SYLLABUS
Spring 2015
Storytelling that Makes a Difference
JMC: 4100:0002 - An Advanced Reporting and Writing Course
School of Journalism & Mass Communication
University of Iowa

Classroom/Period: W340 AJB, MW, 9:30-11:20 a.m.
Associate Professor: Stephen J. Berry
Contact: stephen-berry@uiowa.edu; office – 335-3331; cell-541-4951; home – 665-3770.
Ofc. Hrs at W337 AJB: Th. 3:30-6:30 or by appointment.
Textbook: None
Readings: Five Investigative/Explanatory Projects: To Be Provided.
Written Assignments: Three Project Drafts of 1,000-1,500 words and a final project of two-three stories on the same topic with a combined word count of at least 2,500 words.

Journalism as an Adventure

Journalism answers to a noble calling – to seek truth in service to the public and to report it no matter who it hurts or helps. In my opinion, it is more constructive and beneficial to society than any other field of communication.

This course will expose you to an exciting, satisfying, high impact genre of journalism, the kind that makes the public take notice and the government to take action. I will use colorful and fascinating studies of Pulitzer Prize winning stories. In class, we will trace how some of the best in the field picked up a trail, discovered the patterns, doggedly pursued the facts and got the story. You will learn from movie excerpts, watch videos from real investigations and listen to dramatic interviews. We will discover how reporters worked anonymous and on-the-record sources. We will deconstruct the powerful prose and multimedia elements to learn how they turned a mass of information into a compelling presentation that forced reform and captured the profession’s most coveted award.

As the capstone for this course, each of you will do a long-form reporting project that you can present in any multimedia format you chose. Typically, journalists who embark on a long-form story become so fascinated and engrossed in their projects their natural curiosity drives them to explore all facets of their topic until they become semi-experts. My goal is to help you discover and luxuriate in that type of experience.

You are going to face obstacles and frustrations, but you will not confront them alone; I will be there to help you. At this level, reporters do not let quoted sources get away with lying to their readers or feeding them inaccurate or distorted information; we check what they say for accuracy and truthfulness, and if they provided misinformation, we sometimes report that. This is the kind of journalism my editors at the Los Angeles Times expected of me, and that is what I teach at the University of Iowa.

You Get More than Credit Hours

The knowledge and critical thinking ability this brand of journalism requires will serve you well in any other field, particularly law, strategic communication and public relations, research, press secretary, teaching and most any communication field. The
lessons apply to any endeavor that requires you to understand the amorphous notion of “the audience” and to adjust and function outside your comfort zone; to any field that employs the analytical and organizational creativity needed to understand a mass of information, to isolate what matters and what doesn’t, to figure out what’s real and what’s not and to craft that messy glob into art; to any field that requires good writing.

**Getting Published**

This semester, each of you, under my one-on-one guidance and with the help of your classmates, will get a chance to throw all of your energy and creativity into your own semester-long, deeply reported explanatory or investigative story. Your objective? To get published. If your work passes muster, your most likely publication venues are the *Daily Iowan* if you are on its staff or *IowaWatch.org* and its various media partners. The *Daily Iowan* is well-respected in the college newspaper arena, and many of its reporters and editors have gone on to highly successful careers. *IowaWatch* is a statewide news organization and almost all of the stories it publishes on its website also get published by one or more other news organizations, including the Cedar Rapids Gazette, Waterloo Courier, Sioux City Journal, occasionally the Des Moines Register or excerpted by KCRG-TV and many others. But to earn the honor of publication, you have to do the work. If you would rather try do a project that focuses on something in your hometown and get published there, I will help you edit it to fit that publication’s requirements. But for your story to merit consideration for publication in any of these venues, you will have to learn to do the journalism that it requires, and that is the mission of this class.

**Class Participation Grade: You Have to Earn It**

_So, Interrupt Me, Please._ I lecture to spark class discussions. So you earn your class participation grade when I see you raise your hand to interrupt my lecture with a question or comment; that is hard evidence that you are listening and fully engaged.

In contrast, you give me hard evidence that you are NOT engaged and are instead being rude and disrespectful if you are checking or sending messages, doing work not related to what is going on in class or carrying on side conversations with another person while I or another student is speaking.

In peer-editing sessions, your class participation grade is also based on the quality of your critique of classmates’ work.

**Attendance**

I allow two unexcused absences; reserve them for unexpected conflicts, such as job interviews that cannot be rescheduled, or for a day when you feel “a bit under the weather.” Each unexcused absence beyond the two will reduce your attendance grade by 3 points up to 80.

I cannot excuse you for merely feeling “a bit under the weather;” unless you have a fever, deal with the discomfort like a professional employee would and get to work, which in this situation is class.

Making conflicting appointments [job interviews, weddings, family outings, etc.] unrelated to the course is NOT excused. That is what the two unexcused absences are for.

I can excuse you if you must schedule a reporting interview in conflict with class time, as long as the interview is for this class. I also will excuse you for a death in the family, being physically unable to get to a class or suffering a fever or other sickness that could spread to others. Contact classmates to learn details of assignments and class lessons you miss if I have not posted lecture notes on ICON.
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, texting, reading newspapers, holding side conversations while another is speaking or doing anything unrelated to what is going on in class;
• 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 (advise me if a previous class will make you late for this class).

Primary Course Requirement

Pick a topic for a project of at least 2,500-3,000 words that will be presented in at least two stories of 1,250 to 1,500 words each, with at least one visual [photo, photo slide show or video] or audio element and other visual elements that would complement the story, such as a bar or line graph, table, chart or an illustration [including a cartoon]. If you are considering a career in broadcast storytelling rather than verbal storytelling, I encourage you to consider doing a documentary with the goal being to get it on IowaWatch.org (and possibly Iowa Public Television) or Daily Iowan TV.

Keep all notes, recordings, background clippings or working links, journal articles with working links, research drafts, etc. and turn them into me at the end of the semester with your final versions (I will return them to you upon request after I grade your project)

You will write three story drafts and a final version due Friday, May 8, at 5:30.

The final version must be diligently and thoroughly footnoted to the source of all quotes, facts and statements so that I can check your paper for accuracy (we will discuss in detail what types of information must be footnoted, but the rule of thumb is that anything that would normally require attribution to an authoritative source, expert, government representative, scholar or study).

I must require footnotes, because fact errors and misquotes in journalism are tantamount to cardinal sins in religion and, as with religion, they require repentance, correction and reflection. Provide me with access to the source of whatever information is footnoted in the story. This can be links that actually work, copies of handwritten or typewritten notes that contain the material or audio/visual recording.

The minimum hours you are expected to devote to this course outside class follows university guidelines: “for each semester-hour of credit, students should spend two hours a week preparing.” That is the equivalent of three weeks if you worked eight hours daily for five days a week on this project.

For deadlines and peer-editing workshops, I will split the class into an “Early Section” and a “Late Section” of equal size, with the students in each of those two section assigned to smaller groups assigned to smaller groups that I will name “A,” “B” or “C” (more details to come).
Assignments, Grade Weights, Due Dates*
1,000-Point Scale

<table>
<thead>
<tr>
<th>Student Section/Groups**</th>
<th>Drft 1 100 Pts</th>
<th>Drft 1 Peer Editing</th>
<th>Drft 2 175 Pts</th>
<th>Drft 2 Peer Editing</th>
<th>Drft 3 250 Pts</th>
<th>Drft 3 Peer Editing</th>
<th>Final Version 325 pts</th>
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<tbody>
<tr>
<td>Early A</td>
<td>Feb 15</td>
<td>Feb 18</td>
<td>Mar 22</td>
<td>Mar 25</td>
<td>Apr 19</td>
<td>Apr 22</td>
<td>May 8</td>
</tr>
<tr>
<td>Late A</td>
<td>Feb 15</td>
<td>Feb 18</td>
<td>Mar 22</td>
<td>Mar 25</td>
<td>Apr 19</td>
<td>Apr 22</td>
<td>May 8</td>
</tr>
<tr>
<td>Early B</td>
<td>Feb 18</td>
<td>Feb 23</td>
<td>Mar 25</td>
<td>Mar 30</td>
<td>Apr 22</td>
<td>Apr 27</td>
<td>May 8</td>
</tr>
<tr>
<td>Late B</td>
<td>Feb 18</td>
<td>Feb 23</td>
<td>Mar 25</td>
<td>Mar 30</td>
<td>Apr 22</td>
<td>Apr 27</td>
<td>May 8</td>
</tr>
<tr>
<td>Early C</td>
<td>Feb 18</td>
<td>Feb 25</td>
<td>Mar 25</td>
<td>Apr 1</td>
<td>Apr 22</td>
<td>Apr 29</td>
<td>May 8</td>
</tr>
<tr>
<td>Late C</td>
<td>Feb 18</td>
<td>Feb 25</td>
<td>Mar 25</td>
<td>Apr 1</td>
<td>Apr 22</td>
<td>Apr 29</td>
<td>May 8</td>
</tr>
</tbody>
</table>

*Drafts 1, 2 & 3: Due @ 11:45 p.m. to me & to all students in your Early or Late Section.

** ‘Early’ & ‘Late’ refer to the Early or Late Section; A,B & C refer to the student groups in each of those two sections.

Attendance – [80 = 3 points for each of 27 classes from Jan. 21 thru May 6. Allows 2 unexcused absences during that period]

Participation in Peer Editing Workshops and Class Discussions [70]

DRAFT 1– A Report on Preliminary Investigation. 600-750 words.

The preliminary investigation begins the reporting phase, and it also is allows you to confirm that your idea will produce a project that will meet the basic criteria for news value and contain the qualities of a good story as outlined in the handout “Criteria for Measuring News Value.” That document – in nutshel – says a story must report something that is new (has not been reported in the last three years), important to the readers and can be presented in an interesting and compelling way.

The preliminary investigation is designed to force you to make those determinations while you still have time to abandon the idea and pursue a new one. This report requires a clip search and interviewing at least four human sources, each of whom contribute something different to the story (I will make allowances if your interviews and other reporting shows that your initial idea will not produce a good story, as long make progress on a second idea. You just have to explain in your draft the work you did on the initial idea and your new idea)

Your grade for this assignment will not exceed a C if you fail to do the minimum number of interviews. Write the report in news-writing paragraphs, double-spaced, and with strict adherence to grammar and AP Style rules. Grammar rules includes sentence structure, punctuation and capitalization.

Send it to me and to the students in your section as an email message or an email attachment (please do not send it in any other way). The grade will be based primarily on the quality of your idea as measured by “Criteria for Measuring News Value” and the amount of interviewing and reporting that you have done.

Your report should address the following subheadings:

• Project Description: Explain your project idea.
Measuring the News Value:

a. Explain how you think your project will meet the three basic criteria for measuring news value: why is it news; why it is important to the public good; how can you make it an interesting and compelling story.

b. Identify which qualities of a good news story apply to this project idea and how they apply.

The Clip Search: A review of what stories in other newspapers have said about this topic in the last three years and an explanation of how your story would differ or advance the story in a new direction. At the very least you should check the archives of the Gazette, Press-Citizen, Des Moines Register, Daily Iowan and IowaWatch.org and do a Google search. To go beyond that in order to obtain ideas for sources and story angles, you should search out of state and national publications. Finally, tweet your followers and facebook a plea to your friends – “Hey everybody, I need help on a semester project about [whatever]. Do you know any sources or studies on this?”

Interview Summaries: A summary of what each human source said to you. After interviewing sources, ask each source whether they have seen any other news stories about your topic and whether they can refer you to additional human sources, studies, reports or statistics.

Time Expectations: Write at least two sentence explaining why this project’s scope warrants spending an entire semester of reporting.

A list of sources and contact information used in this draft.

A preliminary list of future human/paper, online sources who may be helpful

DRAFT 2 – Tentative leads & progress summary. It requires: 750-1,000 words minimum in news writing paragraphs sent an email attachment or message to me. Email to students in your section; append list of sources contacted with contact information, copies or links to electronic sources. Underline new sources and sources from the previous draft that you interviewed a second time.

The grade will be based on whether you have articulated a clear focus, on the amount and quality of your reporting with substantial attention to the quality of your writing. It must include one or more possible lead sentences that you think the project will eventually substantiate.

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

You should have completed about 50 percent of your reporting and crystallized the major themes. Write a tentative lead sentence and the first 15 paragraphs [news writing graphs] that the evidence to date will support. Follow that with an outline of the rest of your story. If you have not done enough reporting to allow you to write something specific, you know you are falling behind and your grade will reflect that. Continue building project file.

Include a list of sources, including those used in the draft and others you have contacted but have not used in the story.

DRAFT 3 Minimum of 1,500-2,000 words; news graphs; send as email attachment to me; email to students in your Section; append list of sources contacted; with
contact information and copies or links to electronic sources. This is the final draft before your final version. The grade is based on the clarity of focus, quality of reporting, and, for the first time, with equal emphasis on writing quality. Study my “Writing Basics,” because the draft must adhere to its requirements, to rules of grammar and AP Stylebook.

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

Your classmates will edit your reports and critique it in workshops scheduled shortly after the due date for each. Reporting must contain a considerable amount of additional information beyond what you provided in Draft 3. It should be about 80 percent complete and include the main display photo, and any tables or graphs. Underline sources added since Draft 2. Continue building your project file.

The grade on Draft 3 will be based on my evaluation of whether you have completed almost all of the necessary reporting – about 80 percent – and on the quality of your writing.

On writing quality, I will be evaluating accuracy, word choices, sentence structure, story organization, transitions from paragraph to paragraph, the number of grammar and AP Style errors. It should be as close to publication status as possible. The grade on the final draft SHOULD NOT be considered the minimum grade for the final version.

**FINAL VERSION** – Minimum 2,000-2,500 words; news writing paragraphs; as email attachment to me. Append list of sources with contact information and copies or links to electronic sources.

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

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

### Grading Scale

<table>
<thead>
<tr>
<th>Grade</th>
<th>100 Pts.-10%</th>
<th>150 Pts.-15%</th>
<th>175 Points 17.5%</th>
<th>250 Pts.-25%</th>
<th>325 Pts. 32.5%</th>
<th>1,000 Pts Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>95-100</td>
<td>143-150</td>
<td>165-175</td>
<td>239-250</td>
<td>309-325</td>
<td>956-1000</td>
</tr>
<tr>
<td>A-</td>
<td>90-94</td>
<td>135-142</td>
<td>157-164</td>
<td>224-238.75</td>
<td>293-308</td>
<td>896-955</td>
</tr>
<tr>
<td>B+</td>
<td>87-89</td>
<td>131-134</td>
<td>152-156</td>
<td>219-223.75</td>
<td>283-295</td>
<td>876-895</td>
</tr>
<tr>
<td>B</td>
<td>83-86</td>
<td>125-130</td>
<td>145-151</td>
<td>209-218.75</td>
<td>269-285</td>
<td>836-875</td>
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<tr>
<td>B-</td>
<td>78-82</td>
<td>120-124</td>
<td>137-144</td>
<td>199-208.75</td>
<td>259-275</td>
<td>796-835</td>
</tr>
<tr>
<td>C+</td>
<td>77</td>
<td>115-118</td>
<td>135-136</td>
<td>194-198.75</td>
<td>243-255</td>
<td>776-795</td>
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<tr>
<td>C</td>
<td>73-76</td>
<td>110-114</td>
<td>128-134</td>
<td>184-193.75</td>
<td>229-245</td>
<td>736-775</td>
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<tr>
<td>C-</td>
<td>69-72</td>
<td>105-109</td>
<td>121-127</td>
<td>174-183.75</td>
<td>214-225</td>
<td>696-735</td>
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<tr>
<td>D+</td>
<td>67-68</td>
<td>100-103</td>
<td>114-120</td>
<td>169-173.75</td>
<td>194-205</td>
<td>676-695</td>
</tr>
</tbody>
</table>
Criteria for Letter Grades

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

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

The point system is keyed to the following letter grade criteria:

A- to A [3.67-4.0] – The story is free of errors and misspellings. It is timely, important to the community and interesting. It is clearly and efficiently written, thoroughly reported and sharply focused. It reflects initiative, strongly supports its findings and is written with authority and insightful, fact-based analysis. It demonstrates effective use of quotes, compelling detail and vivid description. Each sentence and paragraph flows logically and smoothly to the next. With minor editing and a call or two, the story would be a good candidate for publication.

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

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

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

F [0.00] – The story reflects a minimal effort, but it is not publishable and offers no hint that it could become useable with a reasonable amount of rewriting and reporting. It lacks focus and clarity, fails to cover several obvious questions and does not use all of the basic sources.

Grammar and AP Style

Because most of you are all upperclassman or graduates students, I am going to be very tough about adhering to grammar rules (on sentence structure, capitalization,
punctuation, verb tense, singular and plural verbs and nouns, spelling errors) and AP Style. That means you capitalize only those words that the grammar rules require you to capitalize. Every comma and period must be in place.

Learn the meaning of a comma splice, which create grammatically incorrect run-on sentences, and avoid it like the plague. I cover these rules and good writing pointers in a “Writing Basics.” Most of you are seniors, and the quickest way to lose out in a job competition or too lose your employers’ respect is to butcher the English language in your emails, stories, memos, reports, news releases, etc.

If you make five or more grammar or AP style errors I will deduct three points from the grade on the first two drafts, but will give you a bonus of three points if you make three or less. On the final version, the penalty comes if you make seven or more errors and the bonus if you make four or less.

**Deadlines**

Work not turned in by deadline will not be accepted after the next class, and 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 receive a failing grade for it.

**A Word about Word Counts**

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

**Original Work**

All work is expected to be new and original to this class. Students submitting a story to The Daily Iowan, IowaWatch.org or another publication or broadcast outlet, must submit it to this class first, before the editors of that publication have edited it.

**Ethics and Standards**

In this course you will learn that your civic and professional responsibility is to uphold the highest ethical standards of the profession and to use the public’s 1st Amendment freedoms fearlessly and responsibly to serve society and to resist any infringement upon them.

**The Iowa Dozen**

In this course, we will address most of the learning goals in The Iowa Dozen, which are basics that we try to impart to our students. The full document is appended at the end of this syllabus. Here are the parts for this course:

- Learn to write correctly, clearly and authoritatively; research and gather information aggressively and responsibly, edit and evaluate fairly and carefully, use technology thoughtfully and statistics accurately;
- Value the 1st Amendment, diversity, community, fairness, independence, truth, accuracy;
- Discuss media institutions and practices and media’s role in shaping public discourse.

**Errors, Ethics & Plagiarism**

Errors, plagiarism and dishonesty in any form are serious matters in journalism.

1) Errors: Line-by-line fact checks on stories are essential. Stories will receive a failing grade if they contain errors weakening the story’s premise and misquotes that distort the source’s comments. Other errors will reduce the grade by a letter. Spelling proper nouns and names incorrectly will reduce the grade by a grade sign.
2) **Quote Accuracy**: This course requires you to interview people, and you must report their comments accurately. You are expected to give me contact information for interviewees.

3) **Conflicts of Interests**: You cannot cover a topic or beat in which you have a personal interest or personal relationship [something that is more than a casual acquaintance] with someone connected to the story. You cannot use your classmates as quoted sources. You cannot write about student government or any other organization if you are a member of that organization. Conflicts of interest are often difficult to determine, which means you should never take a chance; you should always discuss a potential conflict with me.

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

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

   **Lifting Quotes**: When you attribute a direct quotation to named sources, you are telling readers and your instructor that you interviewed the sources 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 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 will result in an F. The University also provides penalties for plagiarism ranging from grade reduction to more serious penalties. For a full explanation of plagiarism and other forms of cheating, consult the College’s Student Academic Handbook. If you doubt whether a situation constitutes plagiarism, you must consult me. Ignorance of plagiarism will not be accepted as an excuse.

   **Spring 2014 Class Schedule**
   
   [subject to change]

   **Week I**

   **Wed. Jan. 21**

   **Overview**

   General requirements: major semester project; periodic verbal progress reports, graded drafts leading up to the final version of the Story, which is due Sunday, May 12.

   **Homework**:

   1.) Study Assignment 1, and as soon as possible, talk to me in person or by email about your idea for your semester project.

   2.) Be ready to propose an idea for the class to brainstorm on Monday if you haven’t already discussed your idea with me. If you already have an idea, start doing online clip searches immediately even if you have not discussed it with me. Here’s why: even if I think the readers will like your story, my first question to you will be “what has been written on this topic in the last three years, and if it has been covered before, what new angle will you pursue”]. You will need to do a preliminary Google search on your topic and a check the electronic archives of
the *Des Moines Register* and Cedar Rapids *Gazette* to see if your topic already has been substantively explored in the last three years (See Clip Search Handout for More Help). You cannot do a project on a topic that has already been covered, unless you pitch a new angle that was not thoroughly covered in the previous stories.

3.) **On Feb. 15 for students assigned to Early or Late Group A and on Feb. 18** for students assigned to Early or Late Groups B & C, the preliminary investigation, will be due. Do a thorough clip search to find articles from other states that might help you identify sources, pertinent issues to explore; find journal articles, identify expert professors on this campus or anywhere else, begin interviewing sources, identifying potential sources, finding or identifying stats, studies, reports or other paper and electronic sources and anticipated public records requests.

4.) Read the Syllabus. You are responsible for what’s on it, keeping up with the assignments and deadlines and knowing plagiarism consequences, class rules and University policy. If you do not understand something, ask me about it. Saying you don’t know what’s on the syllabus is not an excuse.

Class Activities:
- Introduction: Handout Bio Questionnaire.
- Brief Overview of “Storytelling w/Impact.”
- Distribute Syllabus (also on ICON):
- Go over assignments, due dates, Section and Group assignments.
- Introduce a few stellar projects.
- Discuss some ideas.
- Talk about finding newsworthy projects, how find them, criteria and specific ideas.
- Introduce Shorenstein Center for Media, Politics and Public Policy as another terrific, independent and neutral source of studies and date on many different topics which will help generate a project idea. [http://journalistsresource.org/](http://journalistsresource.org/). Look at Browse Studies Databases, drop down menue on skills.
- The Clip Search: How to capitalize on what others have done.

**Week II**

**Mon., Jan. 26.**

Homework:
1.) Continue working Draft 1.
2.) Be ready to propose an idea for the class to brainstorm Wednesday if you have not already discussed your idea with me or during the previous class.

Class Activities:
2. Writing Basics [with handout]
3. Handy Websites Handouts.

**Wed, Jan. 28**

Homework for Wednesday, Feb. 4:
~ Read “Tainted Cash or Easy Money?”
~ Be alert for interesting reporting experiences, issues and problems that you encounter in carrying out assignment 1 to share and discuss in our next class.
Class Activities: Go over story ideas; students provide feedback, suggestions, questions.

Week III

Mon., Feb. 2.
Homework Assignments: Verbal Progress and Effort reports due Monday.
~ Reminder: Draft 1, the Preliminary Investigation is due Feb. 15 for Early and Late Groups A and Feb. 18 for Early and Late Groups B & C.
~ Be alert for interesting reporting experiences, issues and problems that you can share with the class on Wednesday.
Class Activities:
~ Assignment Discussion: We listen to any student’s experiences, problems or issues they are encountering in carrying out Draft 1 and try to help him or her.

Wed., Feb. 4
Homework for Monday:
~ Continue working on Draft 1, the report of your preliminary investigation.
~ Come to class prepared to spend most of the class interviewing sources by phone or
Conducting other reporting, doing online clip searches on your topic or getting guidance from me on any problem or issue you are confronting with the assignment.
Class Activities:
~ Assignment Discussion: We listen to students’ experiences, problems or issues that they are encountering doing Draft 1 and try to help him or her.
~ Continue case study of the preliminary investigation in “…Cash Seizure Abuses”

Week IV

Mon., Feb. 9.
Class Activity:
1.) If necessary, complete case study preliminary investigation in case study of “Cash Seizure Abuses”
2.) Assignment Workday.

Wed., Feb 11
Homework for Next Week: Draft 1 Will be Due, 11:45 p.m. Sun., Feb. 15 for Early and Late Groups A; on Feb. 18 for Early and Late Groups B & C. See “Peer-Editing Workshop” Handout to review details on peer-editing workshops Wed. on Feb. 18, on Mon., Feb. 23, and on Wed., Feb. 25.
Homework for Wednesday’s Peer-Editing Session: Students in each Section read & be ready to verbally critique Draft 1 of the students in Group A of your Section.
Class Activity:
1.) Introduction to Interviewing-I, “Quarters for the Quote Machine.”
2.) Assignment Discussion: We listen to any student’s experiences, problems or issues that they are encountering in doing Draft 1 and try to help him or her.

3.) If time permits, begin Interviewing-II How NOT TO Interview - Network Reporters vs. the Media-Trained Spinmeisters.

Sun., Feb. 15: Draft 1 of Early and Late Group A is due at 11:45 p.m. to me and to the students in your Section by email.

Week V

Mon., Feb. 16.
Homework for Wednesday:
Early and Late Section continue working on homework assigned last Wednesday,
Read and critique Draft 1 of the student in your Section’s Group A.

Class Activity for Today:
~ Continue Interviewing Lecture and Discussion.

Wed., Feb. 18. 1st Peer editing workshop
Homework:
~ Due Tonight, 11:45: Draft 1 of students in Early & Late Group B & C. Email them to me and to the classmates in your Early or Late Section.

Homework for Monday:
~ The ten students in the Early Section read and be ready to critique Draft 1 of students in Early Group B;
~ The ten students in the Late Section read and be ready to critique Draft 1 of the students in Late Group B.

Class Activities for Today:
1.) The ten students in the Early Section workshop Early Group A’s drafts, 9:30-10:25.
2.) The ten students in the Late Section workshop Late Group A’s drafts, 10:25-11:20.

Week VI

Mon. Feb. 23.
Homework for Wednesday:
~ The ten students in the Early Section read and be ready to critique Draft 1 of students in Early Group C;
~ The ten students in the Late Section read and be ready to critique Draft 1 of the students in Late Group C.

Class Activities for Today:
1.) The ten students in the Early Section workshop Early Group B’s drafts, 9:30-10:25;
2.) The ten students in the Late Section workshop Late Group B’s drafts, 10:25-11:20.
**Wed., Feb. 25** – Final Peer-Editing Session for Draft 1  
**Homework:** Read “Tainted Cash or Easy Money?” and be ready to discuss.  
**Class Activity for Today:**  
1.) The ten students in the Early Section workshop Early Group C’s drafts, 9:30-10:25;  
2.) The ten students in the Late Section workshop Late Group C’s drafts, 10:25-11:20.  

**Week VII**  

**Mon. March 2**  
Class Activity:  
~ Complete “Tainted Cash:” The Investigation, a Case Study on “Following the Paper Trail, Freedom of Information & Public Records Requests.”  
~ If time permits, begin “Working Your Sources - Getting Phone Calls Returned to Source Credibility.”

**Wed., March 4**  
Class Activities:  
~ Case Study of “The Fractured Life of Jeremy Strohmeyer:” Observational Reporting & Narrative Writing  
~ Literary Reporting and Writing.

**Week VIII**  

**Mon., March 9.**  
Homework for pre-spring break: Try to complete draft 2 so you can enjoy spring break.  
Homework for Wed:  
~ Come to class prepared to spend most of the class interviewing sources by phone or conducting other reporting, doing online clip searches on your topic or getting guidance from me on any problem or issue you are confronting with the assignment.  
Class Activity for Today:  
~ Complete “The Fractured Life of Jeremy Strohmeyer:” Getting and Conducting the Sensitive Interview

**Wed., March 11 – Midterm Point [no midterm test]**  
**Homework for Sun., March 22, 1:45 p.m.: Draft 2 due for Early and Late Group A.**  
Homework for Mon., March 23 Class: Read “Fractured Life of Jeremy Strohmeyer.”  
Homework for Class, Wed., Mar. 25:  
~ The ten students in the Early Section read and be ready to critique Draft 2 of Early Group A.  
~ The ten students in the Late Section read and be ready to critique Draft 2 of Late Group A.  
**Homework for Wed, March 25, 11:45: Draft 2 due for Early and Late Group B & C.**  
Class Activity for Today, March 11:  
~ Go over workshop plans for first week after spring break.  
~ Assignment work day.
Week IX-SPRING BREAK

Week X

Sun., March 22, 11:45 p.m. Early Group A and Late Group A email Draft 2 to me and to students in your Section. Early Group A sends their drafts to the students in their Early Section; Late Group A sends their drafts to the students in their Late Section.

Mon., March 23.
Homework:
~ The ten students in the Early Section read and be ready to critique Draft 2 of Early Group A, which you received Sunday night.
~ The ten students in the Late Section read and be ready to critique Draft 2 of Late Group A, which you received Sunday night.

Class Activities for Today:
~ Discuss Students’ Thoughts on “Fractured Life of Jeremy Strohmeyer” and wrap-up major writing lessons from the story.
~ “Shipbreakers” – A Soft Lead to a Kick-Ass Story.

Homework for Monday, March 30:
~ The ten students in the Early Section read and be ready to critique draft 2 of Early Group B, which you will received tonight by 11:45 p.m. (you also will receive Group C’s Draft 2, but those are for next Wednesday)
~ The ten students in the Late Section read and be ready to critique draft 2 of Late Group B, which you received tonight night. (you also will receive Group C’s Draft 2, but those are for next Wednesday)

Class Activity Today:
~ Early Section comes to class 9:30-10:25 to peers edit draft 2 of Early Group A;
~ Late Section 10:25-11:20 to peer edit draft 2 Late Group A.

Week XI

Mon. March 30.
Homework for Wed., April 1:
~ The ten students in the Early Section read and be ready to critique draft 2 of Early Group C, which you received last Wednesday)
~ The ten students in the Late Section read and be ready to critique draft 2 of Late Group C, which you received last Wednesday)

Class Activity for Today:
~ Early Section comes to class 9:30-10:25 to peers edit draft 2 of Early Group B;
~ Late Section 10:25-11:20 to peer edit draft 2 Late Group B.

Wed., April 1.
Homework for Monday, April 6: To Be Assigned.
Class Activity for Today:
~ Early Section comes to class 9:30-10:25 to peers edit draft 2 of Early Group C;
~ Late Section 10:25-11:20 to peer edit draft 2 Late Group C.
Week XII

**Mon., April 6.**

**Class Activity for Today:** Begin “Mistakes Seen in LAPD Shootings” By Steve Berry & Josh Meyer, *Los Angeles Times*, Nov. 7-8, 1999: A case study in getting records you shouldn’t have. Establishing objective criteria for establish subjective findings.

**Wed., April 8.**

Homework: To Be Decided

Class Activities for Today: Resume “Mistakes Seen in LAPD Shootings”

1.) Learning the process key to investigative projects;
2.) Defining terms;
3.) Identifying objective criteria for subjective findings

Week XIII

**Mon., April 13.**

Homework for next Mon., April 20:

~ Read “Mistakes Seen in LAPD Shootings;” be ready to cite one strength and one weakness or provide an insightful comment if called upon.
~ Come to class prepared to spend most of the class interviewing sources by phone or conducting other reporting, doing online clip searches on your topic or getting guidance from me on any problem or issue you are confronting with the assignment.

Class Activity: Complete “Mistakes Seen In LAPD Shootings”

1.) Hobson video: the machete case. Lessons in negotiating for records.
2.) “Chubby Hood” video – a case of “death by cops”?”Lessons in negotiating access to records – thinking like a lawyer.
3.) Joe Joshua – “I’m God…I’ll Kill You:” Burning shoe-leather to make a case.

Friedman case – An autistic youth, a knife and a question of distance.

**Wed., April 15.**

Homework for Sun., April 19: Draft 3 (the last draft before the final version) is due for students in the Early and Late Group A.

Homework for Class, Wed., April 22:

~ The ten students in the Early Section read and be ready to critique Draft 3 of Early Group A.
~ The ten students in the Late Section read and be ready to critique Draft 3 of Late Group A.

Homework for Wed, April 22, 11:45: Draft 3 due for Early and Late Group B & C.

Class Activity:

~ Discuss your thoughts on “Mistakes Seen in LAPD Shooting.”
~ Assignment Work Day.

Week XIV
Sun. April 19: Draft 3 due at 11:45 for Early Group A and Early Group B. Students in Early Group A email them to me and the other students in the Early Section. Students in Late Group A email to me and the other students in the Late Section.

Week XIV Continued

Mon. April 20:
Homework for Wed., April 22:
~ Students in Early Section be ready to critique draft 3 of Early Group A students
~ Students in Late Section be ready to critique draft 3 of Late Group A students.
~ Draft 3 due at 11:45 p.m. for students in Early Groups B & C and for students Late Groups B & C.

Class Activity: Discuss “Mistakes Seen in LAPD Shootings.”

Wed., April 22.
Homework for Mon., April 27.
~ The ten students in the Early Section read and be ready to critique draft 3 of Early Group B, which you will receive tonight by 11:45 p.m. (you also will receive Group C’s Draft 3, but those are for next Wednesday)
~ The ten students in the Late Section read and be ready to critique draft 3 of Late Group B, which you will receive tonight night. (you also will receive Group C’s Draft 3, but those are for next Wednesday)

Class Activity today:
~ Early Section in class 9:30-10:25 a.m. to critique draft 3 of Early Group A
~ Late Section class 10:25 a.m.-11:25 a.m. to critique draft 3 of Late Group A.

Week XV

Mon., April 27.
Homework for Wed., April 29.
~ The ten students in the Early Section read and be ready to critique draft 3 of Early Group C, which you received last Wednight night.
~ The ten students in the Late Section read and be ready to critique draft 3 of Late Group C, which you received last Wednesday night.

Class Activity today:
~ Early Section in class 9:30-10:25 a.m. to critique draft 3 of Early Group B.
~ Late Section in class 10:25-11:25 a.m. to critique draft 3 of Late Group B.

Wed., April 29.
Homework for final week, Mon, May 4, and Wed., May 6:
Except for a 10-minute meeting of the entire class Monday for your ACE evaluation of me, I will devote the rest of that class and Wednesday’s class plus additional time slots after the normal class period for individual 20-minute pre-writing conferences with each of you. You only come to class for your meeting with me. Be ready to discuss lead sentences, opening paragraphs, or any other section of your story or any other requests for advice. I will meet with students in the Early and Late Group A and Early Group B on Monday. I will meet with students in Late Group B, Early and Late Group C on Wednesday.

Class Activity Today:
~ Early Section comes to class 9:30-10:25 to peers edit draft 3 of Early Group C;
~ Late Section 10:25-11:20 to peer edit draft # Late Group C.
Week XVI

Mon., May 4.
~ Brief Class Meeting for ACE Evaluations of the Course
~ Pre-writing meetings with students Early & Late Group A, and Early Group B.

Wed., May 6
~ Pre-writing meetings with students Late Group B, and Early & Late Group C.

Friday, May 8: Final Versions Semester Project Due to me via Email.

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).

Academic Fraud
Plagiarism and any other activities when students present work that is not their own are academic fraud. Academic fraud is a serious matter and is reported to the departmental DEO and to the Associate Dean for Undergraduate Programs and Curriculum. Instructors and DEOs decide on appropriate consequences at the departmental level while the Associate Dean enforces additional consequences at the collegiate level. See the CLAS Student Academic Handbook.

CLAS Final Examination Policies
Final exams may be offered only during finals week. No exams of any kind are allowed during the last week of classes. Students should not ask their instructor to reschedule a final exam since the College does not permit rescheduling of a final exam once the semester has begun. Questions should be addressed to the Associate Dean for Undergraduate Programs and Curriculum.
Making a Suggestion or a Complaint
Students with a suggestion or complaint should first visit the instructor, then the course supervisor, and then the departmental DEO. Complaints must be made within six months of the incident.

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.