, Julian (2012). "The Leveson Inquiry: Journalism ethics and press freedom." Journalism, May 2012, Vol.13(4), pp.529-538

Thomas, Ryan J. and Teri Finneman (2014). "Who Watches The Watchdogs?: British newspaper metadiscourse on the Leveson Inquiry." Journalism Studies. 15(2). 172-186.

Jones, Paul K. (2012) "The moment of Leveson: Beyond 'First

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Amendment fundamentalism' in news regulatory policies." Pacific Journalism Review. 18(2). 51-67.

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The Whistleblowers

Woodall, Angela (2018). "Media capture in the era of megaleaks." Journalism. 19(8). 1182-1195.

Qin, Jie (2015). "Hero on Twitter, Traitor on News: How Social Media and Legacy News Frame Snowden." The International Journal of Press/Politics. 20(2). 166-184.

Session 9  
November 9<sup>th</sup>

Di Salvo, Philip and Gianluigi Negro (2016). "Framing Edward Snowden: A comparative analysis of four newspapers in China, United Kingdom and United States." Journalism. 17(7). 805-822.

Mortensen, Mette (2014). "Who Is Surveilling Whom? Negotiations of surveillance and sousveillance in relation to WikiLeaks' release of the gun camera tape Collateral Murder." Photographies. 7(1). 23-37.

**\*\*\* Short Paper Due \*\*\***

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The 'Fake'

Jang, S. Mo and Joon K. Kim (2018). "Third person effects of fake news: Fake news regulation and media literacy interventions." Computers in Human Behavior. 80. 295-302.

Khaldarova, Irina and Mervi Pantti (2016). "Fake News: The narrative battle over the Ukrainian conflict." Journalism Practice. 10(7). 891-901.

Session 10  
November 16<sup>th</sup>

Brummette, John, Marcia DiStaso, Michael Vafeiadis, and Marcus Messner (2018). "Read All About It: Fake Politicization of 'Fake News' on Twitter." Journalism & Mass Communication Quarterly. 95(2). 497-517.

Glassner, Barry (1999). "Crime in the News: Tall Tales and Overstated Statistics." The Culture of Fear: Why Americans Are Afraid of the Wrong Things. New York: Basic Books. 22-49.

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### The Vulnerability

Session 11  
November 23<sup>rd</sup>

Perreault, Gregory P. and Tim P. Vos (2018). "The GamerGate controversy and journalistic paradigm maintenance." Journalism. 19(4). 553-569.

Adams, Catherine (2018). "'They Go for Gender First': The Nature and Effect of Sexist Abuse of Female Technology Journalists." Journalism Practice. 12(7). 850-869.

Braithwaite, Andrea (2016). "It's About Ethics in Games Journalism? Gamergaters and Geek Masculinity." Social Media + Society. October-December 2016. 1-10.

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### The New Stuff

Session 12  
November 30<sup>th</sup>

Paulssen, Steve and Evelien D'heer (2013). "Using Citizens for Community Journalism: Findings from a hyperlocal media project." Journalism Practice. 7(5). 588-603.

Kaufhold, Kelly, Sebastian Valenzuela, and Homero Gil de Zúñiga (2010). "Citizen Journalism and Democracy: How User-Generated News Use Relates to Political Knowledge and Participation." Journalism & Mass Communication Quarterly. 87(3-4). 515-529.

Decillia, Brooks and Patrick McCurdy (2016). "The Sound of Silence: The Absence of Public Service Values in Canadian Media Discourse About the CBC." Canadian Journal of Communication. 41. 547-567.

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### The Conclusion

Session 13  
December 7<sup>th</sup>

No Readings.

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**\*\*\* Final Paper Due \*\*\***

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# NOTES FROM THE FIMS DEAN'S OFFICE

Fall 2018

## Rights and Responsibilities

The conditions governing a student's ability to pursue their undergraduate education at Western are ratified by Senate and can be found on the Academic Policies section of the University Secretariat:

[http://www.uwo.ca/univsec/academic\\_policies/rights\\_responsibilities.html](http://www.uwo.ca/univsec/academic_policies/rights_responsibilities.html)

## Statement on Academic Offences

Scholastic offences are taken seriously and students are directed to read the appropriate policy, specifically, the definition of what constitutes a Scholastic Offence, at the following Web site:

[http://www.uwo.ca/univsec/pdf/academic\\_policies/appeals/scholastic\\_discipline\\_undergrad.pdf](http://www.uwo.ca/univsec/pdf/academic_policies/appeals/scholastic_discipline_undergrad.pdf)

## Plagiarism

Students must write their essays and assignments in their own words. Whenever students take an idea, or a passage from another author, they must acknowledge their debt both by using quotation marks where appropriate and by proper referencing such as footnotes or citations. Plagiarism is a major academic offence.

All required papers may be subject to submission for textual similarity review to the commercial plagiarism detection software Turnitin under license to the University for the detection of plagiarism. All papers submitted for such checking will be included as source documents in the reference database for the purpose of detecting plagiarism of papers subsequently submitted to the system.

## Accommodation Policies

Students with disabilities work with Services for Students with Disabilities (SSD) which provides recommendations for accommodation based on medical documentation or psychological and cognitive testing. The accommodation policy can be found here:

[http://www.uwo.ca/univsec/pdf/academic\\_policies/appeals/accommodation\\_disabilities.pdf](http://www.uwo.ca/univsec/pdf/academic_policies/appeals/accommodation_disabilities.pdf)

## Medical Consideration

Students seeking academic consideration on medical grounds for any missed tests, exams, participation components and/or assignments worth **10% or more of their final grade** must apply to the Academic Counselling

office of their home Faculty and provide documentation in the form of a [Student Medical Certificate](#). It will be the Dean's Office that will determine if consideration is warranted.

For work worth **less than 10% of the final grade**, the instructor will consider requests for academic consideration on medical grounds made in a timely manner in writing or by appointment in office hours. Such requests need not be accompanied by documentation. The instructor may decide to require documentation be submitted to the appropriate Academic Counselling office.

Students should also note that individual instructors are not permitted to receive documentation directly from a student, whether in support of an application for consideration on medical grounds, or for other reasons. **All documentation must be submitted to the Academic Counselling office of a student's home Faculty.**

For Western University policy on consideration for medical illness, see:

[http://www.uwo.ca/univsec/pdf/academic\\_policies/appeals/accommodation\\_illness.pdf](http://www.uwo.ca/univsec/pdf/academic_policies/appeals/accommodation_illness.pdf) and for the Student Medical Certificate (SMC), see:

[http://www.uwo.ca/univsec/pdf/academic\\_policies/appeals/medicalform.pdf](http://www.uwo.ca/univsec/pdf/academic_policies/appeals/medicalform.pdf)

## Compassionate Accommodation

Academic accommodation (extensions, makeup tests and exams, additional assignments etc.) may be given to students on compassionate grounds. The situations for which compassionate accommodation can be given must be serious, including significant events such as death in the immediate family, trauma (fire, robbery, harassment, muggings, car accidents, etc.) or emergency situations. Documentation is required.

If a member of your immediate family is seriously ill, obtain a medical certificate from the family member's physician and submit the documentation to your Academic Counsellor. If you have been involved in a severe accident, fire or some other exceptional crisis, obtain a copy of the police report or be prepared to provide the necessary documentation upon request. Generally, for deaths within a student's immediate family (parents, guardians, caregivers, siblings, spouses), bereavement leave is granted, upon provision of documentation. For deaths within a student's extended family, academic accommodation is given for one to three days, upon provision of documentation. Students seeking additional bereavement leave should contact their Academic Counsellors with valid documentation.

## Religious Accommodation

Students should consult the University's list of recognized religious holidays, and should give reasonable notice in writing, prior to the holiday, to the Instructor and an Academic Counsellor if their course requirements will be affected by a religious observance. Additional information is given in the [Western Academic Calendar](#).

## FIMS Undergraduate Grading Policy

The MIT, MPI and MTP programs now have the following class average policy:

- Normally, first year courses required for entry into an MIT or MPI module (MIT 1020E and MIT 1025F/G) are expected to have a course average between 68-72%.
- Normally, second year required courses (MIT 2000, 2100, 2200, 2500) are expected to have a course average between 70 and 75%.
- Normally, third year required courses (MIT 3000, 3100) are expected to have a course average between 72 and 77%.

**Elective courses and 4<sup>th</sup> year seminars have no recommended course averages.**

## Support Services

Students who are in emotional/mental distress should refer to Mental Health@Western for a complete list of options about how to obtain help.

<http://www.uwo.ca/uwocom/mentalhealth/>

## SUPPORT SERVICES – LINKS

Office of the Registrar:

[www.registrar.uwo.ca](http://www.registrar.uwo.ca)

Student Development Centre:

[www.sdc.uwo.ca](http://www.sdc.uwo.ca)

Psychological Services:

[www.sdc.uwo.ca/psych](http://www.sdc.uwo.ca/psych)

Services for Students with Disabilities:

[www.sdc.uwo.ca/ssd](http://www.sdc.uwo.ca/ssd)

Accessibility Information:

[www.accessibility.uwo.ca/](http://www.accessibility.uwo.ca/)

Writing Support Centre:

[www.sdc.uwo.ca/writing](http://www.sdc.uwo.ca/writing)

Learning Skills Services:

[www.sdc.uwo.ca/learning](http://www.sdc.uwo.ca/learning)

Indigenous Services:

<http://indigenous.uwo.ca/>

International and Exchange Student Centre: [www.sdc.uwo.ca/int](http://www.sdc.uwo.ca/int)

Career Centre at Western:

[www.success.uwo.ca/careers/](http://www.success.uwo.ca/careers/)



## Appendix A: Suggested Grade Ranges in MIT, MPI and MTP

### Guidelines to the MIT Grade Range

These guidelines are benchmarks, and are not to be followed as rigid regulations. They will be adjusted as appropriate to take into account the level of the course and any specific instructions given by a professor. As well, competency in English language usage (including spelling and grammar) may be taken into account in the assignment of grades by individual instructors. Note that the 70-79 grade range is broken into two divisions, as this is the grade range into which a large number of students fall.

#### 90-100 (Outstanding, A+)

The report shows sparkling originality and exhibits a high degree of critical analysis of the topic. Sophisticated synthesis and analysis of the theoretical and conceptual dimensions of the topic are demonstrated. Mastery of complex material and ideas is immediately evident. The topic is treated with sensitivity and subtlety of thought. The quality of the writing and background research is exemplary.

#### 80-89 (Excellent, A)

The report shows originality and exhibits a high degree of critical analysis of the topic; it gets to the heart of the matter with comments and/or questions. It is clearly focused and logically organized. The quality of writing makes the report immediately understandable. Mastery of complex material and ideas is demonstrated. The report is of appropriate length, while preserving the priorities and emphasis of the material, so that the result is meaningful, not simplistic.

#### 75-79 (Very Good, B+)

The report shows above average analysis, critical thinking and independent thought. Claims are supported by ample evidence and the components of the topic are well-researched and presented. The topic is addressed in reasonable depth and/or breadth and covers material appropriate to the course. The analysis is organized around focal points and the argument is easily followed. The report demonstrates an above average ability to write in an intelligible style and to condense material meaningfully and with a concern for priorities of that material.

#### 70-74 (Good, B)

The report shows an attempt at analysis and critical thinking. Claims are supported by reasonable evidence. The topic is addressed in some depth and/or breadth, with references to the appropriate literature and course material. The analysis is organized around focal points. The report is generally well written and well argued.

#### 60-69 (Competent, C)

The report demonstrates adequate comprehension of the topic. The report is on topic and is a reasonable summary of material covered in the course, but goes no further. Facts are stated accurately; the quality of writing is sufficiently intelligible with enough elaboration and enough connections made between ideas to permit a reader to understand the point of the report.

#### 50-59 (Marginal, D)

The report shows less than adequate comprehension of the topic and of the material covered by the course. The report is a less than adequate summary of sources and/or is considerably off-topic. Facts are stated inaccurately or ambiguously; the writing style is difficult to follow; there is insufficient elaboration to permit reader's comprehension of relations among ideas; little judgment is shown in selecting detail for inclusion in the report.

#### Below 50 (Unacceptable, F)

The report demonstrates a failure to comprehend the topic. The material is disorganized and unintelligible. The report clearly does not meet the minimal requirements of the assignment.

## Appendix B: Guidelines of Academic Appeals for FIMS Students

### Grounds for Appeal:

The Faculty of Information and Media Studies does not view the appeals process as an opportunity for students to solicit a second opinion on a grade assigned to a particular piece of work. Appeals must pertain to the final grade in a course, and will only be entertained if sufficient grounds for appeal can be met, including: medical or compassionate circumstances, a defect in the evaluation process, bias, inaccuracy or unfairness.

### Stages in the Appeals Process:

**The first stage of the process is a discussion of the disputed grade with the appropriate Teaching Assistant (if applicable), and subsequently, the course Instructor.** For grades assigned to individual assignments, essays, lab reports, projects and tests completed throughout the term, the student first must appeal to the Teaching Assistant or Instructor of the course, within three weeks of the date on which the Instructor or Teaching Assistant returned the assignments to the class. The Appeals Committee will not hear any further appeals about the final grade in any course unless this first step has been taken.

**If completion of the first stage has not resolved the matter, the student may appeal the final grade in the course to the FIMS Appeals Committee.** Appeals of final grades must be **within the time frame indicated in the Undergraduate Calendar.** It is the student's responsibility to ensure that the appeal is submitted within the deadline. The student shall submit a formal letter to the FIMS Appeals Committee outlining the grounds for the appeal, the remedy sought and relevant materials including the information about when and with whom (Teaching Assistant and/or Instructor) the student met, as described in Stage 1. If the appeal involves a request for work to be regraded, the original marked work and a clean copy (if possible) must be included. If the appeal is commenced once the deadline has passed, it will not be considered either by the Appeals Committee or by the Associate Dean.

### **The FIMS Appeals Committee has the discretion to determine whether the grounds for appeal have been met.**

If the Committee deems that the reasons for the appeal are not legitimate, the Associate Dean will be informed. The appeal will be terminated and the student will be informed.

### **If the Committee decides that the grounds for appeal have been met, the following steps will be taken:**

1. the course Instructor will be shown the appeal letter and offered an opportunity to make a written response;
2. if work is to be regraded, a reader will be appointed who is competent in the area in question and was not involved in the assignment of the original mark. The reader will consider the work in question and will arrive at an independent evaluation. If there is a large discrepancy between the original mark and the regraded mark, a second reader may be appointed by the Committee. **If the appointed reader(s) arrive at a grade within five marks of the original, the original grade will stand.**

### **The FIMS Appeals Committee will review the evidence and will make a recommendation on the case to the Associate Dean Undergraduate.**

The Associate Dean Undergraduate will consider the recommendation from the Appeals Committee, and will make a decision. The student and the instructor will be notified promptly and in writing by the Associate Dean of the decision and of the change in grade, if any. Within the Faculty of Information and Media Studies, the Associate Dean's decision on the matter is final.

Further appeals are possible under certain circumstances to the Senate Review Board Academic (for Undergraduate students) or to the Faculty of Graduate Studies (for Graduate students) but the student should carefully consult the guidelines regarding such Appeals.