Journalistic Reporting and Writing (JMC:2010:0AAA)
Fall 2020
9:30-10:20 a.m. Mondays

Instructor: Lillian Zier Martell (she/her)
Email: lillian-martell@uiowa.edu
Phone and office location: 319-335-5961, W343 AJB
Drop-in hours via Zoom: 12:30-1:30 p.m. Monday, Wednesday and Thursday; and by appointment.
SJMC DEO: David Ryfe, david-ryfe@uiowa.edu, Office: E305 AJB, Phone: 335-3486

Lectures: Online, synchronous, 9:30 a.m. Mondays
Discussion sections (labs): Mix of online and in-person. See schedules below:

Discussion sections and instructors:
- 0A01: Mir Ashfaquzzaman, 10:30 a.m.-1:20 p.m. Mondays, W336 AJB. Email: mir-ashfaquzzaman@uiowa.edu. Phone: 319-335-3610. Drop-in hours on Zoom: 12:30-2:30 Wednesdays and 10:30-11:30 a.m. Thursdays.
- 0A02: Mir Ashfaquzzaman 12:30-3:20 p.m. Tuesdays, W340 AJB.
- 0A03: Patrick Johnson, 10:30 a.m.-1:20 p.m. Mondays, W340 AJB. Email: patrick-r-johnson@uiowa.edu. Phone: 319-335-2714. Drop-in hours on Zoom: 1:30-4:30 p.m. Mondays.
- 0A04: Patrick Johnson, 9:30 a.m.-12:20 p.m. Mondays, W340 AJB.

Course catalog description: “Students examine and practice journalistic reporting and writing. Course format includes one lecture and one lab session each week. Students complete both in-class and out-of-class reporting and writing assignments. Out-of-class assignments include covering campus and city events, as well as reporting and writing enterprise stories. Grades are based on performance and student initiative. This course is required of all journalism majors.”

Further description: The lecture will introduce students to journalism concepts that they will apply through in-class assignments in their lab sections and major out-of-class assignments. Lectures and assignments are designed to prepare students for careers in any field of communication and establish a strong basis for more advanced work in the journalism major. An emphasis will be placed on learning to write with clarity, brevity and accuracy along with collecting reliable, compelling information through interviews and research.

Journalistic Reporting and Writing is a four credit hour course and is a co-requisite with Introduction to Multimedia Storytelling (JMC:2020:0AAA). Although the co-requisite courses share some reporting and sources, the expectations and grading are separate and distinct.

Required reading:
The Associated Press Stylebook (2020)
The New York Times
The Daily Iowan
Apnews.com
Other readings assigned throughout the session.

The textbook is available at the University of Iowa Bookstore and online. Students must acquire the 13th edition or the online version. It will be used regularly as supplemental material to the lectures and for exercises in the sections.

Students also will need the Associated Press Stylebook, which may be purchased in print or online (apstylebook.com). Students also have limited access to a shared online account for the AP Stylebook at http://purl.lib.uiowa.edu/APstylebook. The AP Stylebook will be used for assignments during class, and the only guaranteed access is through purchase of a hard copy or an online subscription.

Students may seek full online access to The New York Times by registering at http://AccessNYT.com. When available, passes are renewable every 24 hours. The Associated Press news app can be downloaded free.

SJMC Learning Outcomes

The School of Journalism and Mass Communication is committed to your academic and professional success. In line with this commitment, we have identified particular learning outcomes that every student should obtain by the time they earn a JMC degree. We regularly assess the curriculum to determine whether students are achieving these outcomes. This course contributes to these learning outcomes by helping you develop the abilities to access, analyze, evaluate, and create media messages across multiple media domains and to communicate effectively with the highest, professionally accepted standards in all work. Achieving these outcomes means:

- You will demonstrate an ability to anticipate and recognize ethical issues when they arise and to reason through them taking multiple perspectives and contexts into account.
- You will demonstrate knowledge of the basic tenets of media literacy and how media literacy relates to your personal media habits and professional development.
- You will develop critical thinking skills to analyze and interpret media messages through an understanding of media practices and institutions.
- You will learn how to create and disseminate media messages in various forms.
- You will demonstrate the ability to gather factual story elements, and to evaluate and express them in logical, narrative forms for multiple media and audiences.
- You will display the ability to access and analyze data, report facts accurately, research and edit information responsibly and in a manner commensurate with professional standards.
- You will demonstrate the ability to apply above concepts in a manner that is sensitive to audiences across all media.

Course-specific objectives:

By the end of this course, students will demonstrate:
The ability to use journalistic techniques in writing.
- The ability to communicate effectively.
- The ability to research and gather information.
- An understanding of the elements of news.
- An understanding of the basic ethical and professional standards of journalism.
- An appreciation for journalism’s role in democracy and society in general.
- An ability to meet deadlines.

Course requirements: All assignments, quizzes and exams are designed to support the learning objectives listed above.

- Students will complete four major writing assignments that are worth a total of 600 points: a single-person interview story worth 50 points, a profile story worth 100 points, a reaction piece worth 150 points, and a final enterprise story worth 300 points. Rubrics will be used to grade each of these assignments. Story ideas in each half-section will be assigned on a first-come-first-serve basis for the profile, reaction piece and the final enterprise story; the first student to notify the section leader will receive the assignment.
- News/lecture quizzes worth 10 points will be given during each of the 13 lecture sessions starting the second lecture (Aug. 31). These will consist of five questions worth 2 points each. The questions will be on ICON and will occur during the lecture and immediately after. Questions will be based on the lecture and news stories posted to ICON (JMC:2010:0AAA) in the Announcements before 5 p.m. the Sunday before each lecture. Lectures will be conducted through Zoom.

  The lowest news/lecture quiz score for the semester will be dropped, and the quizzes will be worth a total of 120 points for the semester. The policy of dropping the lowest score is intended to cover absences for minor illnesses, family emergencies and other issues that do not meet the criteria for an excused absence.
- Students will complete 13 graded section assignments worth 10, 15 or 20 points each. The total score for section assignments is 160 points.
- Section participation will be worth 10 points per week for the 12 weeks preceding Thanksgiving. Participation points will be granted based on completing ungraded exercises along with engagement with the section discussions and presentations. The total points for section participation are 120.

Rubric for section participation:
- The student puts full effort into practice exercises and the AP style exercises. When discussions occur, the student shows active engagement: 8-10 points.
- The student participates in most practice exercises and the AP style exercise. When discussion occurs, the student shows some level of engagement. 4-7 points.
- The student shows little interest in the discussions and gives partial effort to the practice exercises and the AP style exercise. 1-3 points.
- The student fails to engage or shows no interest in classroom activities. 0 points.

Summary of points:
Major assignments: 600 points (60 percent)
Section in-class graded assignments: 160 points (16 percent)
Section participation: 120 points (12 percent)
Weekly news/lecture quizzes: 120 points (12 percent)
Total: 1,000 points
**Academic honesty and grading:** Professional communication is fact-based. Aside from mock assignments given by the instructors, students' work will be original and factual. The instructors may randomly check sources used by students to ensure the sources were contacted and quoted accurately. Plagiarism and fabrication are treated with the utmost seriousness in professional workplaces and will be regarded the same way for this course. Any student who plagiarizes or fabricates information will receive a zero on the assignment and will be reported to the college for further disciplinary action. See the paragraph on Academic Honesty in the last section of the syllabus for further information. In addition, collaboration is not permitted unless instructors give specific assignments that require teamwork. In situations where students are covering the same event or issue, they must work independently and may not share notes, recordings, or any other material or information related to that assignment. Students who engage in collaboration will receive a zero on the assignment.

Students will turn in a log for the reaction story, the profile and the final enterprise story. The log will include the time, date and place of all interviews; contact information including email addresses and phone numbers for all people interviewed; and a bibliography and website addresses for all research used. Students also must produce all notes or recordings upon request for any assignment in the class. Students must not interview relatives or friends, and instructors may randomly check with sources to inquire about their relationship to the student journalist. The use of relatives or friends as sources is considered an unethical conflict of interest in journalism and will reflect negatively on the student's grade for that assignment.

All work must be original and produced for JRW/MMS. Students who work for the Daily Iowan or other media outlets cannot submit stories produced for those venues. Students can seek to publish stories already completed for class and submitted for grading. Students cannot submit any work done before this class began or any work done by someone else. Doing so is an act of plagiarism and will be treated as academic misconduct. Quotes or paraphrased material from other publications, videos, websites, etc., must be attributed and will not count toward the sourcing requirements unless otherwise noted on the assignment rubric.

**Missed assignment policy:**
No extensions will be given unless you have truly extenuating circumstances. In these cases, you must speak with the professor and your section leader before the assignment is due to make appropriate arrangements. Technology excuses are not acceptable. Assignments turned in late without an approved extension will be marked down a letter grade for every day late. After five days, the assignment will receive a zero. Please do not hesitate to contact us to discuss assignments including questions about technology before the due date.

Given the uncertainty of the Fall 2020 semester, we understand that illnesses, COVID-19 exposures, and family commitments may arise during the semester. We ask that you still speak with us before the assignment is due to discuss reasonable accommodations.
**Accommodations:** Students who have documentation from Student Disability Services for accommodations must present the documents and meet with the professor before the third week of classes. Simply emailing the forms to your TA and professor is not sufficient. For more information, please see the section titled Accommodations for Disabilities under The College of Liberal Arts and Sciences: Policies and Resources page at the end of the syllabus. If you have other health or personal circumstances (not covered by SDS) that might affect your ability to be successful in this course, please speak with the professor as soon as possible.

If you have a TALA accommodation, you must present the documents and meet with the instructor in drop-in hours or by making an appointment. We will discuss your options and establish a plan. All accommodations must be reasonable. This will mean different things for different students, so we will discuss your specific needs to establish a plan. In some cases, reasonable accommodations cannot be made.

**Excused Absences not related to COVID-19:** Absences will only be excused for religious holidays, university-sanctioned events, illnesses and unavoidable circumstances (https://clas.uiowa.edu/students/handbook/attendance-absences). If you wish to have an absence excused, you must email the instructor and your section leader about your absence before the start of the class period you are missing and turn in documentation to the instructor and your section leader within one week of your absence. The instructor will make the final determination as to whether the absence will be excused. If your absence is excused, you will have one week to turn in missed work.

**Excused Absences related to COVID-19:** We will assess each COVID-19 related incident on a case-by-case basis. Your absences will be excused, and we will determine an appropriate course of action for your return to class.

**Grading:**

- **A** = 93 percent to 100 percent
- **A-** = 90 to 92 percent
- **B+** = 87 percent to 89 percent
- **B** = 83 percent to 86 percent
- **B-** = 80 percent to 82 percent
- **C+** = 77 percent to 79 percent
- **C** = 73 percent to 76 percent
- **C-** = 70 percent to 72 percent
- **D** = 60 percent to 69 percent
- **F** = 59 percent and below

Percentages will be rounded to the nearest whole number when grades are assigned at the end of the semester.

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**General expectations**
Read assigned chapters and news stories before the lectures.

Be prepared to do mountains of writing. In the discussion sections, you will participate in exercises that will build your skills and help you succeed on the major writing assignments. Work on the major assignments will take place outside class time. For a four-credit hour course, students should expect to spend at least eight hours a week working outside class on the text stories for JRW.

Be prepared to share completed work in class. Professional writing is public and subject to scrutiny. Get accustomed to this.

Do not interview relatives or friends for assignments. Professional communicators must talk with a diverse range of people in a wide variety of situations. Start to develop these skills now.

Likewise, do not rely on email or texting for interviews. In-person or, secondly, video interviews on platforms such as FaceTime or Zoom are the best methods of obtaining fresh, first-hand information. Telephone interviews without video are an acceptable method for obtaining information.

Good writers are voracious readers. Reading the news is a habit everyone should cultivate diligently as communications practitioners and participants in or observers of a democracy. Set aside at least 30 minutes a day to read news.

Take notes. Technology can fail and often does at the most inconvenient times. Good notes are an acceptable back-up to produce written journalism, and note-taking helps you retain the information.

Do record interviews and take notes.

Check ICON and campus email before each class period for announcements or last-minute schedule changes. Chrome is the recommended browser for ICON.

SJMC Social Media:

Follow SJMC on social media to stay in the loop about activities/events, scholarships, internships, awards, current students, alumni and more:

FACEBOOK:  https://www.facebook.com/UISJMC/

INSTAGRAM:  https://www.instagram.com/uiowa_sjmc/

TWITTER:  https://twitter.com/UIOWA_SJMC

LINKEDIN:
https://www.linkedin.com/school/19128785  (Shortened version)
OR
Tentative course schedule: The instructor may extend discussion of certain topics if needed for the students' benefit or interject discussion of high-profile breaking news stories if they occur during the semester. Check ICON before each class period for assignment updates. *When deadlines on this schedule differ from the assignment rubric, the rubric deadline will be used.*

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<thead>
<tr>
<th>Dates</th>
<th>Lecture</th>
<th>Sections</th>
<th>Assignments</th>
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<tbody>
<tr>
<td>Aug. 24-25</td>
<td>The current state of journalism and the elements of news. Read Chapters 1 and 2 in the text before the lecture.</td>
<td>-- Review the syllabus in detail. -- Go over the Society of Professional Journalists Code of Ethics (Appendix 3 in the text). -- Discuss expectations for the one-person interview. -- <strong>Morning sections turn in by 5 p.m., afternoon sections by 9 p.m. on your section day for participation points:</strong> analysis of news values</td>
<td>The first major assignment for this class requires students to do an in-depth interview. Students should identify someone who is not a relative or friend that they can interview at length. <strong>No graded assignment this week.</strong></td>
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<td>Aug. 31-Sept. 1</td>
<td>Interviewing. Read Chapters 4 and 5 in the text before the lecture. Check ICON for assigned news readings.</td>
<td>-- Introduce AP Stylebook. -- Exercises on developing questions, writing direct quotes and paraphrasing. -- Peer interviews (using social distancing) -- <strong>Morning sections turn in by 5 p.m., afternoon sections by 9 p.m. on your section day for participation points:</strong> practice exercises and AP style exercise</td>
<td>Graded section assignment: Description of what is newsworthy about your classmate and lead paragraphs of a story about your classmate. <strong>10 points</strong></td>
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<td>Date</td>
<td>Topic</td>
<td>Assignments</td>
<td>Due Date</td>
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<td>Sept. 7-8</td>
<td>Labor Day – no lecture, no section meetings</td>
<td>Single in-depth interview due by 8 p.m. Friday, Sept. 11</td>
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<td>Sept. 14-15</td>
<td>Newswriting style and the inverted pyramid. Read Chapter 8 in the text before the lecture. Check ICON for assigned news readings.</td>
<td>-- Introduce reaction story and rubric. -- Brainstorm ideas for reaction stories -- Work on inverted pyramid exercises. -- Morning sections turn in by 5 p.m., afternoon sections by 9 p.m. on your section day for participation points: practice exercises and AP style exercise.</td>
<td>Reaction story pitch due by 8 p.m. Friday, Sept. 18</td>
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<td>Sept. 21-22</td>
<td>Refining your writing and self-editing. Review portions of Chapter 9 in the text. Read Appendix 1 and Appendix 2 in the text. Check ICON for assigned news readings.</td>
<td>-- Introduce profile assignment and rubric. -- Review inverted pyramid leads from last week -- Analyze current news stories written in inverted pyramid style -- Practice exercises -- Morning sections turn in by 5 p.m., afternoon sections by 9 p.m. on your section day for participation points: practice exercises and AP style exercise.</td>
<td>Graded section assignment: Write an inverted pyramid news brief. 10 points</td>
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<td>Date</td>
<td>Activity</td>
<td>Graded Assignment</td>
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<td>Sept. 28-29</td>
<td>Sources and online research. Read Chapter 3 in the text. Check ICON for assigned news readings. -- Review last week’s graded assignment -- Analyze news sources -- Analyze website in preparation for graded assignment &quot;Morning sections turn in by 5 p.m., afternoon sections by 9 p.m. on your section day for participation points: news source analysis and AP style exercise.&quot;</td>
<td>Graded section assignment: website analysis. 10 points Reaction story due by 8 p.m. Oct. 2.</td>
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<td>Oct. 5-6</td>
<td>Journalism and Public Relations. Read Chapter 18 in the text before the lecture. Check ICON for assigned news readings. -- Review last week’s assignment. -- Review news release samples -- Start work on graded news release using proper format &quot;Morning sections turn in by 5 p.m., afternoon sections by 9 p.m. on your section day for participation points: AP style exercise.&quot;</td>
<td>Graded section assignment: news release 20 points</td>
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<td>Oct. 12-13</td>
<td>Speeches, meetings and news conferences. Read Chapter 14 in the text. Check ICON for assigned news readings. -- Practice exercise in preparation for graded exercise &quot;Morning sections turn in by 5 p.m., afternoon sections by 9 p.m. on your section day for participation points: practice exercises and AP style exercise.&quot;</td>
<td>Graded section assignment: Inverted pyramid style lead and supporting paragraphs covering a meeting. 15 points</td>
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<td>Oct. 26-27</td>
<td>Public affairs reporting and investigative journalism. Read Chapters 16 and 17 in the text before the lecture. Check ICON for assigned news readings. -- Current news story analysis. -- Discussion of the role of journalism in U.S. democracy, business and culture. -- Discuss editing and revision -- Verbal participation will be emphasized. Points assigned based on engagement.</td>
<td>-- Exames in preparation for graded assignment. -- Morning sections turn in by 5 p.m., afternoon sections by 9 p.m. on your section day for participation points: practice exercises and AP style exercise.</td>
<td>Graded section assignment: Revising the reaction story. 10 points</td>
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<td>Nov. 2-3</td>
<td>Reporting with numbers. Read Chapter 7 in the text. Check ICON for assigned news readings.</td>
<td>-- Exercises in preparation for graded assignment. -- Morning sections turn in by 5 p.m., afternoon sections by 9 p.m. on your section day for participation points: practice exercises and AP style exercise.</td>
<td>Graded section assignment: Writing with numbers. 10 points</td>
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<td>Date</td>
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<td>Nov. 9-10</td>
<td>Feature leads and narrative writing. Read Chapters 9 and 10 in the text. Check ICON for assigned news readings.</td>
<td>-- Review expectations for final story due during finals week. Most of the reporting for the final stories should be finished before the week of Dec. 7 so that students can participate in peer editing during that week's sections. -- Practice exercise -- <strong>Morning sections turn in by 5 p.m., afternoon sections by 9 p.m. on your section day for participation points:</strong> practice exercise and AP style exercise.</td>
<td>10 points</td>
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<td>Nov. 16-17</td>
<td>Writing for audio/video. Read Chapter 12 in the text before lecture. Check ICON for assigned news readings.</td>
<td>-- Audio/Video script instructions. Review of sample script. -- <strong>Morning sections turn in by 5 p.m., afternoon sections by 9 p.m. on your section day for participation points:</strong> practice exercises and AP style exercise.</td>
<td>15 points</td>
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<td>Nov. 23-24</td>
<td>Thanksgiving break – No lecture, no section meetings</td>
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<td>Nov. 30-Dec. 1</td>
<td>Opinion writing Check ICON for assigned readings.</td>
<td><strong>Sections meet via Zoom</strong> Review current opinion pieces. <strong>Discussion will be emphasized for participation points.</strong></td>
<td><strong>Graded section assignment:</strong> short opinion piece (reviews of books, movies, concerts, etc., not allowed)</td>
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Dec. 7-8

Semester wrap-up and review of key elements needed to succeed on the final story.
Check ICON for assignment readings.

Sections meet via Zoom.
-- Students should have substantial portions of the reporting completed before the section meetings – at least 250 words.

Graded section assignment: Work with peer editor on the lead and supporting paragraphs of the final story. Submit the edits and comments on your partner’s story. 15 points
*Those who do not have a rough draft prepared will not be able to participate and will lose these points.

Finals

Final story. Due date: noon Wednesday, Dec. 16

Major and Joint Assignments for MMS and JRW

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<tr>
<th>Week</th>
<th>MMS assignments</th>
<th>JRW assignments</th>
<th>Due</th>
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<td>Week 1</td>
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<td>Week 2</td>
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<td>Week 3</td>
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<td>Single in-depth interview</td>
<td>Friday, Sept. 11, 8 p.m.</td>
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<td>Week 4</td>
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<td>Week 5</td>
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<td>Week 6</td>
<td>Audio story*</td>
<td>Reaction story*</td>
<td>Friday, Oct. 2, 8 p.m.</td>
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<td>Week 7</td>
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<td>Week 8</td>
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<td>Week 9</td>
<td>Photo Story*</td>
<td>Profile*</td>
<td>Friday, Oct. 23, 8 p.m.</td>
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<td>Week 10</td>
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<td>Week 11</td>
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<tr>
<td>Week 12</td>
<td>Video story</td>
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Absences and Attendance
Students are responsible for attending class and for contributing to the learning environment of a course. Students are also responsible for knowing their course absence policies, which will vary by instructor. All absence policies, however, must uphold the UI policy related to student illness, mandatory religious obligations, including Holy Day obligations, unavoidable circumstances, or University authorized activities (https://clas.uiowa.edu/students/handbook/attendance-absences). Students may use the CLAS absence form to aid communication with the instructor who will decide if the absence is excused or unexcused. The form is located on ICON within the top banner under "Student Tools."

Academic Integrity
All undergraduates enrolled in courses offered by CLAS have, in essence, agreed to the College's Code of Academic Honesty. Misconduct is reported to the College, resulting in suspension or other sanctions, with sanctions communicated with the student through UI email. Visit this page for information: (https://clas.uiowa.edu/students/handbook/academic-fraud-honor-code).

Accommodations for Disabilities
UI is committed to an educational experience that is accessible to all students. A student may request academic accommodations for a disability (such as mental health, attention, learning, vision, and physical or health-related condition) by registering with Student Disability Services (SDS). The student is then responsible for discussing specific accommodations with the instructor. More information is at https://sds.studentlife.uiowa.edu/.

Administrative Home of the Course
The College of Liberal Arts and Sciences (CLAS) is the administrative home of this course and governs its add/drop deadlines, the second-grade-only option, and related policies. Other colleges may have different policies. CLAS policies may be found here: https://clas.uiowa.edu/students/handbook.

Classroom Expectations
Students are expected to comply with University policies regarding appropriate classroom behavior as outlined in the Code of Student Life. This includes the policies and procedures that all students have agreed to regarding the Steps Forward for Fall 2020 in response to the COVID-19 pandemic. Particularly, all students are required to wear a face cover when in a
UI building, including a classroom. In addition, the density of seats in classrooms has been reduced. In some instances, this will allow 6 feet or more of distance while other cases, it may be less. Regardless, wearing face coverings and maintaining as much distance as is possible are vital to slowing the spread of COVID-19. In the event that a student disrupts the classroom environment through their failure to comply with the reasonable directive of an instructor or the University, the instructor has the authority to ask that the student immediately leave the space for the remainder of the class period. Additionally, the instructor is asked to report the incident to the Office of Student Accountability for the possibility of additional follow-up. Students who need a temporary alternative learning arrangement related to COVID-19 expectations should contact Student Disability Services (https://sds.studentlife.uiowa.edu/fall-2020/covid-19-temporary-learning-arrangements/; +1 319 335-1462).

Communication and the Required Use of UI Email
Students are responsible for official correspondences sent to the UI email address (uiowa.edu) and must use this address for all communication within UI (Operations Manual, III.15.2).

Complaints
Students with a complaint about an academic issue should first visit with the instructor or course supervisor and then with the Chair of the department or program offering the course; students may next bring the issue to the College of Liberal Arts and Sciences; see this page for more information: https://clas.uiowa.edu/students/handbook/student-rights-responsibilities.

Final Examination Policies
The final exam schedule is announced around the fifth week of classes; students are responsible for knowing the date, time, and place of a final exam. Students should not make travel plans until knowing this information. No exams of any kind are allowed the week before finals with a few exceptions made for particular types of courses such as labs or off-cycle courses: https://registrar.uiowa.edu/final-examination-scheduling-policies.

Nondiscrimination in the Classroom
The University of Iowa is committed to making the classroom a respectful and inclusive space for people of all gender, sexual, racial, religious, and other identities. Toward this goal, students are invited in MyUI to optionally share the names and pronouns they would like their instructors and advisors to use to address them. The University of Iowa prohibits discrimination and harassment against individuals on the basis of race, class, gender, sexual orientation, national origin, and other identity categories set forth in the University's Human Rights policy. For more information, contact the Office of Equal Opportunity and Diversity (https://diversity.uiowa.edu/eod; +1 319 335-0705 or diversity.uiowa.edu)

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 must uphold the UI mission and contribute to a safe environment that enhances learning. Incidents of sexual harassment must be reported immediately. For assistance, please see https://osmrc.uiowa.edu/.