Interviewing and Storytelling about People, Topics and Trends:
A Depth Reporting and Writing Course
19:121:02 – Spring 2014
School of Journalism & Mass Communication
University of Iowa

Classroom/Period: W340 AJB/ 1:30-3:20 a.m. TTh
Instructor: Associate Professor Stephen J. Berry
Office Hours: Th., 3:20-5:30; Fri., 3:20-4:20; 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:
1. Public affairs news article on an issue, controversy or problem, a new report on a study, a legislative bill that is being introduced into the Iowa Legislature this winter and spring;
2. News feature story on an aspect of culture, lifestyle, society, consumerism, social trends;
3. Feature profile on a newsmaker (a person in the news) or about someone with a significant story to tell that reveals something about human nature, the human condition, 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. You cannot be a good writer and story teller 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 a questioning, investigative mentality that makes you curious about what experts and average people from many different walks of life know about your topic. Third, as you conduct your reporting, you must constantly think what will be the best way to tell the story – through writing, visuals [video, photos, maps, graphs or an audio]. The best storytelling presentations usually involve all three.

This course puts a heavy emphasis on interviewing. But, you also will learn that a story based solely on superficial interviews and reaction sound bites is usually pretty squishy. I am going to teach you how to give them substance. In this class, we go for depth, substance and the truth, which means we do not publish quotes that contain lies, false information or distortions, unless you present the facts that reveal the distortions.

As you might imagine, the mental discipline is not merely a professional skill for journalists. It is a life skill. It will equip you to become top-tier job applicants in any profession and fast-trackers in the one you choose.

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

You will produce three enterprise stories and present them in whatever format – verbal, visual, audio or a combination – that most effectively tells the story. 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.

Each Thursday, be prepared to report to the class what efforts and progress you have made. Often we can learn as much from efforts that don’t succeed as those that do.

When the stories are complete, you will read and edit each other’s stories outside class so that you can critique them in scheduled class workshops. For these 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 3-or-4-student groups.

In class, I 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 weekly verbal progress and effort reports. In those discussions, I want you comment to the progress and effort reports of your classmates by asking questions or offering suggestions that might be helpful to them. And that means I will be less reliant on lecturing to fulfill my obligation to teach you what I know.

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.

Engagement and Attendance

In your future careers, you will very quickly learn the need to discipline yourself to pay attention to and engage with people and in meetings and seminars, even the discussion may seem boring. For journalism and communications fields especially, developing the discipline to pay attention and focus on events that you cover are essential parts of the skill set you learn in this class. 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.

In addition to attendance points for coming to class, each time you actively engage in class discussions and show me that you are listening to me and to your classmates you earn points. You also earn points for listening and doing your job during peer editing workshops to help your classmates improve their story grades.

I give engagement and attendance such weight, because it shows me you are trying to develop an essential skill that can make or break you in journalism or any profession – the mental discipline to focus, engage and think. If you only attend class but cannot address questions when I called upon or when you use class to look at your phones, text, use Facebook, email, use 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 also disobeying the basic rules of courtesy. Even worse, you are being rude and conveying disrespect for whoever is talking.

Attendance is mandatory. I cannot excuse you for making appointments for job interviews, family trips or for classes for other assignments that conflict with our class time. I cannot excuse you for merely feeling bad, oversleeping, forgetting about class. But, I do allow two unexcused absences which you can use for such occurrences. I grant excused absences only for a reporting interview for an assignment in this class, a death in the family, being physically unable to get to a class and suffering a fever or other sickness that could spread to others. Contact classmates to learn details of assignments you miss.
Class Rules

Most class rules are in this syllabus, but sometimes I have to make additional ones over the course of the semester to address unanticipated circumstances. They help me provide a free and open, upbeat and creative learning environment. 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

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

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

If I determine the first version of your story meets requirements, I will not require you to do a rewrite and award you the maximum number of points assigned to the rewrite.

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

Reporting and Writing Assignments

- Pitch memos [25 points for each of two]: For each of the first two story assignments, you will pitch you story idea to me in an email. Include a second idea as a backup in the event your first choice does not get my approval. See Pitch Memo assignment sheet for further details.
- Story 1 [initial version and rewrite – 250 points total] - A depth public affairs news story. Deadlines: Feb. 23, 5 p.m; Rewrite Due at 11:45 p.m., Mar. 4 for A Groups, Mar. 6 for B Groups and Mar. 11 for C Groups. Length - 850 to 1,250 words. Assignment - Produce a story that reveals or explores a current issue, a bill before the current state legislature, a
problem or controversy of local or statewide importance. See assignment sheet for more details.

- Story 2 [initial version and rewrite, 250 points total] – Serious News Feature.
  Deadlines: Mar. 30, 5 p.m.; Rewrite Due 11:45 p.m., Apr. 8 for A Groups, Apr. 10 for B Groups, Apr. 15 for C Groups.
  Length - 850 to 1,250 words. Assignment – Produce a story that reveals something significant, informative and new on some current aspect of popular culture, journalism, the media, technology, consumerism, the fine arts, popular music and dance, lifestyles, intellectual and academic life, society, etc. See assignment sheet.

- Story 3 [initial version and rewrite - 150 points total] – A Newsmaker Profile.
  Deadlines: April 27 at 5 p.m. Rewrite Due at 11:45 p.m., May 4 for A Groups, May 6 for B Groups, May 11 for C Groups.
  Length - 750-1,000 words. Select a subject and obtain my approval by March 20). You will be expected to interview the subject face to face. These interviews should require anywhere from 30 minutes to an hour and may involve more than one sitting. You also must find several other human sources who can provide insightful information. You will be expected to do a clip search and to check criminal and civil court records to determine if he or she has ever been accused of a crime or infractions or involved in civil litigation.

**Grading: 1,000-point Scale**

700 points - Stories and Pitch Memos.
100 - Attendance
50 points – Engagement and participation in class discussions.
120 points – Peer editing critiques (40 points each).
30 points – Engaging with Guest Speakers with questions, comments (10 points each).

**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.
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.

Errors, Ethics & Plagiarism

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

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

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

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

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

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

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

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

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

Iowa Dozen: In this course, we will address most of the standards in the The Iowa Dozen. The full document is appended below. Here are the parts for this course:

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

**Grading Notes**

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

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

**Grading the Initial Version**

The grade on the initial version of your story will be based on my evaluation of whether you have completed almost all of the necessary reporting – about 80 percent – and on the quality of your writing. On writing quality, I will be evaluating word choices, sentence structure, story organization, transitions from paragraph to paragraph, the number of grammar and AP Style errors. It should be as close to publication status as possible.

**Grading the Rewrite**

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

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

**General Grading Criteria**

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

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<thead>
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<th>10 Pts</th>
<th>25 pts</th>
<th>40 pts</th>
<th>50 Pts</th>
<th>100 Pts-15%</th>
<th>150 Pts-25%</th>
<th>250 Pts-25%</th>
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<td>24-25</td>
<td>38-40</td>
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<td>95.6-100</td>
<td>143-150</td>
<td>239-250</td>
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<td>23</td>
<td>36.5-37.5</td>
<td>45-47.5</td>
<td>89.6-95.5</td>
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<td>35.5-36</td>
<td>44-44.5</td>
<td>87.6-89.5</td>
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<td>219-223.75</td>
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<td>21</td>
<td>33.5-35</td>
<td>42-43.5</td>
<td>83.6-87.5</td>
<td>125-130</td>
<td>209-218.75</td>
<td>836-875</td>
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<td>8-8.3</td>
<td>20</td>
<td>31.5-33</td>
<td>40-41.5</td>
<td>79.6-83.5</td>
<td>120-124</td>
<td>199-208.75</td>
<td>796-835</td>
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<td>C+</td>
<td>7.8-7.9</td>
<td>19</td>
<td>30.5-31</td>
<td>39-39.5</td>
<td>77.6-79.5</td>
<td>115-118</td>
<td>194-198.75</td>
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<td>29.5-30</td>
<td>37-38.5</td>
<td>73.6-77.5</td>
<td>110-114</td>
<td>184-193.75</td>
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<td>C-</td>
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<td>27.5-29</td>
<td>35-36.5</td>
<td>69.6-73.5</td>
<td>105-109</td>
<td>174-183.75</td>
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<td>34-34.5</td>
<td>67.6-69.5</td>
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<td>20</td>
<td>25-29.5</td>
<td>49.6-59.5</td>
<td>76-89</td>
<td>124-148.75</td>
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Letter Grade Criteria

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

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

**B [2.67-3.33]** – The story is solid. It is an above average idea. It is timely, well-written and reported and covers all the basic questions. It has a clear and interesting lead, and, for the most part, is logically organized. It requires some editing, such as shifting a few paragraphs, rewriting a few awkward sentences. It contains several AP style and grammar errors. The reporter may need to make a call or two for needed information or clarification, but, for the most part, the fixes would not postpone publication.
C [1.67-2.33] – The story meets minimum requirements in that it is timely, covers major questions, presents all sides fairly and touches the usual bases. However, it fails to answer some questions and leaves the feeling that the reporter is doing no more than what he or she thinks necessary to get a passable mark. Several sentences are imprecise. Many are awkwardly written and confusing. It’s filled with AP style and grammar errors. The story requires heavy editing and more reporting. Publication would be delayed.

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

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

CLASS SCHEDULE
Spring 2014
Interviewing and Storytelling About People, Topics and Trends:

The class schedule is subject to change. However, story deadlines, peer-editing workshops dates for guest speakers are firm.

Story Deadlines for Stories & Rewrites

Story 1- Public Affairs Enterprise Story
Feb. 23, 5:00 p.m. – Story 1 is Due.
Mar 04, 11:45 p.m. Early Group A and Late Group A Submit Story 1 Final Rewrite.
Mar 06, 11:45 p.m. Early Group B and Late Group B Submit Story 1 Final Rewrite.
Mar 11, 11:45 p.m. Early C and Late Group C Submit Story 1 Final Rewrite

Story 2 – News Feature re Popular Culture, the Arts, Lifestyles, Trends, Consumerism
Mar 30, 5:00 p.m. – Story 2 Due.
Apr 08, 11:45 p.m. – Early Group A & Late Group A Submit Story 2 Rewrite.
Apr 10, 11:45 p.m. – Early Group B & Late Group B Submit Story 2 Rewrite
Apr 15, 11:45 p.m. – Early Group C & Late Group C Submit Story 2 Rewrite

Story 3 – Feature Profile
(Newsmaker or Person with Significant Story to Tell)
Apr 27, 5 p.m. Story 3 Due.
May 04, 11:45 p.m. Early Group A & Late Group A Submit Story 3 Rewrite.
May 06, 11:45 p.m. Early Group B & Late Group B Submit Story 3 Rewrite.
May 11, 11:45 p.m. Early Group C & Late Group C Submit Story 3 Rewrite
WEEK I

Jan. 21, Tues.

Homework:
~ Before 11:45 p.m., Sunday, obtain my approval for your story idea of Story 1 either via email or a 10-minute chat. 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 Thursday, be ready to propose at least one idea so that we can help you with it.
~ Begin the reporting (gathering information) for your story.
~ Due date for Story 1 is Feb. 23; Peer Editing Workshops begin Feb. 25 and will continue on Feb. 27 and March 4; 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 and SPJ Code of Ethics and Review a few Key Elements.
# Go Over Daily Class Activities.
   a. Deadlines and details
   b. Distribute “How to do a Clip Search.”
# Introduce reference source – Shorenstein Center Media, Politics and Public Policy website at http://journalistsresource.org/ as a valuable source for ideas, information and neutral studies on a variety of topics.
# Begin working on story ideas for each student.

Jan. 23, Thur.

Homework: Continue working on finding an idea for Story 1 Assignment. As soon as you find it begin the reporting phase (gathering information) immediately for our weekly verbal progress reports.

Class Activities:
1.) Writing Basics Lesson 1 (10 minutes).
2.) Continue our efforts to find story ideas for everyone.
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.

WEEK II

Jan. 28, Tues.

Homework: Be ready to give verbal progress and effort reports Thursday.

Class Activities.
1. Writing Basics Lesson 2 (10 minutes)
2. Begin or Resume Interviewing and The Reporting Process.
3. News Critique
Jan. 30, Thur.
Class Activities.
1.) Writing Basics Lesson 3
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

Feb. 4, Tues.
Class Activities.
1.) Writing Basics Lesson 4
2.) Go Over Story 2 Assignment – 1,000-1,500 words that explains something significant, informative and new on some aspect of popular culture, journalism, media, technology, the fine arts, popular music and dance, lifestyle, intellectual and academic life, society.
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;

Feb. 6, Thur.
Homework: Prepare two questions for Ann Colwell
Class Activities:
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

Feb. 11, Tues. – Guest Speaker Ann Colwell
Homework: Read “30 Year Secret.” This Pulitzer Prize winning story shows good but simple reporting brought down a Portland political kingmaker and 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.) Ann Colwell
2.) News Critique
Feb. 13, Thur.
Class Activities:
1) Discuss students’s progress on Story 1.
2) Continue “The 30-Year-Secret.”

WEEK V

Feb. 18, Tues.
Class Activities:
1.) News Critique
2.) Continue 30-year-secret

Feb. 20, Thur.
Homework for Sunday, Feb. 23: Story 1 due. Email to me and to students in your section.
Homework Due Tue, Feb. 25: Read and edit the stories of Group A students in your section.
Class activities: Finish “The 30-Year Secret.”

WEEK VI

Feb. 23, Sun.: Story1 due at 5 p.m. Prepare for Peer Editing Workshops.

Feb. 25, Tues.: 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:
  1:30-2:25 Early Section - Peer Edit Story 1 from students in Early Group A.
  2:25-3:20 Late Section - Peer Edit Story 1 from students in Late Group A.

Feb. 27, Thur.: 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:
  1:30-2:25 Early Section Peer Edits Early Group B Stories
  2:25-3:20 Late Section Peer Edits Late Group B Stories

WEEK VII

Mar. 4: Final Story 1 Rewrites of Group A are Due at 11:45 p.m.
Mar. 6: Final Story 1 Rewrites of Group B are due at 11:45 p.m.

Mar. 4 Tues.: Peer Editing Workshops for Story 1 from Group C in Both Sections.
Class Activity:
  1:30-2:25 Early Section Peer Edits Early Group C Stories
  2:25-3:20 Late Section Peer Edits Late Group C Stories

Mar. 6, Thurs.: Guest Speaker Randy Brubaker
Homework for Tues: 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 Thur:** Verbal Progress and Effort Reports on Story 2.

**Class Activities:**
1. Randy Brubaker

### WEEK VIII

**Mar. 11:** Final Story 1 Rewrites of Group C are Due at 11:45 p.m.

**Mar. 11, Tuesday:**

**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.

**March 13, Thursday:** [SEMESTER MIDPOINT]

**Homework:** Story 2 due March 30 at 5 p.m., one week after Spring Break.

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

### WEEK IX

**SPRING BREAK**

March 18, Tuesday: NO CLASS
March 20, Thursday: NO CLASS

### WEEK X

**March 25, Tuesday –**

Homework: Story 2 due Sunday, March 30.

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

**March 27, Thursday**

**Homework for Sun, Mar. 30:** Story 2 due. Email stories to me and to students in your section.

**Homework, Tue, Apr. 1:** 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.”
WEEK XI

Mar. 30, Sunday: 5 p.m.: Story 2 Due.

Apr. 1, Tues.: 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:
1:30-2:25 Early Section Peer Edits Early Group A Stories
2:25-3:20 Late Section Peer Edits Late Group A Stories

Apr. 3, Thur: 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:
1:30-2:25 Early Section Peer Edits Early Group B Stories
2:25-3:20 Late Section Peer Edits Late Group B Stories

WEEK XII

Apr. 8, Sun.: Final Story 2 Rewrites of Story 2 of Group A are Due at 11:45 p.m.
Apr. 10, Tues.: Final Story 2 Rewrites of Story 2 Group B are due at 11:45 p.m.

Apr. 8, Tues: Peer Editing Workshop for Story 2 of Early Group C & Late Group C.
Homework: Class Activity:
1:30-2:25 Early Section Peer Edits Early Group C Stories
2:25-3:20 Late Section Peer Edits Late Group C Stories

April 10, Thur. – Cyd Zieglar Available
Class Activity:
Interviewing-II. Read Sam Stanton’s execution story on Alton Harris; lecture on people features.

WEEK XIII

Apr. 15, Sun.: Final Story 2 Rewrites of Early and Late Group C are Due at 11:45 p.m.

April 15, Tues:
Homework for Thur:
  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.

Apr. 17, Thur:
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”
WEEK XIV

Apr. 22, Tues:
Class Activity:
   a. Finish David Finkel’s “The Meaning of Work.”
   b. Discuss David Finkel’s “The Good Soldiers.”

Apr 24, Thurs:
Homework for Sun, Apr 27: Story 3 due at 5 p.m. to me and to the students in your section.
Homework for Tue, Apr 29: 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.”

WEEK V

Sun., Apr. 27: Story 3 due at 5 p.m.

Tues., Apr. 29: 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.) 1:30-2:25 – Early Section critiques Story 3 of students in Early Group A.
   2.) 2:25-3:20 – Late Section critiques Story 3 of students in Late Group A.

Thur., May 1: 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.) 1:30-2:25 – Early Section critiques Story 3 of students in Early Group B.
   2.) 2:25-3:20 – Late Section critiques Story 3 of student in Early Group B.

WEEK XVI

Sun., May 4: Final Rewrites of Group A’s Story 3 are Due at 11:45 p.m.
Tues., May 6: Final Rewrites of Group B’s Story 3 are Due at 11:45 p.m.

Tues, May 6: Peer Editing Workshop—Story 3 from Early Group C and Late Group C.
Class Activity:
   1.) 1:30-2:25 Early Section critique Story 3 of students in Early Group C.
   2.) 2:25-3:20 Late Section critique Story 3 of students in Late Group C.

Thurs., May 8:
Class Activities: Rewriting tips, wrap, ACE Evaluations.

Sun., May 11: Final Story 3 Rewrites of Group C are Due at 11:45 p.m.
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).

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

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

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

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

Reacting Safely to Severe Weather
In severe weather, class members should seek appropriate shelter immediately, leaving the classroom if necessary. The class will continue if possible when the event is over. For more information on Hawk Alert and the siren warning system, visit the Department of Public Safety website.

*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.