

Philadelphia Neighborhoods | JRN3696

[PhiladelphiaNeighborhoods.com](https://philadelphianeighborhoods.com)

Temple University, Fall 2024

Monday/Wednesday, Sections 001 and 002

Professor: Christopher Malo, malo@temple.edu (cell for emergencies: 215.990.5294)

Classroom: Section: 001, AH310; Section 2: 002 AH222

Office hours: AH303- Mondays: 3-4 p.m., Wednesdays: 11 a.m.-12 p.m.

Course Description

What are you interested in? What are you curious about in Philadelphia? What have you heard? What do you know? What do you want to understand, or help others to discover? What's the story? What are you going to add to the conversation?

Whether engaging in new topics or finding new ways of sharing people's experiences, this semester you'll have an opportunity to report and publish stories through a community-centric journalism lens. What do you want to report on?

Course Goals

1. To publish three multimedia packages (two Q&As and a reported story) on PhiladelphiaNeighborhoods.com by the end of the semester, and
2. To challenge yourself as a reporter to attempt something you have always wanted to, whether it's producing a story in a different medium or on a different subject that you may already do. Push a boundary, personally or professionally.

Know that you won't be punished for taking the familiar, safe route and staying in your comfort zone, but positive risks will be rewarded.

Course-flow

After a story pitch, you will produce and publish two Q&As to advance your final story, a piece of journalism comprised of a total of three multimedia elements: one main **and** two supporting.

Class time will be a mix of conversations about the reporting process and time to work on the pre-reporting, reporting, production, editing, and publishing of your work.

Assignments are filed via MS Forms or on Canvas, where they will receive general editing feedback and next steps. Q&As and the Final Story will then be edited in OneDrive before you publish each to WordPress.

Learning Outcomes

1. Strong skills in reporting, writing, photography, audio/video newsgathering, editing and design
2. An understanding of digital and interactive media technologies in journalism
3. The ability to tell stories across multiple media
4. The ability to tell stories that accurately reflect a diverse, urban environment

5. An intellectual curiosity that results in fair, balanced, and thorough reporting in pursuit of the truth
6. A strong sense of ethical responsibility and the knowledge necessary for ethical decision-making

Materials

There are no required texts, but all written materials for Philadelphia Neighborhoods must adhere to AP style: https://www.apstylebook-com.libproxy.temple.edu/temple_edu/ap_stylebook

Resources

In addition to the syllabus and class Canvas, the following are excellent sources of assistance.

- [Philadelphia Neighborhoods: Tutorials](#)- Where the answers to most of your questions are
- [Student Success Center's Writing Center](#): As a Writing Intensive class, this office offers help
- [Charles Library Journalism Resources](#)- [Kristina De Voe](#) is an amazing help with research

Assignments

- All stories must adhere to reporting ethics, norms, and conventions to be considered for publication on PhiladelphiaNeighborhoods.com.
- Details and rubrics for assignments are on Canvas.
- Assignments are due at 10 a.m. on the deadline date.
- **There will be no extensions allowed for the following assignments:** Status Check-ins, Q&A1 Draft, Q&A1 Publication Draft, Q&A2 Draft, Q&A2 Publication Draft, Story Draft, Story Publication Draft. Deadlines are a reality. Therefore, without documentation of the above exceptions or a DRS accommodation,
- **If** the Draft is filed by the 10 a.m. deadlines:
 - Publishing to PhiladelphiaNeighborhoods.com results in full points for that Q&A/Story Draft **and** Publication Draft assignments.
 - Any assignment not published on PhiladelphiaNeighborhoods.com by Dec. 12 at 10 a.m. will receive the grade based on the rubric.
 - Publishing both Q&As **and** the final Story on PhiladelphiaNeighborhoods.com results in an A in the class for the semester.

1. Pitch (**not** graded)

An opportunity to share out story ideas to workshop and get insight from peers.

DATE: Sept. 23

Points: *Not Graded*

File: MS Form

2. Community Beat Overview

A pre-reporting memo, outlined in Canvas, to better understand the community you're going to report from or for.

DEADLINE: Oct. 24

Points: 100

File: Canvas

3. Status Check-ins

To keep me informed of the progress you're making toward producing your final story. It's an opportunity to identify any issues, ask for help, and determine next steps.

DEADLINES (*no extensions*): Sept. 4, 9, 16, 23, 30, Oct. 7, 14, 21, 28, Dec. 2

Points: 100 (10 x 00)

File: MS Form

4. (2) Q&As for Publication

Community Leader Q&As (600-800 words): Each reporter will interview two people, in either order, from within the community being reported on:

1. Someone directly affected by the topic, and
2. An organization/community activist/advocate/leader

4a. Q&A1

Draft deadline (*no extensions*):

Wednesday, Sept. 18

Points: 70

File: Canvas

Publication Draft deadline (*no extensions*):

Thursday, Sept. 26

File: WordPress

Points: 80

4b. Q&A2

Draft deadline (*no extensions*):

Wednesday, Oct. 10

Points: 70

File: Canvas

Publication Draft deadline (*no extensions*):

Thursday, Oct. 17

File: WordPress

Points: 80

5. Story

After pitching a story and using your Q&A experiences and working with your editor, you will produce and publish a piece of journalism comprised of a total of three multimedia elements: one main *and* two supporting.

5a. Story- Draft

Deadline (*no extensions*):

Thursday, Nov. 7

Points: 250

File: Canvas

Edit: OneDrive

5b. Story- Publication Draft

Deadline (*no extensions*):

Thursday, Nov. 21

Points: 250

File: WordPress

The purpose of the Community Beat Overview and publishing two Q&As is to inform and advance your story at the end of the semester. The Status Check-ins are to make sure you and I are on the same page about how the story you're producing is progressing. This should be the background work you are doing between assignments.

Story and Assignment Deadlines

Communicate with your editor about any problems as soon as possible. If a deadline is missed, you must provide an acceptable and documented reason: illness, death in the family, court appearance, etc. Any request for extension must be submitted via email to and agreed upon with me no less than 24 hours before the deadline.

Grading

Assignment details, rubrics, and grades for each assignment are found on Canvas.

Assignments and points	Total Points & Final Grade
<p><i>Supporting Assignments (200 points)</i></p> <ul style="list-style-type: none"> Community Beat Overview: 100 Status Check-ins (10 x 10): 100 <p><i>Q&A1 (150 points)</i></p> <ul style="list-style-type: none"> Q&A1 Draft: 70 Q&A1 WordPress: 80 <p><i>Q&A2 (150 points)</i></p> <ul style="list-style-type: none"> Q&A2 Draft: 70 Q&A2 WordPress: 80 <p><i>Story (500 points)</i></p> <ul style="list-style-type: none"> Story Draft: 250 Story WordPress: 250 <p>Total possible points: 1,000</p>	<ul style="list-style-type: none"> A: 1,000 - 930 A-: 929 - 900 B+: 899 - 870 B: 869 - 830 B-: 829 - 800 C+: 799 - 770 C: 769 - 730 C-: 729 - 700 D: 699-600 F: 599 and below <p>Note: A +/- may be added to a grade when appropriate</p>

Ethics and Standards

Work produced must follow accepted journalistic norms, practice, ethics. We have developed the [Philadelphia Neighborhoods Code of Ethics and Guiding Principles](#). In general, we defer to the codes of ethics put forth by the [SPJ](#), [NPPA](#), and [RDTNA](#).

Throughout the semester you will be required to turn in assignments while adhering to certain reporting, production and ethical standards as listed in the PN [style guides](#) (general, written, video, scripts, etc.) and the AP Style Guide. If you do not follow these guides, your work will be more time-consuming.

Validity of sourcing and plagiarism

You must retain a list of your sources and voices for each story that includes full names, telephone numbers and/or email addresses of voices, and links to reports or other sources. If you are unable to provide this list, that voice and/or info can't be used, which may impact the ability to publish and your grade for that assignment. Attribution is fundamental in solid journalism. If you don't reference original sources of information, it is plagiarism.

All information must be verified - from spellings of names and titles to allegations made by story subjects. Fact-check everything, even stuff that seems obvious.

Safety

Your safety takes priority over any story, assignment, or equipment.

We will discuss [safety](#) as a class and individually throughout the reporting process, but please contact your faculty editor with any concerns you may have. You will never be asked or required to do something for this class that you are not comfortable with, or feel may jeopardize your safety.

Communication

While there may be exceptions, the following platforms are used to facilitate the learning outcomes and story production that occurs in class:

<i>TUmail:</i>	Communication
<i>Canvas:</i>	Course information and resources, filing assignments, weekly reminder announcement (Thursdays), general draft feedback and notes
<i>OneDrive:</i>	Final Story edits
<i>WordPress:</i>	Content Management System (CMS)

Class Attendance

Attendance is mandatory and recorded each class via a sign-in sheet, primarily to recognize when someone might benefit from support from student services or academic resources. If you are unable to attend, I will not be able to catch you up on things, so I strongly suggest you have contact info for someone in the class who can and will share with you what was covered.

Respect

An environment of respect is essential to the learning process. All students will be expected to respect the diversity of opinions and perspectives that comprise our learning community. The diversity of a multicultural society requires that we discuss our differences of opinion with no anger, arrogance or personal attacks, and without perpetuating stereotypes about gender, age, race, religious affiliation, sexual preference, national origin, dialect or disability. Behavior that interferes with an environment of respect will not be tolerated.

Class is a safe space. Not a space that is free from difficult topics and conversations as journalists, but first a place where people have the agency as people to decide if they want to participate, and if so that we will engage these topics not from a personal place or position (although we do need to consider that), but instead how to effectively and ethically report on contentious topics.

Commitment to Viewpoint Diversity, Mutual Understanding, and Constructive Disagreement

In order to create a classroom environment that supports respectful, critical inquiry through the free exchange of ideas, the following principles will guide our work:

- Treat every member of the class with respect, even if you disagree with their opinion;
- Bring light, not heat;
- Reasonable minds can differ on any number of perspectives, opinions, and conclusions;
- Because constructive disagreement sharpens thinking, deepens understanding, and reveals novel insights, it is not just encouraged, it is expected;
- All viewpoints are welcome;
- No ideas are immune from scrutiny and debate;
- You will not be graded on your opinions.

Cell phones and computers:

Feedback and input you give classmates during in-class pitches is critical. This requires a fully engaged, collaborative atmosphere and being distracted by these devices does not foster that. Therefore, **cell phones and laptops may not be used during class without prior approval from the instructor.**

AI Chatbots (ChatGPT, Bard, etc.):

The use of AI chatbots are not required nor prohibited in **this** class. However, we will discuss and for those who want, engage, emerging AI technologies as a potential hazard and/or tool for reporting.

Class Schedule *(subject to change based on need and agreement with class)*

	CLASS	10 a.m. DEADLINE
<u>Week 1</u> Aug. 26, 28	<ul style="list-style-type: none">• PN, you, me, syllabus, what is reporting? what do you want to report on?• Course flow, workflow, good stories, good PN stories• Finding stories, story ideas? Status Check-ins	
<u>Week 2</u> Sept. 2 (no class), Sept. 4	<ul style="list-style-type: none">• Publishing/WP Primer	<ul style="list-style-type: none">• Wednesday: SC1
<u>Week 3</u> Sept. 9, 11	<ul style="list-style-type: none">• Pre-reporting/CBO• Interviewing• Safety and ethics	<ul style="list-style-type: none">• Monday: SC2
<u>Week 4</u> Sept. 16, 18	<ul style="list-style-type: none">• One-on-ones	<ul style="list-style-type: none">• Monday: SC3• Wednesday: Q&A1 Draft
<u>Week 5</u> Sept. 23, 25	<ul style="list-style-type: none">• Pitches• Edits, one-on-ones	<ul style="list-style-type: none">• Monday: Pitches, SC4• Thursday: Q&A1 Publication

<u>Week 6</u> Sept. 30, Oct. 2	<ul style="list-style-type: none"> • Neighborhood...? • CBO • One-on-ones 	<ul style="list-style-type: none"> • Monday: SC5
<u>Week 7</u> Oct. 7, 9	<ul style="list-style-type: none"> • One-on-ones 	<ul style="list-style-type: none"> • Monday: SC6 • Thursday: Q&A2 Draft
<u>Week 8</u> Oct. 14, 16	<ul style="list-style-type: none"> • Edits, one-on-ones 	<ul style="list-style-type: none"> • Monday: SC7 • Thursday: Q&A2 Publication
<u>Week 9-</u> Oct. 21, 24	<ul style="list-style-type: none"> • One-on-ones 	<ul style="list-style-type: none"> • Monday: SC8 • Thursday: CBO
<u>Week 10</u> Oct. 28, 30	<ul style="list-style-type: none"> • One-on-ones 	<ul style="list-style-type: none"> • Monday: SC9
<u>Week 11</u> Nov. 4, 6	<ul style="list-style-type: none"> • Edits, one-on-ones 	<ul style="list-style-type: none"> • Thursday: Story Draft
<u>Week 12</u> Nov. 11, 13	<ul style="list-style-type: none"> • Edits, one-on-ones 	
<u>Week 13</u> Nov. 18, 20	<ul style="list-style-type: none"> • Edits, one-on-ones 	<ul style="list-style-type: none"> • Thursday: Story Publication Draft
<u>Week 14</u> Nov. 25, 27	<ul style="list-style-type: none"> • NO CLASS- FALL BREAK 	
<u>Week 15</u> Dec. 2, 4	<ul style="list-style-type: none"> • Edits, one-on-ones 	<ul style="list-style-type: none"> • Monday: SC10
<u>Week 16</u> Dec. 9	<ul style="list-style-type: none"> • Edits, one-on-ones • Wrapping up, edits, one-on-ones 	
<u>Open Office:</u>	<ul style="list-style-type: none"> • Dec. 11, 10 a.m - 5 p.m. 	AH303

FINAL DEADLINE TO ACCEPT EDITS/ASSIGNMENTS: Dec. 12 at 10 a.m.

Policies & Expectations

Basic Needs Security

Any student who has difficulty affording groceries or accessing sufficient food to eat every day, or who lacks a safe and stable place to live, and believes this may affect their performance in the course is urged to contact the [Dean of Students](#) for support. Furthermore, please notify the professor if you are comfortable in doing so.

If during the semester you are unable to cover your food or housing costs you are encouraged to contact the chair of your home department or program, [Dr. Maggie Place](#), the Vice Dean for student affairs at Klein College or [Dr. Stephanie Ives](#), Dean of Students at Temple University.

[Cherry Pantry](#) offers students access to food and personal hygiene items. To request access to the pantry please visit the Dean of Students office, room 304 in the Howard Gittis Student Center.

Mental Health/Substance Use

Students struggling with mental health or substance use issues should immediately seek counseling at [Tuttleman Counseling Services](#), located on the 2nd floor of 1700 N. Broad Street. There are no fees for any assistance provided by TCS. During normal office hours, a counselor is always available for walk-in emergencies. Psychiatric emergency services are available to students 24 hours each day at Temple's Crisis Response Center, located at Episcopal Hospital, call 215-707-2577.

Additional Resources

The following academic support services are available to support you:

- [Student Success Center](#)
- [University Libraries](#)
- [Undergraduate Research Support](#)
- [Career Center](#)
- [Klein Career Services](#)
- [Tuttleman Counseling Services](#)
- [Disability Resources and Services](#)
- If you are experiencing food insecurity or financial struggles, Temple provides resources and support. Notably, the [Temple University Cherry Pantry](#) and the [Temple University Emergency Student Aid Program](#) as well as a variety of resources from the [Office of Student Affairs](#).

Technology Support

Limited resources are available for students who do not have the technology they need for class. Students with educational technology needs, including no computer or insufficient Wifi-access, should submit a request outlining their needs using the [Student Emergency Aid Fund](#) form. The University will endeavor to meet needs, such as with a long-term loan of a laptop or Mifi device, a refurbished computer, or subsidized internet access.

Note that some software is available for free download on the [ITS Academic Support](#) page. Other specialty software may be available for remote access through ITS.

Intellectual Property

Materials presented in class, sent via email or posted on our course Canvas site are the intellectual property of the instructor and Temple University. This material may not be shared, published, posted or distributed online (such as via social media, YouTube or course content sharing websites) or elsewhere without permission.

Academic Integrity

No plagiarism of any sort will be tolerated. Plagiarism will result in automatic failure for that assignment and therefore will adversely affect your entire class grade. Any student who plagiarizes will fail the course and will be immediately reported to the department for further review. Please read carefully the University's statement on academic integrity and honesty: <https://bulletin.temple.edu/undergraduate/about-temple-university/student-responsibilities/#academichonesty>

Cheating is using or attempting to use any unauthorized materials, information, or study aids or unauthorized assistance from any chatbot, AI, or person to complete any paper, article, assignment, or quiz. This includes having any chatbot, AI program, or person do more than check spelling, grammar, punctuation, clarity, or citation style in

an assignment or quiz response. For example, having an AI program or a person write a phrase, a sentence, a paragraph, an essay response, or a quiz response will be considered cheating.

This course requires each student to complete their own written work to help each student develop skills journalists need. Having AI or chatbots complete writing assignments undermines the fundamental goal for this course to help improve student writing. Cheating will result in an automatic “F” (0 points) on the assignment or quiz, and possibly an “F” in the course.

Student and Faculty Academic Rights and Responsibilities Policy

Freedom to teach and freedom to learn are inseparable facets of academic freedom. Please review the University’s policy (Policy #03.70.02) which can be accessed through the following link:

http://policies.temple.edu/getdoc.asp?policy_no=03.70.02

Special Needs

It is our desire that all students fully participate in our department’s curriculum, but we need your assistance. If you have a disability or a condition that compromises your ability to complete the requirements of this course, you must notify me immediately. Reasonable efforts will be made to accommodate your needs.

Disability Notice

Temple University is committed to the inclusion of students with disabilities and provides accessible instruction, including accessible technology and instruction materials. I will work with DRS to coordinate reasonable accommodations for all students with documented disabilities.

The process for requesting access and accommodations for this course is: (1) Advise me of the need for access or accommodations; (2) Contact Disability Resources and Services to request accommodations (215-204-1280 in 100 Ritter Annex); (3) DRS will consult with me as needed about essential components of the program; (4) Present me with a DRS accommodation letter.