Journalistic Reporting and Writing (JMC:2010:0AAA)
Fall 2018
101 Becker Communication Studies Building (BCSB)
9:30-10:20 a.m. Monday

Instructor: Lillian Zier Martell
Email: lillian-martell@uiowa.edu
Phone: 319-335-5961
Office location and hours: W343 AJB 10:30 a.m.-12:30 p.m. Mondays; 11 a.m.-noon Tuesdays; and by appointment
SJMC DEO: David Ryfe, david-ryfe@uiowa.edu Office: E305 AJB, Phone: 335-3486

Discussion sections and instructors:
0A01: Mir Ashfaquzzaman, 10:30 a.m.-1:20 p.m. Monday, W336 AJB. Email: mir-ashfaquzzaman@uiowa.edu. Phone: 319-335-3486. Office location and hours: E329, 11:30 a.m. to 12:30 p.m. Tuesday and 1-3 p.m. Thursday.
0A02: Michael Davis, 10:30 a.m.-1:20 p.m. Monday, W340 AJB. Email: Michael-s-davis@uiowa.edu. Phone: Office location and hours: E329 AJB, 1:30-3:30 p.m. Monday and noon-1 p.m. Thursday.
0A03: Michael Davis, 9:30 a.m.-12:20 p.m. Tuesday, W340 AJB
0A04: Lillian Martell, 12:30-3:20 p.m. Tuesday, W340 AJB
0A05: Ryan Stoldt, 3:30-6:20 p.m. Tuesday, W340 AJB. Email: ryan-stoldt@uiowa.edu. Phone: 319-335-3442. Office hours: 1-3 p.m. Wednesday, AJB E327, and 2-3 p.m. Thursday, AJB W336.

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 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 12th 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 open-book quizzes 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 nytimes.com/passes. When available, passes are renewable every 24 hours. The Associated Press 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 five major writing assignments that are worth a total of 650 points: a single-person interview story worth 50 points, an event story worth 75 points, a reaction piece worth 125 points, a public affairs story worth 150 points and a final feature story worth 250 points. Rubrics will be used to grade each of these assignments. Story ideas in each section – with the exception of the event story – will be assigned on a first-come-first-serve basis; the first student to notify the section leader will receive the assignment to avoid story duplication within that section.

- News/assigned reading 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 1 point for each correct answer on five news questions each week and 2 points for correctly answering one question from the assigned reading. Students will receive the remaining 3 points for attending the lectures and staying until the end. The news quizzes will be given promptly at 9:30 a.m. Students who arrive late cannot make up the quiz but can still receive the three attendance points by turning in their names to the section leaders until 9:40 a.m. After that time, students will not receive attendance points. The section leaders will take note of those who leave early, and they will not receive attendance points for that date.

- 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 assignments worth 15 points each. The lowest score at the end of the semester will be dropped. Exercises are done in class section meetings so that students can receive help from the instructors 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 total score for in-class graded assignments is 180 points.

- Students will do journal entries after each section meeting that will include summaries of their work and contributions during the sections. The journals will be graded at midterm and at the end of the semester according to directions provided on a rubric. Section attendance will be accounted for on the journal rubric. The total score for the journals will be 180 points.
Two lecture review/AP style quizzes worth 35 points each will be given during discussion sections as noted in the course schedule. The total for lecture review/AP style quizzes will be 70 points.

Students have the following opportunities for extra credit: Posting the single-person interview, revised to the instructor’s standards, to the WordPress site will be worth 5 points. Students who have their public affairs story or their final story accepted for publication in an outside venue can receive up to 5 points each. All stories must be submitted as Microsoft Word documents for grading in ICON before they are sent elsewhere for potential publication (see the paragraph below under “Academic honesty and grading.”) No other extra credit options will be offered.

Summary of points:
Major assignments: 650 points (54 percent)
Section in-class graded assignments: 180 points (15 percent)
Section attendance/participation journal: 180 points (15 percent)
News quizzes/lecture attendance: 120 points (10 percent)
Lecture review quizzes: 70 points (6 percent)
Total: 1,200 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.

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.

Students cannot take quizzes from a remote location. They must attend the lecture to take the news quizzes, and they must be present in the section classroom to take quizzes assigned during that time.

**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, the instructors may allow up to one week for students to take quizzes or turn in exercises. Students should be aware that absences will not be excused for minor illnesses, internships, job duties, etc. Excused absences will be rare, so plan accordingly. Journal-entry points for missed sections can only be made up for excused absences as noted above and not for personal schedule conflicts. *Note that the lowest grades are dropped for new quizzes, journal entries and in-class section assignments. This policy is intended to cover minor illnesses and emergencies that do not qualify for an excused absence.*

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 are responsible for checking to make sure their assignments have been turned in. Technology failures, mistakes or lack of access to Wi-Fi cannot be used as an excuse for missed deadlines.

**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 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 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.
- 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, even for stories intended only for print. The equipment checkout procedure is posted on ICON.
- Check ICON and campus email before each class period for announcements or last-minute schedule changes. Chrome is the recommended browser for ICON.

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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<tr>
<td>Aug. 20-21</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. -- Analyze news values of current stories in print and online. -- Go over the Society of Professional Journalists Code of Ethics (Appendix 3 in the text). -- Textbook chapter review -- Advise them to start thinking about someone to interview for the first major assignment. -- Write first journal entry.</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 section leader for the person they plan to interview. <strong>No graded assignment this week, but journal entries will begin.</strong></td>
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<td>Aug. 27-28</td>
<td>Interviewing. Read Chapters 3 and 4 in the text before the lecture. Check ICON regularly for potential postings of additional readings.</td>
<td>-- Introduce AP Stylebook. -- Discuss expectations for the one-person interview due Friday, Sept. 14. Get approval for the interview by 8 p.m. Thursday, Sept. 6. -- Textbook chapter review and news story analysis. -- AP style exercise -- Exercises on developing questions, writing direct quotes and paraphrasing. -- Peer interviews -- Journal entries</td>
<td>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>Sept. 3-4</td>
<td>Labor Day – No JRW sections this week.</td>
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<td>Pitch for single-person interview due by 8 p.m. Thursday, Sept. 6.</td>
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<td>Date</td>
<td>Topic</td>
<td>Assignment</td>
<td>Notes</td>
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| Sept. 10-11 | Newswriting style and the inverted pyramid. Read Chapter 8 in the text before the lecture. Check ICON regularly for potential postings of additional readings. | -- Review peer interviews  
-- Textbook chapter review  
-- AP style exercise  
-- Analyze current news stories written in inverted pyramid style.  
-- Work on inverted pyramid exercises.  
-- Journal entries | In-class exercise for a grade: inverted pyramid leads  
**One-person interview story due by 8 p.m. Friday, Sept. 14.** |
| Sept. 17-18 | 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 regularly for potential postings of additional readings. | -- Introduce reaction story and rubric.  
-- Review the one-person interviews.  
-- Review last week’s in-class exercise.  
-- AP style exercise  
-- Ungraded exercises in preparation for the graded exercise.  
-- Journal entries | In-class exercise for a grade: Write an inverted pyramid news brief. |
| Sept. 24-25 | Writing for digital media. Read Chapter 11 in the text. Check ICON regularly for potential postings of additional readings. | -- Review last week’s in-class assignment.  
-- Discuss the event story due Oct. 26.  
-- Textbook chapter review and current news story analysis.  
-- AP style exercise  
-- Ungraded exercises in preparation for the graded exercise.  
-- Journal entries | Reaction story pitch due by 8 p.m. Thursday, Sept. 27.  
In-class assignment: Writing professionally for social media. |
| Oct. 1-2    | Sources and online research. Read Chapter 5 in the text. Check ICON regularly for potential postings of additional readings. | -- Review last week’s graded assignment.  
-- Textbook chapter review  
-- AP style exercise  
-- Ungraded exercise analyzing a website in preparation for the graded exercise.  
-- Journal entries | In-class exercise for a grade: website analysis. |
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<th>Oct. 8-9</th>
<th>Speeches, meetings and news conferences. Read Chapter 14 in the text. Check ICON regularly for potential postings of additional readings.</th>
<th>-- Lecture review quiz 1 covering lectures through Oct. 1 plus AP style. -- Introduce event story and rubric. -- Textbook chapter review -- Ungraded exercises in preparation for graded exercise. -- Journal entries</th>
<th>In-class assignment: Inverted pyramid style lead and supporting paragraphs covering a speech. Turn in journals for mid-term grading by 8 p.m. Thursday, Oct. 11. Reaction story due by 8 p.m. Friday, Oct. 12.</th>
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<td>Oct. 15-16</td>
<td>Journalism and Public Relations. Read Chapter 18 in the text before the lecture. Check ICON regularly for potential postings of additional readings.</td>
<td>-- Review the highs and lows of the reaction stories. -- Review last week’s in-class exercise. -- Review expectations for the public affairs story due Friday, Nov.17. -- AP style exercise -- Practice responding professionally to social media comments. -- Write practice news release. -- Journal entries</td>
<td>In-class exercise for grade: news release Event story pitch due by 8 p.m. Thursday, Oct. 18.</td>
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<td>Oct. 22-23</td>
<td>Public affairs reporting and investigative journalism. Reach Chapters 16 and 17 in the text before the lecture. Check ICON regularly for potential postings of additional readings.</td>
<td>-- Review last week’s in-class exercise. -- Textbook chapter review and current news story analysis. -- AP style exercise -- Discussion of the role of journalism in U.S. democracy, business and culture. Verbal participation will be emphasized. -- Journal entries</td>
<td>In-class exercise for grade: Revising the reaction story. Event story due at 8 p.m. Friday, Oct. 26.</td>
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<td>Oct. 29-30</td>
<td>Reporting with numbers. Read Chapter 7 in the text. Check ICON regularly for potential postings of additional readings.</td>
<td>-- Review highs and lows of the event stories. -- Textbook chapter review and current news story analysis. -- AP style exercise -- Exercises in preparation for in-class assignment.</td>
<td>In-class assignment for grade: Writing with numbers. <strong>Public affairs pitch due by 8 p.m. Thursday, Nov. 1.</strong></td>
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<td>Nov. 5-6</td>
<td>Feature leads and narrative writing. Read Chapters 9 and 10 in the text. Check ICON regularly for potential postings of additional 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. 3 so that students can participate in peer editing during that week’s sections. -- Review last week’s in-class assignment. -- Textbook chapter review and current news story analysis. -- AP style exercise -- Journal entry</td>
<td>In-class exercise for a grade: Writing a feature lead and nut graf.</td>
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<td>Nov. 12-13</td>
<td>Writing for radio and television. Read Chapter 12 in the text before lecture. Check ICON regularly for potential postings of additional readings.</td>
<td>-- Lecture review quiz covering Oct. 8-Nov. 5 plus AP style. -- Textbook chapter review and current news story analysis -- Radio and TV script practice exercise -- Exercises in preparation for the graded in-class assignment. -- Journal entry</td>
<td>Radio and TV script exercise for grade. Work will be done during the discussion section. <strong>Public affairs story due at 8 p.m. Friday, Nov. 16.</strong> Pitch for final story due by 8 p.m. Thursday, Nov. 15.</td>
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<td>Nov. 19-20</td>
<td>Thanksgiving week – no section meetings.</td>
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<td>Nov. 26-27</td>
<td>Legal and ethical issues in news gathering. Read Chapters 19 and 20 in the text. Check ICON regularly for potential postings of additional readings.</td>
<td>Exchange and read TV scripts aloud to the class. Reminder to bring a rough draft of the top part of the final stories – at least 250 words – along with story notes. Discuss legal and ethical issues and share concerns students may have encountered. Verbal participation will be emphasized. -- Journal entries.</td>
<td>In-class graded assignment: Choose one ethics problem and one legal problem and write a summary of how you would handle each situation using concepts covered in the lecture and discussion.</td>
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<td>Dec. 3-4</td>
<td>Semester wrap-up and review of key elements needed to succeed on the final story. Read story samples posted to ICON before the lecture. Check ICON regularly for potential postings of additional readings.</td>
<td>Students should have substantial portions of the reporting completed before the section meetings and bring their notes, recordings and two printouts of the rough draft of the top part of their story – at least 250 words. Workshop time may be used to prepare the journals for final grading. The journals are due by 8 p.m. Dec. 6 but could be turned in much earlier as this week’s section is not included (except for 2 attendance points). After peer editing, ample time will be available to meet with your instructor and continue working on the text story.</td>
<td>Turn in journals for final grading by 8 p.m. Thursday, Dec. 6. In-class graded 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 for the 15-point graded assignment. *Those who do not have a rough draft prepared will not be able to participate and will lose these points.</td>
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<td>Finals</td>
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<td>Final feature story. Due date: TBD</td>
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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-interview story</td>
<td>Friday, Sept. 14, by 8 p.m.</td>
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<td>Week 5</td>
<td>Data Story</td>
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<td>Friday, Sept. 21, by 8 p.m.</td>
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<td>Week 6</td>
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<td>Week 7</td>
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<td>Week 8</td>
<td>Audio story*</td>
<td>Reaction story*</td>
<td>Friday, Oct. 12, by 8 p.m.</td>
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<td>Spring Break</td>
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<td>Week 9</td>
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<td>Week 10</td>
<td>Photo story*</td>
<td>Event story*</td>
<td>Friday, Oct. 26, by 8 p.m.</td>
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<td>Week 11</td>
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<td>Week 12</td>
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<td>Week 13</td>
<td>Video story**</td>
<td>Public affairs story**</td>
<td>Friday, Nov. 16, by 8 p.m.</td>
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<td>Week 14</td>
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<td>Week 15</td>
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<tr>
<td>Finals</td>
<td>Final MM package*</td>
<td>Final feature story*</td>
<td>TBD</td>
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*Joint assignment*: 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.

**Optional joint assignment**: Video and public affairs story can be joint or separate (see assignment description).
The College of Liberal Arts and Sciences: Policies and Resources

Administrative Home
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 other policies. These policies vary by college (https://clas.uiowa.edu/students/handbook).

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

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 should then discuss accommodations with the course instructor (https://sds.studentlife.uiowa.edu/).

Nondiscrimination in the Classroom
UI is committed to making the classroom a respectful and inclusive space for all people irrespective of their gender, sexual, racial, religious or other identities. Toward this goal, students are invited to optionally share their preferred names and pronouns with their instructors and classmates. 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 at diversity@uiowa.edu or diversity.uiowa.edu.

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 the UI email address.

CLAS Final Examination Policies
The final exam schedule for each semester 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 final exam information. No exams of any kind are allowed the week before finals. (https://clas.uiowa.edu/faculty/teaching-policies-resources-examination-policies.)

Making a Complaint
Students with a complaint should first visit with the instructor or course supervisor and then with the departmental executive officer (DEO), also known as the Chair. Students may then bring the concern to CLAS (https://clas.uiowa.edu/students/handbook/student-rights-responsibilities).

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