OVERVIEW: Students in this class will develop depth projects incorporating extended ethnographic-style reporting and visual documentation, backed up by extensive research. The reporting must be situated on the Iowa campus and/or in surrounding communities and developed around the lived experience of human beings, although the subject matter is open—anything from sports, politics, education and immigration to consumer affairs, social justice or medicine is fair game, although ultimate choice of topic is subject to the instructor’s approval. Each student will produce a final package suitable for presentation online as well as in print, including a long-form narrative with accompanying sidebars and visuals.

Our class sessions will serve as a kind of clearing house for ideas, a forum for exploring and sharing research strategies, reporting methods and strong storytelling, and a kind of ongoing editorial conference. We’ll have some guest speakers in to share thoughts and advice about reporting, writing, ideas, resources, multimedia and other topics. Expect lots of discussion, brainstorming, editing and critiquing, problem solving and, toward the end of the semester, finalizing project components, including online presentations.

Attending the weekly class session and keeping up with reading, research, reporting and writing obligations are essential to successful completion of this course. Remember that, according to College of Liberal Arts and Sciences guidelines for coursework, each semester hour of credit entails at least two additional hours of work outside the classroom per week; so for this 4 s.h. course, you should expect to do an average of around 8 hours of work a week beyond class time. And you should be breathing and dreaming about your project pretty much all the time!

You are encouraged to think about the “Iowa Dozen”—the skills and concepts our School endeavors to foster—as you proceed through your journalism major. Those maxims are appended to this syllabus, along with aspects that are particularly germane to this course.

General expectations for all students include consistent and punctual class attendance, careful and complete preparation, active and constructive participation, timely completion of reading and writing assignments (i.e., before they are due), and adherence to the highest standards of journalistic and academic integrity. A digital camera is required, although it needn’t be professional—at minimum, a cell phone camera will do. Other essentials are readiness to devote long periods to assiduous investigation, reading, interviewing, note taking, shoe-leather reporting and “loitering with intent” and willingness to devote dogged, meticulous, painstaking attention to writing, revisions and editing.
READING: One required book, Jack Hart’s *Storycraft*, has been ordered through the university bookstore. Please purchase a copy.

Most additional required readings – articles, book chapters, writing advice – will be posted on the class ICON site. Please download and print out materials and read ahead (highlighting and marginalia recommended) in preparation for class discussions. Links to additional suggested readings and resources also will be supplied.

Obligatory assigned reading will be heaviest in the first part of the semester, but don't stop there! You also are expected to read voraciously on your own initiative, on the presumption that you will not come to write well if you don't consistently and conscientiously read a lot of good writing. Keep up with daily newspapers and news websites, a crucial fount of ideas—at a minimum, in addition to your daily dose of *Daily Iowan*, you should read *The New York Times* and browse the local papers for story leads. Meanwhile, peruse magazines constantly and find those websites and blogs that are journalistically strong. Keep an eye out for noteworthy features that are worth sharing with the entire class. And for this course, book-length works of reportage can be inspiring and helpful; a selection will be available in the J-MC resource center for your perusal and borrowing.

ASSIGNMENTS: En route to completion of the project, plan to produce four sections of your work-in-progress (approximately 1,000-1,500 words each), as follows:

- **installment 1**: background, context, history, etc., about the topic, issue, problem and/or question your project sets out to address;
- **installment 2**: profile of a central character;
- **installment 3**: narrative describing the unfolding of a key scene or progression of a key event;
- **installment 4**: personal account of and reflections on the reporting process.

In addition, you are required to meet periodic “markers” for the project in the form of:

- initial & revised proposal;
- evolving outline;
- at least one [more are encouraged!] multimedia components;
- documentation file, including a reporting log with time, place and subjects of all research, observation and interviewing sessions (whether in person, by phone or by e-mail); list of people consulted or interviewed, with complete contact information; bibliography of any printed and web materials and other references or data sources consulted; and copies of any key documents (e.g., public or personal records, relevant reports, essential articles). You must be prepared to produce complete notes (and, if used, audio recordings) as well.
Details and expectations for each installment will be provided as we go along, with specific deadlines and arrangements for e-mail submissions and sharing confirmed in class. Students will read/view one another’s work and are expected to offer constructive, thoughtful comments in class critiques.

Your submissions will be evaluated both for content and for presentation— including strength of research and reporting, substantive evidence and detail, accuracy, originality, focus, logic, clarity, organization and writing mechanics. These parts are intended to help set the direction of your project and provide sufficient basis for conveying the story you wish to convey, and may become important elements of your final version.

---

**GRADING:** We do this for the love of it, of course—not for money, nor for grades. Nevertheless, your work **will** get graded, and if you are conscientious and determined, some of it might earn you bylines or even money. Expectations of all students are high, but your own demands on yourself should be the highest of all.

Work will be graded as follows: A=exceptional work, B=very good work, C=average work, D=unacceptable work, F=failing.

Elements are weighted as follows in your final letter grade for the semester:

- **Completed project**—70 percent.
- **Attendance, participation, short exercises, meeting deadlines, etc.**—30 percent.

This includes class preparedness, constructive participation and collaboration, following instructions, completing readings, fulfilling work in the time allotted, etc.

---

**HOUSEKEEPING**

- **Please use your uiowa.edu e-mail account** (or if you use a different account, make sure it is linked to the uiowa address).
- **Check ICON regularly** for class updates and communications.
- **Plan ahead and pay attention to detail.** Take time and care with all assignments; revise, edit and proofread your writing conscientiously before submitting anything.

Please attend to the following guidelines for your submissions:

- Please use **AP style**.
- **Proofread**; use a spell-checker if necessary, but remember that computers miss a lot; have some detail-minded friend or acquaintance read over your work.
- For final versions of articles, **double-space**, use a readable font style and size, and save as a Word file for submission in ICON dropbox. Generally, editors and teachers appreciate formatting that produces approximately 250 words per double-spaced page; this also will help you in gauging length. Avoid fancy typefaces; 12-point Times, Times Roman or Palatino are good standard choices and one-inch margins also are standard. With hard copies, don’t use cover pages or binders.
✓ Put your name, due date and final word count on the first page of your submissions. Make sure your name is on shorter written exercises also.

✓ Think. Make backups of all files, and keep copies of any printouts you hand in. No computer-ate-my-story excuses accepted.

➤ Meet your deadlines. Start on time, work steadily, plan ahead and finish on time, if not ahead of time. Revise, edit and proofread before submitting assignments. Save computer files often while you are working, and make sure drafts and completed stories are backed up. The-computer-ate-my-story excuses and other technology-related protestations due to frantic last-minute frenzies are avoidable and thus unacceptable.

Work submitted late is considered work not submitted. Leeway may be granted only under genuinely extenuating circumstances, which must be documented. If such circumstances arise, notify the instructor with an explanation before the work is expected (or as soon as possible if advance notice is not possible). Except for truly extraordinary circumstances, no assignments will be accepted at all more than one week after the original due date.

OTHER COURSE POLICIES & INFORMATION

➤ Attendance is not optional. Except in cases of death in the family, serious illness, or other genuine emergencies or crises, you are expected to attend all class meetings. If you unavoidably must miss a class, notify the instructor in person or by e-mail in advance; if advance notice is impossible, provide written explanation/documentation of your absence as soon as possible.

➤ Common courtesy. Otherwise known as common sense, or what you learned in kindergarten. Arriving to class late/leaving class early is disruptive and inappropriate behavior. If other classes or obligations overlap with times scheduled for this course, rearrange the other matters or drop this course. Ringing cell phones are rude; texting during class is insolent; personal e-mailing in class is discourteous and distracting; and instructors hope they do not have to remind you of any of this.

➤ Unethical conduct. Plagiarism (i.e., expropriating words and ideas of others without due attribution) and cheating of any sort are grounds for a failing grade in the course. Please note also that you are expected to do original work specifically for this course; under no circumstances may you submit the same content for assignments required of you in other courses. For details on definitions and consequences of academic misconduct, see http://clas.uiowa.edu/students/handbook/academic-fraud-honor-code

➤ Special accommodations. Academic arrangements for students with disabilities are handled with the cooperation of Student Disability Services, Burge Hall lower level, tel. 335-1462. Students needing special accommodations for any aspect of the course are urged to contact SDS and to speak with the instructor early in the semester. The Student Disability Services website is http://www.uiowa.edu/~sds/

➤ Sexual harassment. Sexual harassment is reprehensible and will not be tolerated by the School, College or University. For definitions, assistance, and the full University policy, see http://www.sexualharassment.uiowa.edu/; on sexual misconduct involving students, see http://www.uiowa.edu/~our/opmanual/iv/02.htm
**Severe weather.** If a weather event disrupts class, we will seek appropriate shelter in the building; and class will resume if possible when the event is over.

**Administrative supervision.** The College of Liberal Arts and Sciences is the administrative home of this course and governs matters such as add/drop deadlines, second-grade option, and other related issues.

**Complaints.** Show up during office hours, make appointments, and/or contact me by e-mail with thoughts and concerns. If you feel uncomfortable bringing a concern directly to your instructor or the course coordinator, you may consult David Perlmutter, director of the School of Journalism & Mass Communication; Helena Dettmer, associate dean for academic affairs of the College of Liberal Arts & Sciences; the University Ombudspersons; and/or other relevant authorities. Procedural information may be found under the “Student Rights” section of student policy guidelines, at: http://dos.uiowa.edu/current-policies-and-regulations-affecting-students-2010-2011-academic-year/

---

**SOME KEYS TO A HAPPY HEART AND PRODUCTIVE CAREER**

You are encouraged to adhere to the following tenets, at least for the duration of this course:

- **Let your journalistic instincts intrude into your daily life.** Always be on the lookout for story leads and ideas, sources of inspiration and information, and possible outlets for your work. Always carry writing utensil and notebook. *(Always — a lo-tech backup may come in handy even if you ordinarily use an electronic device.)*

- **Fulfill your commitments, but also report and write about what interests you.** In the course of indentured servitude at news organizations, you may be assigned to cover stories you think are stupid or uninteresting; and even as a freelancer you may feel compelled to do dumb or boring things for the sake of the money, the professional relationship or the byline. As a journalism trainee in school, you’ll have many obligatory assignments as well. Take them seriously and fulfill what your teachers or editors or employers expect of you. At the same time, when time and opportunity arise, pursue topics you find engrossing.

- **Help your fellow students.** Journalism can be a cutthroat business. But the very best journalism involves cooperation; and on complex stories, two or three or ten heads are always better than one. Some of your best resources are right in the classroom. Everyone can help everyone else by brainstorming collectively, trading and sharing information and ideas and sources and providing constructive comments and criticisms at every stage of the reporting and writing process.

- **Bear in mind that your writing can only be as good as your substance.** Writing is simply the vessel for information and ideas. You need something to write about. Dogged, thorough reporting and hard thinking are essential to good writing.

- **Bear in mind that small matters can have major repercussions.** Strive for excellence in everything, from punctuation and grammar to the big picture. Turning in sloppy copy will not endear you to your editors. If you are freelancing, a typo in your first paragraph or garbled syntax in your second may send your submission directly to the recycling bin. Editors have no time for lack of professionalism. Every little thing counts.
• Don't chase the illusion of "objectivity," but strive your utmost to achieve accuracy and fairness. "Objectivity," once a watchword of American journalism, is now generally recognized as an impossibility. However, accuracy and fairness are eminently attainable. Be meticulous and responsible. Check and recheck information; everything that is verifiable should be verified. Examine issues and events from many perspectives, and try to understand other people's points of view, even views that might be anathema to you. Take a stand when you think it's warranted and appropriate, but make sure you substantiate it. Arriving at the confidence to state your own view on the basis of thorough investigation and intelligent analysis is something to strive for.

• Don't become over-reliant on the Internet. Cyberspace provides journalists with all sorts of wonderful tools, as well as some great outlets for our work. But the old adage "garbage in, garbage out" still applies. Web pages are only as dependable as their creators. Find out as much as you can about all your sources, and continue to make use of good old-fashioned resources like newspaper microfilm, archival documents and – even! – books. Learn to use the web for primary resources rather than for dredging up second- or third- or who-knows-how-many-hand accounts. Don't get accustomed to it just because it's convenient and easy.

• Follow basic academic and journalistic ethics. Rely on your own ideas and your own work. Keep your word to sources and editors. Don't "borrow" other people's writings or thoughts without crediting them.

• Develop your own sense of purpose and ethics beyond the basic do's and don'ts. For each and every story you pursue, ask yourself the question: "What's the point?" Sometimes the point may be as simple as establishing a human connection or conveying an experience through words. Other times, your intent might be somewhat grander, such as trying to expose a social malady and possibly contribute to its remedy. Whatever your aims, try to incorporate into your work the human values that are important to you: laughter, tolerance, honesty, compassion, and whatever else is on your personal list. Endeavor to be true to your own principles.

In accordance with the "Iowa Dozen," this course aims to help foster:

→ Fair and accurate reporting, accurate and clear writing, and ability to identify and appreciate good journalism
→ Consummate, thorough, responsible research skills
→ Discerning editorial judgment and editing capabilities
→ Appreciation of freedom of expression and informational openness
→ Appreciation of diversity and internationalism
→ Creativity—which does not mean fiction
→ Independence and skepticism (which ideally does not mean cynicism)
→ Striving to get as close as possible to both small-t truth and big-T TRUTH
The Iowa Dozen

As one of more than 100 programs in journalism and mass communication accredited by the Accrediting Council for Education in Journalism and Mass Communication (ACEJMC), we endeavor to assure that our graduates meet the following standards.

We learn to ...

1. Write correctly, clearly and well.
2. Conduct research and gather information responsibly.
3. Edit and evaluate carefully.
4. Use media technologies thoughtfully.
5. Apply statistical concepts accurately.

We value ...

6. Free speech and First Amendment principles for all individuals and groups.
7. A diverse global community.
8. Creativity and independence.

We explore ...

10. Theories and concepts.
11. The history, structure and economy of media institutions
12. The role of media in shaping cultures
<table>
<thead>
<tr>
<th>Week 1</th>
<th>Week 2</th>
<th>Week 3</th>
<th>Week 4</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>TOPICS</strong></td>
<td><strong>TOPICS</strong></td>
<td><strong>TOPICS</strong></td>
<td><strong>TOPICS</strong></td>
</tr>
<tr>
<td>Fall 2011</td>
<td>Fall 2011</td>
<td>Fall 2011</td>
<td>Fall 2011</td>
</tr>
<tr>
<td>AUGUST</td>
<td>SEPTEMBER</td>
<td>OCTOBER</td>
<td>NOVEMBER</td>
</tr>
<tr>
<td>22</td>
<td>23</td>
<td>24</td>
<td>25</td>
</tr>
<tr>
<td>MONDAY</td>
<td>TUESDAY</td>
<td>WEDNESDAY</td>
<td>THURSDAY</td>
</tr>
<tr>
<td><strong>DATES</strong></td>
<td><strong>DATES</strong></td>
<td><strong>DATES</strong></td>
<td><strong>DATES</strong></td>
</tr>
<tr>
<td><strong>TOPICS</strong></td>
<td><strong>TOPICS</strong></td>
<td><strong>TOPICS</strong></td>
<td><strong>TOPICS</strong></td>
</tr>
<tr>
<td>COLLECTINFOFORM</td>
<td>READING DUE</td>
<td>STORVYCRFET</td>
<td>STORVYCRFET</td>
</tr>
<tr>
<td>22</td>
<td>23</td>
<td>24</td>
<td>25</td>
</tr>
<tr>
<td>By Tues. 9/6 noon: Initial 250-word</td>
<td>By Tues. 9/6 noon: Initial 250-word</td>
<td>By Tues. 9/6 noon: Revised proposal</td>
<td>By Tues. 9/6 noon: Internal &amp; Written (3-5 hrs)</td>
</tr>
<tr>
<td>- At least 3 interviews</td>
<td>- At least 1 interview</td>
<td>- Reporting &amp; Written (4-6 hrs)</td>
<td>- Preparing &amp; Written (4-6 hrs)</td>
</tr>
<tr>
<td>- Background research: Reading &amp; Initial</td>
<td>- Background research: Reading &amp; Initial</td>
<td>- Reporting &amp; Written (4-6 hrs)</td>
<td>- Preparing &amp; Written (3-5 hrs)</td>
</tr>
<tr>
<td>- Background interviews with 1-2 people &amp;</td>
<td>- Background interviews with 1-2 people &amp;</td>
<td>- Reporting &amp; Written (4-6 hrs)</td>
<td>- Preparing &amp; Written (3-5 hrs)</td>
</tr>
<tr>
<td>For next week:</td>
<td>For next week:</td>
<td>For next week:</td>
<td>For next week:</td>
</tr>
<tr>
<td>Topics for Installments #1-3 [DROPBOX]</td>
<td>Topics for Installments #1-3 [DROPBOX]</td>
<td>Topics for Installments #1-3 [DROPBOX]</td>
<td>Topics for Installments #1-3 [DROPBOX]</td>
</tr>
<tr>
<td>By Tues. 9/13 noon: Revised proposal</td>
<td>By Tues. 9/13 noon: Revised proposal</td>
<td>By Tues. 9/13 noon: Revised proposal</td>
<td>By Tues. 9/13 noon: Revised proposal</td>
</tr>
<tr>
<td>- More Research &amp; Reporting &amp; Written (6-9 hrs)</td>
<td>- More Research &amp; Reporting &amp; Written (6-9 hrs)</td>
<td>- More Research &amp; Reporting &amp; Written (6-9 hrs)</td>
<td>- More Research &amp; Reporting &amp; Written (6-9 hrs)</td>
</tr>
<tr>
<td>For next week:</td>
<td>For next week:</td>
<td>For next week:</td>
<td>For next week:</td>
</tr>
<tr>
<td><strong>TOPICS</strong></td>
<td><strong>TOPICS</strong></td>
<td><strong>TOPICS</strong></td>
<td><strong>TOPICS</strong></td>
</tr>
<tr>
<td>Backgroun [DROPBOX]</td>
<td>Background [DROPBOX]</td>
<td>Background [DROPBOX]</td>
<td>Background [DROPBOX]</td>
</tr>
<tr>
<td>By Tues. 9/20 noon: Installment #1-3 [DROPBOX]</td>
<td>By Tues. 9/20 noon: Installment #1-3 [DROPBOX]</td>
<td>By Tues. 9/20 noon: Installment #1-3 [DROPBOX]</td>
<td>By Tues. 9/20 noon: Installment #1-3 [DROPBOX]</td>
</tr>
<tr>
<td>- Organize documentation file (2-3 hours)</td>
<td>- Organize documentation file (2-3 hours)</td>
<td>- Organize documentation file (2-3 hours)</td>
<td>- Organize documentation file (2-3 hours)</td>
</tr>
<tr>
<td>- More Research &amp; Reporting &amp; Written (4-6 hrs)</td>
<td>- More Research &amp; Reporting &amp; Written (4-6 hrs)</td>
<td>- More Research &amp; Reporting &amp; Written (4-6 hrs)</td>
<td>- More Research &amp; Reporting &amp; Written (4-6 hrs)</td>
</tr>
<tr>
<td>For next week:</td>
<td>For next week:</td>
<td>For next week:</td>
<td>For next week:</td>
</tr>
<tr>
<td>WEEK 7</td>
<td>WEEK 8</td>
<td></td>
<td></td>
</tr>
<tr>
<td>--------</td>
<td>--------</td>
<td></td>
<td></td>
</tr>
<tr>
<td>OCTOBER</td>
<td>APRIL</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Week 7**
- Developing sidebars, graphics, multimedia components and other enhancements
- Developing your writing: reading due

**Week 8**
- Revising your writing: developing voice and style
- Revising, editing, proofreading

**Monday**
- Reading due

**Tuesday**
- Story organization: visitor, Seung Min
- Editorial, Polito
- KM, Assistant

**Wednesday**
- Reading due
- Visitor, Seung Min
- Story organization

**Thursday**
- TO DO
- Research/Reporting/Writeups

**Friday**
- TO DO
- Research/Reporting/Writeups

**Week 5**
- Reporting & writing
- Media management tool use of sources/contacts
- Expanded bibliography & source/contacts

**Week 6**
- Reading due
- Story organization
- Visitor, Seung Min

**Week 7**
- Reading due
- Developing sidebars, graphics, multimedia components and other enhancements
- Developing your writing: reading due

**Week 8**
- Revising your writing: developing voice and style
- Revising, editing, proofreading

**Monday**
- Reading due

**Tuesday**
- Story organization: visitor, Seung Min
- Editorial, Polito
- KM, Assistant

**Wednesday**
- Reading due
- Visitor, Seung Min
- Story organization

**Thursday**
- TO DO
- Research/Reporting/Writeups

**Friday**
- TO DO
- Research/Reporting/Writeups
<table>
<thead>
<tr>
<th>WEEK 9</th>
<th>FALL 2011</th>
</tr>
</thead>
<tbody>
<tr>
<td>TOPICS</td>
<td>17 18 19 20 21</td>
</tr>
<tr>
<td>Monday</td>
<td></td>
</tr>
<tr>
<td>Tuesday</td>
<td>15</td>
</tr>
<tr>
<td>31 30 29 28 27</td>
<td>25 26</td>
</tr>
<tr>
<td>WEEK 10</td>
<td></td>
</tr>
<tr>
<td>4 5 6 7 8</td>
<td>1 2 3</td>
</tr>
<tr>
<td>WEEK 11</td>
<td></td>
</tr>
<tr>
<td>2 3 4 5 6</td>
<td>7 8 9 10 11</td>
</tr>
</tbody>
</table>

- Multimedia components completed by Wednesday class: at least one
- Further develop multimedia, etc.
- Improve draft of main story
- Fill in remaining gaps
- For next week:

- Documentation in order by Wednesday class; get multimedia, etc.; underwrite
- Initial draft of main story
- More research/reporting/rewrites
- For next week:

- [ class ]
- Further project (hard copy) for entire 8 end of main story; solid outline for by Wednesday class: perspective lead
- More research/reporting/rewrites
- For next week:

- Multimedia and other components by Wednesday class: final plans for all components
- Further develop multimedia and other components
- More research/reporting/rewrites
- For next week:
<table>
<thead>
<tr>
<th></th>
<th>MONDAY</th>
<th>TUESDAY</th>
<th>WEDNESDAY</th>
<th>THURSDAY</th>
<th>FRIDAY</th>
</tr>
</thead>
<tbody>
<tr>
<td>WEEK 14</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Thanksgiving Break Week</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>-inflammatory</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Final versions of everything</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>For next week:</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>17 18</td>
<td>14</td>
<td>15 16</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>MONDAY</th>
<th>TUESDAY</th>
<th>WEDNESDAY</th>
<th>THURSDAY</th>
<th>FRIDAY</th>
</tr>
</thead>
<tbody>
<tr>
<td>WEEK 15</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>December</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Final edging</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>MONDAY</th>
<th>TUESDAY</th>
<th>WEDNESDAY</th>
<th>THURSDAY</th>
<th>FRIDAY</th>
</tr>
</thead>
<tbody>
<tr>
<td>WEEK 16</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*NOTE: WEEK 16 is not visible in the image.*

---

*subject to adjustments Calendar journalism*