Science Journalism & Field Reporting in Chile  
Wintermester 2019/2020 Syllabus

3.0 Credit Hours

JOUR 4530.xxx: Cross-cultural Reporting
JOUR 5760.xxx: International News & Media Study Abroad for Graduate Students
JOUR 5760.xxx: International News & Media Study Abroad for Grad Track Students

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Course Summary

Science Journalism & Field Reporting is a unique opportunity for students to gain first-hand experience writing narrative science journalism from direct field reporting in a foreign country. Student journalists will explore the human enterprise. They will not only explain the details of factual inquiry but will also depict scientific exploration through individual human experience within broader socio-political contexts. Pairs of journalism students will team up to report on the work of scientists in the “International Research Experiences for Students” program, funded by National Science Foundation.

Students will develop their journalism craft through first-hand reporting of scientific field research and factual narrative storytelling. They will tackle the challenge of finding creative ways to relate complex scientific investigation to a popular audience.

The course will take place in Puerto Williams, this Chile, the southernmost town in the Americas. Puerto Williams is located on Navarino Island, facing the Beagle Channel between Isla Grande Tierra del Fuego and the Cape Horn Islands.

An intensive training and orientation program beginning in Denton, Texas, and continuing in Chile will prepare students to work in small teams to cover the work of individual scientists in the field.

The project is open to selected writing, still photography, and multimedia students by application and portfolio review. Non-journalism majors are eligible if they can demonstrate necessary reporting, writing, or photography skills.
There is no textbook. These supplementary readings should be read before departing for Chile. The list will be updated as new examples become available.

Visual Storytelling: The Digital Video Documentary – by Nancy Kalow
Free online publication: http://tinyurl.com/dvdocbook

“Breakable Rules of Literary Journalism,”
http://www.niemanstoryboard.org/1995/01/01/breakable-rules-for-literary-journalists/

“Learning from the Past: Japan’s Tree-planting Efforts Provide Lessons for Other Countries”
Ensia, Dec. 6, 2018

“How a Novel Wireless Technology is Helping Conserve Wildlife, Fight Pollution, Save Farmers” Money and More
Ensia, June 6, 2018
https://ensia.com/features/lpwan/

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https://ensia.com/features/lpwan/

“Can We Help Our Forests Prepare for Climate Change?”
Sierra, Dec. 19, 2018

“The Complicated Calculus of Counting Emperor Penguins”
Smithsonian, Jan. 23, 2019

“The Science of Good Chocolate”
Smithsonian, Oct. 30, 2018

“Deepest Dive Ever Under Antarctica Reveals a Shockingly Vibrant World”
National Geographic, July 2017

“A Journey into the Heart of Alaska's Pristine and Imperiled Arctic Refuge”
Audubon, Winter 2018

“On the Water-starved Colorado, Drought is the New Normal”
“Extreme Botany: The Precarious Science of Endangered Rare Plants”
Yale Environment 360, Oct. 18, 2018
https://e360.yale.edu/features/extreme-botany-the-precarious-science-of-saving-rare-endangered-plants

“A Month in the Life of a Stem Cell Lab”
Undark, May 9, 2017

Class Assignments

A four-chapter online blog journal: Journal entries will track the journalist’s progress in reporting, noting salient experiences. Journal entries should be 250-500 words and contain at least three original photos (from the author). Journal entries will be posted to a publicly-accessible online blog.

Training assignments: During the Training Phase you will be asked to complete daily writing or photography exercises aimed at learning 1) how to employ narrative techniques in your nonfiction and 2) strategies for making complex ideas accessible to a popular audience.

Story Progress Presentation #1: You will present your story idea (25 words or less); an outline of major factual points the story will explore; and a summary (150-200 words) of observations on character, background and environmental setting that the story could employ.

Story Progress Presentation #2: You will present any changes in your story idea necessitated by fresh reporting; your “Lovelady sentence” of 25 words or less (you’ll learn what that is); a summary of background and context that you have learned about your major factual points; and a framework for the narrative storytelling aspect of your story. In conceiving the narrative storytelling framework, you’ll look for the macro (big picture, where this fits into the world) and micro (captivating little details that reveal magic; writing coach Roy Peter Clark calls them “gold coins” that will delight the reader when discovered).

Story Draft: Post Workshop Revision: The “final” revision of your field project is due by 10:00 am on January 10.

After the Fact Commitment: All students commit to continue to work with the faculty and training staff (including the publications designers) on last minute polishes for potential subsequent group publications. This will be worth 0% of your grade but will earn the respect of your peers, your mentors and the adoring public.
ASSIGNMENT SUMMARY AND GRADE WEIGHTS

- Four Journal Blogs                           20%
- Training Assignments                      20%
- Story Progress Presentation 1       15%
- Story Progress Presentation 2       15%
- Second Draft (Project Revision)  30%

Later in Spring 2020 - Later Copyediting Revisions            0%
(0% - but big karma is at stake)

Overview of Class

Among other things, students will learn how to:

* engage in journalism abroad
* work as a team with mixed disciplines and cultures
* engage in immersion journalism
* conduct field reporting
* develop strategies for communicating complex scientific concepts and findings to a popular audience
* construct a story with a clear beginning, middle, end and narrative thread
* creatively employ imagery, scene-setting, dialogue, sensory detail, conflict and resolution in the manner of literary nonfiction
* enliven multi-dimensional characters
* transform landscape and place into dramatic character
* connect reported stories with broader scientific and socio-political context
* identify and grapple with questions of ethics in journalism
Science Reporting Wintermester 2019/2020 Itinerary

Phase 1 – Orientation and Training

November        - Pre-Trip Orientation in Denton, Texas
December        - Pre-Trip Course Work in Denton, Texas

December 23   JOURNAL BLOG #1 due (Trip Prep with Gear Photo)
December 26   Departure on overnight flight to Santiago
December 27   Arrival to Santiago
               Transfer flight to Punta Arenas
               Evening walking tour and welcome dinner in Punta Arenas
December 28   10am Fly from Punta Arenas to Puerto Williams
               (Overflow second flight at 4pm)
December 29   8am Ferry from Puerto Williams to Puerto Toro
               Meet IRES students
               Journalism Instruction during the trip
December 30   JOURNAL BLOG #2 due
               Morning: Local Ecology Crash Course in Omara National Park
               Lunch with TDP Students who arrive that morning
               Afternoon: Journalism Instruction in Omara Amphitheater
December 31   Morning Seminar: Introduction to Omara Park Research at Field Station
               Afternoon: Journalism Instruction in classroom with projector
               Late Night: New Year’s Eve celebration

Phase 1 – Field Reporting

January 1   Morning OFF
            Tramo Cerro Bandera Afternoon Hike
            Ecology lessons – “the big picture”
            Evening: Classroom meeting followed by first Interviews with story subjects

January 2   Morning: Classroom meeting with projector: Journalism and Science Ethics
            Lunch at Omora Park
            Afternoon field work immersion with scientists

January 3   JOURNAL BLOG #3 due
            Morning: Classroom meeting with projector
            Lunch at Omora Park
            Afternoon field work immersion with scientists

January 4   Morning Class Meeting with projector: Story progress presentation #1 due
Afternoon field work immersion with scientist

January 5       Story Workshop in Field Station in classroom with projector
                Some IRES Students depart for Camping

January 6       FREE DAY: Optional Day Hike to Róbalo Lake

Phase 3 – Production & Editing

January 7       Morning Class Meeting with projector: Story progress presentation #2 due
                Afternoon: Story work

January 8       JOURNAL BLOG #4 due
                Afternoon Class Workshop with projector: Final Reporting
                IRES Students return from Camping

January 9       Fly to Punta Arenas
                FREE DAY in Punta Arenas

January 10      Morning: Day trip to Penguin Island
                Afternoon: Story Draft due with classroom presentation with projector
                Dinner Party in Punta Arenas

January 11      Departure via Santiago

January 12      Morning Arrival in Dallas
Statement of Student Learning Outcomes

Since 1969, the UNT Department of Journalism (Mayborn School of Journalism effective September 1, 2009) has been accredited by the Accrediting Council on Education in Journalism and Mass Communication. This national accreditation also extends to the Mayborn Graduate Institute of Journalism, the only accredited professional master's program in Texas. About one-fourth of all journalism and mass communication programs in the United States are accredited by ACEJMC. National accreditation enhances your education here, because it certifies that the department and graduate institute adhere to many standards established by the council. Among these standards are student learning outcomes, covered by journalism courses in all sequences.

This course will help to meet the following student learning outcomes.

Each graduate must:

1. demonstrate an understanding of the diversity of groups in a global society in relationship to communications;

2. understand concepts and apply theories in the use and presentation of images and information;

3. work ethically in pursuit of truth, accuracy, fairness and diversity;

4. think critically, creatively and independently;

5. conduct research and evaluate information by methods appropriate to the communications professions in which they work;

6. write correctly and clearly in forms and styles appropriate for the communications professions, audiences and purposes they serve;

7. critically evaluate their own work and that of others for accuracy and fairness, clarity, appropriate style and grammatical correctness;

8. apply tools and technologies appropriate for the communications professions in which they work.
Syllabus Agreement and Class Contact Form

By signing this form, I agree that I have read and understood the policies laid out in this syllabus for Journalism 4530/5760 during the Wintermester 2019/2020. I agree to follow these policies.

_________________________________________           ___________________
Signature                                                                        Date

_________________________________________           ___________________
Neatly Printed Name                                                    EUID

____________________________________________________________________
Email Address where you are most readily contacted