



CIEE Prague, Czech Republic

Course title:	International Reporting
Course code:	JOUR 3001 PRAG
Programs offering course:	Business, Arts and Sciences, Central European Studies, Communication, New Media, and Journalism
Language of instruction:	English
U.S. semester credits:	3.00
Contact hours:	45.00
Term:	Fall 2023

Course Description

This hands-on, practical journalism course provides an unrivaled opportunity to learn the craft of the foreign correspondent in the Czech Republic. Students 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. Students have a chance to fine-tune their news and feature writing, reporting and interviewing skills in four well-researched articles. The course continuously reviews current foreign reportage in a variety of media to see what can be gleaned from the best and the worst. Stimulating debates on style, ethics, and story structure are guaranteed. The course benefits from guest speakers, real, live foreign correspondents from outlets such as Bloomberg, the Wall Street Journal, and the BBC, as well as field trips taking students 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, it reviews 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 are 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. Students might get a note from the instructor 24 hours before class that the class would 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 completing this course, students will:

- analyze the basic reporting skills of a foreign correspondent;
- examine the basic journalistic writing skills of a foreign correspondent;
- conduct interviews applying 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

respondents 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

1. Article 1: Short News	10%
2. Article 2: Profile	20%
3. Article 3: Short Feature	20%
4. Article 4: Rewrite of Feature/Profile	30%
5. Class participation/preparation (showing awareness of readings in class)	20%
TOTAL	100%

Course Requirements

Article 1: Short News

Article 2: Profile

Article 3: Short Feature

Article 4: Rewrite of Feature/Profile

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.

Class participation/preparation (showing awareness of readings in class)

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.

Attendance

To encourage engaged learning, regular class attendance is required throughout the program. This includes any required co-curricular class excursion or event, as well as internship, service-learning, or other required field placement.

An excused absence in a CIEE course will only be considered if approved by a CIEE Center Director/Academic Director (not the Instructor), and:

- it is a self-certified absence for illness (only once per course, requires formal request before or within 24 hours, cannot miss assessment worth more than 5% of final course grade)
- a doctor's note from a local medical professional is provided
- evidence of a family emergency is provided
- it is a pre-approved observance of religious holiday

Unexcused absences include personal travel and/or travel delays, as well as missing more than 25% of a single class period (including tardiness and early departure). Assessments missed due to unexcused absences will be marked as zero. Students with over 10% unexcused absences will be contacted by CIEE staff. Students with over 20% unexcused absences will be contacted by CIEE staff, receive a formal warning letter (shared with their home institution) and lose 10% of the final course point total (e.g., a final A grade of 93% will be lowered to a B grade of 83%).

For more detail, please consult your CIEE Academic Manual.

Academic Integrity

Academic integrity is essential to a positive and inclusive teaching and learning environment. All students are expected to complete coursework responsibilities with fairness, respect, and honesty. Failure to do so by seeking unfair advantage over others or misrepresenting someone else's work as your own can result in grade penalties or disciplinary action. See the CIEE Student Academic Manual for further information on academic integrity.

N.B. Course schedule and co-curriculars are subject to change. The final duration and distribution of content and assignments will be determined and presented to students at the onset of the course.

Weekly Schedule

Week 1

Class: 1.1 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: 1.2 .

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: 2.1 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: 2.2 .

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: 3.1 .

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

HOMEWORK: START RESEARCHING YOUR PROFILE ARTICLES!

Class: 3.2 .

IN CLASS INTERVIEWS WITH RAs!!!!

Week 4

Class: 4.1 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: 4.2 .

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

YOUR GRADED NEWS STORY IS DUE MONDAY AT MIDNIGHT!

Week 5

Class: 5.1 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: 5.2 .

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

Class: 6.1 MAKING YOUR FEATURE COME ALIVE

Midterm Exam Period

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

Class: 7.1 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: 7.2 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: 8.1 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: 8.2 CZECH SOCIAL ISSUES 1: Minorities, gender, sex

Class: 8.2 CZECH SOCIAL ISSUES 2; Education, drugs/alcohol, economics, healthcare

Reading: HUMAN RIGHTS REPORTING TO BE ASSIGNED

Week 9

Class: 9.1 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

Week 10

Class: 10.1 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: 10.2 THE ETHICS OF A FOREIGN CORRESPONDENT

Week 11

Class: 11.1 IN CLASS WRITING: WORK ON YOUR LEDES AND NUT GRAPHS!

Reading:

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

Class: 11.2 FEATURE REQUIREMENTS REVIEW; 10 WAYS TO MAKE YOUR STORIES SHINE!

YOUR FEATURE IS DUE SUNDAY AT MIDNIGHT!

Week 12

Class: 12.1 FEATURE ARTICLE DISCUSSIONS

Class: 12.2 FIELD TRIP TO RESPEKT MAGAZINE

Week 13

Class: 13.1 Final Exam Week

TBD/HOW TO SELL YOUR WORK

Class: 13.2 Final Exam Week

CLASS REVIEW: YOUR FINAL REWRITE IS DUE ON THURSDAY!

Course Materials

Readings

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; JiříDoležal: 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, 20086

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