



CIEE Prague, Czech Republic

Course Name:	International Reporting
Course Number:	JOUR 3001 PRAG
Programs offering course:	CES, CNMJ
Language of instruction:	English
U.S. Semester Credits:	3
Contact Hours:	45
Term:	Spring 2020

Course Description

This hands-on, practical journalism course provides an unrivaled opportunity to learn the craft of the foreign correspondent right here in the Czech Republic. You will discover what makes foreign reporting different from domestic reporting by DOING IT. That means focusing on the issues foreign reporters frequently cover in the Czech Republic and other transitional countries including education, health, gender, history, the arts, corruption, politics, drugs, minorities, tourism, and intriguing personalities. You will have a chance to fine-tune your news and feature writing, reporting and interviewing skills in four well-researched articles. We will continuously review current foreign reportage in a variety of media to see what we can glean from the best and the worst. Stimulating debates on style, ethics, and story structure are guaranteed. Guest speakers will be real, live foreign correspondents from outlets such as Bloomberg, the Wall Street Journal, and the BBC. There will be visits to political hot spots (Parliament, Radio Free Europe) and possibly other sites representing journalistic areas of interest. The class is covered via lectures, reading material, class speakers, discussion, and exciting field trips.

SPECIAL NOTE: This class is by necessity a hybrid, addressing the needs, experience and abilities of journalism majors as well as non-journalism majors. To try to accommodate both groups, we will review some basic reporting and writing techniques. However, non-journalism majors are expected to consult the instructor and do extra reading if needed to establish their knowledge of journalism fundamentals and style. Those with no journalistic writing experience will be graded on their level of improvement in the course and need not worry about their lack of journalism background.

FLEXIBILITY: Changes in class topics and special events reflect the unpredictability of the news cycle. You might get a note from me 24 hours before class that we are going to meet at a ministry or school instead of in the classroom. Those who are seeking a class where the syllabus is followed word for word with few surprises should probably not enroll in this course.

Learning Objectives

By the end of this course the students will be able to:

- apply the basic reporting skills of a foreign correspondent
- apply the basic journalistic writing skills of a foreign correspondent
- apply interviewing techniques used by foreign correspondents
- use research and networking skills applied by foreign correspondents



- complete four articles using the above skills and techniques.”

Course Prerequisites

Students should have an interest in learning how to write in a non-academic style within the requirements of journalistic practice. The class requires initiative outside the classroom to chase down interviews and contact interviewees. Students should be motivated to develop contacts and interview total strangers with their professor's support.

Methods of Instruction

You will develop journalistic skills through practicing reporting, writing, and interviewing. We will conduct mock interviews in class as well as street interviews. Classroom work is based mostly on discussion of articles and techniques as well as lectures about hot journalistic topics such as minorities and education for foreign correspondents within the Czech context. We will meet top journalists in the country at Bloomberg, Reuters, BBC, and Radio Free Europe. We will also meet top politicians at the Senate and gain an understanding of Czech life in terms of human rights and education. Students will have a chance to pursue their area of interest by contacting politicians, environmentalists, artists, and whomever is appropriate for a timely journalistic endeavor. The class style is provocative, proactive, and participatory. We workshop our written assignments in class to foster improvement. We read articles by the best professionals in class to dissect their style and apply their methods to our own work.

Assessment and Final Grade

- Class participation/preparation (showing awareness of readings in class): 20%
- Article 1: Short news: 10%
- Article 2: Profile: 20%
- Article 3: Short Feature: 20%
- Article 4: Rewrite of Feature /Profile: 30%

Course Requirements

Students are required to write a practice news article as well as a graded news article (both 500-600 words) about a current development in the Czech Republic that includes quotations garnered from interviews as well as background information obtained through research. This is usually done in a group so that students can help each other with interviews. Students are also required to write a profile article of a Czech person of interest and a feature article on a social trend. Both stories require in-person interviews with experts as well as subjects who are making waves in Czech society. We work together as a class to find appropriate interviews. At the end of the semester students must rewrite either their profile or feature for their final project.

Homework assignments consists of both assigned READINGS and RESEARCH. Although the assigned reading might consist of 5-20 pages a week, you will be required to pursue reading material via the Web on your own as part research for your articles. The research requires seeking out past articles on relevant subjects. There is reading for every class (see below) as well as some practice exercises per the syllabus.



All readings are REQUIRED. Readings are to be done before the following class. In addition to the readings, you will be required to monitor foreign news reports in on-line and in magazines and newspapers. STUDENTS MUST READ RADIO PRAGUE (radio.cz) and THE PRAGUE MONITOR EVERY DAY. ALSO SEE Aktualne, <http://aktualne.centrum.cz/czechnews/>, THE ENGLISH-LANGUAGE SECTION. CHECK OUT THE PRAGUE POST (WEEKLY) AND POSTS ON PRAGUE.TV AND EXPATS.CZ TO FIND OUT HOT TOPICS. THERE WILL BE REGULAR QUIZZES ON WHAT IS COVERED IN THE PRAGUE MONITOR, www.praguemonitor.com.

CIEE Prague Class Participation Policy

Assessment of students' participation in class is an inherent component of the course grade. Participation is valued as **meaningful contribution in the digital and tangible classroom**, utilizing the resources and materials presented to students as part of the course. Students are required to actively, meaningfully and thoughtfully contribute to class discussions and all types of in-class activities throughout the duration of the class. Meaningful contribution requires students to be prepared, as directed, in advance of each class session. This includes valued or informed engagement in, for example, small group discussions, online discussion boards, peer-to-peer feedback (after presentations), interaction with guest speakers, and attentiveness on co-curricular and outside-of-classroom activities.

Students are responsible for following the course content and are expected to ask clarification questions if they cannot follow the instructor's or other students' line of thought or argumentation.

The use of electronic devices is only allowed for computer-based in-class tests, assignments and other tasks specifically assigned by the course instructor. Students are expected to take notes by hand unless the student is entitled to the use of computer due to his/her academic accommodations. In such cases the student is required to submit an official letter issued by his/her home institution specifying the extent of academic accommodations.

Class participation also includes students' active participation in Canvas discussions and other additional tasks related to the course content as specified by the instructor.

Students will receive a partial participation grade every three weeks.

CIEE Prague Attendance Policy

Regular class attendance is required throughout the program, and **all absences are treated equally regardless of reason** for any affected CIEE course. Attendance policies also apply to any required co-curricular class excursions or events, as well as Internship.

Students who transfer from one CIEE class to another during the add/drop period will not be considered absent from the first session(s) of their new class, provided they were marked present for the first session(s) of their original class. Otherwise, the absence(s) from the original class carry over to the new class and count against the grade in that class.

Missing classes will lead to the following penalties:



90-minute semester classes:

<i>Number of 90-minute classes</i>	<i>Equivalent percentage of the total course hours missed</i>	<i>Minimum penalty</i>
one to two 90-minute classes	up to 10%	no penalty
three 90-minute classes	10.1–15%	reduction of the final grade by 3%
four 90-minute classes	15.1–17%	reduction of the final grade by 5%; written warning
five 90-minute classes	17.1–20%	reduction of the final grade by 7%; written warning
six and more 90-minute classes	more than 20%	automatic course failure and possible expulsion

180-minute semester classes:

<i>Number of 180-minute classes</i>	<i>Equivalent percentage of the total course hours missed</i>	<i>Minimum penalty</i>
one 180-minute class	up to 10%	no penalty
two 180-minute classes	10.1–20%	reduction of the final grade by 5%; written warning
three and more 180-minute classes	more than 20%	automatic course failure and possible expulsion

Persistent absenteeism (students approaching 20% of the total course hours missed, or violating the attendance policy in more than one class) will result in a written warning, a notification to the student’s home school, and possibly a dismissal from the program.

Missing more than 20% of the total class hours will lead to a **course failure**, and **potential program dismissal**. This is a CIEE rule that applies to all CIEE courses and is in line with the Participant Contract that each CIEE student signs before arriving on-site.

Late arrival to class will be considered a partial (up to 15 minutes late) or full (15 or more minutes late) absence. **Three partial absences due to late arrivals will be regarded as one full class absence.**

Students must notify their professor and Program Coordinators (PC) beforehand if they are going to miss class for any reason and are responsible for any material covered in class in their absence.



If missing a class during which a test, exam, the student's presentation or other graded class assignments are administered, **make-up assignment will only be allowed in approved circumstances**, such as serious medical issues. In this case, the student must submit a local doctor's note within 24 hours of his/her absence to the PC, who will decide whether the student qualifies for a make-up assignment. Doctor's notes may be submitted via e-mail or phone (a scan or a photograph are acceptable), however **the student must ensure that the note is delivered to the PC.**

Should a truly **extraordinary situation** arise, the student must contact the PC immediately concerning permission for a make-up assignment. Make-up assignments are not granted automatically! The PC decides the course of action for all absence cases that are not straightforward. **Always contact the PC with any inquiry about potential absence(s) and the nature thereof.**

Personal travel (including flight delays and cancelled flights), handling passport and other document replacements, interviews, volunteering and other similar situations are not considered justifiable reasons for missing class or getting permission for make-up assignments.

For class conflicts (irregularities in the class schedule, including field trips, make-up classes and other instances), **always contact the Academic Assistant** to decide the appropriate course of action.

Course attendance is recorded on individual Canvas Course Sites. **Students are responsible for checking their attendance regularly to ensure the correctness of the records.** In case of discrepancies, students are required to contact the Academic Assistant **within one week of the discrepancy date** to have it corrected. Later claims **will not** be considered.

CIEE staff does not directly manage absences at FAMU and ECES, but they have similar attendance policies and attendance is monitored there. Grade penalties may result from excessive absences.

CIEE Academic Honesty Policy

CIEE subscribes to standard U.S. norms requiring that students exhibit the highest standards regarding academic honesty. Cheating and plagiarism in any course assignment or exam will not be tolerated and may result in a student failing the course or being expelled from the program. Standards of honesty and norms governing originality of work differ significantly from country to country. We expect students to adhere to both the American norms and the local norms, and in the case of conflict between the two, the more stringent of the two will preside. Three important principles are considered when defining and demanding academic honesty. These are related to the fundamental tenet that one should not present the work of another person as one's own.

The first principle is that final examinations, quizzes and other tests must be done without assistance from another person, without looking at or otherwise consulting the work of another person, and without access to notes, books, or other pertinent information (unless the professor has explicitly announced that a particular test is to be taken on an "open book" basis).



The second principle applies specifically to course work: the same written paper may not be submitted in two classes. Nor may a paper for which you have already received credit at your home institution be submitted to satisfy a paper requirement while studying overseas.

The third principle is that any use of the work of another person must be documented in any written papers, oral presentations, or other assignments carried out in connection with a course. This usually is done when quoting directly from another's work or including information told to you by another person. The general rule is that if you have to look something up, or if you learned it recently either by reading or hearing something, you have to document it.

The penalty ranges from an F grade on the assignment, failure in the course to dismissal from the program. The Academic Director is consulted and involved in decision making in every case of a possible violation of academic honesty.

Weekly Schedule

Week 1

Class 1

Overview of course

Review of topics frequently fodder for foreign news articles

The categories: hot news, feature/trend, profile, first-person

Reading: "Foreign Correspondence in Flux," The Yale Globalist, 2011; "The World in Eight Weeks," Johns Hopkins Magazine, 2009; "Citizen journalism, Foreign correspondents, Amateur journalists create jobs for professional ones," The Economist, 2013 ALSO START READING PRAGUE.MONITOR.COM, YOU WILL BE QUIZZED IN NEXT CLASS!!!!

Class 2

Where do reporters abroad get their ideas? How do you give a foreign story context for a U.S. reader? Sources and resources: The pitfalls for foreign reporting.

Reading:

"The Power of Leads," "The Nut Graf, part 1," "Writing from the Top Down," "Putting Endings First," "Unmuddling Middles," Poynter.org, 2014

"The Second-Day Lead and Other Variations," INTRODUCTION TO NEWSPAPER AND ONLINE JOURNALISM AT THE KING'S UNIVERSITY COLLEGE, CANADA

Week 2

Class 1



Basic news writing tips and interviewing tips for international reporting

Reading: - "Politics and the English Language," George Orwell, *Horizon*, April 1946; *Words and Phrases Commonly Misused*, The Elements of Style, 1918; *Basic News Writing*, Ohlone College, Journalism Department; "Czechs See Peril in a Bootleg Bottle," *New York Times*, 2012

Class 2

Street interviews!

Let's get out there and talk to strangers!

13 SIMPLE JOURNALIST TECHNIQUES FOR EFFECTIVE INTERVIEWS, MATDORNETWORK.COM

PRACTICE NEWS STORY, 500-800 words (NOT GRADED) IS DUE SUNDAY AT MIDNIGHT

Week 3

Class 1

PAPER DISCUSSIONS -- LET'S LEARN TOGETHER HOW TO CRAFT A NEWS STORY BASED ON YOUR DRAFT!

HOMEWORK: START RESEARCHING YOUR PROFILE ARTICLES!

Class 2: IN CLASS INTERVIEWS WITH RAs!!!!

Week 4

Class 1

FIELD TRIP TO A REAL NEWSROOM, REUTERS OR BLOOMBERG

Reading: INTERNATIONAL PROFILES, PART 1 – "First Grader. Model Student. Great-Grandfather," *New York Times*, 2004; "Shyne the Rapper Embraces Orthodox Judaism," *New York Times*, 2010; "Jiří Doležal: Still toking for change," *The Prague Post*, 2007, "Sharing the Secrets of Fine Narrative Journalism," *NeimanReports.org*, 2002. *What is Narrative, Anyway?* Poynter.org, 2014

Topic: WRITING ABOUT PEOPLE

Class 2

Guest Speaker: Rob Camerom, BBC correspondent for Central and Eastern Europe



YOUR GRADED NEWS STORY IS DUE MONDAY AT MIDNIGHT!

Week 5

Class 1

THE PERSONALITY PROFILE: WHAT IS IT? WE NAIL DOWN YOUR PROFILES!

WRITING ABOUT PEOPLE: HOW IS IT DIFFERENT WRITING A PROFILE FOR A LOCAL TV STATION/AMERICAN MAGAZINE VS. AS A FOREIGN CORRESPONDENT?

Reading: INTERNATIONAL PROFILES PART 2: New York Times: "On Web, Storeroom Crooner From Tajikistan Is a Star," 2009; "With Sharp Satire, Enfant Terrible Challenges Czech Identity," 2009, " Berlin Mayor, Symbol of Openness, Has National Appeal," New York Times, 2006; Changing Face in Poland - Skinhead Puts on Skullcap," New York Times, 2012

HOMEWORK: YOU SHOULD KNOW WHO YOU ARE PROFILING BY THE NEXT CLASS!

Class 2

WRITING ABOUT PEOPLE AS SYMBOLS OF A COUNTRY AND ITS ISSUES: **BALANCING HISTORICAL CONTEXT WITH PERSONAL DETAIL!**

Reading: The rule for descriptive writing: Less is more, James K. Kilpatrick, The Buffalo News, 2006.

Week 6

Midterm Exam
Period

Topic: MAKING YOUR FEATURE COME ALIVE

Feature writing tips: Word choice and clichés, setting the scene
THE DO'S AND DON'TS OF FEATURE WRITING!

Reading: International Features, Part 2 – New York Times: Dark Film on Teenagers Echoes From Mall to Church, 2010; In Its Efforts to Integrate Roma, Slovakia Recalls US Struggles, 2013; Gay Muslims Pack a Dance Floor of Their Own, 2008; Wanted: Czech Nurses. Bonus: Free Breast Implants, 2009

Making Foreign Politics relevant to a domestic audience

Reading : Political Features, Part 1: Prime Minister's Escapades Finally Raise Eyebrows, New York Times,2009; Democratic Deficits: Prague Slides into Central European Trap, Spiegel Online International, 2013; Fear of a Black Europe: Racism Rises on the Old Continent, Global



Post, 2013

Week 7
Midterm Exam
Period

Class 1

IN-CLASS POLITICAL QUIZ!

Making foreign politics relevant to Aunt Agatha: How politics affect every aspect of international reporting. What do you need to know about the political scene?

Reading: International Features, part 2: New York Times: "Medical Care in Romania Comes at an Extra Cost," 2009; "How to Avoid Honor Killing in Turkey? Honor Suicide," 2006

Class 2

Visit to Parliament/Senate?

Reading: International Features, Part 3 -- New York Times: Dark Film on Teenagers Echoes From Mall to Church, 2010; In Its Efforts to Integrate Roma, Slovakia Recalls US Struggles, 2013; Gay Muslims Pack a Dance Floor of Their Own, 2008

YOU SHOULD KNOW BY NOW WHAT YOUR FEATURE ARTICLE WILL BE BY THE NEXT CLASS!

Week 8

Class 1

IN-CLASS WRITING; PRACTICING YOUR LEAD AND NUT GRAPH.

Reading: Social issues features: "Czeched Out: The Losers of Prague's Drug Liberalization," Spiegel Online International, 2013; Where Having It All Doesn't Mean Having Equality, New York Times, 2010; "Fewer Tomatoes in Ketchup? East Europeans Pursue Parity at the Grocery," New York Times, 2017

YOUR PROFILE IS DUE April 8 AT MIDNIGHT!

Class 2 CZECH SOCIAL ISSUES 1: Minorities, gender, sex

Week 9

Class 1

PAPER REVIEWS

Reading: Social issues features; "Their Identities Denied, Afghan Women Ask, 'Where Is My Name?'," New York Times, 2017; "Europeans Debate Castration of Sex



Offenders," The New York Times, 2009; "Letter From Sweden: The Trauma of Facing Deportation," New Yorker Magazine, 2017

Class 2

CZECH SOCIAL ISSUES 2; Education, drugs/alcohol, economics, healthcare

Reading: HUMAN RIGHTS REPORTING TO BE ASSIGNED

Week 10

Class 1

FIELD TRIP: RADIO FREE EUROPE

Reading: New York Times: "Who's a Journalist? A Question With Many Facets and One Sure Answer," 2013; "An Uncomfortable Truth," 2009; "NYT Argentina Story lifted material from Newsweek," The Argentine Post, 2008

Class 2: THE ETHICS OF A FOREIGN CORRESPONDENT

Week 11

Class 1

IN CLASS WRITING: WORK ON YOUR LEDES AND NUT RAPHS!

Reading:

Six Tips for Crafting Scenes, Laurie Hertzell, Niemenstoryboard.org, 2005

Class 2

FEATURE REQUIREMENTS REVIEW; 10 WAYS TO MAKE YOUR STORIES SHINE!

YOUR FEATURE IS DUE SUNDAY AT MIDNIGHT!

Week 12

Class 1

FEATURE ARTICLE DISCUSSIONS

Class 2

FIELD TRIP TO RESPEKT MAGAZINE

Week 13

Class 1

Final Exam Week



TBD/HOW TO SELL YOUR WORK

Class 2

CLASS REVIEW: YOUR FINAL REWRITE IS DUE ON THURSDAY!

Course Materials

READING 1: "Foreign Correspondence in Flux," The Yale Globalist, 2011; "The World in Eight Weeks," Johns Hopkins Magazine, 2009; "Citizen journalism, Foreign correspondents, Amateur journalists create jobs for professional ones," The Economist, 2013
PRAGUE.MONITOR.COM, Read it daily.

Reading 2:

"The power of leads," "The Nut graf, part 1," "Writing from the Top Down," "Putting Endings First," "Unmudding Middles," Poynter.org, 2014

AND

Ban on Americans adopting Russian children advances in Moscow/Ban on Adoption brings Uncertainty, New York Times, 2012; Gunman Kills 6 in Roma Family/ Killing spree in Slovakia taps into Troubled vein; New York Times, 2010

Reading 3: GEORGE ORWELL'S POLITICS OF THE ENGLISH LANGUAGE; Words and Phrases Commonly Misused, The Elements of Style, 1918; Basic News Writing, Ohlone College, Journalism Department; Czechs See Peril in a Bootleg Bottle, New York Times, 2012

Reading 4: So Many Heroes, Alan Levy, 30-44, 209-235, (1972), 13 SIMPLE JOURNALIST TECHNIQUES FOR EFFECTIVE INTERVIEWS, MATDORNETWORK.COM

Reading 5: INTERNATIONAL PROFILES, PART 1 – Talking the Talk, International Herald Tribune, 2006; Shyne the Rapper Embraces Orthodox Judaism, New York Times, 2010; Jiří Doležal: Still toking for change, The Prague Post, 2007

READING 6 : INTERNATIONAL PROFILES PART 2 : New York Times: On Web, Storeroom Crooner From Tajikistan Is a Star,, 2009; With Sharp Satire, Enfant Terrible Challenges Czech Identity, 2009; A Desperate Mother's Search Leads to a Fight Against Sex Trafficking, 2014

PLUS Sharing the Secrets of Fine Narrative Journalism, NeimanReports.org, 2002; What is Narrative, Anyway? Poynter.org, 2014

Reading 7: International Profiles, part 3: Baby Give Me a Kiss, The Los Angeles Times, 2006; With Words on Muslims, Opening a Door Long Shut, New York Times, 2010, Changing Face in Poland - Skinhead Puts on Skullcap, New York Times, 20120

Reading 8: The rule for descriptive writing: Less is more, James K. Kilpatrick, The Buffalo



News,

2006. Feature Writing for Newspapers and Magazines, 149-170, Friedlander and Lee, 1993

Reading 9: International Features, Part 2 – New York Times: Dark Film on Teenagers Echoes From Mall to Church, 2010; In Its Efforts to Integrate Roma, Slovakia Recalls US Struggles, 2013; Gay Muslims Pack a Dance Floor of Their Own, 2008; Wanted: Czech Nurses. Bonus: Free Breast Implants, 2009

Reading 10: Political Features, Part 1: Prime Minister's Escapades Finally Raise Eyebrows, New York Times, 2009; Democratic Deficits: Prague Slides into Central European Trap, Spiegel Online International, 2013; Fear of a Black Europe: Racism Rises on the Old Continent, Global Post, 2013,

Reading 11, Political Features, Part 2: The expletive-filled presidential interview that has all of the Czech Republic embarrassed, The Washington Post, 2014; Not All Will Follow This Star in the East, New York Times, 2014; Meet Europe's New Fascists, Tablet, 2012

READING 12, ARTICLES ON SOCIAL ISSUES: New York Times: Medical Care in Romania Comes at an Extra Cost, 2009; How to Avoid Honor Killing in Turkey? Honor Suicide, 2006

Reading 13: Social issues features, part 2: Spiegel Online International Czeched Out: The Losers of Prague's Drug Liberalization, 2013; Where Having It All Doesn't Mean Having Equality, New York Times, 2010; In Germany, a Tradition Falls, and Women Rise , 2010

READING 14, HUMAN RIGHTS REPORTING

In Afghan Kilns, a Cycle of Debt and Servitude, New York Times, 2011; The Countertraffickers, The New Yorker, 2008, China's Disabled Pupils Face Exclusion, The Guardian, 2013; Europeans Debate Castration of Sex Offenders, The New York Times, 2009

Reading 15: New York Times: Who's a Journalist? A Question With Many Facets and One Sure Answer, 2013; An Uncomfortable Truth, 2009; NYT Argentina Story lifted material from Newsweek, The Argentine Post, 2008

READING 16: Six Tips for Crafting Scenes, Laurie Hertzell, Niemenstoryboard.org, 2005