CAUCUS CAMPAIGN COVERAGE
(Advanced Reporting and Writing: 019:171, Fall 2011)
1:30 to 3:20 p.m. Tuesdays / Thursdays in E254 and W240 Adler

ABOUT THIS COURSE: Every four years, Iowa becomes the center of the U.S. political universe. This is the year. The Iowa caucuses, scheduled for early February 2012 (though they may be moved up), will be the first major event in a presidential campaign that will consume the media and, increasingly, the nation over the next year. In this course, you will be part of the press corps exploring campaign issues and covering the men and women who would be president as they use Iowa throughout the fall as a testing ground for their platforms, their organizations and their national campaigns.

You will report, write and edit hard news, features and backgrounders.

You will monitor the media, check campaign statements for veracity and contribute regularly to a group blog.

You will learn how campaigns work through first-hand experience, through readings, and through guest speakers from the media and, potentially, the political worlds.

And you will learn to incorporate a reporting dimension that too often is omitted from traditional political reporting: holding candidates accountable for the accuracy and truthfulness of what they tell the public in their quest for votes.

Your best work will be considered for publication on IowaWatch.org and IowaCity.Patch.com, along with our own website. Welcome to the big leagues!

REQUIRED TEXTS: Why Iowa? How Caucuses and Sequential Elections Improve the Presidential Nominating Process
David P. Redlawsk, Caroline J. Tolbert and Todd Donovan
(U of Chicago Press, 2011)

The Boys on the Bus
Timothy Crouse (Random House, 2003)

Uncivil Wars: Political Campaigns in a Media Age (2nd edition)
Thomas A. Hollihan (Bedford / St. Martin’s Press, 2009)

Books are available at the University Bookstore (and elsewhere). Additional online readings are indicated on the syllabus; additions or substitutions may be made as we go along.

You also must subscribe to the digital version of The New York Times.
(Student discount: nytimes.com/subscriptions/Multiproduct/lp5558.html)

WEBSITE: An open-source WordPress site – IowaCaucus2012.jmc.uiowa.edu – will host much of our work this semester. Top-quality material also will be published on IowaWatch.org and/or IowaCity.Patch.com. We also have a Facebook page – 171sjmc -- for purposes of content promotion and communication with one another. More details will be provided in class.

SECTIONS: There are two sections of this class (019:171:001 and 019:171:002). They are identical. Most of the time, we’ll meet together in E254 Adler (the Brownell Board Room); other times we’ll work in the lab. But in general, both sections will meet together and all assignments will be the same in both.
INSTRUCTORS:  
Steve Berry (stephen-berry@uiowa.edu), W337 Adler; 335-3331
Office Hours: 3:30 to 5 pm Tuesdays
and 2 to 3 pm Wednesdays; or by appointment
Steve joined in the faculty in 2003 after a seven-year reporting stint at the Los Angeles Times. Before that, he reported for the Orlando Sentinel, the Greensboro (NC) News and Record and the Dothan (AL) Eagle. For the first half of a 33-year career, he was a beat reporter doing spot news, enterprise and investigative stories. For most of the last half, he was an investigative reporter, winning a Pulitzer for this work at the Sentinel. At the UI, he wrote Watchdog Journalism: The Art of Investigative Reporting and is co-founder and editor of IowaWatch.org, the website of The Iowa Center for Public Affairs Journalism. He holds an M.A. in American history from the University of North Carolina at Greensboro and a B.A. in political science from the University of Montevallo in Alabama.

Jane Singer (jane-singer@uiowa.edu), W341 Adler; 335-3431
Office Hours: 9:30 to 11 Tuesdays and Wednesdays; or by appointment
Jane has 15 years experience as a print and online journalist, and another 19 as a teacher and researcher. She worked as a reporter and editor at three East Coast newspapers before joining CBS in the early 1980s as an editor of its fledgling online service. That project evolved into the Prodigy Services Company, and she was Prodigy's first news manager, staffing and overseeing a national online newsroom. Jane holds a Ph.D. in journalism from the University of Missouri, an M.A. in liberal studies from New York University and a bachelor's degree in journalism from the University of Georgia. From January 2007 to January 2010, she was the Johnston Press Chair in Digital Journalism at the University of Central Lancashire in England, where she remains a visiting professor.

SCHOOL INFO:
School of Journalism and Mass Communication
Main office: E305 Adler Journalism Building
Office phone: 335-3401 (Michele Ketchum or Rosemary Zimmerman)
Director: David Perlmutter, E305B Adler (david-perlmutter@uiowa.edu)

The School is part of the College of Liberal Arts and Sciences (www.clas.uiowa.edu), which is our administrative home. The College oversees such matters as add/drop deadlines, second-grade-only options and the like. See the CLAS Academic Policies Handbook (clas.uiowa.edu/students/handbook).

CLASS GUIDELINES and POLICIES

CAMPAIGN COVERAGE: Reporting on political events, including but not limited to candidate appearances in Iowa, is at the core of this class. Sometimes we will know about these events in advance; other times, we will not. Please be as flexible as you can given your other time commitments.

This course will provide opportunities to cover campaign events outside the Iowa City area. You are encouraged to take advantage of those opportunities if your time and resources permit. Unfortunately, the School cannot cover most travel expenses, nor is the School or the University liable for anything that may befall you while doing work for this class.

REPORTING DEADLINES: Reports on political events, including candidate appearances, will include live updates from the scene; spot news stories posted to iowaCaucus2012.jmc.uiowa.edu within two hours after the event concludes; and a final fact-checked version of coverage of the event posted no later than 24 hours after the event. You will have more time to work on enterprise stories and other in-depth content. Failure to meet deadlines will adversely affect your grade for all assignments.
ORIGINAL WORK and SUBSEQUENT PUBLICATION: All work is expected to be new and original to this class. Stories created for this class must originate here (and not have been edited by another news outlet’s staff). However, you are encouraged to pitch stories you create for class to other news organizations, including but not limited to your hometown outlet and/or The Daily Iowan.

Stories published on IowaWatch.org will be pitched to news organizations across the state, including campus newspapers. If a news organization is given exclusive rights to publish your story, any other outlets that want to use it will have to obtain permission from that news organization. You no longer own it.

PROFESSIONAL BEHAVIOR: You must act professionally in covering events, conducting interviews or engaging in any other reporting activities. You must always identify yourself as a reporter. Because you are working on stories for possible publication in IowaWatch, a typical form of initial greeting can be something like this: “Hello. My name is _____ _____, and I am working on a possible story for IowaWatch.org” [or whatever other organization has given you specific permission to address sources in this manner]. If necessary, you can explain that IowaWatch is a non-partisan, non-profit online news service of The Iowa Center for Public Affairs Journalism, based in Iowa City.

PROFESSIONAL ETHICS and STANDARDS

Your civic and professional responsibility is to uphold the highest ethical standards of the profession and to use the public’s First Amendment freedoms fearlessly – but responsibly – to serve society. You must strive for truth and accuracy, resisting any infringement upon them.

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 or misquotes that distort the source’s comments. Other errors, including misspellings of names or other proper nouns, also will result in grade penalties.

Quote Accuracy: Only what the person actually said goes inside quotation marks. Paraphrased or indirect quotes are permissible, but all quotes must be accurate. You must not in any way misrepresent what a source said. Be prepared to provided contact information for sources if requested.

Read the SPJ Ethics Code (spj.org/ethicscode.asp) immediately and thoroughly. You are responsible for adhering to it and consulting with Steve or Jane if you confront any situation that may conflict. Not knowing that your conduct was unethical will not be an acceptable excuse.

Conflicts of Interests: You cannot cover a topic or beat in which you have a personal interest. You cannot report on a story if you have a more-than-casual personal relationship with someone connected to it. You cannot use your classmates or roommates as quoted sources. 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, which means you should never take a chance; discuss all potential conflicts with Steve or Jane.

Plagiarism – use of others' work as your own – is dishonest and a serious breach of university and journalistic ethics. For journalists, plagiarism or other dishonesty is a sin deadly to any career. Don’t do it.

Lifting quotes: When you attribute a direct quotation to a named source, you are telling the readers (including your instructors) 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 those readers.

Plagiarizing yourself: If you use quotes or passages that you previously published somewhere, you must adhere to the rules against plagiarism and properly credit the original publication (for instance, The Daily Iowan). You may not use quotes or passages that you wrote for a story or paper in another class without the knowledge and permission of the instructors in this class.

Online content: The same rules apply online as elsewhere: If someone else created it, that person or organization owns it. Most information on the Internet – textual, visual, whatever – may be free to look at, but that does not mean it can be freely copied and republished, in print or online. Unless explicitly labeled for sharing (for instance, through a special Creative Commons license), it almost never can.

Penalty: Any act of plagiarism in a story will result in an F. The University also provides penalties for plagiarism ranging from grade reduction to expulsion. For a full explanation of plagiarism and other forms of cheating, consult the College’s Academic Policies Handbook. If you are unsure whether a situation constitutes plagiarism, ask. Ignorance of plagiarism will not be accepted as an excuse.
ATTENDANCE: When you are not out covering a campaign event, you are expected to be in class unless you have been explicitly excused. If you cannot avoid missing class, you must let Steve and Jane know the reason for your absence within 24 hours. (E-mail is fine.) Excuses that are likely to be acceptable are an interview for an assignment in this class (not another class), a documented death in the family or a documented illness that is serious and contagious. Excuses that are likely to be unacceptable are feeling bad, oversleeping, forgetting about class, having a big assignment due in another class or making unrelated appointments that conflict with class time.

You are allowed two unexcused absences this semester. Each unexcused absence beyond that will reduce your final grade by 5 points, up to a maximum of 100.

You must complete any assignments missed because of an absence, including an excused absence, to obtain any of the associated points. Late penalties may apply.

E-MAIL: University policy specifies that students are responsible for all official correspondence sent to their University of Iowa e-mail address (NAME@uiowa.edu).

FINAL EXAM: We won’t have one. But all class work must be completed by our scheduled exam time, noon on Tuesday of finals week.

GRADUATE CREDIT: Students enrolled in the Graduate College must successfully complete substantive additional work to receive credit for this class. This work can be tailored to fit your interests and goals. Please talk with Steve and Jane about details within the first two weeks.

HONORS CREDIT: Any student who is a member of the University Honors Program based on overall UI GPA is eligible to take this course for honors credit. Honors credit does not affect your final grade, but you must earn at least a B – to receive an honors designation on your transcript. Please talk with Steve and Jane about possibilities.

LEARNING ENABLEMENT: If you need academic accommodation for any disability, please register with Student Disability Services (www.uiowa.edu/~sds), then meet privately with Steve and Jane to make the necessary arrangements.

RIGHTS and RESPONSIBILITIES: You have a right to expect an environment that enables you to learn. You have a responsibility to colleagues and to your instructors to help create an environment in which others may learn.

We will be working and learning together in a high-pressure, high-volume, high-visibility situation. Some assignments may involve working in small teams (as journalists working on major stories do), and we will workshop much of our output together. Civility, collegiality and cooperation are absolutely essential; their absence will not be tolerated. Criticism is welcome, but it must be constructive and it must be respectfully delivered, by both students and instructors.

If you have a complaint against any teaching staff member, you are responsible for following procedures in the CLAS Academic Policies Handbook. However, please try to work out a solution with those involved first, starting with Steve and/or Jane.

The University also has an explicit policy related to sexual harassment, which subverts the mission of the institution and threatens the well-being of its members. 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 harassment should be reported at once.

SEVERE WEATHER: Not uncommon in Iowa! If threatening weather occurs during class, seek appropriate shelter immediately. Class will continue if possible when the event is over. The Hawk Alert site (hawkalert.uiowa.edu) contains details about notification of weather and other emergencies.

TIME ALLOCATION: College policy states that for each semester hour of credit in a course, students should expect to spend two hours per week in out-of-class work or preparation. This is a 4 s.h. class, which means an average of eight hours per week of outside-of-class work. Note that because of the nature of this class, that work will include reading, writing and reporting; it also will include some travel time. Some weeks are certain to be busier than others, and there will be individual variations in workload from week to week.
Assessment in Caucus Campaign Coverage correlates with the ways that media workers are assessed. You will be graded primarily on your reporting and writing but also on your demonstrated ability to learn new things, from hands-on exploration, presentations and readings. Deadlines for some assignments will be the same for everyone in the class. Deadlines for other assignments will vary depending on your choices and candidate activities.

Details about each course component, which together add up to 1,000 points, will be provided in class.

In addition to the assignments listed here, you must keep up with campaign developments. We will start each class with a 15-minute daily news briefing in which you will share what you have read or watched about the campaign.

All work must be completed on time to be eligible for full credit.

### REPORTING AND WRITING 800 POINTS TOTAL

**Spot news reporting: Campaign event and fact checking** 200 points total (two events)
Two campaign events per student over the semester. Provision of live updates from a campaign event (worth 20 points per event), creation of spot news story within two hours after event (worth 30 points) and creation of a final, fact-checked news story within 24 hours after event (worth 50 points).

**Issue or candidate media monitor and critique** 200 points total (11/20, 12/2)
Monitoring of media coverage of a campaign issue or a candidate. Two blog posts per week for 12 weeks (worth 5 points per post, 120 points total; completed by November 20), followed by substantive summary of coverage (worth 80 points; completed by December 2). Checkpoints on September 15 and October 20.

**Speaking truth to power fact-check report** 150 points (11/17)
Verification of assertions made by candidates in their public speeches and documents.

**Enterprise news story** 125 points total (10/4 or 11/8)

**Enterprise feature story** 125 points total (10/4 or 11/8)
Development of campaign-related enterprise stories – one news, one feature. A draft version of each story (worth 50 points) will be due two weeks before the deadline for the final version (worth 75 points).

### OTHER ACTIVITIES 200 POINTS TOTAL

**Quizzes over books and other readings** 100 points total (+ bonus) (9/15, 10/27, 12/8)

**Polling participation** (with Political Science department) 30 points (October/November)

**Provision of material for daily news briefing** 30 points total

**Guest speakers, question preparation/discussion participation** 20 points total

**“War stories,” discussion leadership and participation** 20 points total

### PLUS-MINUS GRADING:
We will use plus-minus indications for final grades.

### GRADE CHANGES:
If you believe a mistake was made on a grade, please see Steve and/or Jane within **one week** after the material is returned. After that, the grade stands.

### PORTFOLIO:
You will upload your best work from the semester to iFolio no later than finals week as part of your professional (formerly “learning”) portfolio.
GRADING: CHRONOLOGICAL LIST OF DEADLINES

This is a preliminary summary for your reference. Dates may change as the semester goes along.

Ongoing:
- Spot news reporting of campaign events (200 points total).
- Provision of material for daily in-class news briefing (30 points total).
- Participation in exchanges with guest speakers (20 points total).
- Participation in ‘war story’ exchanges (20 points total).

Dates to come:
- Participation in Hawkeye Poll, including training session (30 points total).

August 25:
- Selection of candidate or issue for media monitoring purposes.

Week of August 29:
- Two media monitor posts (10 points total).

Week of September 5:
- Two media monitor posts (10 points total).

September 6:
- Idea for first enterprise story, news or feature (ungraded).

Week of September 12:
- Two media monitor posts (10 points total); checkpoint date, 9/15.

September 15:
- Readings quiz, including Why Iowa? (35 points)

Week of September 19:
- Two media monitor posts (10 points total).

September 20:
- Draft version of enterprise story one (50 points); peer editing in class 9/22

Week of September 26:
- Two media monitor posts (10 points total).

September 27:
- Idea for second enterprise story, feature or news (ungraded)

October 4:
- First enterprise story (75 points)

October 11:
- Idea for second enterprise story, feature or news (ungraded)

October 15:
- Midpoint of semester; first spot news story must be completed by this date.

Week of October 17:
- Two media monitor posts (10 points total); checkpoint date, 10/20

Week of October 24:
- Two media monitor posts (10 points total).

October 25:
- Draft version of enterprise story two (50 points); peer editing in class 10/27.

October 27:
- Readings quiz, including Boys on the Bus (35 points)

Week of November 7:
- Two media monitor posts (10 points total).

November 8:
- Second enterprise story (75 points)

Week of November 14:
- Two media monitor posts (10 points total); final post no later than 11/20.

November 17:
- Speaking truth to power fact-check report (150 points)

December 2:
- Summary analysis of media candidate or issue coverage (80 points)

December 8:
- Readings quiz, including Uncivil Wars (35 points)

December 13:
- End of semester; second spot news story must be completed by this date.
PROPOSED SCHEDULE of CLASSES, READINGS and ASSIGNMENTS

This is a tentative schedule. Campaign events, as well as guest speaker availability, are likely to lead to changes, so be prepared to be flexible! Readings also are subject to revision – addition and subtraction – over the course of the Iowa caucus campaign season. The ICON version of the syllabus will be continually updated, so please refer to it for the latest info.

You can read the books at your convenience in advance of each quiz. The chapters to pay closest attention to are indicated below, but even so, you’ll want to pace yourself.

FIRST SEGMENT: THE IOWA CAUCUS

BOOK: Why Iowa? How Caucuses and Sequential Elections Improve the Presidential Nominating Process (Redlawsk, Tolbert and Donovan)
Pay particular attention to:
- The final section of each chapter (material under the last subhead)
- Chapter One: Why Iowa? (pages 3-17)
- Chapter Three: Iowa Caucus Rules (pages 45-62)
- Chapter Six: Decided by the Few (pages 118-138)
- Chapter Seven: Effects of Iowa … (pages 141-156)
- Chapter Nine: Participation and Engagement … (pages 178-210)

READINGS QUIZ: September 15, 35 points

DUE for all students during this segment (plus other reporting assignments of your choice)
- Selection of candidate or issue for media monitoring assignment, August 25
- Generation of idea for first enterprise story, September 6
- Provision of material for daily in-class news briefing, ongoing
- Six media monitor posts, two per week for three weeks in this segment (30 points total)
- First media monitor checkpoint, Thursday, September 15

WEEK ONE: Getting Started
August 23: Introductions and initial brainstorming, plus intro to class blog/website and Facebook page
August 25: Overview of the caucus process, plus intro to IowaWatch and Patch; candidate/issue selection

DUE: Selection of candidate or issue for media monitoring (in class August 25)

ONLINE READING: Your pick. Identify an interesting story (video, website, etc.) for class discussion.

SITES TO EXPLORE: iowacaucus.com; caucuses.desmoinesregister.com

WEEK TWO: The People Who Would Be President (and the Staffers Behind Them)
August 30: The 2012 candidates, plus overview of who does what on a typical campaign staff
September 1: The 2012 issues

DUE: First two media monitor blog posts (no later than 11:59 pm on September 4)

abcnews.go.com/Politics/2012-republican-presidential-candidates-abc-news-guidebook/story?id=12164311
Click through the pages to see them all.

SITE TO EXPLORE: iowagop.org; elections.nytimes.com/2012/primaries/candidates
WEEK THREE: Reporting and Writing

September 6: Review of spot news and enterprise reporting
September 8: Blogging and writing for the Web, with exploration/discussion of political websites

DUE:
- Idea for first enterprise story, news or feature (September 6)
- Two media monitor blog posts (no later than 11:59 pm on September 11)

ONLINE READING:
- Committee of Concerned Journalists, “A Political Reporter’s Toolbox”
  www.nieman.harvard.edu/reports/article/100877/A-Political-Reporters-Toolbox.aspx
  (Optional) Meares, CJR, “Reporters Late to the 2012 Party?”
  www.cjr.org/campaign_desk/reporters_late_to_the_2012_par.php
  (Optional) Drew and Kattar, CJR, “Buzz and Beyond: … 2010 Midterm Elections”
  www.cjr.org/campaign_desk/the_buzz_and_beyond_reporting.php (watch video)

SITES TO EXPLORE:
- cjr.org/campaign_desk; knightpoliticalreporting.syr.edu/teaching.cfm;
- thecaucus.blogs.nytimes.com; journaliststoolbox.org/archive/electionspolitics

WEEK FOUR: Truth or Dare

September 13: Checking the facts; first media monitor checkpoint
September 15: Readings quiz, including Why Iowa, plus practice fact-checking

DUE:
- Two media monitor blog posts (no later than 11:59 pm on September 18)
  (Media monitor checkpoint September 15)

QUIZ:
- First readings quiz (Why Iowa, online readings), September 15

ONLINE READING:
- Adair, Nieman Reports, “Determining If a Politician Is Telling the Truth”
  Reider, AJR, “Reporting to Conclusions”
  www.ajr.org/article.asp?id=5010

SITES TO EXPLORE:
- factcheck.org (and factcheckED.org); politifact.org;
  www.washingtonpost.com/blogs/fact-checker

MY NOTES / REMINDERS / APPOINTMENTS / WHATEVER:
SECOND SEGMENT: POLITICAL REPORTING

BOOK: Boys on the Bus (Crouse)
Pay particular attention to:
- All of Part One ("Covering the Primaries and Conventions"), pages 3-175
- Chapter XI, "Nixon's Campaign," pages 243-275
- Chapter XVI, "Calling It from 30,000 Feet," pages 334-347
- Chapter XVII, "The Last Days," pages 348-371

READINGS QUIZ: October 27, 35 points

DUE for all students during this segment (plus other reporting assignments of your choice):

- Draft version of first enterprise story (news or feature), September 20 (50 points)
- Peer editing of first enterprise story, in class September 22
- Final version of first enterprise story (news or feature), October 4 (75 points)
- Generation of idea for second enterprise story (feature or news), October 11
- Deadline for completion of all first spot news stories, October 15 (100 points)
- Draft version of second enterprise story (feature or news), October 25 (50 points)
- Peer editing of second enterprise story, in class October 27.
- Provision of material for daily in-class news briefing, ongoing
- 12 media monitor posts, two per week for six weeks in this segment (60 points total)
- Second media monitor checkpoint, Thursday, October 20
- Political Science department polling training; dates in September / October to come.

Students may elect to participate in administering the Hawkeye Poll in mid-October. Another opportunity will be available in late November. (You must do one or the other.) Details to come.

WEEK FIVE: Political Polls
September 20: Overview of political polling
September 22: Horse races and issue bases: Making the most of polling data

DUE: Draft version of first enterprise story (September 20)
Peer editing of first enterprise story (in class September 22)
Two media monitor blog posts (no later than 11:59 pm on September 25)

ONLINE READING: Gawlsor and Witt, NCPP, “20 Questions Journalist Should Ask About Poll Results”
www.ncpp.org/?q=node/4

ALSO SEE: Hollihan (Uncivil Wars), Chapter 7, “…Public Opinion Polls,” pages 167-197

SITES TO EXPLORE: ncpp.org; realeclearpolitics.com/polls; politictimber.blogs.cnn.com/category/polls
WEEK SIX: Ethics of Political Reporting
September 27: Balance, objectivity and other issues in reporting and writing about politics
September 29: Telling the truth; discussion of “speaking truth to power” assignment

DUE: Two media monitor blog posts (no later than 11:59 pm on October 2)

SPECIAL GUEST: Seung Min Kim, Politico assistant editor

ONLINE READING: Cunningham, CJR (republished by Alternet), “Rethinking Objectivity”
www.alternet.org/media/16348

Stone, Nieman Reports, “Spin Alley: A Microcosm of Journalism’s Struggles”

SITES TO EXPLORE: politico.com; spj.org/ethics.asp

WEEK SEVEN: Campaign Finance
October 4: Understanding campaign finance information; first enterprise story due
October 6: Follow the money

DUE: Final version of first enterprise story (October 4)

Two media monitor blog posts (no later than 11:59 pm on October 9)

journalistsresource.org/reference/reporting/money-politics

ALSO SEE: Hollihan (Uncivil Wars), Chapter 10, “Financing Campaigns,” pages 240-273

SITES TO EXPLORE: fec.gov; opensecrets.org; www.followthemoney.org

WEEK EIGHT: Political Advertising
October 11: Parsing political ads
October 13: Iowa caucus candidate ad watch

DUE: First spot news story must be completed no later than October 15 (semester midpoint)

Idea for second enterprise story, feature or news (October 11)

Two media monitor blog posts (no later than 11:59 pm on October 16)

thecaucus.blogs.nytimes.com/category/ad-watch (whatever looks interesting)

Anderson Cooper 360: “The Dirtiest Campaign Ads of 2010”
www.youtube.com/watch?v=1B32KFA-bQ8 (watch video)

ALSO SEE: Hollihan (Uncivil Wars), Chapter 6, “Political Advertising,” pages 136-166

SITES TO EXPLORE: factcheck.org (again), www.livingroomcandidate.org;
thecaucus.blogs.nytimes.com/tag/political-advertising
WEEK NINE: The Stump Speech and the Political Debate

October 18: On the stump: What to say (or write) when you’ve heard it all before
October 20: Candidate debates

DUE: Two media monitor blog posts (no later than 11:59 pm on October 23)
(News monitor checkpoint, October 20)

READ: Scanlan, Poynter.org, “My Fellow Americans: Political Reporters on Speeches”
www.poynter.org/how-tos/newsgathering-storytelling/chip-on-your-shoulder/25968/my-fellow-americans-political-reporters-on-speeches

Hendler, CJR, “How to Dodge Debate Dodges”

ALSO SEE: Hollihan (Uncivil Wars), Chapter 9, “Televised … Debates,” pages 222-239

SITES TO EXPLORE: debates.org; Washington Post “Anatomy of a Stump Speech” (Obama’s):
www.washingtonpost.com/wp-dyn/content/graphic/2008/02/26/GR2008022600417.html

WEEK TEN: Pack Journalism (and how to avoid it)

October 25: Running with the pack … or not; group discussion of Boys on the Bus
October 27: Readings quiz plus peer editing of first enterprise story

DUE: Draft version of second enterprise story (feature or news), October 25
Peer editing of first enterprise story (in class October 27)
Two media monitor blog posts (no later than 11:59 pm on October 30)

QUIZ: Second readings quiz (Boys on the Bus, online readings), October 27

READ: Matusitz and Breen, Global Media Journal, “Unethical Consequences of Pack Journalism”
lass.calumet.purdue.edu/cca/gmj/fa07/gmj-fa07-matusitz-breen.htm

(Optional) Michael, Nieman Reports, “Why Political Journalism Fails at Handicapping …”

SITES TO EXPLORE: www.washingtonpost.com/politics; www.huffingtonpost.com/politics

MY NOTES / REMINDERS / APPOINTMENTS / WHATEVER:
THIRD SEGMENT: ISSUES and IDEAS

BOOK:  
*Uncivil Wars: Political Campaigns in a Media Age* (Hollihan)
If you did not read them in the relevant weeks in September and October, read:
- Chapter 6, "Political Advertising," pages 136-166
- Chapter 7, "... Public Opinion Polls," pages 167-197
- Chapter 9, "Televised Campaign Debates," pages 222-239
- Chapter 10, "Financing Campaigns ..." pages 240-273
In addition, pay particular attention to:
- Chapter 4, "Crafting Political Images," pages 75-101
- Chapter 5, "How the News Media Shape ..." pages 102-135
- Chapter 8, "... New Communication Technologies ..." pages 198-221

READINGS QUIZ:  
December 8, 35 points

DUE for all students during this segment (plus other reporting assignments of your choice):
- Final version of second enterprise story (feature or news), November 8 (75 points)
- Speaking Truth-to-Power fact check report, November 17 (150 points)
- Media monitor summary / analysis, December 2 (80 points)
- Six media monitor posts, two per week for three weeks in this segment (30 points total)
  (Media monitoring will be completed no later than November 20)
- Deadline for completion of all second spot news stories, December 13 (100 points)
- Provision of material for daily in-class news briefing, ongoing

If you did not participate in the *Hawkeye Poll* in October, you must do so in November (20 points)

WEEK ELEVEN: Social Issues 2012
November 1:  Education, health care and the environment
November 3:  Covering social issues

DUE:  
Two media monitor blog posts (no later than 11:59 pm on November 6)

ONLINE READING:  
To come

SITES TO EXPLORE:  
www.journaliststoolbox.org/archive/education;  
topics.nytimes.com/top/opinion/education;  
www.journaliststoolbox.org/archive/medicalhealth-index;  
topics.nytimes.com/top/opinion/health-care (opinion columns and editorials);  
www.journaliststoolbox.org/archive/environment;  
topics.nytimes.com/topics/news/science/topics/environment

WEEK TWELVE: Economic issues 2012
November 8:  Employment, budgets and the national economy; Election Day 2011; second enterprise story due
November 10:  Covering economic issues

DUE:  
Final version of second enterprise story, feature or news (November 8)
Two media monitor blog posts (no later than 11:59 pm on November 13)

ONLINE READING:  
To come

SITES TO EXPLORE:  
www.journaliststoolbox.org/archive/business-resources;  
www.journaliststoolbox.org/archive/business-news-1;  
topics.nytimes.com/topics/reference/timestopics/subjects/e/economics;  
topics.nytimes.com/top/reference/timestopics/subjects/u/unemployment
WEEK THIRTEEN: International issues 2012
November 15: Wars, immigration and foreign policy
November 17: Covering international issues; media monitor story due

DUE: “Truth to Power” fact check report (November 17)

Final two media monitor blog posts (no later than 11:59 pm on November 20)

SPECIAL GUEST: Abby Rapoport, Texas Observer statehouse reporter

READ: Texas Observer, “Our Vision / About Us”
www.texasobserver.org/about

SITES TO EXPLORE: www.texasobserver.org;
www.journaliststoolbox.org/archive/military-and-bioterrorism;
www.journaliststoolbox.org/archive/global-journalism;
topics.nytimes.com/top/reference/timestopics/subjects/i/immigration-and-emigration

WEEK FOURTEEN: Thanksgiving Week – enjoy the stuffing!

WEEK FIFTEEN: Lessons Learned on the Campaign Trail
November 29: Press, politics and power
December 1: Discussion and recap of adventures

DUE: Media monitor summary and analysis, December 2 (Friday)

ONLINE READING: Shribman, Nieman Reports, “Only a Lunatic Would Do This Kind of Work”
www.nieman.harvard.edu/reports/article/100858/Only-a-Lunatic-Would-Do-This-Kind-of-Work.aspx

SITES TO EXPLORE: firstread.msnbc.msn.com … plus your recommendations. What’s cool?

WEEK SIXTEEN: Looking Back, Looking Ahead
December 6: From Iowa in February to Election Day in November
December 8: Readings quiz, including Uncivil Wars

QUIZ: Last readings quiz (Uncivil Wars, online readings), December 8

SITE TO EXPLORE: electoralmap.net/2012/myPrediction.php

FINALS WEEK, December 12 - 16

DUE: No later than noon Tuesday, December 13, completion of second spot news story

HAPPY HOLIDAYS!
THE IOWA DOZEN

The mission of our School is to educate journalism and mass communication professionals, scholars and faculty. Through professional and creative research activities, we enhance a continually growing and evolving understanding of the social and cultural roles, responsibilities, and contexts for communicators in a democratic society, as well as in diverse global contexts.

To accomplish that mission:

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.