Journalistic Reporting and Writing (JMC:2010:0AAA)
Fall 2016
W151 Pappajohn Business Building (PBB)
9:30-10:20 a.m. M

Instructor: Lillian Zier Martell
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Phone: 319-335-5961
Office location and hours: W343 AJB 10 a.m.-1 p.m. Wednesdays and by appointment
SJMC DEO: David Ryfe, david-ryfe@uiowa.edu Office: E305 AJB, Phone: 335-3486

Discussion sections and instructors:
0A01: Lillian Martell, 10:30 a.m.-1:20 p.m. Monday, W336 AJB
0A02: Michael Davis, 1:30-4:20 p.m. Monday, W336 AJB; michael-s-davis@uiowa.edu
0A03: Sarah Igram, 9:30A - 12:20P Tuesday, W336 AJB; sarah-igram@uiowa.edu
0A04: Michael Davis, 12:30P-3:20P Tuesday, W336 AJB; Michael-s-davis@uiowa.edu
0A05: Subin Paul, 3:30P - 6:20P Tuesday, W336 AJB; subin-paul@uiowa.edu
0A06: Subin Paul, 9:30A-12:20P Tuesday, W332 AJB; subin-paul@uiowa.edu

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 of the reporting and sources, the expectations and grading are separate and distinct.

Required reading:
- The New York Times
- The Des Moines Register
- The Daily Iowan
- Other readings assigned throughout the session.
The textbook is available at the University of Iowa Bookstore. Students must acquire the 11th edition. 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. Students also will have access to a shared online account for the AP Stylebook.

The New York Times (nytimes.com) and the Des Moines Register (desmoinesregister.com) are available in vending machines around campus and are accessible to students using their ID cards. Both newspapers have limited access on the open Internet. They are available through the Proquest, Factiva and LexisNexis databases.

**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 five major writing assignments that are worth a total of 600 points: a single-person interview story worth 50 points, a news release worth 100 points, an interview/reaction piece worth 125 points, a public affairs story worth 150 points and a final feature story worth 175 points. Rubrics will be used to grade each of these assignments. Students will post each assignment to a WordPress site and will not receive a grade until the work has been posted.

- News quizzes worth 10 points each will be given at the beginning of the 13 lecture sessions after the first week. The lowest score will be dropped. Students will receive five points for taking the quiz and one point for each correct answer on five news questions each week. In other words, students receive five points each week for attending the lectures and signing their names to the quizzes as a way to reward attendance. The five news questions will measure students’ involvement in monitoring the news, a habit they should cultivate diligently as communications practitioners and participants in or observers of a democracy. The news quizzes are worth a total of 120 points.

- Students will complete 13 in-class exercises and quizzes in the discussion sections. Of these, 10 exercises and quizzes are worth 10 points each and three are worth 20 points each, for a total of 160 points from in-class work. Exercises are done in class so that students can receive help from TAs and maximize the opportunity to build professional-level writing skills. Students who rush through in-class exercises without accepting instruction or advice should not expect to receive full credit if their work does not meet professional standards.

- The Teaching Assistants will grant up to five points for participation at each section meeting. Students will receive a minimum of one point for being on time and staying the entire session. The TAs may award the remaining four points based on students’ participation in discussions and exercises that are not turned in for grades. Non-graded exercises are completed during the sections because writing is a skill that improves with practice. These exercises will help students understand the concepts covered in the lectures and will improve their performance on the in-class and out-of-class graded assignments. The total for participation/attendance at section meetings is 70 points.

- Two lecture review quizzes worth 25 points each will be given. The total for lecture review quizzes will be 50 points.

Summary of points:
Major assignments: 600 points (60 percent)
News quizzes/lecture attendance: 120 points (12 percent)
Section in-class assignments/quizzes: 160 points (16 percent)
Section attendance/participation: 70 points (7 percent)
Lecture review quizzes: 50 points (5 percent)
Total: 1,000 points

Academic honesty and grading: Professional communication is fact-based. Aside from selected 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 each major assignment. 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. 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 the field of journalism and will reflect negatively on the student’s grade for that assignment.

**Missed assignment policy:** In-class assignments, quizzes and so forth cannot be made up unless the student is attending a University-excused activity or provides a doctor’s note verifying illness. The instructors will not repeat lecture information or in-class announcements. Students who must be absent should arrange to get lecture and discussion notes from classmates. When students are absent for excused activities that are scheduled in advance, they must turn in assignments before the deadlines. Students who provide verification of illness may be allowed an extension without penalty until the Monday that follows the deadline. For students who miss discussion sections with an excused absence, TAs may allow up to one week for students to take quizzes or turn in exercises, including ungraded exercises for participation points. Students should be aware that absences will not be excused for minor illnesses, internships, outside job duties, etc. Excused absences will be rare, so plan accordingly.

The ability to meet deadlines is a critical skill in the communications industry and will be strictly enforced in this class. Students will begin losing points immediately after missing the assignment deadline and will lose a full letter grade for each 24-hour period that the assignment is turned in late. After five days, the assignment will not be accepted and the student will receive a “zero” on that assignment.

Students will not be allowed to make up the news quizzes given during the lectures for any reason as they are allowed to drop the lowest score.

**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.

General expectations

- Read assigned chapters 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. The vast majority of your work on the major assignments will take place outside class time. For a 4 credit hour course, students should expect to spend at least 8 hours a week working outside class.
- Be prepared to share assignments with others 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, texting or other forms of electronic communication for interviews. In-person or, secondly, telephone interviews remain the best methods of obtaining fresh, first-hand information.
- Good writers are voracious readers. Set aside at least 30 minutes a day to read news stories. Along with the New York Times, the Des Moines Register and the Daily Iowan, try Time magazine (time.com), cnn.com and npr.org among others.
- Turn off cell phones, laptops and other electronic devices during lectures. Students who violate this policy may be asked to turn in their devices until the end of the class period. Electronic devices may be used during the discussion sections when permitted by the instructors for classroom work only.
- Take notes. Aside from eliminating the temptation to be distracted by the latest app, turning off your electronics forces you to hone the skill of note-taking. You might not believe this, but technology can fail and often does at the most inconvenient times. Good notes are an acceptable back-up to produce written journalism.
- Do record interviews and take notes, even for stories intended only for print. Equipment can be checked out from in the equipment room located on the first floor of the Becker Communication Studies Building. This is expensive equipment, and you are responsible for maintaining it when you check it out. To check out equipment for this course, please reserve it by visiting http://research3.its.uiowa.edu/film/. You must reserve equipment by 8 a.m. on the day you’d like to check it out. You can only reserve equipment for pickup on a Monday, Wednesday, or Friday. You can reserve equipment up to two weeks in advance. You must have a valid University of Iowa student ID card to check out equipment.
Check ICON and campus email before each class period for announcements or last-minute schedule changes.

**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.
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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>Week 1: Aug. 22-23</td>
<td>The current state of journalism and the elements of news. Read Chapters 1 and 2 in the Bender text before the lecture.</td>
<td>-- Review the syllabus in detail. -- Bring a print newspaper (not the Daily Iowan) to your section and be prepared to mark it up. -- Review news websites and analyze how they prioritized news.</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. Students must get approval from their TA for the person they plan to interview by describing how that person is newsworthy. <strong>No graded assignment this week.</strong></td>
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<td>Week 2: Aug. 29-30</td>
<td>Newswriting style and the inverted pyramid. Read Chapters 3 and 7 in the Bender text before the lecture.</td>
<td>-- Introduce AP Stylebook. -- Discuss expectations for the one-person interview due Friday, Sept. 16. -- Analyze current news stories written in inverted pyramid style. -- Work on inverted pyramid exercises in the Bender text and provided by instructors.</td>
<td>In-class exercise for a grade: inverted pyramid leads</td>
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<td>Week 3: Labor Day</td>
<td>Lecture and sections do not meet.</td>
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<td>Get approval for the interview subject by Friday, Sept. 9.</td>
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<td>Week 4: Sept. 12-13</td>
<td>Interviewing. Read Chapter 11 in the Bender text before the lecture.</td>
<td>-- Review exercise on inverted pyramid leads. -- Exercises on developing questions for sources. -- Peer interviews</td>
<td>One-person interview story due by 8 p.m. Friday, Sept. 16. In-class exercise for a grade: Description of what is newsworthy about your classmate and lead paragraphs of a story about your classmate.</td>
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<td>Week 6: Sept. 26-27</td>
<td>Sources and online research.</td>
<td>-- Review graded inverted pyramid exercise from Bender text (Exercise 3, pp. 156-157). -- Ungraded exercise analyzing a website in preparation for the graded exercise.</td>
<td>In-class exercise for a grade: website analysis. <strong>Interview/reaction story due by 8 p.m. Friday, Sept. 30.</strong></td>
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<td>Week 7: Oct. 3-4</td>
<td>Journalism and Public Relations. Read Chapter 20 in the Bender text before the lecture.</td>
<td>-- Review areas of improvement identified in interview/reaction stories. -- Review expectations for news release. -- Write news release advance.</td>
<td>In-class exercise for grade: news release advance (20 points)</td>
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<td>Week 8: Oct. 10-11</td>
<td>Refining your writing and self-editing. Read Chapters 3 and 4 in the Bender text before the lecture.</td>
<td>-- Quiz over lectures through Oct. 3. -- Ungraded exercises in Bender text and provided by the instructor in preparation for graded exercise.</td>
<td>News release covering event due by 8 p.m. <strong>Friday, Oct. 14.</strong> 25-point quiz covering lectures through Oct. 3. In-class exercise for a grade: editing for grammar, style, brevity and clarity.</td>
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<td>Week 9: Oct. 17-18</td>
<td>Refining your writing and self-editing continued. Read Chapter 10 in the Bender text before the lecture.</td>
<td>-- Instructors will go over the highs and lows of the news releases. -- Review expectations for public affairs story. -- Ungraded exercises in Bender text and provided by the instructor in preparation for graded exercise.</td>
<td>In-class exercise for a grade: editing for grammar, style, brevity and clarity.</td>
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<td>Week 10: Oct. 24-25</td>
<td>Writing for radio and television. Read Chapter 12 in the Bender text before lecture.</td>
<td>-- Radio and TV script exercise</td>
<td>Radio and TV script exercise for grade. Work will be done during the discussion section. (20 points)</td>
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<td>Week 11: Oct. 31-Nov. 1</td>
<td>Writing for digital media. Read Chapter 13 in the Bender text before the lecture.</td>
<td>-- Exchange and read TV scripts aloud to the class. Participation in reading the scripts will be required to receive full participation points for today. -- Ungraded exercises on writing for digital media in preparation for graded exercise.</td>
<td>In-class exercise for grade: writing professionally for social media.</td>
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<td>Week 12: Nov. 7-8</td>
<td>Public affairs reporting and investigative journalism. Read Chapter 18 and 19 in the Bender text before the lecture.</td>
<td>-- Discussion of the role of journalism in U.S. democracy, business and culture. Verbal participation will be required to earn full participation points for today.</td>
<td>In-class exercise for grade: inverted pyramid style story using an exercise from Chapter 18.</td>
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<td>Week 13: Nov. 14-15</td>
<td>Alternative leads and feature stories. Read Chapters 8 and 17 in the Bender text before the lecture.</td>
<td>-- Lecture review quiz covering Oct. 10 through Nov. 7. -- Review expectations for final feature story. -- Ungraded exercises in Bender text and provided by the instructor in preparation for graded exercise.</td>
<td>Public affairs story due by 8 p.m. Friday, Nov. 18. 25-point lecture review quiz covering Oct. 10 through Nov. 7. In-class exercise for a grade: writing feature leads and nut graphs. (20 points)</td>
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<td>Week 14: Nov. 21-22, break</td>
<td>No lecture; no sections</td>
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<td>Week 15: Nov. 28-29</td>
<td>Newsgathering and the law. Read Chapter 5 in the Bender text before the lecture.</td>
<td>-- Discuss legal issues and share legal concerns students may have encountered. Verbal participation will be required to earn full participation points for today.</td>
<td>Quiz over the lecture and chapter.</td>
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**Week 16: Dec. 5-6**

| Newsgathering and ethics. Read Chapter 6 in the Bender text before the lecture. | -- Discuss ethics dilemmas from Bender text and provided by the instructor. Share any ethics questions students encountered. Verbal participation will be required to earn full participation points for today. | Quiz over the lecture and chapter. |

**Finals**

| Final feature story. Due date: TBD |

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**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>Week 4</td>
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<td>One-person interview story</td>
<td>Friday, 9/16, by 8 p.m.</td>
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<td>Week 5</td>
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<td>Week 6</td>
<td>Audio story</td>
<td>Interview/reaction story</td>
<td>Friday, 9/30, by 8 p.m.</td>
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<td>Week 7</td>
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<td>Week 8</td>
<td>Photo story</td>
<td>News release</td>
<td>Friday, 10/14, by 8 p.m.</td>
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<td>Week 9</td>
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<td>Week 10</td>
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<td>Week 11</td>
<td>Video</td>
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<td>Friday, 11/2, by 8 p.m.</td>
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<td>Week 12</td>
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<tr>
<td>Week 13</td>
<td>Data story</td>
<td>Public affairs story</td>
<td>Friday, 11/18, by 8 p.m.</td>
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<td>Thanksgiving break (11/21-11/25)</td>
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<td>Week 14</td>
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*Highlighted assignments are joint assignments between Multimedia Storytelling and Journalistic Reporting and Writing, which means they rely on the same reporting but produce distinct outcomes for each class.

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<th>Week 15</th>
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<tr>
<td>Finals</td>
<td>Final MM package</td>
<td>Final feature story</td>
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The College of Liberal Arts and Sciences: Policies and Resources

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

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

**Accommodations for Disabilities** -- The University of Iowa is committed to providing an educational experience that is accessible to all students. A student may request academic accommodations for a disability (which include but are not limited to mental health, attention, learning, vision, and physical or health-related conditions). A student seeking academic accommodations should first register with Student Disability Services and then meet with the course instructor privately in the instructor's office to make particular arrangements. Reasonable accommodations are established through an interactive process between the student, instructor, and SDS. See http://sds.studentlife.uiowa.edu/ for information.

**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** -- The final examination schedule for each class is announced by the Registrar generally by the fifth week of classes. Final exams are offered only during the official final examination period. No exams of any kind are allowed during the last week of classes. All students should plan on being at the UI through the final examination period. Once the Registrar has announced the date, time, and location of each final exam, the complete schedule will be published on the Registrar's web site and will be shared with
instructors and students. It is the student's responsibility to know the date, time, and place of a final exam.

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

**Understanding Sexual Harassment** -- Sexual harassment subverts the mission of the University and threatens the well-being of students, faculty, and staff. All members of the UI community have a responsibility to uphold this mission and to contribute to a safe environment that enhances learning. Incidents of sexual harassment should be reported immediately. See the UI Office of the Sexual Misconduct Response Coordinator 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.

**For more information** visit: http://clas.uiowa.edu/faculty/teaching-policies-resources-syllabus-insert