Syllabus
Depth Reporting and Writing
19:121:001 – Spring 2012
School of Journalism & Mass Communication
University of Iowa

Classroom/Period: W236 AJB/ 9:30-11:20 a.m.
Professor: Stephen J. Berry
Office Hours. Tues, 3:20-3:45; Th, 3:20-6; Fri, by appointment after 12:30, W337 AJB
Contact: stephen-berry@uiowa.edu; office – 335-3331; home – 665-3770 [leave a message].
Textbook: None.
Readings: Articles selected to intrigue you and improve your writing.
Summary of main assignments include an in-depth:
   1. Public affairs news article on an issue, controversy or problem;
   2. News feature article on some aspect of culture, lifestyle, society, consumerism, social trends;
   3. Feature profile on someone with a significant story to tell that reveals something about human nature or the human condition.

OVERVIEW

In journalism, we live by old saw that tells journalists to cover the news “without fear or favor.” That means you question everything and everybody and favor none. In depth reporting and writing, I will explain and then show you what that means. First, it means you have to become critical thinking journalists. Second, it means you have to observe and report situations and daily life with a questioning, investigative mentality.

Depth reporting is an approach to journalism that takes you far beyond the stenographical recitation of facts about daily reporting events. It is a mental discipline. It trains journalists to ask the questions that don’t occur to other journalists, to see what others miss, to look where they don’t and to ask what they fear to ask.

As you might imagine, such mental discipline is not merely a professional skill. It is a life skill. It will equip you to become top-tier job applicants in any profession and fast-trackers in the one you choose. For the journalism profession, it will train you to become powerful, first-rate reporters, superb writers and creative people.

You cannot acquire such a life skill in a classroom. Learning it starts in the classroom, but ultimately, you have to get in the trenches. So I am going to free you from your comfort zone and make you get out there where you will meet people and situations you would not have met otherwise, where you will dig into controversies, explore life and come back eager to find the most powerful, creative and entertaining way to tell the world what you have experienced.

In the end, I hope I can give you something tangible and useful in helping you find a job – stories worthy of being published on IowaWatch.org or in other news outlets so that you will have stellar clips for your career portfolio and scholarship applications.
Mission of Journalism: To Serve the Public

Good story clips do not come easy. To get them, you first have to see the world through a journalistic perspective, which is lofty and noble. In doing our job, we try to:

- Empower readers to influence governments by giving them knowledge about governmental actions that affect their lives;
- Hold all institutions that purport to serve society accountable to our readers when those institutions fail;
- Equip readers to become responsible and wise consumers in our free-enterprise economic system;
- Help our readers to understand the complexities and benefits of society so that they can rise its challenges and pursue its opportunities;
- Give voice to the voiceless, the poor and powerless so that they also can make their way in the world.

Those five goals are directly related to the grade you earn in this class and the success in this class. So when you select the stories to fulfill the assignments you must choose stories those goals in your minds.

The Goal of this Course: Develop First-Rate Reporters

In pursuing stories for this class, I expect you to be:

- Aggressive and thorough in searching for truth without fear of authority or without showing favor to anyone, including yourselves, your friends or relatives;
- Fair and accurate in the reporting process and later in the writing and presentation of your stories;
- Dispassionate in interpreting information;
- Authoritative writers, who write powerfully, clearly and accurately and compellingly;
- Creative and effective in identifying visual, online, broadcasting and other venues for presenting stories;
- A reporter who digs beneath the public persona when writing about people;
- Curious about how and why questions when writing about problems, trends and issues;
- Diligent in exploring and reporting the context, significance and impact of news and trends affecting the community.

In short, depth reporting requires more than just conveying information; you must also make the readers understand why they need to know that information.
Getting Started

Your first step is to identify topics that matter to the public. A good place to start is the daily news. So you have to get into the habit of reading and watching the news every day, because news outlets tend to write about things that are important to society. Read what they have written, and while doing so, apply your investigative mentality to figure out what is being omitted or what questions were raised but left unanswered and then write a story that answers them. The more you know about what is happening in the news, the easier it is to find ideas for stories.

Course Activities

I expect you to thoroughly understand the topics that you choose for the stories you report and write for this class. At the very least, each story must answer the following general questions: what is this story about; what came before; how and why did it happen; what is coming next; why does it matter to the public. You will be reporting, writing, editing, rewriting and conducting line-by-line fact-checks on your depth stories and learn about the performance and ethical standards that major metropolitan news organizations require.

You will read and edit each other’s story stories outside class and critique them in class workshops, in which I split the class into two sections. One section will be called the Early Section, and the other the Late Section. Each Section will be subdivided into Student Groups.

Engagement and Attendance-150 Points

In this class, you must discipline yourself to pay attention to and engage with your classmates, with all class activities and with me, even when you think my lecture is boring. Here’s why:

Developing the discipline to pay attention and focus on events that you cover as a journalist is an essential part of your journalism education. Developing that discipline starts by learning to pay attention. Part of my job is to evaluate the degree to which you are developing that discipline.

Each time you come to class and engage with and listen to me and to your classmates, you earn 5 points. That’s 150 points total. I give engagement and attendance such weight, because it shows me you are trying to develop an essential journalistic skill that can make or break you in journalism or any profession - mental discipline. It power to focus even when the lecture, speech or meeting is boring or when matters outside the job at hand are tugging at your attention.

If you only attend class but cannot address questions when I call on you or when use class time to look at your smart phones, Facebook, email, the internet or do anything not related to the class activity, you are not engaging and you are disobeying the rules of this class. Plus you are being rude and, whether you intend to or not, you are conveying disrespect for whoever is talking.

Attendance is mandatory. I cannot excuse you for making appointments for job interviews, family trips or for classes for other assignments that with our class time. I cannot excuse you for merely feeling bad, oversleeping, forgetting about class. But, I do allow two unexcused absences which you can use for such occurrences. Perfect attendance earns a 10-point bonus. I grant excused absences only for a reporting interview for an assignment in this class, a death in the family, being physically unable to get to a class and suffering a fever or other sickness that could spread to others. Your absence will not exempt you from that day’s
assignment, unless you have arranged a new due date with me. Contact classmates to learn details of assignments you miss.

**Out-of-Class Requirements – 850 points**

Class preparation time will be in compliance with university guidelines, which say “that for each semester-hour credit in the course, students should spend two hours per week preparing for class sessions.” That equals eight hours a week for this class.

Most of the out-of-class work will involve working on pitch memos, on three depth stories and a graded rewrites of each story.

*If I determine that the first version of your story meets all requirements, I will not require you to do a rewrite.*

The concept of the story and its focus must be firmly and clearly established. The interviewing and reporting must be complete, although the need for additional reporting inevitably will surface, and it will be required for the rewrite. The initial version also will include almost all of complementary visual and audio elements or at least a list of the elements that will be in the final version. You will also be expected to think of ways to include video elements, graphics, photographs and audio to assist in making the story appealing to readers and viewers.

**Reporting and Writing Assignments**

- **Pitch memos [150 points]:** For each of the two public affairs stories you will pitch two story ideas. In choosing ideas, keep journalism’s mission in mind as stated above. See Pitch Memo assignment sheet for further details. During the reporting process for Stories 1 and 2, identify a profile subject for Story 3 and obtain my approval before March 20.

- **Story 1 [initial version and rewrite -100 points each] - A depth public affairs news story.**
  1st version Feb. 12, 11:45 p.m. Length - 1,000 to 1,500 words. Assignment - Produce a story that reveals or explores a current issue, problem or controversy of local or statewide importance. The most timely, relevant and important story would be about any legislative proposals pending before the Iowa legislature (which convened last week). Also, I am looking for stories about governmental negligence, corruption, abuse or misuse of power. And finally, I am looking for stories about a public controversy or consumer affairs issue; a community or societal problem, especially something affecting the poor, minorities, the powerless [including prisoners] or any other vulnerable and voiceless segment of our society. To help you focus, think about the following topics: consumer product fraud or controversy; prejudice and discrimination; the criminal justice system[cops and courts, local jails and state prisons]; legal affairs [controversial legal issues, such as gun control laws, same-sex marriage, health insurance mandates as provided for healthcare reform act of 2010 that President Obama shepherded through the U.S. Congress;] health (including mental health and addictions], a science discovery; climate change; energy [biofuels, wind, nuclear, oil and gas]; the environment and nature [Iowa’s dirty rivers, Muscatine’s dirty air, the stench of hog confinement facilities, the condition of state parks], education and the schools, etc. If your topic has been written about by another news organization, your story will advance the public discussion or cover a new angle. It must be well-sourced with human and written sources, statistics and other facts. It must be entertainingly written with compelling anecdotes, sharp quotes, telling examples. You should talk to at least eight human sources and use at least five in your story in direct or indirect quotes.
• Story 2 [initial version and rewrite, 125 points each] – In-depth serious news feature. 1st version due March 20. Length - of 1,000 to 1,500 words. Assignment – Produce a story that reveals something significant, informative and new on some current aspect of popular culture, journalism, the media, technology, the fine arts, popular music and dance, lifestyles, intellectual and academic life, society, etc. Although this story is about the lighter side of society, it must, like all journalism stories, tell the readers about something they do not already know. In short, it must be news. You will be required to do a thorough clip search to determine what has been written about the topic and how your story will advance the topic or cover a different angle. This story must be entertainingly written and thoroughly reported with statistics, reports, studies, compelling anecdotes, sharp quotes and telling examples. As a guideline, you should talk to at least eight human sources and use at least five in your story.

• Story 3 [initial and rewrite - 75 points each] – A feature profile. 1st version due April 24. Length - 850-1,000 words. Select a subject and obtain my approval by March 20). You will be expected to interview the subject face to face and to find several other human sources who can provide insightful information. You also will be expected to do a clip search and to check criminal and civil court records to determine if he or she has ever been accused of a crime or infractions or involved in civil litigation.

**Deadlines**

Work not turned in by deadline will be accepted at the next class only, but the grade will be reduced by a grade sign, which is the equivalent of 0.33 grade points. The assignment will not be accepted afterwards, and you will get a zero.

**Assignment Schedule**

Note: If you persuade the *Daily Iowan* or another publication to publish your story, I will edit your initial version and rewrite before the scheduled deadline to help you get it ready.

**A Word about Word Counts**

Word counts are guidelines. If your story doesn’t reach the minimum, question whether you adequately covered the issue. Even you have the minimum words but fail to cover key issues or leave questions unanswered, the story will not be considered adequate. Do not try to pad your stories with needless verbiage. I will spend more time judging writing efficiency, accuracy, content and thoroughness than counting words.

**Standards of Journalism**

In this course, you are expected to adhere in the highest ethical code and to aspire to the highest performance standards.

**Original Work**

All work is expected to be new and original to this class. Students submitting a story to *The Daily Iowan* or another publication or broadcast outlet, must submit it to this class first, before the editors of that publication have edited it.

**Errors, Ethics & Plagiarism**

Factual errors, plagiarism and dishonesty are serious matters in journalism.

1) **Errors**: Line-by-line fact checks on stories are essential. Stories will receive a failing grade if they contain errors weakening the story’s premise and misquotes that distort the source’s
comments. Other errors will reduce the grade by a letter. Spelling proper nouns and names incorrectly will reduce the grade by a grade sign.

2) **Quote Accuracy**: This course requires you to interview people, and you must report their comments accurately. You are expected to give me contact information for interviewees.

3) **Conflicts of Interests**: You cannot cover a topic or beat in which you have a personal interest or personal relationship [something that is more than a casual acquaintance] with someone connected to the story. You cannot use your classmates as a quoted sources in your stories. You cannot write about student government or any other organization if you are a member of that organization. Conflicts of interest are often difficult to determine; always discuss a potential conflict with me.

   **Read the SPJ Ethics Code immediately.** You are responsible for adhering to it and consulting with me if you confront any situation that may conflict. Not knowing that your conduct was unethical will not be an acceptable excuse.

4) **Plagiarism** – use of others' work as your own – is dishonest and a serious breach of university and journalistic ethics.

   **Lifting Quotes:** When you attribute a direct quotation to named sources, you are in effect telling the readers and your instructor that you personally interviewed the source for that story. If you did not and fail to explain where you got the quote, you are deceiving the readers and me and you get an F for the story. You may not use quotes or passages that you wrote for a story or paper in another class without my knowledge and permission.

   **Plagiarizing yourself:** If you use quotes or passages that you previously published for another newspaper or organization, you must adhere to the rules against plagiarism and properly credit that organization.

   **Penalty:** An act of plagiarism in a story will result in an F. The University also provides penalties for plagiarism ranging from grade reduction to more serious penalties. For a full explanation of plagiarism and other forms of cheating, consult the College’s Student Academic Handbook. If you doubt whether a situation constitutes plagiarism, you must consult me. Ignorance of plagiarism will not be accepted as an excuse.

   **The Iowa Dozen**

   In this course, we will address most of the standards in the The Iowa Dozen. The full document is appended below. Here are the parts for this course:
   
   • We learn to write correctly and clearly; gather information responsibly; edit and evaluate information carefully; use statistics correctly.
   
   • We value First Amendment principles for individuals and groups; a diverse community; creativity and independence; truth, accuracy, fairness, diversity.
   
   • We explore media institutions’ history, practices and role in shaping cultures.

**Grading Notes**

**Bonus/Penalty for AP Style & Grammar Errors**

If you make five or more AP style, grammar or punctuation errors on non-deadline stories, I will reduce your grade by three points. However, if you make two or less such errors, I will raise your grade 3 points. Common AP Style and Grammar errors are in my “Writing Basics” handout.

**Grading the Initial Version**
The grade on the initial version of your story will be based on my evaluation of whether you have completed almost all of the necessary reporting – about 80 percent – and on the quality of your writing. On writing quality, I will be evaluating word choices, sentence structure, story organization, transitions from paragraph to paragraph, the number of grammar and AP Style errors. It should be as close to publication status as possible. The grade on the initial version SHOULD NOT be considered the minimum grade for the rewrite, because the rewrite grade will take into account the additional time allowed for improving the story.

**Grading the Rewrite**

Your rewrite must reflect substantive improvement over the initial version. You must complete the reporting and polish the writing and conduct a line by line fact check. In the rewrites, you are responsible for correcting all reporting, writing, AP Style and grammar errors, including those not caught on the first editing process.

You must attach list of all document sources, provide copies or valid links [if the link you provide does not provide the information, you have not fulfilled this requirement] and human sources with contact information.

**General Grading Criteria**

I will grade stories as if I am an editor considering them for publication. One of the grading criteria is quality of the story idea, which includes timeliness. Each of you should select stories ideas that are timely enough to be considered for publication by *The Daily Iowan*, another newspaper or magazine, online or broadcast on television. Remember, news organizations and magazines – whether online, broadcast or print – do not publish old, poorly researched stories.

The 1,000-point grading rubric attached below is tied to the university’s 4-point grading system, with the maximum grade equaling 4.0. Your final semester grade will be rounded off to a letter grade, and I will use plus or minus signs.

**Grading Scale**

<table>
<thead>
<tr>
<th>Grade</th>
<th>50 Pts-5%</th>
<th>75 Pts-7.5%</th>
<th>100 Pts-10%</th>
<th>125 Pts</th>
<th>150 Pts-15%</th>
<th>200 Points</th>
<th>250 Pts-25%</th>
<th>1,000 Pts</th>
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<tbody>
<tr>
<td>A = 4.0</td>
<td>48-50</td>
<td>72-75</td>
<td>96-100</td>
<td>120-125</td>
<td>144-150</td>
<td>192-200</td>
<td>240-250</td>
<td>960-1000</td>
</tr>
<tr>
<td>A- = 3.67</td>
<td>45-47.5</td>
<td>68-71</td>
<td>90-95</td>
<td>112-119</td>
<td>135-142</td>
<td>180-190</td>
<td>225-237</td>
<td>900-955</td>
</tr>
<tr>
<td>B+ = 3.33</td>
<td>44-44.5</td>
<td>66-67</td>
<td>88-89</td>
<td>110-111</td>
<td>132-133</td>
<td>176-178</td>
<td>220-222</td>
<td>880-890</td>
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<tr>
<td>B = 3.0</td>
<td>42-43.5</td>
<td>63-65</td>
<td>84-87</td>
<td>105-109</td>
<td>126-130</td>
<td>166-174</td>
<td>210-217</td>
<td>840-87</td>
</tr>
<tr>
<td>C+ = 2.33</td>
<td>40-41.5</td>
<td>60-62</td>
<td>80-83</td>
<td>100-104</td>
<td>120-124</td>
<td>160-166</td>
<td>200-207.</td>
<td>800-830</td>
</tr>
<tr>
<td>C- = 1.67</td>
<td>37-38.5</td>
<td>55-57</td>
<td>74-77</td>
<td>92-96</td>
<td>111-115</td>
<td>148-154</td>
<td>185-192</td>
<td>740-770</td>
</tr>
<tr>
<td>D+ = 1.0</td>
<td>35-36.5</td>
<td>53-54</td>
<td>70-73</td>
<td>87-91</td>
<td>105-109</td>
<td>140-146</td>
<td>175-182</td>
<td>700-730</td>
</tr>
<tr>
<td>D = 0.67</td>
<td>34.0-34.5</td>
<td>51-52</td>
<td>68-69</td>
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<td>102-103</td>
<td>136-138</td>
<td>170-172</td>
<td>680-690</td>
</tr>
<tr>
<td>D- = 0.33</td>
<td>32-33.5</td>
<td>48-50</td>
<td>64-67</td>
<td>80-84</td>
<td>96-100</td>
<td>128-134</td>
<td>160-167</td>
<td>640-670</td>
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<tr>
<td>F = 0</td>
<td>25.0-29.5</td>
<td>37-44</td>
<td>50-59</td>
<td>62-74</td>
<td>75-88</td>
<td>100-118</td>
<td>125-147</td>
<td>500-590</td>
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</table>
Letter Grade Criteria

The point system is keyed to letter grades. The general criteria for grades follows:

**A- to A [3.67-4.0]** – The story is free of errors and misspellings. It is timely, important to the community and interesting. It is clearly and efficiently written, thoroughly reported and clear in focus. It reflects initiative, strongly supports its findings and is written with power, authority and insightful analysis. It demonstrates effective use of quotations, compelling details and vivid descriptions. Each sentence and paragraph flows logically and smoothly to the next. It contains few AP style and grammar errors. With minor editing and perhaps a call or two, the story would be a good candidate for publication in a reputable metropolitan daily.

**B [2.67-3.33]** – The story is solid. It is an above average idea. It is timely, well-written and reported and covers all the basic questions. It has a clear and interesting lead, and, for the most part, is logically organized. It requires some editing, such as shifting a few paragraphs, rewriting a few awkward sentences. It contains several AP style and grammar errors. The reporter may need to make a call or two for needed information or clarification, but, for the most part, the fixes would not postpone publication.

**C [1.67-2.33]** – The story meets minimum requirements in that it is timely, covers major questions, presents all sides fairly and touches the usual bases. However, it fails to answer some questions and leaves the feeling that the reporter is doing no more than what he or she thinks necessary to get a passable mark. Several sentences are imprecise. Many are awkwardly written and confusing. It’s filled with AP style and grammar errors. The story requires heavy editing and more reporting. Publication would be delayed.

**D [.067-1.33]** – The story is salvageable and covers some, but not all, major issues. It requires substantial reporting and is confusing or vague in many places. The AP style and grammar errors make it a copy editor’s nightmare. The editor would send it back to the reporter with instructions to do more reporting, to rewrite from top to bottom and to never submit another story that needs as much work as that one.

**F [0.00]** – The story is not publishable and could become useable with a reasonable amount of rewriting and more reporting. It lacks focus and clarity, fails to cover several obvious questions and does not use all of the basic sources.
CLASS SCHEDULE  
121 Depth Reporting and Writing  
Spring 2012

The class schedule is subject to change in order to take advantage of unforeseen learning opportunities, news events and spirited discussions that frequently require schedule changes in this course. However, dates for guest speakers, reporting and writing mini-seminars and story deadlines are firm.

WEEK I

Jan. 17, Tuesday

Homework for Thursday, Jan. 19:
1. Write Pitch Memos [see HANDOUT] for two viable story ideas on a serious public affairs issue about a local, state or national problem, controversy, trend on any topic in any field. It must be a topic in which you will have access to people for interviews.
2. Read this syllabus.

Homework for Feb 12, at 11:45 p.m.: Story 1 due at 11:45 p.m.

Class Activities:
Give Overview of Course  
Go over story assignments; Discuss First Story Assignment  
The Pitch Memo

Jan. 19, Thursday:

Class Activities
1.) Review lessons from Tuesday.  
2.) Class discussion of pitch memos. Appointments for office hours or Friday.

WEEK II

Jan. 24, Tuesday

Class Activities.
1.) The Reporting Process – the next steps.  
2.) Reporting Strategies  
3.) Interviewing – Introductory  
4.) Public Records – Introduction.

Jan. 26, Thursday

Homework
1.) Long-term Homework Assignment: In the multitasking tradition of reporters, begin planning for Story Assignments 2 and 3 [Due dates, workshop dates are on the Assignment Schedule]. Pitch memo is due Tues., Feb.7, for Story 2.

Class Activities
1.) Progress reports on stories.  
2.) How depth reporting differs from routine reporting: Comparing two stories.  
3.) The Paper Trail I – Public Records Requests
Week III

Jan. 31, Tuesday
Homework For Feb. 7: Write pitch memos for story 2.
Class Activities
1.) Go Over Story 2 Assignment – 1,000-1,500 words that explains something significant, informative and new on some aspect of popular culture, journalism, media, technology, the fine arts, popular music and dance, lifestyle, intellectual and academic life, society.
2.) Verbal progress reports on Story 1.
3.) Leftover from last Thursday’s class.
4.) Writing: William Zinsser “On Writing Well:”
5.) Good Writers vs Poor Writers;
6.) HANDOUT “Writing Basics” Handout.

Feb. 2, Thursday
Homework Reminder: Story 2 Pitch Memos due Feb. 7 – next Tuesday
Class Activity: Work Day

WEEK IV

Feb. 7, Tuesday – Story 2 Pitch memos due at beginning of class
Homework: Story 1 due Sunday, Feb. 12 at 11:45 p.m.
Class Activity:

Feb. 9, Thursday
Homework For Feb. 12: Story 1 due Sunday, Feb. 12 at 11:45 p.m. to me and to the students in your section. Students in the Early Section send their Story 1 to everyone else in your section and to me. Students in the Late Section send their Story 1 to everyone else in their section and to me.
Homework For Feb. 14 Class: Students in the early section read and edit the Story 1 of the students in Group A; Students in the late section read and edit the Story 1 of the students in Group C.
Class Activities:
1.) Go Over Workshop Format; 2.) Continue case study: “The 30-Year Secret” from Watchdog.

WEEK V

Feb. 14, Tuesday
Homework for Thursday: Students in early Section read and edit the Story 1 of students in Group B. Students in late Section read and edit the Story 1 of students in Group D.
Class Activities. – Begin Story 1 Workshops
9:30-10:25 – Students in early section critique Story 1 of students in Group A.
10:25-11:30 – Students in late section critique Story 1 of students in Group C.
Feb. 16, Thursday

Homework For Tuesday, Feb. 21:
Read “The 30-year Secret” [ICON reserved Reading] and be prepared to discuss; each one of you be prepared to give your assessment of the reporting. What would you do different, if anything;
Rewrites of Group A and C are due Sunday, Feb. 19 @11:45 p.m.
Rewrites of Group B and D are due Tuesday, Feb. 21@11:45 p.m.

Reminder for Tuesday, Feb. 21: Resume normal class routine – everybody due in class at 9:30.

Class activities: Conclude Story 1 Workshops
9:30-10:25 – Students in the early Section critique Story 1 of students in Group B
10-25-11:30 – Students in the late section critique Story 1 of students in Group D

WEEK VI

Feb. 21, Tuesday.
Class Activities:
1.) Complete “30-year Secret” and students give individual assessments of author’s reporting and writing.
2.) Review Status on Story 2.

Feb. 23, Thursday
Homework: Start preparing for a relaxing Spring Break by working hard now on Story 2.
Class Activity: Workday – 250 words on how you spent the day. Due: 11:45 p.m. today.

WEEK VII

Feb. 28, Tuesday:
Class Activity:
Open discussion – Story 2 reporting problems, war stories from the field.
Begin case study of The Ferry Boat Story – a two-day investigation.

March 1, Thursday:
Homework:
1.) Prepare for verbal progress reports for next Tuesday, March 6.
2.) Between now and March, obtain my approval of your Story 3 profile subject.

Class Activity
1.) Complete Ferry Boat Case.
2.) To Be Decided

WEEK VIII

March 6, Tuesday:
Homework: Plan a reporting or writing activity for Thursday’s in-class workday; be prepared to tell me verbally what you are doing. If you want to schedule a face-to-face interview for that period, you may do so. My office available for phone interviews..

Class Activities:
1. Verbal progress reports on Story 2 of students in Groups A & C; student coaching. What is your story is about? What have you learned? Biggest challenge? How have you tried to meet the challenge? Remaining reporting tasks? Student feedback, sources, website referrals.
2. Cultural Trends – Knob Creek Gun Show.
March 8, Thursday: [SEMESTER MIDPOINT]

Homework:
1. Select a profile subject for Story 3 – Deadline for selection-March 20
2. Story 2 due March 20 at 11:45 p.m., which is immediately after Spring Break. Students in the Early Section send your stories to all of the other students in the Early Section. Students in the Late Section send your stories to all of the other students in the Late Section.

Homework for Thursday, March. 22: Students in early section read and edit Story 2 of students in Groups A for Thursday’s workshop class. Students in late Section read and edit Story 2 of students in Groups C for Thursday.

Class Activities: In-class story workday.

WEEK VIX

March 13, Tuesday: SPRING BREAK
March 15, Thursday: SPRING BREAK

WEEK X

March 20, Tuesday – Deadline for notifying me about the subject of Story 3

Homework for Thursday: Read and edit Story 2 of students in Group A and Group C.

Homework for Tuesday, March 27: Read/edit Story 2 of students in Groups B and D.
1. Class Activities: 1.) Review Workshop Format for Thursday; 2.) The 1st Amendment and Ethics discussion. [HANDOUTS]

March 22, Thursday

Homework for Tuesday: Read and edit Story 2 of students in Group B and D.
1.) 9:30-10:25 – Early Section workshop Story 2 of students of Group A;
2.) 10-25-9:30 – Late Section workshops Story 2 of students in Group C.

WEEK XI

March 27, Tuesday

Homework for Thursday: For students in Groups A & C – Story 2 Rewrites due at 11:45 p.m.

Class Activity:
1.) 9:30-10:25 – Early Section workshops Story 2 of students in Group B;
2.) 10:25-11:20 – Late Section workshops Story 2 of students in Group C.

March 29, Thursday

Homework for Tuesday, April 3: Groups B & D students – Story 2 Rewrites due 11:45 p.m.

Class Activity: 1.) Gazette Civil Case; 2.) Interviewing-II

WEEK XII

April 3, Tuesday:

Class Activity: The People Feature.

April 5, Thursday:

Homework: Read Carla Johnson’s “Marin Mazzie” & Eric Hansen’s “After the Cheering Stops”

Class Activity: 1.) Intro to Good Feature Writing – William Zinsser – “On Writing Well.”
2.) In-class reading of Holly James’ “Sean Savage.”
WEEK XIII

April 10, Tuesday:
**Homework:** Read David Finkel’s “the Meaning of Work” and “The Good Soldiers.”

**Class Activity:** “Marin Mazzie” and “After the Cheering Stops”

April 12, Thursday:
**Class Activity:**
Discuss “The Meaning of Work” and “The Good Soldiers.” Distribute copies of Preface [which includes discussion questions] and Finkel’s excerpt from *The Good Soldiers.*

WEEK XIV

April 17, Tuesday:
**Class Activity:** “Divided Feast,” by Ann Hull of the *Washington Post*: a case study in good writing and diversity reporting.

April 19, Thursday:
**Homework for Tuesday, April 24.** Read “Divided Feast,” by Ann Hull of the *Washington Post.*

**Class Activity:** Continue “Divided Feast.”

WEEK XV

Tuesday, April 24 – Story 3 due at 11:45 p.m. to me and to the students in your section.

**Homework** -
- Students in Early Section read/edit Story 3 of students in Group A.
- Students in Late Section read/edit Story 3 of students in Group C.

**Class Activity:** Complete “Divided Feast.”

Thurs., April 26

**Homework** –
1.) Early Section read/edit Story 3 of students in Group B.
2.) Late Section read/edit Story 3 of students in Group D.

**Class Activity** –
1.) 9:30-10:25 – Early Section critiques Story 3 of students in Group A.
2.) 10:25-11:20 – Late Section critiques Story 3 of students in Group C.

WEEK XVI

Tuesday, May 1:
**Homework** –
Rewrites of Story 3 by students in Groups A & C due May 2 at 11:45 p.m.
Rewrites of Story 3 by students in Groups B & D due May 7 at 11:45 p.m.

**Class Activities** –
1.) 9:30-10:25 – Early Section critiques Story 3 of students in Group B.
2.) 10:25-11:20 – Late Section critiques Story 3 of student in Group D.

Thursday, May 3

Reminders: Rewrites by Groups A&C due May 2 and by Groups B&D May 7, both at 11:45 p.m.

**Class Activity:** Tips on Rewrites, Wrap-up, Evaluations
The College of Liberal Arts and Sciences:
Policies and Procedures

Administrative Home
The College of Liberal Arts and Sciences is the administrative home of this course and governs matters such as the add/drop deadlines, the second-grade-only option, and other related issues. Different colleges may have different policies. Questions may be addressed to 120 Schaeffer Hall or see the CLAS Student Academic Handbook [www.clas.uiowa.edu/students/academic_handbook/index.shtml].

Electronic Communication
University policy specifies that students are responsible for all official correspondences sent to their University of Iowa e-mail address (@uiowa.edu). Faculty and students should use this account for correspondences. (Operations Manual, III.15.2. Scroll down to k.11.)

Academic Fraud
Plagiarism and any other activities when students present work that is not their own are academic fraud. Academic fraud is a serious matter and is reported to the departmental DEO and to the Associate Dean for Undergraduate Programs and Curriculum. Instructors and DEOs decide on appropriate consequences at the departmental level while the Associate Dean enforces additional consequences at the collegiate level. See the CLAS Student Academic Handbook.

CLAS Final Examination Policies
Final exams may be offered only during finals week. No exams of any kind are allowed during the last week of classes. Students should not ask their instructor to reschedule a final exam since the College does not permit rescheduling of a final exam once the semester has begun. Questions should be addressed to the Associate Dean for Undergraduate Programs and Curriculum.

Making a Suggestion or a Complaint
Students with a suggestion or complaint should first visit the instructor, then the course supervisor, and then the departmental DEO. Complaints must be made within six months of the incident. See the CLAS Student Academic Handbook.

Accommodations for Disabilities
A student seeking academic accommodations should first register with Student Disability Services and then meet privately with the course instructor to make particular arrangements. See www.uiowa.edu/~sds/ for more information.

Understanding Sexual Harassment
Sexual harassment subverts the mission of the University and threatens the well-being of students, faculty, and staff. All members of the UI community have a responsibility to uphold this mission and to contribute to a safe environment that enhances learning. Incidents of sexual harassment should be reported immediately. See the UI Comprehensive Guide on Sexual Harassment at www.uiowa.edu/~eod/policies/sexual-harassment-guide/index.html for assistance, definitions, and the full University policy.

Reacting Safely to Severe Weather
In severe weather, class members should seek appropriate shelter immediately, leaving the classroom if necessary. The class will continue if possible when the event is over. (Operations Manual, Part IV, 16. See items e, h, and i.)

*These policies and procedures are from the web pages of the College of Liberal Arts and Sciences and University of Iowa Operations Manual.

The Iowa Dozen
As one of more than 104 programs in journalism and mass communication accredited by the Accrediting Council for Education in Journalism and Mass Communication (ACEJMC), we must assess student learning to assure that each of our graduates meets 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.