SYLLABUS
Interviewing and Storytelling about People, Topics and Trends
A Depth Reporting and Writing Course
JMC: 3405:0001 (19:121:00) – Aug. 25, 2014-Fall Semester
School of Journalism & Mass Communication
University of Iowa

Classroom/Period: W340 AJB/ 9:30-11:20 a.m. MW
Instructor: Associate Professor Stephen J. Berry
Office Hours: Wed., 4:30 p.m.-6:30; Thurs. 4:30-5:30; or by appointment, W337 AJB
Contact: stephen-berry@uiowa.edu; office – 335-3331; cell – 319-541-4951.
Textbook: None. Readings - Articles selected to intrigue you and improve your writing.
Summary of main assignments include an in-depth (see Assignment Sheets for full details).
  1. Public affairs news article on a controversy or problem that faces the state or your community or a piece of legislation the spring 2015 Iowa Legislature is expected to when it convenes in early January, or a new report on a study.
  2. News feature story on an aspect of culture, lifestyle, social trends, the arts, society, or consumer affairs or other subject areas of public interest.
  3. Feature profile on a newsmaker (a person in the news), a person affected by a current controversy or government program or on someone with a significant story to tell that reveals something about human nature, the human condition or the complexity of life.

OVERVIEW
In journalism, we live by the old saw that good journalists report the facts “without fear or favor.” That means you question everything and everybody and favor none.
In journalism, we understand that you cannot be a good writer or visual storyteller if you are not a good reporter. That starts by learning to be critical thinkers. Critical thinking is a universally useful instinct that, if developed on every interview, will prompt you to think of questions that don’t occur to others, to see what others miss, to look where they don’t and to ask what they fear to ask. Second, it means you must observe and report situations and daily life with an investigative mentality that makes you curious about what experts and average people from different walks of life know about your topic. Finally, as you do the reporting, you must constantly think what will be the best medium for telling the story – through writing, visuals [video, photos, maps, or graphics], an audio or combination of all.
This course puts a heavy emphasis on interviewing. You also will learn that stories based solely on interviews that are superficial and on reaction comments are usually squishy. I am going to teach you how to give them substance. In this class, we go for depth, because that is where you find the truth. We do not publish quotes that contain lies, false information or distortions, unless you present the facts that reveal the distortions. Nor do we leave pertinent questions unanswered or vague answers unchallenged.
I hope you come out of this course with something tangible and useful for a job – stories worthy of being published on IowaWatch.org, the Daily Iowan or in other news outlets so that you will have stellar clips for your career portfolio and scholarship applications. However, the mental discipline, creativity and critical thinking ability this course develops are not merely professional attributes for journalists. They are life skills. They will equip you to become top-tier professionals and job applicants in any field and fast-trackers in the one you choose.
COURSE ACTIVITIES, RULES

You will produce three enterprise stories, and you can present them in whatever format – verbal, visual, audio or a combination – that you think most effectively tells the story. For IowaWatch and most modern news outlets, photographs and, if appropriate to the story, video are required; so I will want you list visual and audio elements that would help your stories and explain how you use them. You will be reporting, writing, editing, rewriting and conducting line-by-line fact-checks on your stories and learn about the performance and ethical standards that major metropolitan news organizations require.

You will need to make definitive reportable progress on your story every single week. That means, that I, like a city room editor, will periodically ask you to report to the class how you are coming along on your next story.

When the stories are complete, you will read and edit each other’s stories outside class so that you can critique them in class during scheduled peer-editing workshops. Then, you will have five to seven days to rewrite the story. For the peer-editing workshops, I split the class into two sections. Each section will come to class for one hour during the workshop period and each section will be further subdivided into groups of 3-4 students in each.

The course will focus on interviewing and other reporting skills through class discussions, peer-editing workshops, case studies and lecturing. I also will depend on class discussions that you will generate through your periodic verbal progress and effort reports. In those discussions, I want you to comment on the progress and effort reports of your classmates by asking questions or offering suggestions that might be helpful to them.

We will do deep analyses of the writing and reporting of award-winning enterprise stories to demonstrate the direct connection between high-quality reporting and superb writing.

Attendance and Engagement

Attendance is mandatory. I allow two unexcused absences. I cannot excuse you for making appointments for job interviews, family trips or for classes for other assignments that conflict with our class time. Reserve your two unexcused absences for such events. I cannot excuse you for merely feeling bad, oversleeping, forgetting about class. I will excuse you for a reporting interview for an assignment in this class, a death in the family, being physically unable to get to a class and suffering a fever or other sickness that could spread to others.

In your future careers, you will very quickly learn the need to discipline yourself to pay attention to and engage with people in meetings, at speeches and in classes, even when the discussion may seem boring. In our field – in which the ability to communicate with others in groups or to a mass audience - developing the discipline to pay attention and focus on events that you cover are essential parts of the skill set you need to be successful. Part of my job is to evaluate the degree to which you are developing that discipline, and that is where your grade for engagement and attendance comes in.

If you only attend class but cannot address questions when called upon or when you use class to look at your mobile device, send or read messages, check Facebook, browse the internet or do anything not related to the class activity, you are not engaging.

With such behavior, you are not only losing points and failing develop this mental discipline, but you are you are being rude. You are conveying disrespect for whoever is talking.
Class Rules

Class rules help me provide a free and open, upbeat and creative learning environment. In summary, they require polite behavior and respect for everybody in this classroom. To that end, I require that you:

- Give full-attention to whomever is addressing the class;
- Turn off your phones, unless you have advised me an advance that you are expecting a call-back from a source related to your project;
- Refrain from checking email or social networks, reading newspapers, holding side conversations while another is speaking or doing anything unrelated to what is going on in class;
- If you bring a laptop to class, you may keep it running, but lower the top unless you have it open to a word document for the purpose of taking notes;
- Stories produced for other classes or previous classes cannot be used for this class, without consulting with the instructors from both classes and showing substantial differences;
- Arrive on time (please advise me if a previous class in another building will make you late for this class).

Out-of-Class Requirements

I expect you to spend at least eight hours per week outside class working on assignments and preparing for classes. That amount of time complies with university guidelines, which say “that for each semester-hour credit in the course, students should spend two hours per week preparing for class sessions.”

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

In the stories, the concept or theme of the story and its focus must be firmly and clearly established in the initial version. The interviewing and reporting must be nearly complete for the first version that we will peer-edit. Although the need for additional reporting inevitably will surface during the peer-editing sessions and through my detailed edits, if the story is not substantially complete before then, you will find yourself playing catchup on that story while trying to report and write for the next story assignment. The initial version also will include almost all of complementary visual and audio elements or at least a list of the elements that will be in the final version. If want to get the story published in IowaWatch.org or the Daily Iowan, you will need to take photographs and, if possible, shoot video. Also try to think of ways to include graphics and audio to assist in making the story appealing to readers, viewers and listeners. I will grade the initial version and then you get a chance to raise in a rewrite.
Deadlines for Stories, Peer-Editing Workshops & Rewrites

Pitch Memo Deadlines:
Aug. 29, 11:45 p.m. for Story 1–Public Affairs Enterprise Article = 75 points.
Sept. 28, 11:45 p.m. for Story 2–News Feature on Popular Culture, Arts, Trends, etc = 75 points.

Story Deadlines and Workshop Dates

Story 1 - Public Affairs Enterprise Article = 300 points; 1,000-1,500 words or more.
  Sept. 26, 5 p.m. Story due for all Groups
  Peer-Editing Workshop Dates
  Sept. 29 – For Students in Early Group A and Late Group A.
  Oct. 01 – For Students in Early Group A and Late Group B.
  Oct. 06 – For Students in Early Group C and Late Group C.

Rewrite Deadlines for Story 1 to raise your grade.
  Oct. 06, 11:45 p.m. For students in Early Group A and Late Group A.
  Oct. 08, 11:45 p.m. For students in Early Group B and Late Group B.
  Oct. 18, 11:45 p.m. For students in Early Group C and Late Group C.

Story 2 – News Feature on an Aspect of Pop Culture, Arts, Trends, etc = 250 points; 850-1,250 words or more.
  Oct. 24, 5 p.m. – Story Due for all Groups.
  Peer-Editing Workshop Dates Story 2
  Oct. 27 – For Students in Early Group A and Late Group A.
  Oct. 29 – For Students in Early Group A and Late Group B.
  Nov.03 – For Students in Early Group C and Late Group C.

Rewrite Deadlines for Story 2 to raise your grade.
  Nov. 04, 11:45 p.m. For students in Early Group A and Late Group A.
  Nov. 06, 11:45 p.m. For students in Early Group B and Late Group B.
  Nov. 15, 11:45 p.m. For students in Early Group C and Late Group C.

Story 3 – Feature Profile Due for All Groups = 150 points; 750-1000 words or longer

Nov. 21, 5 p.m. – Story Due for All Groups.
  Peer-Editing Workshop Dates Story 3
  Dec. 01, 11:45 p.m. For students in Early Group A and Late Group A.
  Dec. 03, 11:45 p.m. For students in Early Group B and Late Group B.
  Dec. 08, 11:45 p.m. For students in Early Group C and Late Group C.

Rewrite Deadlines for Story 3 to raise your grade.
  Dec. 6, 11:45 p.m. For students in Early Group A and Late Group A.
  Dec. 08, 11:45 p.m. For students in Early Group B and Late Group B.
  Dec. 13, 11:45 p.m. For students in Early Group C and Late Group C.
Grading Notes

Grading the Initial Version

The grade on the initial version of your story will be based on my evaluation of whether you have completed almost all of the necessary reporting – about 80 percent – and on the quality of your writing. On writing quality, I will be evaluating word choices, sentence structure, story organization, transitions, grammar and AP Style errors. Avoid wordiness, repetition and irrelevant digressions.

Grading the Rewrite

You must complete the reporting, polish the writing.

As emphasized above, factual errors are a serious offense in our profession and will substantially reduce your grade. Line-by-line fact checks are mandatory. In the rewrites, you are responsible for correcting all reporting, writing, AP Style and grammar errors, including those not caught in the first edit.

Attach list of document sources; provide copies or valid links [if the link does not provide the information, you have not met the requirement] and human sources with contact information.

Grading Scale

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

<table>
<thead>
<tr>
<th></th>
<th>50 Pts</th>
<th>75 Pts</th>
<th>100 Pts</th>
<th>150 Pts</th>
<th>200 Pts</th>
<th>250 Pts</th>
<th>300 Pts</th>
<th>1000 Pts</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>48-50</td>
<td>71.5-75</td>
<td>95.6-100</td>
<td>143-150</td>
<td>191-200</td>
<td>239-250</td>
<td>286-300</td>
<td>956-1000</td>
</tr>
<tr>
<td>A-</td>
<td>45-47.5</td>
<td>67.5-71</td>
<td>89.6-95.5</td>
<td>135-142</td>
<td>180-190</td>
<td>224-238.75</td>
<td>270-285</td>
<td>896-955</td>
</tr>
<tr>
<td>B+</td>
<td>44-44.5</td>
<td>65.5-67</td>
<td>87.6-89.5</td>
<td>131-134</td>
<td>176-179</td>
<td>219-223.75</td>
<td>262-269</td>
<td>876-895</td>
</tr>
<tr>
<td>B</td>
<td>42-43.5</td>
<td>62.5-65</td>
<td>83.6-87.5</td>
<td>125-130</td>
<td>168-175</td>
<td>209-218.75</td>
<td>250-261</td>
<td>836-875</td>
</tr>
<tr>
<td>B-</td>
<td>40-41.5</td>
<td>60-62</td>
<td>79.6-83.5</td>
<td>120-124</td>
<td>160-167</td>
<td>199-208.75</td>
<td>240-249</td>
<td>796-835</td>
</tr>
<tr>
<td>C+</td>
<td>39-39.5</td>
<td>57.5-59</td>
<td>77.6-79.5</td>
<td>115-118</td>
<td>156-159</td>
<td>194-198.75</td>
<td>230-239</td>
<td>776-795</td>
</tr>
<tr>
<td>C</td>
<td>37-38.5</td>
<td>55-57</td>
<td>73.6-77.5</td>
<td>110-114</td>
<td>148-155</td>
<td>184-193.75</td>
<td>220-229</td>
<td>736-775</td>
</tr>
<tr>
<td>C-</td>
<td>35-36.5</td>
<td>52.5-54.5</td>
<td>69.6-73.5</td>
<td>105-109</td>
<td>140-147</td>
<td>174-183.75</td>
<td>210-219</td>
<td>696-735</td>
</tr>
<tr>
<td>D+</td>
<td>34-34.5</td>
<td>50-52</td>
<td>67.6-69.5</td>
<td>100-103</td>
<td>136-139</td>
<td>169-173.75</td>
<td>200-209</td>
<td>676-695</td>
</tr>
<tr>
<td>D</td>
<td>32-33.5</td>
<td>47.5-49.5</td>
<td>63.6-67.5</td>
<td>95-99</td>
<td>128-135</td>
<td>159-168</td>
<td>190-199</td>
<td>636-675</td>
</tr>
<tr>
<td>D-</td>
<td>30-31.5</td>
<td>45-47</td>
<td>59.6-63.5</td>
<td>90-94</td>
<td>120-127</td>
<td>149-158</td>
<td>180-189</td>
<td>596-635</td>
</tr>
<tr>
<td>F</td>
<td>25-29.5</td>
<td>37.5-44.5</td>
<td>49.6-59.5</td>
<td>76-89</td>
<td>99-119</td>
<td>124-148</td>
<td>152-179</td>
<td>496-595</td>
</tr>
</tbody>
</table>
**Bonus/Penalty for AP Style & Grammar Errors**

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

**General Grading Criteria**

I will grade stories as if I am an editor considering them for publication. One of the grading criteria is quality of the story idea, which includes timeliness. Each of you should select stories ideas that are timely enough to be considered for publication by *IowaWatch.org*, *The Daily Iowan*, or another newspaper or magazine, online or broadcast on television. The point system is keyed to letter grades. The general criteria for grades follows:

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

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

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

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

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

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

**Assignment Schedule**

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

**A Word about Word Counts**

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

**Factual Accuracy**

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.

**Journalism Standards**

In this course, you are expected to adhere to the Society of Professional Journalists Code of Ethics, the additional ethical standards I list below and to the concepts listed in the School of Journalism and Mass Communication’s Iowa Dozen.

**Original Work**

All work is expected to be new and original to this class. Students submitting a story to *IowaWatch.org, 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 & Plagiarism**

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

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

2) **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.
3) **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.

4) **Iowa Dozen:** This course will address most of the standards in the The Iowa Dozen. The full document is appended below. Here are the parts for this course:

- We learn to write correctly and clearly; gather information responsibly; edit and evaluate information carefully; use statistics correctly.
- We value First Amendment principles for individuals and groups; a diverse community; creativity and independence; truth, accuracy, fairness, diversity.
- Use media technologies thoughtfully.
- We explore media institutions’ practices and role in shaping cultures.

**CLASS SCHEDULE**

**Fall 2014**

The schedule may change, but story deadlines and peer-editing workshops dates are firm.

**WEEK I**

**Aug. 25, Monday**

**Homework:**
- Before 11:45 p.m., Friday, Aug. 29, send me your pitch memo for story 1 via email. Before you ask me about your idea, you must do a clip search (see handout) to see whether any story has been written about it within the last three years.
- If you haven’t already obtained my approval for your story idea by class time Wednesday, be ready to propose at least one idea so that we can help you with it.
- Begin think about an idea for Story 2.
- Begin the reporting (gathering information) for your story.
- Due date for Story 1 is Sept. 26; Peer Editing Workshops begin Sept. 29 and will continue on Oct. 1 and Oct. 6. Final Rewrites due 7 days after peer editing (see specific deadlines below and in “Workshop Plan”).

**Class Activities:**
- # Distribute Student Info Sheets
- # Introductions
# Overview of course.

# Distribute Syllabus.
   a. Go Over the three story assignments generally.
   b. Explain Story 1 in detail. 300 points; 1,000-1,500 words, but can be longer.
   c. Distribute and highlight qualities of a story idea.
   d. Distribute and highlight Pitching an Idea.
   e. Distribute “How to do a Clip Search” and Pitch Memo Guidelines.


~ Introduce reference source – Shorenstein Center Media, Politics and Public Policy website at [http://journalistsresource.org/](http://journalistsresource.org/) as a valuable source for ideas, information and for independent, non-partisan, non-ideological studies on a variety of topics.

~ Begin working on story ideas for each student.

**Aug. 27, Wednesday**

**Homework:**

1) Continue working on finding an idea for Story 1 Assignment. As soon as you find it, begin the reporting phase (gathering information).

2) As you pursue Story 1, keep your mind open for an idea for Story 2.

**Class Activities:**

1.) Qualities of a Good Story.
2.) Discuss Story Ideas.
3.) News Critique of Most Recent Local stories
4.) Point out parts of SPJ Code of Ethics, Plagiarism most pertinent to first stories.
5.) If time permits, Begin Interviewing and the Reporting Process – the next steps.

**Aug. 29, Friday, 11:45 p.m.** Pitch Memo on Story 1, Public Affairs Enterprise article

**WEEK II**

**Sept. 1, Monday** - University Holiday.

**Homework:** Work on Story 1 and continue think about an idea for Story 2.

**Sept. 3, Wednesday**

**Homework:** Work on Story 1 and continue thinking about an idea for Story 2

**Class Activities.**

1.) Writing Basics Lesson 1
2.) Progress reports on stories.
3.) How depth reporting differs from routine reporting: Discussion/Comparison of two stories on a boring but important story: one is the right way and the other is the wrong way – what are the differences?

**WEEK III**

**Sept. 8, Monday**

**Homework:** Continue working on Story 1 and continue thinking about Story 2.
Class Activities.
1.) Writing Basics Lesson 2
2.) Go Over Story 2 Assignment – 850 - 1,250 (but can be longer) that explains something significant, informative and new on some aspect of popular culture, journalism, media, technology, the fine arts, popular music and dance, lifestyle, intellectual and academic life, society.
3.) Verbal progress reports on Story 1.
4.) Writing: William Zinsser “On Writing Well:”
5.) News Critique
6.) If Time Permits, Good Writers vs Poor Writers;

Sept. 10, Wednesday.
Homework: Work on Story 1 and continue thinking about Story 2.
Class Activities: Tentative-Cori Zarek may be available to speak
1) Discuss students’ progress on Story 1.
2) Keys To Good Writing
   b. Compelling Soft Leads.
   c. Nut Grafs or Get-to-the-Point.
   d. Organization.
   e. Good Writers vs Bad Writers;
   f. Quotable Quotes.
   g. Clutter
3.) News Critique

WEEK IV

Sept. 15, Monday.
Homework: Read “30 Year Secret.” This Pulitzer Prize winning story shows how good reporting brought down a Portland political kingmaker. It provides a fascinating case study on identifying and following the paper trail, using anonymous sources responsibly and the right and wrong to conduct an interview.
Class Activity:
1.) News Critique

Sept. 17, Wednesday.
Homework:
2.) Pitch Memo for Story 2, Due Sunday Sept. 28, 11:45 p.m.
Class Activities:
1) Discuss students’ progress on Story 1.
2) Continue “The 30-Year-Secret.”

WEEK V

Sept. 22, Monday.
Homework:
1) Story 1 Due Friday at 5 p.m. to me and the students in your workshop section.
2) Pitch Memo for Story 2. Due Sunday, Sept. 28, 11:45 p.m.

Class Activities:
1.) News Critique
2.) Continue 30-year-secret

Sept. 24, Wednesday.
Homework for Friday Story 1 due. Send to me and to the students in your section.
Homework Due Mon. Sept. 29: Read and edit the stories of Group A students in your section.
Class activities: Finish “The 30-Year Secret.”

WEEK VI

Sept. 26, Friday, 5 p.m.: Story1 due. Prepare for Peer Editing Workshops.
Sept. 28, Sunday, 11:45 p.m.: Pitch Memo for Story 2 is due.

Sept. 29, Monday: Peer Editing Workshops for Story 1 from Group A in Both Sections.
Homework: Read and edit stories of Group B students in your section.
Class Activities:
9:30-10:25 Early Section - Peer Edit Story 1 from students in Early Group A.
10:25-11:20 Late Section - Peer Edit Story 1 from students in Late Group A.

Oct. 1, Wednesday.: Peer Editing Workshops for Story 1 from Group B in Both Sections.
Homework: Read and edit stories of Group C students in your section.
Class Activities:
9:30-10:25 Early Section Peer Edits Early Group B Stories
10:25-11:20 Late Section Peer Edits Late Group B Stories

WEEK VII

Oct. 6, Monday: Peer Editing Workshops for Story 1 from Group C in Both Sections.
Class Activity:
9:30-10:25 Early Section Peer Edits Early Group C Stories
10:25-11:20 Late Section Peer Edits Late Group C Stories

Oct. 6, Monday, 11:45 pm Story 1 Rewrite Due for Students in Early and Late Groups A Due

Oct. 8, Wednesday:
**Homework for Monday:** Read: A Case Study in Cultural Trends Reporting “Owners' Numbers are Small, but Impact is Powerful; Assault Weapons Represent Just a Fraction of the Markets, but to Gun Community, They’re a Line in the Sand,” by The Los Angeles Times; be ready to write a brief paper on major learning points.

**Homework for October 24:** Work on Story 2.

**Homework for Wednesday:** Verbal Progress and Effort Reports on Story 2.

**Class Activities:**

---

**Oct. 8, Wednesday, 11:45 p.m.** Story 1 Rewrite for Students in Early and Late Group B Due

**WEEK VIII**

---

**Oct. 13, Monday:**

**Class Activities:**
- Complete study of The Ferry Boat story.
- News story critique.
- The Knob Creek Gun Show: A Case Study in Cultural Trends Reporting “Owners' Numbers are Small, but Impact is Powerful; Assault Weapons Represent Just a Fraction of the Markets, but to Gun Community, They’re a Line in the Sand,” The Los Angeles Times.

**Oct. 15, Wednesday:** [SEMESTER MIDPOINT]

**Homework:** Story 2 due October 24 at 5 p.m.

**Class Activity:**
- Complete Knob Creek Gun Show case study.
- Story 2 Progress and Effort Reports

---

**Oct. 18, Saturday, 11:45 p.m.** Story 1 Rewrite for Students in Early and Late Groups C Due

**WEEK IX**

---

**Oct. 20, Monday**

Homework: Story 2 due Friday, Oct. 24.

**Class Activities:**
1.) News Story Critique
2.) Gazette Civil Case;

**Oct. 22, Wednesday**

**Homework for Friday, Oct. 24:** Story 2 due. Send stories to me and to students in your section.

**Homework, Monday, Oct. 27:** Read/Edit Story 2 of students in Group A in your section.

**Class Activities:**
1.) Open for voluntary discussion of Story 2 problems.
2.) In-class reading of Holly James’ “Sean Savage.”

---

**Oct. 24, Friday, 5 p.m. Story 2 Due for All Groups.

**WEEK X**
Oct. 27, Monday: Peer Editing Workshop--Story 2 of students in Early Group A & Late Group A  
Homework for Thurs.: Read/Edit Story 2 of students in Group B in your section.  
Class Activity:  
9:30-10:25 Early Section Peer Edits Early Group A Stories  
10:25-11:20 Late Section Peer Edits Late Group A Stories  

Oct. 29, Wed. Peer Editing Workshop--Story 2 of students in Early Group B & Late Group B  
Homework for Next Tues: Read/Edit Story 2 of students in Group C in your section.  
Class Activity:  
9:30-10:25 Early Section Peer Edits Early Group B Stories  
10:25-11:20 Late Section Peer Edits Late Group B Stories  

WEEK XI  

Nov. 3, Monday: Peer Editing Workshop for Story 2 of Early Group C & Late Group C.  
Homework: Class Activity:  
9:30-10:25 Early Section Peer Edits Early Group C Stories  
10:25-11:20 Late Section Peer Edits Late Group C Stories  

Nov. 4, Tuesday, 11:45 p.m.: Final Story 2 Rewrites of Story 2 of Group A are Due.  

Nov. 5, Wednesday.  
Class Activity:  
Interviewing-II. Read Sam Stanton’s execution story on Alton Harris; lecture on people features.  

Nov. 6, Thursday, 11:45 p.m.: Final Story 2 Rewrites of Group B are due.  

WEEK XII  

Nov. 10, Monday:  
Homework for Thursday:  
a. Read David Finkel’s “the Meaning of Work.”  
b. Be ready for verbal progress and effort reports on story 3.  
Class Activity:  
a. Finish Sam Stanton.  
b. In-class read Eric Hansen’s “After the Cheering Stops,” and begin discussion.  

Nov. 12, Wednesday:  
Homework for Tues: Read David Finkel’s “The Good Soldiers.”  
Class Activity:  
a.) Verbal Progress and Effort Report on Story 3.  
b.) Begin Discussing David Finkel’s “The Meaning of Work”
Nov. 14, Friday, at 11:45 p.m.: Final Story 2 Rewrites of Early and Late Group C are Due.

WEEK XIII

Nov. 17, Monday:
Class Activity:
  a. Finish David Finkel’s “The Meaning of Work.”
  b. Discuss David Finkel’s “The Good Soldiers.”

Nov. 19, Wednesday:
Homework for Fri., Nov. 21: Story 3 due at 5 p.m. to me and to the students in your section.
Homework before Mon., Dec. 1: Read/Edit Story 3 of Group A students in your Section.
Class Activity:
  a. Finish David Finkle’s “The Good Soldiers.”
  b. In-class reading & discussion of Holly James’ “Sean Savage.”

Nov. 21, Friday, 5 p.m., Story 3, Feature Profile, Due for all Groups.

Week XIV
Fall Break – No Classes
When You Return - Peer Editing Workshops Start, Dec. 1

WEEK XV

Dec. 1, Monday: Peer Editing Workshop—Story 3, student in Early Group A & Late Group A
Homework: Read/Edit Story 3 of Group B students in your Section.
Class Activity —
  1.) 9:30-10:25 – Early Section critiques Story 3 of students in Early Group A.
  2.) 10:25-11:20 – Late Section critiques Story 3 of students in Late Group A.

Dec., 3, Wednesday: Peer Editing Workshop—Story 3 from Early Group B & Late Group B
Homework: Read/Edit Story 3 of students of Group C in your section.
Class Activities:
  1.) 9:30-10:25 – Early Section critiques Story 3 of students in Early Group B.
  2.) 10:25-11:20 – Late Section critiques Story 3 of student in Early Group B.

Dec. 6, Saturday: Final Rewrites of Group A’s Story 3 are Due at 11:45 p.m.

WEEK XVI
Dec. 8, Monday: Peer Editing Workshop—Story 3 from Early Group C and Late Group C.
Class Activity:
1.) 9:30-10:25 Early Section critique Story 3 of students in Early Group C.
2.) 10:25-11:20 Late Section critique Story 3 of students in Late Group C.

Dec. 8, Tuesday: Final Rewrites of Group B’s Story 3 are Due at 11:45 p.m.

Dec. 10, Wednesday:
Class Activities: Rewriting tips, wrap, ACE Evaluations.

Dec. 13, Saturday: at 11:45 p.m. Final Story 3 Rewrites of Group C are Due

The College of Liberal Arts and Sciences: Policies and Procedures

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

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

Academic 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).

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.

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, who is David Ryfe at david-ryfe@uiowa.edu. Complaints must be made within six months of the incident. See the CLAS Student Academic 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.

* These teaching policies and resources can be found at: [http://clas.uiowa.edu/faculty/teaching-policies-resources-syllabus-insert](http://clas.uiowa.edu/faculty/teaching-policies-resources-syllabus-insert). They are from the web pages of CLAS 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.