Syllabus
Advanced Reporting and Writing
Explanatory/Investigative Journalism
19:171:02 – Spring 2012
School of Journalism & Mass Communication
University of Iowa

Classroom/Period: W340 AJB/ 1:30-3:20 p.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: Five Investigative/Explanatory Projects: To Be Provided.
Written Assignments: One, two-part, multimedia writing project or one three-part television
broadcast project. [See additional assignment for graduate students].
: Project Pitch Memo explaining three potential project ideas.
: Three Drafts of the project, each of 1,000-1,500 words
: The Final Project.

Journalism as an Adventure

I teach journalism students how to be journalists regardless of which media they prefer. I
also teach it as a life skill. I do this because it is directly relevant to the following professions:
writing of non-fiction and fiction, public relations, press secretary, legislative research for
legislators and think tanks, policy analysts, researcher and writer for advocacy groups from
lobbyist to public service non-profit organizations, the legal profession, history and citizen
consumer.

My experience has been as a reporter and writer for all but the last two years, when I
added the word editor to my resume. That addition has fundamentally altered the way I teach,
because it forced me to broaden my expectations of students, which in turn gives you a wider
variety of professional experience. Where I once taught primarily from the perspective of a
journalist whose medium was the written word, I – because of the demands placed upon me as an
editor and upon other journalist working in the real world – have become intrigued by visual
reporting as well.

I tell you this, because I run this class as an editor who has to publish stories that can
withstand public scrutiny, not as a teacher who simply has to put a grade on the paper.

And in both capacities – as a writer and editor – I have acquired some of the skills,
sights and experiences that students involved in public relations must acquire if they expect to
serve their clients. To serve your clients, you need to know what makes veteran journalist tick,
how they think and how they react to news releases, and journalists have to know what makes
public relations practitioners tick and how they attempt to influence what you do.

In journalism, what you learn in this class will apply specifically to daily beat coverage,
feature and enterprise reporting and writing, long-form journalism and communicating with a
mass or niche audience. That’s the nuts and bolts value.
More generally and importantly, the lessons apply to any endeavor that requires you to cope and adjust outside your comfort zone; to any field that employs the analytical and organizational creativity needed to understand a mass of information, to isolate what matters and what doesn’t, to figure out what’s real and what’s not and to craft that messy glob into art.

Journalism, in general, answers to a noble calling to seek truth in service to the public good. Few other professions pursue such a lofty a mission. The ones who become investigative and explanatory journalists are a special breed, driven by passion for the profession and by the expectation that nothing less than the best is par for the course. At this level of journalism, reporters do not let unreturned phone calls block their progress. They just find another way to get the information. Up here, they don’t let quoted sources get away with lying to their readers or feeding them inaccurate information; here they investigate all facets of their topic until they become the expert and so that they can get as close to the truth as their human frailties will allow.

My Teaching Plan

Our pedagogical vehicle will ride on two wheels: one is a single, semester long explanatory or investigative project of at least two stories plus audio or visual elements. Starting next week, I am going to devote one class meeting per week to newsroom day, which is a day that you come to this newsroom and you work on your story here under my supervision.

The second wheel on my pedagogical vehicle will be a series of case studies of Pulitzer Prize winning stories and others. We will trace how some of the best in the field picked up a trail, discovered patterns, doggedly pursued the facts and got the story. You will learn from movie excerpts, watch videos from real investigations and listen to dramatic interviews. We will discover how reporters worked anonymous and on-the-record sources, and you will become privy to internal disagreements among editors and reporters. And finally, we will deconstruct the powerful prose and multimedia elements to learn how they turned a mass of information into a compelling reads that forced reform and captured the profession’s most coveted award.

Engagement and Attendance-200 Points

I put a premium on your attention to and engagement with me and your classmates and with all class activities. 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. 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 6.6 points. That’s 200 points total. I give engagement and attendance such weight, because it shows me you are trying to develop that essential skill that can make or break you in journalism or any profession - mental discipline. Mental discipline gives you the ability to listen even when the lecture, speech or meeting is boring or when matters outside the job at hand are tugging at your attention. But if you only attend class, but then use it to look at your smart phones, Facebook, email, the internet or do anything not related to the class activity or cannot answer questions when I call on you, you are not engaging. 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 unrelated to this course that conflict with class time. I cannot excuse you for merely feeling bad, oversleeping, forgetting about class. However, I can excuse you if you must schedule an interview for a class assignment, for a death in the family, being physically unable to get to a class or 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. I will allow two unexcused absences. Perfect attendance earns you a 10-point bonus.

Class Periods.

Each week, one of our two class period will be devoted mostly to doing case studies on real Pulitzer Prize winning investigative and explanatory projects that are designed to teach you about interviewing, using public records, writing, working anonymous sources and on-the-record sources.

Each week, one class will be called the “newsroom day,” when you and I individually will spend the class time working on the primary focus of this class – your project - or doing peer critiques of each other’s work.

You will be expected to be in the classroom and working specifically on your project, with me circulating, looking over your shoulder and having one-on-one discussions with you. Your only excuse for not being in class on newsroom day is if you have scheduled an interview for your project. Most of our newsroom classes will be on Tuesdays.

In addition to newsroom day, I have scheduled two class periods at what I consider critical points in the reporting process as out-of-class work periods.

The Project – 800 Points.

Your assignment is to produce a two-part project writing project with substantial visual and audio elements or, if you are a broadcast major, you can do a three-part broadcast project on a single topic of your choosing. You will do this over the course of five graded assignments and a volunteer bonus assignment [in which you can earn up to 50 extra points]. Each of the five assignments represent a milestone in the reporting and writing/production process that will yield The Project.

You will pick a topic on which you will write a two-part project of a minimum of 1,750 words each or a three-part television broadcast project of 2.5-4 minutes each covering a single topic [We will consult with Lisa Weaver on broadcast projects].

For the written multimedia project, the minimum requirements for each part include the following:

: The mainbar story
: One display photograph [note: the more you get, the better choices we have];
: Mug photos of the main interview sources;
: At least one additional visual or element that includes one or more of the following:
  - A photo slide show of at least eight photos [for extra credit, add audio of your narration of the photos or of the voice of someone in the slideshow];
  - A video of 2-3 minutes;
  - An audio of key segments of one or more critical interviews;
- An original illustration or an explanatory diagram;
- A series of at least three informational graphics such as a package of line graphs, bar graphs or charts that complement the story.

For the broadcast element, the minimum requirements will be:
- Three broadcasts of 2.5 to 4.0 minutes each mixing on camera interviews, B-roll with natural sound, voice-overs and at one stand-up by the reporter. To ensure that all three parts are connected, the second part should make a reference to the major point of the first. The third part, which should be longest of the three, may include a second stand-up and include key elements from package one and two.
- A written script that includes notations of visual element and audio elements.
- A copy of the final edit version.

Leading up to that project, you will write a pitch memo and three story drafts and a final version due Sunday, May 6 at 5 p.m. Your project files [reporting notes, interview recordings, documents, news clips, journal articles, reports, studies, etc.] are due in my office at W337 by noon May 7.

Masters of Arts-Professional Students: You will be required to produce an extra sidebar story of 500-750 words with one visual or audio element if written and a one –minute story with script if it’s a video. I also will be depending on the MAP students to play lead roles during class discussions of case studies and peer editing workshops.

Suggestion: For her multimedia students, check out “Many Eyes Visualizations” on Lisa Weaver blog at http://multimedia.jmc.uiowa.edu/lisaweaver1/. Lisa, who is a veteran broadcast journalist, also has advised me that she will be glad to consult with us on broadcast projects. But, please coordinate that through me to avoid overwhelming her.

Assignments, Deadlines

All assignments will be graded according to the quality of your writing and reporting. You are required to obey all rules of grammar, AP Style, good sentence structure [syntax], clarity, word choices, clarity, conciseness. Reporting refers to the amount and quality of facts, quotes, statistics, information the assignment contains and the quality and credibility of the sources you use.

The due dates are hard-fast deadlines. If you miss the deadline, I will accept it if you submit it within 48 hours, but the grade will reduced by a sum of points equal to grade sign [e.g., a B paper would be reduced to a B-]. The assignment will not be accepted after the 48 hour grace period, and you will get a zero for that assignment.

ASSIGNMENT 1 – The Pitch Memo = 50 Points [5 %] – Due Sunday, 11:45 p.m., Jan. 22; 150-250 words each. Email them to me and to your classmates. It must report what stories have been written about it before. It must explain how your angle is different from what has been written before. You must state why you think this story is important to the public interest. And finally, you must explain how you think you can make this story interesting.

ASSIGNMENT 2 – The Preliminary Investigation = 150 Points [15%] – Due Friday, Feb. 3 at 11:45 p.m. The Preliminary Investigation/Exploration. Minimum 500-750 words in news writing paragraphs; email them to me. Append list of sources contacted with contact information and copies or links to electronic sources.
The grade will be based primarily on the quality of your idea and the amount of interviewing and reporting you have done. At the very least, you must have and quote at least three human sources and show that this story is newsworthy and will require at least a semester of work to show me that you have vetted this idea with people who know more about your subject than you do.

For Stories Explanatory or Investigative Projects on Issues or Persons: Your mission is to gather enough evidence through original reporting to:

- Show whether the idea is likely to result in a newsworthy package of at least two stories. It has to be new, important and interesting;
- Determine if it is of sufficient difficulty and complexity to warrant devoting a semester to it;
- Enable you to provide a tentative list of stories and complementary visual elements [i.e., video, a photos, or narrated slide show, a bar or line graph, chart or information box].

You will be expected to have a reporting strategy, to have talked to several sources who are authoritative and to have collected or identified some statistics, reports, public records and documents or studies that are obtainable.

Finally, be ready to explain what your next reporting step will be.

I will evaluate the quality of your idea based on the extent to which it meets the criteria we have discussed in class. Begin building a project file.

**ASSIGNMENT 3 – 1st Draft** = 200 points [200%] – Due Friday, Feb. 24, 11:45 p.m.

Tentative Minimum 750-1,000 words; news writing paragraphs; email attachment to me. Append list of sources contacted with contact information, copies or links to electronic sources. Underline news sources and sources from the previous draft that you interviewed a second time.

There are two parts to this assignment:

1. Pretend that your editor has ordered you to write a story for tomorrow morning’s paper, based on what you have now. That means, you have to write a lead sentence that expresses something that you can substantiate based on the evidence that you have gathered thus far – minimum of 500-750 words.
2. List or write a report on what you plan to do next 250-500 words.

The grade will be based on whether you have articulated a clear focus, on the amount and quality of your reporting with substantial attention to the quality of your writing.

This draft must include a substantial amount of additional reporting [i.e., interviews, statistics and information from studies, reports, public records] beyond what was done for Assignment I and identify visual elements to complement the story.

You should have completed about 50 percent of your reporting and crystallized the major points that you will be making.

Continue building project file.

**ASSIGNMENT 4 – 2nd Draft** = 200 Points [20%] – Due March 24, 11:45 p.m. “The Sprint” Stage, 2,500 words; news graphs; double-spaced, as printout and as email attachment to me; email to students in your Section; append list of sources contacted; with contact information and copies or links to electronic sources. This is the final draft before your final version.
The grade will be based on the clarity of your focus, the quality of your reporting, and, for the first time, with equal emphasis on writing quality. Study my “Writing Basics” and make this draft adhere to its requirements, to rules of grammar and AP Stylebook.

Your story should be as close to publication ready, with only last minute reporting and fine-tuning and polishing needed. It should be free of AP Style and Grammar errors.

Your classmates will edit your report and critique it in workshops scheduled for the first class following the due date as shown in the “Workshop Format.” Reporting must contain a considerable amount of additional information beyond what you provided in Draft 3. It should be about 80 percent complete and contain your visual elements. Underline sources added since Draft 2. Continue building your project file.

The grade on Draft 3 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 accuracy, 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 draft SHOULD NOT be considered the minimum grade for the final version.

ASSIGNMENT 5 – 3rd Draft = 250 points [25%] – Due April 19, at 11:45 p.m. “The Spaced-Out” Stage. Minimum 2,000-2,500 words, including sidebar [MAP students must have a second print or video sidebar as explained above]; news writing paragraphs; double-spaced, as printout, email attachment to me; Email to students in your group; append list of sources with contact information and copies or links to electronic sources.

Your final version must reflect substantial improvement over the draft. You must complete the reporting and polish the writing and conduct a line by line fact check. In rewriting for the final version, you are responsible for correcting all reporting, writing, AP Style and grammar errors, including those not caught on the first draft.

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. Submit story and Project File to me at W337 AJB.

FINAL REVISION – Publication Ready - Up to 50 Bonus Points – Due May 3

Attendance = 100 Points (3.33 Points/Class)
Engagement - 100 Points (Listening, Volunteering Comments in Class, Lecture Quizzes)
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>150 Pts-15%</th>
<th>200 Points</th>
<th>250 Pts-25%</th>
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<td>4.0</td>
<td>48-50</td>
<td>72-75</td>
<td>96-100</td>
<td>144-150</td>
<td>192-200</td>
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<td>176-178</td>
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<td>80-83</td>
<td>120-124</td>
<td>160-166</td>
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Letter Grade 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 IowaWatch.org, The Daily Iowan, another newspaper or magazine or broadcast on television.

The 1,000 point grading rubric is tied to the University’s 4-point and letter grade key. For the semester grade, I will use letter grades 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.

For the last two drafts, the point system is keyed to the following letter grade criteria:

**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 sharply focused. It reflects initiative, strongly supports its findings and is written with authority and insightful, fact-based analysis. It demonstrates effective use of quotes, compelling detail and vivid description. Each sentence and paragraph flows logically and smoothly to the next. With minor editing and a call or two, the story would be a good candidate for publication.

**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 several more calls 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 is necessary to get a passable mark. Several sentences are imprecise. Many are awkwardly written and confusing. It contains a distracting number of AP style and grammar errors. The story requires heavy editing and more reporting. Publication would be in doubt or at least 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 reflects a minimal effort, but it is not publishable and offers no hint that it could become useable with a reasonable amount of rewriting and reporting. It lacks focus and clarity, fails to cover several obvious questions and does not use all of the basic sources.

**Grammar and AP Style**

Because you are all upperclassman or graduates students, I am going to be very tough about adhering to all grammar rules, spelling errors and AP Style. That means you capitalize only those words that the grammar rules require you to capitalize. Every comma and period must be in its proper place. Learn what a comma splice is and avoid it like the plague. Read my “Writing Basics” now and refer to it regularly. Most of you are seniors and graduate students, and the quickest way to lose out in a job competition or too lose your employers’ respect is to butcher the English language in your emails, stories, memos, reports, news releases, etc. If you make five or more grammar or AP style errors I will deduct three points from grade on the first two drafts, but will give you a bonus of three points if you make three or less. On the final version, the penalty comes if you make seven or more errors and the bonus if you make four or less.

**A Word about Word Counts**

Word counts are minimums. Excess verbiage [wordiness] and redundancies do not count toward the minimum. If the word count is less, you should suspect that you have not adequately covered the issue. Even if your story reaches the minimum word count but fails to cover key issues or leaves questions unanswered, the story will not be considered adequate.

**Classroom Policies**

**Textbook Requirements:** None. I will assign several readings. As a teaching manual, I use my book, *Watchdog Journalism: The Art of Investigative Reporting* [Oxford University Press, 2009]. It is in the UI Main Library and the J-School Resource Center, E350-AJB.

**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.

**Ethics and Standards**

In this course you will learn that 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 and to resist any infringement upon them.
The Iowa Dozen
In this course, we will address most of the standards in the Iowa Dozen, which are basic standards we try to impart to our students. The full document is appended at the end of this syllabus. Here are the parts for this course:

- Learn to write correctly, clearly and authoritatively; research and gather information aggressively and responsibly, edit and evaluate fairly and carefully, use technology thoughtfully and statistics accurately;
- Value the First Amendment, diversity, community, creativity, independence, truth, accuracy, fairness;
- Discuss media institutions and practices and media’s role in shaping public discourse.

Errors, Ethics & Plagiarism
Errors, plagiarism and dishonesty in any form 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 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; you should 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.
Spring Class Schedule
[subject to change]
Week I

Jan. 17, Tuesday

Homework

1. For Thursday, Jan. 19 – Begin selecting two possible ideas for your semester-long project and writing Assignment 1, brief pitch memos for each [15-250 words], with the hope that one of them will become your semester-long project. The more ideas you have the better chance you have of selecting a good project.

2. For Sunday, Jan. 22, at 11:45 p.m. Email your pitch memos to me and to your classmates. Be prepared to give your thoughts about your classmates’ ideas.

3. For Feb. 3, 11:45 p.m., Assignment 2: The Preliminary Investigation, is due. Begin working on Assignment 3 after you have settled on your project; make progress each week: Do clip searches, find journal articles, identify expert professors, begin interviewing sources, identifying potential sources, finding or identifying stats, studies, reports or other paper and electronic sources and anticipated public records requests.

4. Read the syllabus. You are responsible for knowing what’s on it, keeping up with the assignments, due dates and deadlines, knowing the rules and policies of the class and University. If you do not understand something, ask me about it.

Class Activities:
- Introduction: Handout Bio Questionaire.
- Investigative/Explanatory Reporting: Why study Investigative Reporting.

Thurs., Jan. 19.

Homework.

1. For Sun, Jan. 22, at 11:45 p.m., email to me & to the class your two pitch memos.

2. For Tuesday’s class: Read you classmates’ pitch memos and be prepared to ask questions if you have any, discuss whether you think the idea is new, important to the public and whether it can be made interesting.

3. For Feb. 3, 11:45 p.m., Assignment 2: The Preliminary Investigation, is due. Distribute Handout of Preliminary Investigation. Begin working on Assignment 3 as soon as you have settled on your project; make progress each week: Do clip searches, find journal articles, identify expert professors on this campus or anywhere else, begin interviewing sources, identifying potential sources, finding or identifying stats, studies, reports or other paper and electronic sources and anticipated public records requests.

Class Activities: Brainstorm Story Ideas

Week II

Tues., Jan. 24

Homework for Thursday:

1.) Read “Tainted Cash or Easy Money?”

2.) Work on Assignment 2: The Preliminary Investigation

Class Activities: Newsroom Day - Discuss Pitch Memos
Thurs., Jan. 27
Homework Assignments:
1.) Assignment 2 - The Preliminary Investigation, due Fri, Feb. 3@ 11:45 p.m. Email to me.

Week III
Tues., Jan. 31
Homework:
1.) Reminder – Thursday is workday. Submit brief note explaining how you used your workday.
2.) Plan for Newsroom day on Tuesday. Know what you will be working on. If you want to conduct interviews, talk with me, search for statistics and reports, this will be a good time to do it.
Class Activities:
2.) Interviewing I: Introduce “The Art of Interviewing” – How interviewing is like a well-constructed story – it has a beginning, a middle, a climax and an end.

Thurs, Feb. 2
Homework:
1.) Complete Assignment 2- Preliminary Investigation; Due Fri., Feb .3, 11:45 p.m.
2.) For Thursday, Feb . 9, Read “Buried Secrets, Brutal Truths” by Mike Sallah and Mitch Weiss of the Toledo Blade
Class Activity – Work day – Note on how you spent you workday due at 11:45 tonight.

FRI., FEB. 3: ASSIGNMENT 2 – PRELIMINARY INVESTIGATION DUE AT 11:45 P.M.

Week IV
Tues., Feb. 7
Homework: Continue on Assignment 3 – First Draft – Due Fri., Feb. 24, at 11:45 p.m.
Class Activity: Newsroom Day. Student work. Discuss Assignment 2 with each.

Thurs., Feb. 9.
Homework: Continue working on Assignment 3 – The First Draft
Class Activity: Interviewing I: Case study of “Buried Secrets” in Watchdog:

Week V
Tues., Feb. 14
Homework: Assignment 2 Due Fri., Feb. 24, 11:45 p.m.
Class Activities: Interviewing I Finish “Buried Secrets”

Thurs. Feb. 16.
Class Activity – Newsroom Day
Week VI

Tues., Feb. 21
Homework:
Class Activity:
  1.) Interviewing-II: How NOT TO Interview - Network Reporters vs. the Media-Trained Spinmeisters;

Thurs. Feb. 23
Homework: Finish Assignment 3 – The First Draft - Due Friday, 11:45 p.m. Email to me.
Class Activity: Work Day Day.

FEB. 24 – ASSIGNMENT 3 – THE FIRST DRAFT DUE

Week VII

Tues., Feb. 28
Homework:
  Work on Assignment 4 – 2nd Draft. Due Sat. March 24, at 11:45 p.m.
  Read The Playboy interview with former President Jimmy Carter.
Class Activities:
  1.) How to Interview – Vargas & Dog Maulers;
      Use What You Got – Excerpts from “Erin Brockovich.”Continue Interviewing-III -
  2.) Begin Working Sources: Source development; testing their credibility; anonymous
      sources – how to use them; how to test them.

Thurs., March 1.
Homework: Continue working on Draft 4. Due next Tuesday, May 8
Class Activity: Newsroom Day - Go over each students’ 1st Drafts [Assignment 3] individually.

Week VIII

Tues., March 8.
Homework for March 20 - Read “Mistakes Seen In LAPD Shootings” By Steve Berry Josh
Meyer, Los Angeles Times, Nov. 7-8, 1999
Class Activity – Begin “Mistakes Seen In LAPD Shootings” By Steve Berry & Josh Meyer,
Los Angeles Times, Nov. 7-8, 1999.
Learning the process key to investigative projects: LAPD’s internal investigative process;
  1.) Defining terms;
  2.) Identifying objective criteria for subjective findings.

Thurs., March 8.
Class Activity: Continue “Mistakes Seen in LAPD Shootings.
  1.) Hobson video: the machete case. Lessons in negotiating for records you shouldn’t see.
  2.) “Chubby Hood” video – a case of “death by cops”? “Lessons in negotiating access to
      records – thinking like a lawyer.
  3.) Joe Joshua – “I’m God…I’ll Kill You:” Burning shoe-leather to make a case.
  4.) Friedman case – An autistic youth, a knife and a question of distance.
Week IX

Tues, March 13 SPRING BREAK.
Thurs., March 15. SPRING BREAK

Tues., March 20.
Homework: Work on 2nd Draft for Assignment 4. Due Sat., March 24
Class Activity: Newsroom Day

Thurs., March 22.
Homework:
- For Saturday, March 24 at 11:45 p.m. – Complete 2nd Draft. Due Saturday, at 11:45.
- For Tuesday, March 29 - Early Section Edits 2nd drafts of the two students in Group A;
  Late Section edits 2nd drafts of students in Group B
- For Thursday, March 31 – Early Section Edits 2nd drafts of two students in Group C; Late
  Section edits 2nd drafts of two students in Group D.
Class Activities: Begin case study of literary investigative writing: The Fractured Life of

SATURDAY, MARCH 24 – 2ND DRAFT DUE (assignment 4)

Week XI

Tues., March 27.
Homework: If you have not edited the 2nd drafts of Groups C & D, do so.
  Continue working on Assignment 5; due April 19.
Class Activity: Newroom Day - Peer Critiques - Early Section critique 2nd drafts of students in
  Group A from 1:30-2:25; Late Section critique 2nd drafts of students in Group B from 2:25-3:20

Thurs., March 29.
Homework: Continue Working on Assignment 5;
Homework for April 5: Read: “The Fractured Life of Jeremy Strohmeyer” and think about
  the following discussion questions: Where’s the nutgraf? Explain the rationale for using
  italics? Identify the literary elements in this story? What visual elements would you use?
  What audio elements would you use? What is the major theme of the package? What are
  some subthemes?.
Class Activity: Newsroom Day - Early Section critique 2nd Drafts of Group C; Late Section
  Critique 2nd Drafts of Group D.

Week XII

Tues., April 3.
  and think about the following discussion questions: Discussion questions: Where’s the
  nutgraf? Explain the rationale for using italics? Identify the literary elements in this
  story? What visual elements would you use? What audio elements would you use? What
  is the major theme of the package? What are some subthemes?.
Class Activities: Resume Case Study of Literary Investigative Writing: “The Fractured Life of
Thurs., April 5.
Homework:

Week XIII

Tues., April 10
Class Activity: Newsroom Day

Thurs., April 12.
Homework:
Class Activity:

Week XIV

Tues., April 17:
Class Activities for Today: Newsroom Day

THURS., APRIL 19 – ASSIGNMENT 5 DRAFT 3 IS DUE AT 11:45 P.M.
Class Activities: Work Day – out-of-class or schedule one-on-one conferences during class time and or office hours 3:30- 6.

Week XV

Tues., April 24.
Homework for April 26: Read “Shipbreakers” by Gary Cohn and Will Englund, The Baltimore Sun
Class Activity for Today:
1.) Begin “Shipbreakers”

Thurs., April 26:
Class Activity: Resume Shipbreakers

Week XVI

Tues., May 1.
Class Activity: Newsroom Day

Thurs, May 3
Homework: FINAL VERSIONS 50 POINT BONUS DUE 11:45 P.M.TONIGHT.
Class Activities:
1.) Discuss Shipbreakers
2.) Wrap-up
3.) Evaluations

Friday, May 4: Submit your Project Notes, Materials before 5 p.m. in my office, W337.
**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](http://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.