Instructor: Dr. Patrick Wright
Office: W331 AJB
E-mail: patrick-wright@uiowa.edu
Office Hours: M 1:30 – 4:30 p.m. and by Appt.

Class Days: Mon. 9:30 – 10:20 a.m. (101 Becker Communication Studies Bldg.- BCSB)

Discussion Sections:  Mon.- 0A01 (10:30 a.m. – 1:20 p.m.) and 0A02 (1:30 – 4:20 p.m.);
Tues. – 0A03 (9:30 a.m. – 12:20 p.m.), 0A04 (12:30 – 3:20 p.m.), 0A05 (3:30 – 6:20 p.m.).  All Sections are located in W336 of Adler Journalism Bldg.  Check your schedule for the time and date of your discussion section.

Required texts and other materials:

— Associated Press Styleguide ("APS")
— Strunk and White, The Elements of Style, 4th ed. ("ES")
— Truss, “Eats, Shoots & Leaves ("ESL")

Course Description:

Journalistic Reporting and Writing (JMC: 2010/019:098) teaches the basics of the journalistic mindset, which includes an understanding of what defines news as opposed to other information, and the basic professional practices critical to journalism.  This is a 4-credit course with two components: The Monday lectures meet each week in 101 BCSB from 9:30 to 10:20 a.m. The lecture provides an overview of enduring questions and issues in journalism as well as current ethical problems that arise in the coverage of news. The weekly section schedule for each instructor is listed above. All sections meet in W336. In your sections you will practice the conventions of lead writing, story structure, interviewing and clear writing. The content of the weekly lecture and the skills you will practice in your section are designed to prepare you for the major assignments.

Course Objectives:

• You will learn to apply news values to identify topics with enough impact to constitute news.
• You will develop a basic understanding of news media ethics
• You will apply the basics of reporting.
• You will apply the basics of journalistic writing

Note: In order to better coordinate Journalistic Reporting and Writing with Introduction to Multimedia Storytelling, three assignments share the same reporting topic and interview sources. Yet, what you produce for each course will be distinct in medium and format. These assignments are graded separately, per the requirements of each course. See the individual assignment descriptions for details.
Class Outline and Assignment Due Dates:

This class is divided into four sections and there are six graded assignments due for this class. All papers must be handed in at the beginning of your discussion section (unless otherwise discussed in class) in order to receive a grade. Due dates are dependent on the date of your specific discussion section.

What is News: 8/25 – 9/1
   — First Person Story Due: Sept. 8-9

The News Story: 9/8 - 10/6
   — News Event Story Due: Sept. 15-16
   — Interview/ Reaction Story Due: Sept. 29-30

Strategic Communication: 10/13 - 10/20
   — Press Releases Due: Oct. 20-21

Investigative and Broad Scope Journalism: 10/27 - 12/8
   — Current Events/ Public Affairs Story Due: Nov. 17-18
   — Final Investigative Project Due: Dec. 15

Final Project Due: December 15

Note: Given the importance of deadlines in professional journalism and strategic communications, late papers will not be excepted unless you receive prior authorization from the professor or your teaching assistant.

Graded Assignments:

Assignment #1: First-Person story (500-550 words)
For this assignment, you will write a story that will discuss your life as if you were a third-person interviewer. It will show how three events that have occurred in your life have shaped you into the person you are today. It will include personal quotes from you regarding the various experiences in your life and how they affected you.

Assignment #2: News Event Story (500-550 words)
This story will cover an event of your choice. This can be a public event, speech or press conference, sporting event, etc., so long as it has news value. If you are confused regarding what would be considered news value, consult your discussion leader or professor. Cover the “who, what, where, when, why and how” of the event and follow the “inverted pyramid” style for the entire story. The story must include at least two interviews of relevant sources and three sources of outside information. A list of outside information sources with contact information (personal phone numbers, websites, etc.) must be included beneath the story.

Assignment #3: Interview/ Reaction Story (700-750 words)
The purpose of this assignment is to write a story based on citizen reaction to an event or governmental policy. The topic will be used for this story as well as your Multimedia Storytelling assignment. For this story, you will need at least six interviews. All of your sources, expert and otherwise, are reacting to the same topic or event. Note: Ideally, you would focus on a controversial issue that interests you or upsets you from a recent news story. Then ask questions designed to bring
out the true knowledge or feelings of the interview subjects. Work to find citizens and experts with
different opinions when possible (sometimes an position has universal support). Stories would be
written in the inverted pyramid style (lead quote, nut graf, etc.), but students have more latitude on
how they start and write the overall story. All interviews must be done in person and, again, a list of
outside information sources with contact information will be added beneath the story.

Assignment #4: Press Releases (400-450 words per press release)
For this assignment, students must find two news stories and use them to create two different press
releases that promote the same product or cause. Each press release will describe an event in terms of
how it shows the importance of supporting that product or cause. They will be written in the
standard inverted pyramid style with outside sources chosen to support a particular point of view (For
example, using a study about the importance of brushing teeth by the American Dental Association to
support a particular toothpaste brand). Note: While they are written to appear objective, they are not
objective and need to point the reader to a particular conclusion (for example, why they must support
the Girl Scouts or buy a particular golf club) without actually stating it directly. Higher marks will be
given to press releases that use reputable sources (ex. neutral, third-person expert sources such as
academic papers or government studies) to support their points. Papers may not support a
person/celebrity, sports team, or focus on any aspect of fraternity and sorority life.

Assignment #5: Current Events/Public Affairs Story (1,000 words)
This story highlights a certain social trend or social behavior you uncover through digital research and
outside interviews. The story could start with a review of topics on Google Trends
(http://www.google.com/trends) that relate to current events to find a topic. Then students will use
their research for this class and Multimedia Storytelling to craft a story about a particular social trend/
behavior based on current events and public affairs. For this assignment, students must use at least
five sources. Note: The story should be told with the interest of Iowa undergraduates in mind. The
topic should be something that informs Iowa students about something important to them that they
might not have considered. For example, student Jane finds a Google Trend graph that shows the
mental-stimulation drug adderall is the third most popular search topic. She uses her Multimedia
graphics and outside research, such as interviews, to show the dangers of adderall as a study aid.
Again, a list of outside sources with contact information, when applicable, must be included at the
bottom of the story. For this story, quotes that come from e-mail responses are acceptable as long as
the contact information is listed in the sources section.

Assignment #6: Investigation Story (1,400-1,500 words)
This is the final and most important story for the semester. For this assignment, you will pick a topic
of interest at the beginning of the semester. Then you will conduct a full investigation of the topic.
Story must include at least five interviews with experts and affected citizens, data from a public
records request, online public data, and other outside research from sources and methods discussed in
class. Story must focus on outside sources. The use of one friend or family members might be
acceptable, based on the topic, but avoid the use of multiple friends and family members. Story
should present both sides of the issue fairly, but help readers understand the truth behind the topic.
For example, a story on climate change would present the rationale of climate change deniers. But it
must point out that the overwhelming opinion from the scientific community is that human-
influenced climate change is happening. Always keep in mind WIFM when writing the final paper.
## Grading Scale:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
<th>Percent of final grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>First Person Story</td>
<td>50 pts</td>
<td>5%</td>
</tr>
<tr>
<td>News Event Story</td>
<td>50 pts</td>
<td>5%</td>
</tr>
<tr>
<td>Interview/ Reaction Story</td>
<td>100 pts</td>
<td>10%</td>
</tr>
<tr>
<td>Press Releases</td>
<td>100 pts</td>
<td>10%</td>
</tr>
<tr>
<td>Current Events/ Public Affairs Story</td>
<td>200 pts</td>
<td>20%</td>
</tr>
<tr>
<td>Final Investigation Story</td>
<td>400 pts</td>
<td>40%</td>
</tr>
<tr>
<td>Attendance and In-Class Assignments</td>
<td>100 pts</td>
<td>10%</td>
</tr>
<tr>
<td><strong>Total:</strong></td>
<td>1000 pts</td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

Final grades will be determined according to the following scale:

- **A** 94+ percent.
- **A-** 90 - 93.9%
- **B+** 87 – 89.9%
- **B** 83 – 86.9%
- **B-** 80 – 82.9%
- **C+** 77 – 79.9%
- **C** 73 – 76.9%
- **C-** 70 – 72.9%
- **D+** 67 – 69.9%
- **D** 63 – 66.9%
- **D-** 60 – 62.9%
- **F** 60% or below.

### Grade Criteria:

- **A/A-**: Very well written both in terms of clarity, grammar and AP style, research strengthens the reporting, interviews representing a range of viewpoints as relevant for the story. Newspaper ready with minor edits. In the event that written work reaches or exceeds professional journalistic standards, an A+ grade will be given.

- **B+/B/B-**: Basically well written in terms of clarity, grammar and proper AP style. Research somewhat deficient in terms of helping the reporting and meets minimum assignment requirements. But quotes are not used effectively and story requires revision as well as additional material before publication.

- **C+/C/C-**: Poorly written both in logical flow and grammar and style, little or no organization or story structure, inadequate material including interviews and research. Several basic grammar and AP style mistakes, little apparent copy editing. A major rewrite and additional reporting required.

- **D+/D/D-**: Serious deficits in terms of clarity and information, including research and interview material. No organization or story structure, major writing and grammar problems with no apparent effort at copy editing.

- **F**: (Zero or 0 grade) Evidence of plagiarism with intent, including cutting and pasting several paragraphs from another source.
Attendance and Tardiness:

Lecture and discussion attendance are mandatory. Before each lecture, you will must find your discussion leader and record your attendance. The discussion leader will record it during each discussion section. This class requires significant “field” work. If you fail to return to class after a field work exercise, you will be considered absent.

Students have five minutes from the start of class to enter class. If a student is more than five minutes late without prior approval, they will be considered absent and not allowed in class. Each lecture or discussion section missed without prior approval will result in a 5% deduction from your final grade. If you miss a class or discussion section, it is your responsibility to learn what material was covered and what assignments were given that day.

Homework and Participation:

For each class, you will need a notebook to take notes from lecture and discussion. All cellular phones, laptops, mp3 players, and other electronic devices must be turned off and packed away before the start of class. All written work (homework, outlines, manuscripts, revisions, critiques, assessments, etc.) must be typed in 12-point Times New Roman or Garamond font, double-spaced with one-inch margins on all sides, and free of grammatical, typographical, and spelling errors. Numerous errors will result in a lower grade. Late assignments will not be accepted. Put headlines, by-lines and datelines on all of your assignments, number your pages, and Staple all of your work. Unstapled assignments won’t be accepted. Completed assignments must be labeled at the top right corner in the following manner:

Your Name, Section #
Instructor’s Name
Date
Name of Assignment

Instructor Contact:

If you are unable to meet with me during office hours, I will be glad to make outside arrangements. E-mail messages will get a response within two to 24 hours, depending on the time of day. Don’t expect an immediate response to e-mails sent after 9 p.m.

Writing Resources:

This course is designed to teach journalistic writing, but we assume you already have the basic grasp of grammatical writing coming into this course. Students who continue to have trouble with basic writing are encouraged to seek help from their teaching assistant, professor, or instructors at the Writing Assistance Center on the 3rd floor of the Adler Journalism Building. For more information, please check the SJMC Resource and Writing Assistance Center website at http://clas.uiowa.edu/sjmc/resources/sjmc-resource-center.

Academic Honesty

All CLAS students or students taking classes offered by CLAS have, in essence, agreed to the College’s Code of Academic Honesty: "I pledge to do my own academic work and to excel to the best of my abilities, upholding the IOWA Challenge. I promise not to lie about my academic work, to cheat, or to steal the words or ideas of others; nor will I help fellow students to violate the Code of Academic Honesty." Any student committing academic misconduct is reported to the College and placed on disciplinary probation or may be suspended or expelled (CLAS Academic Policies Handbook).

The Iowa Dozen: In this class, we will learn the following principles, which—when spelled out—become the “Iowa Dozen.”
You will learn: (bold indicates the principles most relevant to this course)
1. to write correctly and clearly
2. to conduct research and gather information responsibly
3. to edit and evaluate carefully
4. to use media technologies thoughtfully
5. to apply statistical concepts appropriately

We will value:
6. First Amendment principles for all individuals and groups
7. a diverse global community
8. creativity and independence
9. truth, accuracy, fairness and diversity

We will explore:
10. mass communication theories and concepts
11. media institutions and practices
12. the role of media in shaping cultures

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 Academic Policies Handbook at http://clas.uiowa.edu/students/handbook.

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, k.11).

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.

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

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 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. For more information on Hawk Alert and the siren warning system, visit the Department of Public Safety website.
### Journalistic Reporting and Writing

**Day-to-Day Schedule: Fall 2014**

**Sections 1-5**

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
<th>Assignments Due in Discussion: (Graded Assn are in Bold)</th>
</tr>
</thead>
<tbody>
<tr>
<td>8/25</td>
<td>Introduction: What is Journalism/ Catching the Details</td>
<td>Personal Introductions/ Listening Exercise/ Detail Discovery</td>
</tr>
<tr>
<td>9/1</td>
<td>LABOR DAY- No Class</td>
<td>For Class on Sept. 8: Read: All of <em>ES and ESL</em> as well as <em>APS</em>, pg. 287-297 (pay close attention to comma use).</td>
</tr>
<tr>
<td>9/8</td>
<td>The News Story/ Inverted Pyramid</td>
<td><strong>First Person Story Due.</strong> Discuss Final Project Topics. Scene Description Story In-Class.</td>
</tr>
<tr>
<td>9/15</td>
<td>Basic Interviewing and Questioning (Speaker- Sisi Wei: Pro Publica)</td>
<td>News Event Story Due.</td>
</tr>
<tr>
<td>9/22</td>
<td>Leads and Burying the Lead</td>
<td>Random Interviews Story.</td>
</tr>
<tr>
<td>9/29</td>
<td>Beat and Crime Reporting (F.I.A. Bombs)</td>
<td>Interview/ Reaction Story (Joint Assn with MMStory)</td>
</tr>
<tr>
<td>10/6</td>
<td>News Conferences/ How to Manage Sources</td>
<td>Beat and Crime Story</td>
</tr>
<tr>
<td>10/13</td>
<td>Meetings, Press Releases and WIFM (Who’s the Audience?)</td>
<td>Off-the-Record/ Deep Background Information</td>
</tr>
<tr>
<td>10/20</td>
<td>Strategic Communication: the “Anti-Journalism”</td>
<td>Press Release “Stories” Due</td>
</tr>
<tr>
<td>Date</td>
<td>Topic</td>
<td>Notes</td>
</tr>
<tr>
<td>---------</td>
<td>----------------------------------------------------------------------</td>
<td>--------------------------------------------------------------</td>
</tr>
<tr>
<td>10/27</td>
<td>Investigative Journalism</td>
<td>Strategic Communication Package Due.</td>
</tr>
<tr>
<td>11/3</td>
<td>Features and Trends Stories</td>
<td>Final Project Outlines Due In-Class.</td>
</tr>
<tr>
<td>11/10</td>
<td>Intro to Media Ethics, Verification, and Objectivity</td>
<td>Movie Discussion. “Shattered Glass” and “Absence of Malice.”</td>
</tr>
<tr>
<td>11/17</td>
<td><strong>Digital Information Gathering</strong> (Speaker – Roger Thurow: WSJ)</td>
<td><strong>Current Events/ Public Affairs Story Due</strong> (Joint with MMStory).</td>
</tr>
<tr>
<td>11/24</td>
<td>Niche Journalism: Business, Fashion, Sports, etc.</td>
<td></td>
</tr>
<tr>
<td>12/1</td>
<td>Journalism: Theory versus Reality (The Business of News)</td>
<td></td>
</tr>
<tr>
<td>12/8</td>
<td><strong>Final Week Wrap-Up</strong></td>
<td>Investigation Piece Due (Joint with MMStory) on Dec. 15</td>
</tr>
</tbody>
</table>