



GRIFFITH COLLEGE DUBLIN

Course Outline - Semester Two

Faculty	Journalism and Media Communications			
Course Title (✓)				BA (HONS) in Journalism and Visual Media
Course Level (✓)				Level 8
Module Title	Advanced Investigative Journalism			
Lecturer / Contact	Room D015			
Module aim	<p>This module aims to enable student to:</p> <ul style="list-style-type: none"> • Possess the advanced investigative journalistic skills of research conception, relevance, planning and implementation; • Deliver on time self-directed, peer-reviewed, lecture-facilitated, professional quality investigative-based journalism; • Display an advanced understanding, from both an historical and contemporary perspective, the important role investigative journalism plays in the nurturing and maintenance of democratic societies; • Demonstrate a comprehensive grasp of the social demand and economic viability of investigative journalism as a genre. 			
Module description	<p>In this module students advance their practical skills and theoretical underpinning from Investigative Journalism in Year 2, to conceive of, plan and carry out high quality publishable investigate journalism news reports, which they critically self-evaluate. This self-directed student research process is facilitated through one-to-one mentoring, lecturer directed peer-to-peer group discussion and lectures. The time and project management skills, and the research and investigative skills acquired are transferable to wide variety of employment scenarios, for example: media/ political/ marketing/ public relations researcher.</p> <p>Tutorials consist of task-focused weekly individual presentations followed by group discussions which concentrate on developing students' ideas for investigation and weekly updates on their ongoing investigations. Media products by their nature tend to require a high degree of group collaboration skills, as students' discuss and defend each other's investigations, these tutorials cultivate the ability to embrace the creative media environment. Lectures advance the students' online research skills and introduce the effectiveness of data journalism for the genre.</p> <p>Additionally, relying on academic journal articles, media content and analysis, and investigative case studies, lecture material examines the role of investigative journalism in a number of countries, the durability of consumer demand, and the financial viability of investigative journalism. From a critical political economy perspective the module also analyses different media formats used for investigative journalism and contextualises student and professional investigative writings in the light of available academic literature. Material from academic and professional conferences exploring how new funding modules and technology are assisting in the preservation and promotion of the genre are also used. To this end students write an essay on the subject and make an in-class presentation on their favourite investigative journalist.</p>			

Module Learning Outcomes

On successful completion of this module, students should be able to:

- Display an advanced critical understanding of the role of investigate journalism in democratic societies.
- Demonstrate an advanced critical understanding of the changing context for investigative journalism in the Western world within the context of the overlapping processes of the forces of contemporary globalisation.

- Conceptualise, initiate, plan and carry out to deadline a number of high quality publishable investigate journalism news reports.
- Exercise appropriate judgement to carry out advanced self-directed research and to present, defend and critically self-evaluate same

Assessment Information Summary - See Moodle For Details Weighting: 100% Assignment

Assignment 1: Short Investigative News Report. 800 to 1,500 word with short critical analysis. Submission date: In-lecture, Weighting: 25%.

Assignment 2: Pitch To The Editor. 4 to 7 minute in-class presentation demonstrating why your Long IJ News Report should be published. Presentation date: In-lecture, Weighting: 10%.

Assignment 3: Long Investigative News Report. 1,500 to 2,500 words with short critical analysis. Submission date: In-lecture, Weighting: 35%.

Assignment 4: Choose essay from list. Academic essay (1,800 to 2,000 words) chosen from list of titles relating to the prospects for investigative journalism based on the historical record and contemporary examples. Submission date: In-lecture, Weighting: 30%.

Delivery Methods	
Lecturing	Total 2 Hours per week
Tutorial	Total 1 Hour per week each
Module Length	One 13 week semester.
Independent directed reading & research:	Three to five hours per week over 13 week semester.

Topic lecture	Syllabus
1	<p>Introduction: assignment schedule.</p> <p>What is investigative journalism: theory and practice.</p> <p>Discussion of previous students' investigative work for the Griffith Book of Investigative Journalism.</p>
2	<p>Writing skills: commas, semi-colons, colons, paragraphs, using quotes.</p> <p>Publishing your work: target market identification.</p> <p>Writing skills: tips on writing investigative journalism</p> <p>Manuals on investigative reporting</p> <p>http://watchdog-watcher.com/resources/manuals-on-investigative-reporting/</p>
3	<p>Investigative skills: Computer Assisted Reporting (CAR): using Lexis Nexis for your investigative topic. Exercise for next tutorial.</p> <p>Computer Assisted Reporting, introducing data journalism</p> <p>CAR Tools Online:</p> <p>The Global Editors Network on data journalism: http://www.globaleditorsnetwork.org/dja/</p> <p>The data journalism handbook, available online: http://datajournalismhandbook.org/1.0/en/index.html</p> <p>Online Search, The Centre for Investigative Journalism: (http://www.tcij.org/resources/handbooks/investigative-online-search)</p> <p>Journalist's Resource - A research Portal and Curated database, 2012. 'Statistical terms used in research studies; a primer for journalists'. Available at: http://journalistsresource.org/reference/research/statistics-for-journalists/</p>

	<p>The European Journalism Centre (EJC) has released the Verification Handbook, the first ever guide for using user-generated content (UGC) during humanitarian emergencies: http://verificationhandbook.com/.</p>
4	<p>Investigative skills: Computer Assisted Reporting (CAR): maximising the potential of search engines and publically available online data.</p> <p>Publishing your work: using the media contacts directory.</p> <p>Introduction: some of the great investigative journalists.</p> <p>Investigative skills: interview techniques.</p> <p>Writing skills: in-class grammar and punctuation exercises.</p> <p>Funding: overview of academic and professional conferences dealing with how to finance IJ.</p>
5	<p>Investigative skills: further online research skills & case study presentation of use of CAR.</p> <p>Lecturer presentation: my favourite investigator, Greg Palast.</p> <p>Case studies: looking at the work of more investigative journalists over the past 100 years.</p>
6	<p>An historical view: technological, social and economic factors leading to higher supply and demand for IJ (Feldstein, 2006)</p> <p>Guest lecture from investigative journalist: details to be confirmed.</p> <p style="text-align: right;"><i>Submission: Investigative Report # 1</i></p>
7	<p style="text-align: right;"><i>Assignment feedback. Investigative Report # 1</i></p> <p>Investigative work in other countries: Norway, Sweden, Slovenia, France.</p>
8 A Week	Assignment Week
9	<p>Finance and distribution #1: not-for-profit NGOs / civil society's investigative work; not-for-profit investigative journalism institutes and centres; new business models for investigative journalism, crowd-funding, crowd-sourcing.</p> <p>Not-For-Profits: Democracy Now: http://www.democracynow.org ("A daily radio and TV news programme on over 350 stations, pioneering the largest community media collaboration on the U.S.") The Bureau of Investigative Journalism: http://www.thebureauinvestigates.com/who/ Pro Publica - journalism in the Public Interest: http://www.propublica.org/ The Centre for Investigative Journalism: (http://www.tcij.org/resources/handbooks/data-journalism) The Center for Public Integrity: http://www.publicintegrity.org/</p> <p>Networks: The International Consortium of Investigative Journalists: http://www.icij.org/about The Global Investigative Journalism Network: http://gijn.org/about/ The Center for Investigative Reporting: http://cironline.org/about-cir Investigative Reporters and Editors: https://www.ire.org/about/ The Balkan Investigative Reporting Network: http://birn.eu.com/en/about/about-the-balkan-investigative-reporting-network The International Center for Journalists: http://www.icfj.org/about</p>

	<p>Academia: The Stabile Center for Investigative Journalism: http://stabilecenter.org/?page_id=2 City of London, MA Investigative Journalism: http://www.city.ac.uk/courses/postgraduate/investigative-journalism#course-detail=1</p>
10	<i>Pitch to the editor - in class</i>
11	<p>Finance and distribution #2: how does the New York Times do it?: documentary <i>Page One</i>. Focus on essay: crowd sourcing, contemporary use of online investigative tools.</p> <p>Commercial: Greg Palast website: http://www.gregpalast.com/ Mediapart: http://www.mediapart.fr/en/english Storyful - The World's First Social News Agency: http://storyful.com/about/</p> <p style="text-align: right;"><i>Submission: Investigative Report # 1</i></p>
12	<i>Assignment feedback. Investigative Report # 2</i>
	<p>Focus on essay: approaches, examples, questions. Case Study: contemporary investigations.</p>
13	<i>Assignment feedback: Essay</i>
	<p>At the movies: the investigative techniques used in <i>The Insider</i> <i>Thursday 16th May 2015: final date for submission of re-edited articles for inclusion in Griffith Book of IJ.</i></p>

Essential Reading for Investigative News Report Writing Skills

Stein, M. L., Susan Paterno & R. Christopher Burnett (2006). *Newswriter's Handbook - An Introduction*; 2nd edition. Oxford: Blackwell Publishing Ltd. [Chpt.'s 4 & 5]
Keeble, Richard (2005). *Print Journalism - A Critical Introduction*. Abingdon, Oxon, UK: Routledge.
Keeble, Richard (2006). *The Newspapers Handbook /Fourth Edition*. London: Routledge.
Harcup, Tony (2009). *Journalism: Principles and Practice*, 2nd edition. London: Sage Publications. [Chpt.'s 4, 9, 11 & 12]

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News and feature articles analysing the state of investigative journalism:

The nonprofit news model is fragile

<http://watchdog-watcher.com/2013/06/14/the-nonprofit-news-model-is-fragile/>

The power of journalism as an anti-corruption tool

<http://blog.transparency.org/2012/10/31/the-power-of-journalism-as-an-anti-corruption-tool/>

Module Reading List

Altman, Eric, 2003. What Liberal Media?: The Truth About Bias and the News. New York: Basic Books.

Boynton, Robert, 2005. The New New Journalism: Conversations with America's Best Nonfiction Writers on Their Craft. Vintage. New York: Vintage Books. [One copy for short-term loan, at: 071BOY]

Bromley, Michael and Tom O'Malley, 1997. A Journalism Reader. London: Routledge.

British Journalism Review <http://www.bjr.org.uk/>

Bremner, Rory, John Fortune and John Bird, "Beyond Iraq And A Hard Place" by Channel 4 Television, 2003. "The Bremner Bird and Fortune team returned with an hour long special on Iraq after the war. ... Why was Bush so keen to go to war? Why was Tony Blair so keen to back him? Why is it nothing at all whatsoever to do with oil?" See the transcript at: http://www.channel4.com/news/2003/special_reports/beyond_iraq_hard_place.html

Chalaby, Jean K., 2004. 'Scandal and the Rise of Investigative Reporting In France', in, American Behavioral Scientist, Vol. 47 No. 9, May.

Columbia Journalism Review <http://www.cjr.org/>

Curran, James & Michael Gurevitch, 2005. Mass Media and Society (4th Edition). London: Hodder Education.

Croteau, David & William Hoynes, 2006. The Business of Media: Corporate Media and the Public Interest. London: Sage Publications Ltd.

Curtis, Adam, 2004 [director]. The Power of Nightmares: The Rise of the Politics of Fear, chapter 1 [of 3] - It's cold outside [Motion Picture]. London: BBC. [Library ref: DUB DVD CUR]. [Adam Curtis material also available at: <http://video.google.com/>]

Curtis, Adam, 2004 [director]. Century of the Self [Motion Picture]. London: BBC. [Library ref: DUB DVD DOC CUR]

Davies, Nick, 2008. Flat Earth News: an Award Winning Reporter Exposes Falsehood, Distortion and Propaganda in the Global Media. London: Chatto and Windus Ltd..

de Burgh, Hugo, 2000. Investigative Journalism: Context and Practice. London: Routledge.

de Burgh, Hugo, 2008. Investigative journalism, 2nd Edition. Oxon, UK: Routledge

Doyle, Gillian, 2005. Media Ownership: The Economics and Politics of Convergence and Concentration in the UK and European Media. London: Sage Publications Ltd.

Ehrenreich, Barbara, 2002. Nickel and Dimed: undercover in low-wage USA / by Barbara Ehrenreich with an introduction by Polly Toynbee. London: Granta Books.

Evans, Harold, 1994. Good Times, Bad Times, 3rd Edition. London: Phoenix.

Feldstein, Mark, 2006. 'A Muckraking Model - Investigative Reporting Cycles in American History', in, Press/Politics (Harvard College) 11(2); pp: 105-120.

(much more reading material on Course Outline on Moodle)

Freedman, Des, 2006. Dynamics of Power in Contemporary Media Policy-Making', in, Media, Culture & Society, Vol. 28(6), pp: 907-923.

Granta, 2006. The Granta Book of Reportage, 3rd Edition. London: Granta Books.

Glasgow Media Group: The Media Research Group of the University of Glasgow, at: <http://www.gla.ac.uk/centres/mediagroup/> ("The purpose of our work is to promote the development of new methodologies and substantive research in the area of media and communications. The Unit has obtained a series of major academic awards and research contracts. ... The Unit has developed techniques to link the analysis of

media content with the processes by which audiences receive and interpret messages and these have been widely used by researchers in Britain and abroad.”)

Goodman, Amy, and David Goodman, 2005. *The Exception to the Rulers: Exposing Oily Politicians, War Profiteers, and the Media That Love Them.*

Hayward, Anthony, 2002. *In The Name Of Justice: The Television Reporting of John Pilger.* London: Bloomsbury Publishing.

Houston, Brant, Len Bruzzese and Steve Weinberg, 2002. *The Investigative Reporter's Handbook : A Guide to Documents, Databases and Techniques.* 4th Edition. Boston: Bedford/St. Martin's. [One short-term loan, at: 070.43 HOU]

Investigative Reporters and editors, Inc. at: <http://www.ire.org/> (“IRE provides educational services to reporters, editors and others interested in investigative journalism and works to maintain high professional standards.”)
To get back issues of their journal see: *The IRE Journal*, at: http://www.findarticles.com/p/articles/mi_qa3720

OhMyNews: Profit-making citizen journalism. <http://english.ohmynews.com/>

Kerrigan, Gene, 1996. *Hard Cases: True Stories of Irish Crime.* Dublin: Gill & Macmillan Ltd.

Kerrigan, Gene and Pat Brennan, 1999. *This Great Little Nation: The A-Z of Irish Scandals and Controversies.* Dublin: Gill & Macmillan Ltd.

Kleveman, Lutz, 2003. *The Great New Game: Blood and Oil in Central Asia.* London: Atlantic Books.
Frost, Chris. *Media Ethics and Self-Regulations.* (2000: Pearson Education Ltd., Harlow, UK.)

Lewis, Jon E (ed), 2003. *The Mammoth Book of Journalism: 101 masterpieces from the finest writers and reporters.* London: Robinson. New York: Thunder's Mouth Press. [One Reference, one short-term, one regular loan, at 071SHA]

Lewis, Charles, 2007. ‘The Nonprofit Road: It's Paved Not With Gold, But With Good Journalism’, in, *Columbia Journalism Review (Feature)*, September / October 2007.

Mann, Michael (director), 1983. *The Insider (1999).* Run Time: 157 min. Walt Disney Video. GCD code: M DVD MAN

Matheson, Donald, 2005. *Media Discourses: Analysing Media Texts.* Maidenhead, UK: Open University Press.

McCombs, Maxwell, 2004. *Setting the Agenda: the Mass Media and Public Opinion.* Cambridge: Polity Press.

Nord, Lars W., 2007. ‘Investigative Journalism in Sweden - A Not so Noticeable Noble Art’, in, *Journalism*, Vol. 8(5); pp: 517–521.

O’Toole, Fintan, 1995. *Meanwhile Back at the Ranch: The Politics of Irish Beef.* London: Vintage.

Philo, Greg and David Millar (eds), 2005. *Market Killing: What the Free Market Does and What Social Scientists Can Do About it.* London: Longman

Pilger, John, 1998. *Hidden Agendas.* London: Vintage. [Two copies, at: 303.3 PIL]

Philips, Peter, and Project Censored (eds) *Censored 2007: The Top 25 Censored Stories.* New York: Seven Stories Press. [More material and more recent investigations of “censored” stories at their site: Project Censored: The News That Didn't Make the News”: <http://www.projectcensored.org/> (“For 34 years Project Censored has been committed to bringing the most vital stories to public awareness with the belief that genuine democracy depends on freedom of the press. The new Censored 2010 yearbook has drawn international attention to some of the most important underreported stories of our times and we are researching many stories for our next book already.”)

Greg Palast, 2010. Greg Palast website, homepage: <http://www.gregpalast.com/> (“Greg Palast is the author of the New York Times bestseller, “Armed Madhouse” (Penguin Paperback 2007). When Palast, an freeze from reel.jpg investigator of corporate fraud and racketeering, turned his skills to journalism, he was quickly recognized as, “The most important investigative reporter of our time” [Tribune Magazine] in Britain, where his first reports appeared on BBC television and in the Guardian newspapers.”)

Palast, Greg, Reports for BBC 2's Newsnight and many of his lectures and mini-films are now available online. [Go to: <http://video.google.com/> and type in Greg Palast.]

Palast, Greg, 2003. The Best Democracy Money Can Buy: An Investigative Reporter Exposes the Truth about Globalisation, Corporate Cons, and High Finance Fraudsters. London: Robinson. [Six copies, at: 303.3]

Palast, Greg, 2007. Armed madhouse: from Baghdad to New Orleans - sordid secrets & strange tales of a white house GONE WILD. New York: Dutton. [070.4 PAL]

Pilger, John, many investigative documentaries for Carlton, Granada, and ITV Television over the past 30 years are now available online. [Go to: <http://video.google.com/> and type in John Pilger.]

Pilger, John, 2006. Documentaries that changed the world: disc one [Motion Picture]. London: Network.

Pilger, John, 2004. Tell Me No Lies: Investigative Journalism & Its Triumphs. London: Jonathon Cape. [Six copies, at: 070.4 PIL]

Pilger, John, 2002. The New Rulers of the World. [Two copies, at 071 PIL]

Pilger, John, 1989. Heroes. London: Pan. [Three copies, at: 070.92 PIL]

Pakula, Alan J. (director), 1976. 'All The Presidents Men'. Dir: Run Time: 138 min. Warner Studios. [Staring: Robert Redford & Hoffman, Dustin.] GCD code: M DVD PAK.

Randall, David, 2007. The Universal Journalist, 3rd Edition. London: Pluto Press. [070.4RAN]

Randall, David, 2005. The Great Reporters. London: Pluto Press. [One short-term loan, at: 090.92]

Rolland, Asle, 2006. 'Commercial News Criteria And Investigative Journalism [in Norway]', in, Journalism Studies, Vol. 7, No 6.

Smyth, Sam, 1997. Thanks a Million Big Fella. Dublin: Backwater Press.

Shapiro, Bruce (Ed), 2003. Shaking the Foundations: 200 Years of Investigative Journalism in America

Schlosser, Eric, 2002. Fast Food Nation: What the All-American Meal is Doing to the World. London: Penguin Books.

Schlosser, Eric, 2003. Reefer Madness and other tales from the American underground. London: Penguin / Allen Lane,

Shaw, Colin, 1999. Deciding What We Watch: Taste, Decency, and Media Ethics in the UK and the USA. Oxford: Clarendon Press.

Spark, David. A Journalists Guide To Sources. (1997: Focal Press, Oxford.).

Spark, David, 1999. Investigative Reporting: A Study in Technique. Oxford: Focal Press. [One Reference only, one short-term loan, at: 070.43SPA]

Salon.com. <http://www.salon.com/?x> ("Salon, the award-winning online news and entertainment Web site, combines original investigative stories, breaking news, provocative personal essays and highly respected criticism along with popular staff-written blogs about politics, technology and culture. Salon hosts two online communities, Table Talk and The Well, and is headquartered in San Francisco, with offices in New York City and Washington D.C.")

The New Republic: <http://www.tnr.com/> ("When The New Republic was founded in 1914, its mission was to provide its readers with an intelligent, stimulating and rigorous examination of American politics, foreign policy and culture. It has brilliantly maintained its mission for ninety years.")

Stossel, John, 2004. Give Me a Break: How I Exposed Hucksters, Cheats, and Scam Artists and Became the Scourge of the Liberal Media. New York: HarperCollins. [One copy for short-term loan, at: 071STO]

Spottiswoode, Roger, (director), 1983. 'Under Fire'. MGM, Europe. GCD code: M DVD SPO.

Seib, Philip, 2002. The Global Journalist: News and Conscience in a World of Conflict. Oxford: Rowman & Littlefield Publishers, Inc.

Tong, Jingrong, 2007. 'Guerrilla Tactics of Investigative Journalists in China', in, *Journalism*, Vol. 8(5), pp: 530-535.

Tulloch, John, 2007. 'Hunting Ghost Planes - An Interview With Journalist Stephen Grey', in, *Journalism*, Vol. 8(5); pp: 510–516.

Williams, Eesha, 2001. *Grassroots Journalism: A Practical Manual for Doing the Kind of Newswriting That Doesn't Just Get People Angry, but Active-That Doesn't Just Inform, but Inspires* Apex Press. [One short-term loan, at; 071.4 WIL]

Zayani, Mohamed (ed), 2005. *The Al Jazeera Phenomenon: Critical Perspectives on New Arab Media*. London: Pluto Press.

Zdovc, Sonja Merljak & Melita Poler Kovacic, 2007. 'The Paradox of Slovenia: Investigative Journalism During Socialism and Democracy', in , *Journalism*, Vol. 8 (5), pp: 522–529.

Zelizer, Barbie and Stuart Allan (eds). 2002. *Journalism After September 11*. London: Routledge.



GRIFFITH COLLEGE DUBLIN

Faculty	Journalism and Media Communications; Semester			
Course Title (✓)				BA (HONS) in Journalism and Visual Media
Course Level (✓)				Level 8
Module Title	Investigative Journalism 2			
Lecturer	Barry Finnegan	barry.finnegan@gcd.ie	01-4163389 ext. 289	Room D015

Details for all BAJH-IJ2 assignments, numbers 1, 2, 3 and 4.

Assessment Information Summary - See Moodle For Details	Weighting: 100% Assignment
Assignment 1: Short Investigative News Report. 800 to 1,500 word with short critical analysis. Submission date: In-lecture	25%
Assignment 2: Pitch To The Editor 4 to 7 minute in-class presentation demonstrating why your Long IJ News Report should be published. Presentation date: In-lecture	10%
Assignment 3: Long Investigative News Report. 1,500 to 2,500 words with short critical analysis. Submission date: In-lecture	35%
Assignment 4: Choose essay from list. Academic essay (1,800 to 2,000 words) chosen from list of titles relating to the prospects for investigative journalism based on the historical record and contemporary examples. Submission date: In-lecture.	30%
All late assignments must be signed in to the Faculty Office during office hours. All late assignments are penalised as per Faculty regulations.	

**Details & Instructions: Assignment 1:
Short Investigative News Report with critical analysis**

Word Count: 800 to 1,500 words.

Must Include:

- (i) At least one phone or face-to-face interview.
- (ii) A headline and sub-headline on your article.
- (iii) One or two pull-quotes (insert after sub-headline).
- (iv) Any referencing in your article must be as endnotes, **not**, as Harvard or any other type of referencing.
- (v) A short critical analysis as detailed below (parts 1, 2, 3 and 4).

Submission Date & Method: In-lecture in hard-copy, and, as attachment in email to barry.finnegan@gcd.ie

Submission Requirements: Font in Times New Roman, at point size 12, in double spacing, in black ink on white or grey paper, preferably stapled and without an excessive use of plastic coverings (not obligatory).

Ensuring success: It is the student's responsibility to ensure, in tutorials or lectures or via email that their chosen topic and approach for their assignment constitutes investigative journalism. i.e. that is not an opinion column, review, other type of feature or straight news report piece etc. Assignments submitted which do not constitute investigative journalism will fail: for example straight news reports and basic feature articles will fail.

Marking Scheme: 80% for the report, 20% for the Short Critical Analysis Parts 1, 2, 3 and 4.

Critical Analysis Details

The following four points must be address in separate paragraphs, clearly indicated.

(1) Why is it 'Investigative Journalism'?

Write a 50 to 200 word referenced explanation as to why your story constitutes 'Investigative Journalism'.

(2) Where Will I Get It Published?

State the title of which **ONE REAL (AND ONLY ONE)** media product (newspaper, or website, or magazine) you feel your story *could and should* be published in, and explain in detail why. This could include, but not be limited to for example: because of the style your piece is written in, its relevance to the media product's target market, with examples of typical similar stories in that media product.

(3) Who Will I Contact To Get It Published?

State the real person's name and contact details who you *would* contact in order to get your investigation published in that newspaper, or website, or magazine. Items required: name, job title, phone number, email and office address. Remember to be realistic: would the *editor* of The Irish Times or The Daily Telegraph really be the best person for a student journalist to contact?!

(4) Methodology Used & Hindsight Changes.

In 200 to 500 words outline your methodology (i.e.: how did you conduct the investigation), and with the benefit of hindsight, outline what, if anything you would do differently. Could also include: outline where you started, what websites you looked at and which ones were used, what books and newspaper articles you read, who you phoned, what interviews you did, what went well and what went badly during your investigation. **Compulsory item here:** List all interviewee's names, job titles, phone numbers and/or emails.

The Learning Outcomes being assessed in this assignment are:

1. Conceptualise, initiate, plan and carry out to deadline a number of high quality publishable investigate journalism news reports.
2. Exercise appropriate judgement to carry out advanced self-directed research and to present, defend and critically self-evaluate same.

The following Assessment Criteria will be applied:

Students are required to write an "investigative journalism news report" as explained and defined in lectures and in material on your reading list. A feature (such as an opinion column or a review) or a standard straight news reporting piece will fail. Students are expected to build on the learning outcomes in Year 2 of the course. Refresher notes on "What is Investigative Journalism" are on Moodle.

Details & Instructions: Assignment 2: "Pitch To The Editor"

Instructions:

Having downloaded from Moodle, filled-in and printed the "Pitch To The Editor Form", students will submit it at the start of their in-class presentation. This will take the form of a 5 to 7 minute "Pitch To The Editor" presentation designed to prove that the student's Long Investigative News Report idea/plan, which is due the following week, is:

- a) well researched, clear and concise,
- b) worthy of the financial resources of their chosen publication,
- c) of interest to the chosen target market, and,
- d) at a minimum covers the other criteria listed on the "Pitch To The Editor Form".

Presentation date: In-lecture

Note:

Students are encouraged to use PowerPoint, video clips, audio files, websites, images and text if it aids their presentation and indeed to engage in role-playing in order to promote their pitch as if they were a working investigative news reporter pitching their investigative report idea to the editor of their chosen publication in order to convince them of the merits of the work.

Grading Criteria:

Marks are awarded to students for demonstrating that:

- convincing research has been *completed* in order to ascertain that there is an investigation here;
- they understand *why* this is an investigative journalism news report (eg: refer to others' work, quotes from editors, academic material, etc);
- they have the contact details and job titles for at least five interviewees;
- they have addressed the issues in the "Pitch To The Editor" form provided on Moodle.

The Learning Outcomes being assessed in this assignment are:

1. Conceptualise, initiate, plan and carry out to deadline a number of high quality publishable investigative journalism news reports.
2. Exercise appropriate judgement to carry out advanced self-directed research and to present, defend and critically self-evaluate same.



GRIFFITH COLLEGE DUBLIN

BAJH Investigative Journalism 2

"Pitch To The Editor Form"

Name: _____

Student Number: _____

Please, download this doc, type out your answers into the following form, print it out, attach to an Assignment Cover Sheet and submit it in class on the day of your pitch.

1. Who is your pitch being delivered to and why? Based on *Topic 1*, explain why you feel your idea is an investigative journalism article: (eg: give a quote from someone like Pilger, deBurgh or Evans and in two or three sentences, relate that to your work / idea):
2. Write out your draft headline and sub-headline:
3. Write out the focus statement explaining what your investigation is all about:
4. Explain why your piece is suited to this *particular* publication (think: target market, similar articles, etc): ...
5. Why are *you* the journalist to write it (think: work experience, interested in topic, contacts, confidence, track record, etc):
6. Names and contact details for at least five of the interviewees you are going to interview, or have already interviewed, why? Are they anonymous, why? (Give names and contact details):
7. Information on the investigative material and documents for your piece (think: reports by companies, government departments, lobby groups, NGOs; personal observation, photos, video footage, computer assisted reporting, books, compiling newspaper data from Lexis Nexis, etc, etc). ALSO, how is the story progressing ...

Details & Instructions: Assignment 3: Long Investigative News Report with critical analysis

Word Count: 1,500 to 2,500 words.

Must Include:

- (i) At least one phone or face-to-face interview.
- (ii) A headline and sub-headline on your article.
- (iii) One or two pull-quotes (insert after sub-headline).
- (iv) Any referencing in your article must be as endnotes, **not**, as Harvard or any other type of referencing.
- (v) A short critical analysis as detailed below (parts 1, 2, 3 and 4).

Submission date: In-lecture

Submission Requirements: Font in Times New Roman, at point size 12, in double spacing, in black ink on white or grey paper, preferably stapled and without an excessive use of plastic coverings (not obligatory).

Ensuring success: It is the student's responsibility to ensure, in tutorials or lectures or via email that their chosen topic and approach for their assignment constitutes investigative journalism. i.e. that is not an opinion column, review, other type of feature or straight news report piece etc. Assignments submitted which do not constitute investigative journalism will fail: for example straight news reports and basic feature articles will fail.

Marking Scheme: 80% for the report, 20% for the Short Critical Analysis Parts 1, 2, 3 and 4.

Critical Analysis Details

The following four points must be address in separate paragraphs, clearly indicated.

(1) Why is it 'Investigative Journalism'?

Write a 50 to 200 word referenced explanation as to why your story constitutes 'Investigative Journalism'.

(2) Where Will I Get It Published?

State the title of which **ONE REAL (AND ONLY ONE)** media product (newspaper, or website, or magazine) you feel your story *could and should* be published in, and explain in detail why. This could include, but not be limited to for example: because of the style your piece is written in, its relevance to the media product's target market, with examples of typical similar stories in that media product.

(3) Who Will I Contact To Get It Published?

State the real person's name and contact details who you *would* contact in order to get your investigation published in that newspaper, or website, or magazine. Items required: name, job title, phone number, email and office address. Remember to be realistic: would the *editor* of The Irish Times or The Daily Telegraph really be the best person for a student journalist to contact?!

(4) Methodology Used & Hindsight Changes.

In 200 to 500 words outline your methodology (i.e.: how did you conduct the investigation), and with the benefit of hindsight, outline what, if anything you would do differently. Could also include: outline where you started, what websites you looked at and which ones were used, what books and newspaper articles you read, who you phoned, what interviews you did, what went well and what went badly during your investigation. **Compulsory item here:** List all interviewee's names, job titles, phone numbers and/or emails.

The Learning Outcomes being assessed in this assignment are:

1. Conceptualise, initiate, plan and carry out to deadline a number of high quality publishable investigate journalism news reports.
2. Exercise appropriate judgement to carry out advanced self-directed research and to present, defend and critically self-evaluate same.

The following Assessment Criteria will be applied:

Students are required to write an "investigative journalism news report" as explained and defined in lectures and in material on your reading list. A feature (such as an opinion column or a review) or a standard straight news reporting piece will fail. Students are expected to build on the learning outcomes in Year 2 of the course. Refresher notes on "What is Investigative Journalism" are on Moodle.

Details & Instructions: Assignment 4: Choose essay from list

Wordcount: 1,800 to 2,000 words

Submission date: In-lecture

Title: Chose one of the following four essay titles and critically discuss it in referenced-essay form using examples and theory to demonstrate your understanding.

Essay 1: It was always going to take a period of economic turmoil, political scandal and new media technology, to rescue investigative journalism from the dark days of the early/mid noughties.

Essay 2: The processes of globalisation, and other factors, have resulted in changes to the modern media industry. Despite these ongoing changes, investigative journalism as a genre has proved to be resilient and viable.

Essay 3: A confluence of business acumen, citizen outrage and passionate journalism will revive the moribund art of investigative journalism.

Essay 4: While new philanthropy-supported investigative journalism NGOs are welcome, it is going to take more than charity to create and sustain the regular supply of labour-intensive, time-consuming, high quality investigative journalism that our democratic societies so desperately need.

Details:

Skills and knowledge acquired in lectures will be essential to the successful completion of this assignment. Students must demonstrate that they have read widely around the area of investigative journalism and can use examples to back up their arguments. Additionally, students are expected to have discussed their essay approach and focus in lectures and tutorials. Harvard referencing must be used.

The Learning Outcomes being assessed in this assignment are:

Demonstrate an advanced critical understanding of the changing context for investigative journalism in the Western world within the context of the overlapping processes of the forces of contemporary globalisation.

The following Assessment Criteria will be applied:

Students are expected to have read widely around the area of investigative journalism and to display a familiarity and advanced understanding of the subject matter covered in lectures, including but not limited to the democratic essentiality of investigative journalism and a familiarity with contemporary online examples on investigative work.

All late assignments must be signed in to the Faculty Office during office hours. All late assignments are penalised as per Faculty regulations.