JRN 501: Foundations of Science Communication I
In this team-taught, immersive science communication training, students will build skills to passionately communicate in a way that excites, engages, and encourages audiences to want to learn more about their work. Improvisational theater-based techniques are combined with message design strategies like distilling and storytelling, enabling healthcare professionals, scientists, and researchers to use strategy and spontaneity to execute powerful communication in any context.

1 credit, Letter graded (A, A-, B+, etc.)

JRN 503: Foundations of Science Communication II
In this immersive science communication training, participants who have completed JRN 501 will continue their foundations in science communication with explorations into engaging with key audiences and the media, as well as creating a presentation accompanied by compelling visuals.

1 credit, Letter graded (A, A-, B+, etc.)

JRN 509: Communicating Science: Science Unplugged
This course is for students who have taken JRN 501 and JRN 503, or JRN 565, and want the full experience of working in front of a live audience. Through group meeting and private coaching, students will hone science presentations into short talks for a lay audience. Students must begin the class with a prepared talk ready for coaching and a clear and vivid short description of their presentation. Each student will participate as a peer coach for one other student and will be required to attend at least one other talk off campus. The presentations may be videotaped and posted on the Alda Center website. Sample from our pilot workshops can be seen here: www.aldacenter.org/science-unplugged. Pre-requisite: JRN 501 and JRN 503, or JRN 565.

1-2 credits, Letter graded (A, A-, B+, etc.)

May be repeated for credit.

JRN 510: Basic Reporting and Writing for Journalism
This course, for students without a journalism background, aims to help students master the basic elements of reporting and writing news and feature stories that are clear, accurate and fair. Students will gain practical experience through reporting on campus and community events, with frequent writing and rewriting assignments. Coverage will begin with breaking-news reports, such as coverage of speeches or crimes, and move on to news features, profiles and in-depth news stories. Students will learn the basic skills of journalism, such as developing story ideas; finding, assessing and interviewing sources; researching topics; identifying the important elements in a story; explaining information clearly, concisely, and fairly. Offered Fall, Spring, and Summer, 3 credits, Letter graded (A, A-, B+, etc.)

JRN 511: Communicating Science: Communicating to Decision Makers
Learning how to effectively communicate science to decision makers is increasingly important for scientists and health professionals. This interactive course provides you with the skills, practice, and knowledge you need to clearly and vividly communicate complex science to decision makers (e.g., Congress, local officials, community groups, etc.) in a variety of forums and settings. 0-1 credits. Letter graded (A, A-, B+, etc.)

May be repeated for credit.

JRN 512: Communicating Science: Video Storytelling for Scientists
In these days when video rules the web, there are few better ways to showcase yourself and your research than by making your own short video. And you can make a great one with something you already have in your purse or pocket — your smartphone. But only if you know how to shoot well, edit skillfully and, most importantly, know how to tell a compelling story in the language of video. Increasingly, journals are encouraging scientists to submit video abstracts of their research, yet most lack creativity, limiting their appeal. Learn the skills you need to produce a vivid video impression of your science for your web or Facebook page, or for your next publication. The technology is there. You just need to know how to use it! Pre-requisite: JRN 501, JRN 503, or JRN 565.

1 credit, S/U grading

JRN 513: Science of Science Communication
The U.S. National Academies has paid increased attention to the "science of science communication," an interdisciplinary area of social science and humanities research and scholarship that spans a range of disciplines, including communication, psychology, decision science, mass communication, risk communication, health communication, political science, sociology, and science and technology studies, history, and others.

This course is designed as an introductory survey course for graduate students in science, biomedical, engineering, and health disciplines to this interdisciplinary field. The key goal is to provide context on science communication research that can inform students' science communication practices. Specifically targeted to students who are not communication researchers, this essential overview will help students understand the importance of linking theory with practice when they communicate about their own research. The course is designed to complement applied science communication coursework offered by the Alan Alda Center for Communicating Science in the School of Journalism.

1 credit, Letter graded (A, A-, B+, etc.)

JRN 514: Presenting Science Unplugged
This workshop is designed to help graduate students learn to speak effectively and responsively with a public audience. Designed for students that have completed JRN 509 (Science Unplugged), Science Unplugged Presents puts those skills into real-world application. Students will travel to deliver their prepared talks to high school or library audiences and be a guest scientist on the web show, Science Unplugged airing Thurs nights at 8:00pm. Each student will participate as a peer coach for one other student and will be required to attend at least one other talk off campus.

0-1 credits. Letter graded (A, A-, B+, etc.)

May be repeated for credit.

JRN 516: Communication Research Methods
Inquiry into social science research that enables students to ask meaningful questions and conduct research to find reliable and valid answers to those questions. Students explore traditional and non-traditional data collection methods, tools for analysis, and current research trends. Students engage in the empirical research process by identifying research questions and hypotheses, reviewing past research, collecting and analyzing data, and evaluating the credibility of published research findings. As part of this course students will identify and delve more deeply into a content area within the Science Communication field to build greater knowledge about how specific areas of science communication are interpreted, measured, and disseminated. Numerical and statistical concepts to analyze and interpret empirical data will be explored using a commonly used statistical package (e.g., Statistical Package for the Social Sciences, SPSS).

3 credits, Letter graded (A, A-, B+, etc.)
JRN 520: Multimedia Journalism
An exploration into presenting news and feature stories in a digital era. Students will learn both conceptual and practical skills to help them develop targeted, meaningful stories for a variety of digital platforms (e.g., online news outlets, social media, apps, etc.). Students will explore issues raised by the migration of news to the web, including questions of privacy and credibility, challenges to traditional journalistic standards, and the increased presence of public opinion. Students will practice using digital tools such as photography, video, and information-rich graphics.

3 credits, Letter graded (A, A-, B+, etc.)

JRN 521: Solutions Journalism
An introduction to rigorous, evidence-based reporting on responses to social problems. Students will explore storytelling tools based on the foundations of solutions journalism (e.g., cover a response to a problem and how it happened; provide evidence of impact, consider effectiveness, not just intentions, through qualitative and/or quantitative data; produce insights that can help others respond to the problem; and address limitations or caveats of the response). Students will practice skills developed by the Solutions Journalism Network (SJN) to design narratives around conflict and problem-focused news coverage, and produce high quality solutions journalism and investigative stories, both in multimedia and written form. As a SJN hub institution, students will access resources from and submit stories to the Solutions Story Tracker® to assist in the development of the field.

3 credits,

JRN 522: Communicating Science to Policy Makers
A hands-on experience that provides students with the skills, practice, and knowledge to clearly, concisely, and effectively communicate the importance of science to policy makers. Communication is essential to secure funding and successfully advocate for or against legislation that could greatly impact research. Learning how to effectively communicate science to state and federal elected officials and agency staff is crucial for scientists, healthcare professionals, and professional science communicators. Students will explore communication tactics and methods based in theory and practice.

3 credits, Letter graded (A, A-, B+, etc.)

JRN 525: Health, Environment, Science and Technology Reporting
The core course of the journalism master’s program, this will introduce students to the range of science, health and environmental coverage while providing intensive instruction and practice in reporting and writing in journalistic formats. The goal is for students to learn how to think critically about scientific claims and controversies and how to write clear, accurate and vivid stories for print or online media. Students will practice such skills as developing sources, interviewing experts, finding stories, doing online research, organizing material, using statistics correctly, and presenting technical information in lay terms. Field trips will introduce students to work being done at Brookhaven National Laboratory and Stony Brook University Medical Center. A variety of written forms will be explored including news and trend stories, explanatory or human interest features, profiles, blogging, and first-person essays. This is an intensive course that meets six hours a week and requires at least 12 hours a week of work outside class. Offered Fall, 6 credits, Letter graded (A, A-, B+, etc.)

JRN 528: Engaging with Journalists
An overview for professionals and graduate students in the sciences designed to help them learn to engage effectively and responsibly with journalists across media platforms: print, radio and TV. Students will explore how journalism delivers scientific news and information to broad audiences and learn how to work with and help journalists develop accurate and purposeful stories. To make the lessons experiential, students will respond to journalistic requests for interviews and information (oral and written) in mock interactions with real print, radio and television journalists.

3 credits, Letter graded (A, A-, B+, etc.) May be repeated for credit.

JRN 530: The Big Story
A hands-on experience for students to explore current issues affecting our society, and build stories that highlight their relevance to the public. Students will learn about the context reporters need to provide sophisticated coverage, and take a deep dive into developing a big story about a current topic or issue that they select from a variety of reporting areas (e.g., science, health, environment, politics, culture, technology, sports, business, fashion, communities). Students will practice gathering supporting information from reputable sources and conducting interviews with key stakeholders as needed to produce a solid story.

3 credits, Letter graded (A, A-, B+, etc.)

JRN 534: Communicating Science Using Digital Media
An exploration into using digital platforms to communicate science to public audiences. Science and health information increasingly travels by digital media, as new ways emerge for scientists, health care professionals, and others to communicate directly with the public, without the intermediaries of press or public relations. Students will learn to be effective and engaged online communicators, to help science reach broader audiences in meaningful ways. This course offers a practical, hands-on approach to using digital “tools of the trade” such as blogs, videos, audio/podcasts, and social media platforms. Students will also learn about the great potential and perils of social media, as they learn to think critically about the broader issues surrounding this medium.

3 credits, Letter graded (A, A-, B+, etc.)

JRN 556: Foundations of Science Communication
A foundational course in science communication and an introduction to the Alda Method®. Students will learn about evidence-based approaches to communicate scientific concepts and data accurately and effectively to diverse audiences. Through an exploration of science communication literature and applied-improvisational theater exercises, students build communication skills to help them understand, connect, relate, and adapt to various audiences such as peers, professors, employers, policy makers, funders, journalists, and the public. Students hone their written and oral science communication skills by creating, delivering, and evaluating audience-centered messaging.

3 credits, Letter graded (A, A-, B+, etc.)

JRN 575: Special Topics in Science Communication
This special topics course exists to create a space for innovations in our curriculum, visiting guest professors, or one-time opportunities to create unique learning opportunities for our certificate students. Specific course objectives will vary with each topic. This course is an elective for the Advanced Graduate Certificate in Communicating Science.

3 credits, Letter graded (A, A-, B+, etc.) May be repeated for credit.

JRN 577: Communication Law and Ethics
An online course that will provide the student a model by which they can analyze, understand, and act upon the law and ethical considerations that science communicators,
journalists, mass media professionals and consumers face in the 21st century. The class will use case studies, the Society of Professional Journalists Code of Ethics, the First Amendment Handbook from the Reporters Committee for the Freedom of the Press, and current newsworthy stories to build an analytical model.

3 credits, Letter graded (A, A-, B+, etc.)

JRN 583: Principles of Inclusive Engagement
How do individual & group differences matter when it comes to who we are, the teams we're on, the work we do, and the people we engage? When does difference become disadvantage? And what can we do in response? What helps difference become an offer of discovery, development, and depth? This course is designed to help you learn to engage others in inclusive, empathetic, and just ways. We will read and discuss work from several disciplines, including journalism, the social sciences, and race/gender/disability studies. Some of these readings may be supplemented with art: poetry, music, film. Among the techniques we use are improvisational theater exercises that will help you connect with an audience, pay close and dynamic attention to others, read nonverbal cues, respond freely and work through nerves and self-consciousness.

3 credits, Letter graded (A, A-, B+, etc.)

JRN 585: Communicating Science and Health Risks to the Public
An exploration of risk communication theories and strategies, and their application to effective communication in science, environmental, and public health settings. The processes and effects of persuasive communication as they relate to message framing are also explored. Students will learn to use effective communication to advance individual and community-level decision-making about science and public health issues. Specifically, risk communication through interpersonal, organizational, and mediated channels will be explored, with particular attention paid to message features that are believed to generate predictable effects. Students will explore how communication impacts the public's experience of risk, and practice designing and delivering culturally competent messages about potential science, health, and environmental hazards. This hands-on course provides opportunities to practice designing and delivering a variety of risk messages.

3 credits, Letter graded (A, A-, B+, etc.)

JRN 587: Independent Study
Intensive study of a special topic or intensive work on a reporting project undertaken with close faculty supervision. May be repeated. Prerequisites: Permission of instructor and graduate program director Every semester, 0-6 credits. S/U grading

3 credits, Letter graded (A, A-, B+, etc.)

May be repeated 1 times FOR credit.

JRN 588: Graduate Internship
A practical, hands-on application of science communication skills in a real-world setting. Students participate in a semester-long internship with an organization or institution devoted to one or more of the programs themes of science, health, environment, and/or technology. The work must allow students to apply communication skills related to the educational goals of the program. Student interns will report regularly to a faculty member and will submit a portfolio of their work at the conclusion of the internship.

0-6 credits. S/U grading

May be repeated for credit.

JRN 590: Special Topics: Issues in Contemporary Journalism
This special topics course will deal with timely and contemporary issues that affect journalists and journalism. The issues could range from the press in wartime, an examination of the press' role covering war from World War II to the current war in Iraq, how the press covers presidential campaigns and journalists as novelists. May be repeated as the topic changes.

3 credits, Letter graded (A, A-, B+, etc.)

May be repeated for credit.

JRN 599: Project Work in Science Communication
A culminating experience for students in the Advanced Graduate Certificate in Communicating Science. Students work individually or in groups to plan, design, and complete a capstone project rooted in science communication. Projects should allow students to apply what they have learned about science communication to a real-world context. Examples may include but are not limited to competing in science communication competitions, creating podcasts, writing book chapters, recording educational videos, designing a social media campaign, and/or creating outreach opportunities in the community. Students will submit a project proposal and participate in peer workshops sessions to offer and receive feedback on their work throughout the semester. Students will formally present their work to peers, faculty, and members of the campus/community at the conclusion of the course.

3 credits, Letter graded (A, A-, B+, etc.)

JRN 605: Environmental Communication
Over the past decades, an important body of scholarship has emerged in Environmental Communication that includes a number of edited books, dozens of peer-reviewed publications in a wide range of prestigious journals, a series of edited conference proceedings, and an international, peer-reviewed journal, Environmental Communication: A Journal of Nature and Culture (www.informaworld.com/renc). The purpose of this seminar is to provide an overview of the growing field of Environmental Communication. We will read key books and article that cover a range of disciplinary approaches. Furthermore, the course provides an opportunity for students to participate in engaged research with a local community on an environmental or sustainability problem.

3 credits, Letter graded (A, A-, B+, etc.)

JRN 635: Journalism Without Walls
JRN 635: Journalism Without Walls

3 credits, Letter graded (A, A-, B+, etc.)

May be repeated for credit.