WARNING
This course will contain material on controversial topics and frank discussions of material and subjects which may be offensive or upsetting.

Investigative Reporting

Depth Reporting: Investigative Reporting
JMC 3405
University of Iowa
Fall 2016
MW 9:30 a.m. - 11:20 p.m.
Room: W340 Adler Journalism Building

Instructor: Assistant Professor Daniel Lathrop
Office: W340 Adler Journalism Building
Phone: (319) 335 - 3331 Email: daniel-lathrop@uiowa.edu
Office hours: Monday/Wednesday 2 p.m. - 3:30 p.m.
and by appointment

School of Journalism and Mass Communication
Director: Professor David Ryfe
Main office: E305 Adler Journalism Building
E-mail: david-ryfe@uiowa.edu
Office phone: 335-3486

Some of the policies relating to this course (such as the drop deadline) are governed by its administrative home, the College of Liberal Arts and Sciences, 120 Schaeffer Hall.

From *All the President’s Men* to *Spotlight*, investigative journalists make a difference. In this class, we’ll read classic pieces of investigative reporting and work on an investigative project with *IowaWatch* for publication by Iowa media and other news outlets.

Enrolling in this class means you have joined a team that is producing a project together. That’s important because everyone will be depending on the work of others.

Over the course of the semester we will cover topical material each week and also take time in class every week to have a team meeting.

Each of you will have individual reporting and/or writing tasks to complete each week which will be reflected in your weekly memo to me.

**Course Objectives**

- To learn to plan and conduct investigative research in a thorough and ethical manner.
- To create high quality written and produced media on investigative story.
- To understand the role of investigative reporting in modern journalism.
- To learn how to function as a member of team on a major project.

**Textbook**

The required text is available at the University of Iowa bookstore (Hawk Shop) in the IMU

- *The Harvest Gypsies* by John Steinbeck

**AP Stylebook**

Students should already own *The Associated Press Stylebook*, but if you don’t own it you can purchase it at the bookstore. You can also use the university’s subscription to the online version of the stylebook here:

https://www.apstylebook.com/ uiowa.edu/

You are responsible for following current AP style as reflected in the online stylebook. Of particular note is the section on "state names," which changed in the 2016 edition.
**Weekly reading assignments**

**Reading assignments** are available from the "Pages" tab on ICON. Assignments not included in the required or recommended text books will be provided as PDFs, links or instructions for retrieving them from University of Iowa Libraries databases.

**Recommended reading**

The following reading is on reserve for short-term checkout from the School of Journalism Resource Center on the third floor of Adler.

- *Photojournalism* by Kevin Kobre
- *On Writing Well* by William Zinsser
- *Videojournalism* by Kevin Kobre
- *Sound Reporting* by Jonathan Kern
- *Reality Radio* by John Biewen

**Course calendar**

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
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<tbody>
<tr>
<td>Week 1</td>
<td>The soul of the investigative reporter</td>
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<tr>
<td>Weeks 2 - 4</td>
<td>Planning, developing and pitching an investigative project.</td>
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<tr>
<td>Weeks 5 - 7</td>
<td>Investigative techniques</td>
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<td>Week 8</td>
<td>Story workshop</td>
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<tr>
<td>Weeks 9 - 11</td>
<td>Investigative storytelling</td>
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<tr>
<td></td>
<td><em>Final research memo: Oct. 28</em></td>
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<tr>
<td>Weeks 12 - 14</td>
<td>Fact checking and editing</td>
</tr>
<tr>
<td></td>
<td><em>Draft final project due: Nov. 18</em></td>
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<tr>
<td></td>
<td><em>AP Style test: Nov. 30</em></td>
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<tr>
<td></td>
<td><em>Final project due: Dec. 2</em></td>
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<tr>
<td>Week 15</td>
<td>Story workshop</td>
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**Assignments and Grading** (100 points total)

**Attendance & Participation** (12.5 points)

Showing up for class is like showing up for work. You are expected to be present and prepared to participate every day. You receive credit based on the percent of classes at which you are present and ready to take part in class.

But, since life does happen, you have three “PTO days.” In the professional world, Paid Time Off (PTO) is an employee’s pool of available sick and vacation days off from work.

Your three “PTO days” can be used any day and for any reason, but you must notify me at least 20 minutes before class via email or a voicemail to my office phone (319-335-3331).

Use these days wisely. Additional excused absences will be given only in accordance with university policies, for student-athlete travel to out-of-town games, and in extraordinary cases such as documented inpatient hospitalization.

Remember, missing three out of 29 classes would be missing more than 10 percent of the of the class sessions. I encourage you not to do that.

**Quizzes** (12.5 points)

Each day there will be a pass/fail quiz. Some days that will be a simple question from the reading or past classes. Other days it may be a very short writing or media production exercise.

Quizzes will happen in the first few minutes of class, and if you arrive after it is over, you will not receive credit.
You can drop one quiz, and for each "PTO" day you don’t take you’ll be able to drop another quiz.

Professionalism (12.5 points)
In and outside of the classroom you are expected to conduct yourself as a professional.
That includes (but isn’t limited to):
- treating your classmates and colleagues respectfully
- expressing your views honestly
- refraining from the use of inappropriate language
- meeting commitments (such as deadlines and scheduled appointments)
- avoiding any inappropriate behavior about which you have been warned

Points will be deducted at the instructor’s sole discretion.

Weekly memos and personal site (25 points)
Each Friday by 5:02 p.m. you will turn in a memo. The expectations for these memos will be outlined in class.
Generally it will be expected to fulfill required tasks for the week, meet the basic expectations of professional work and reflect at least eight hours of out-of-class work.
Basically professional expectations means that it is accurate, free from spelling, grammatical and composition errors, follows AP Style and addresses all specifics requested/assigned by the professor.
Minor problems will result in you being required to turn in a revised version. Major problems or failing to make revisions will result in half or no credit at the sole discretion of the instructor.
In the first two weeks of class you will develop a professional resume. It counts as your first weekly portfolio.
The lowest score will be dropped.

Final research memo (12.5 points)
Your assigned research/reporting tasks, updated weekly throughout will be distilled into a single memo so that everyone on the team can rely on -- and fact check -- each other’s work. Due in week 10.

Final project (25 points)
In Week 8 each student will be assigned, after consultation with the professor, a set of writing and media production tasks for the overall team effort. Those may include stories, photo essays, videos and web pages.
You will turn in a working draft of your final project in week 12. Specific rubrics for specific types of work will be distributed well in advance.
The draft final project is due Nov. 18 (just before Thanksgiving break). The final project is due Dec. 2.
Specific rubrics for specific types of work will be distributed well in advance. Significant emphasis will be whether questions or changes requested in the draft project are addresses in the final project.

Extra credit (5 points)
While this class is not about AP style, mastery of it is useful for work in any journalistic medium. So in week 14 we will have an optional AP Style test worth up to 5 points of extra credit.

Plagiarism and academic honesty
In the work world plagiarism, lying and cheating are capital offenses, they’ll get you fired. So don’t do those things.
Violations of University of Iowa, College of Liberal Arts and Sciences, or School of Journalism and Mass Communication policies on plagiarism and academic dishonesty will result in an "F" in the course.

Your work must be your own. Team projects must credit authorship appropriately for everyone who did research on a piece and for everyone who participated in the writing of a piece.

If you have any questions about a specific case, it is always better to discuss the matter with the professor before doing something you’re not sure about.

**Ethics code**

Students in this course are expected to adhere to the ethics code distributed on the first day of class. Violations of the code will result in a reduction of grade. Gross violations will result in failing the course.

**Grading System and the Use of +/-**

This course and all assignments are graded on the +/- system.

Grading Scale

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>A</td>
<td>93% and above</td>
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<tr>
<td>A-</td>
<td>90-92%</td>
</tr>
<tr>
<td>B+</td>
<td>87-89%</td>
</tr>
<tr>
<td>B</td>
<td>83-86%</td>
</tr>
<tr>
<td>B-</td>
<td>80-82%</td>
</tr>
<tr>
<td>C+</td>
<td>77-79%</td>
</tr>
<tr>
<td>C</td>
<td>73-76%</td>
</tr>
<tr>
<td>C-</td>
<td>70-72%</td>
</tr>
<tr>
<td>D+</td>
<td>67-69%</td>
</tr>
<tr>
<td>D</td>
<td>63-66%</td>
</tr>
<tr>
<td>D-</td>
<td>60-62%</td>
</tr>
<tr>
<td>F</td>
<td>59% and below</td>
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**Additional Resources**

Students might find the Writing Center, the Speaking Center very useful for this course. The Tutor Iowa site is also very valuable for students seeking extra help.

Writing Center: [http://writingcenter.uiowa.edu](http://writingcenter.uiowa.edu)

Speaking Center: [http://speakingcenter.uiowa.edu](http://speakingcenter.uiowa.edu)

Tutor Iowa: [http://tutor.uiowa.edu](http://tutor.uiowa.edu)

**Teaching Policies & 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](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](http://opsmanual.uiowa.edu/human-resources/professional-ethics-and-academic-responsibility#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 includes but is 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.

School of Journalism and Mass Communication Learning Objectives

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. You can find more information about these learning outcomes here: https://clas.uiowa.edu/sjmc/undergraduate-programs/sjmc-assessment-plan. We regularly assess the curriculum to determine whether students are achieving these outcomes.

This course contributes to these learning outcomes by reinforcing the writing/storytelling, law/ethics and multiculturalism learning goals. Achieving these outcomes means the ability to:

Law & Ethics Learning Goal

Understand and apply the principles and laws of freedom of speech and press in real space and cyberspace, and demonstrate an understanding of professional ethical principles and their historical development.

Learning Objective 1. Students will demonstrate knowledge of the history of the First Amendment and awareness of the rights protected by the First
Amendment in different media contexts.

Learning Objective 2. Students will demonstrate knowledge of the main areas of media law, including libel, invasion of privacy, obscenity, commercial speech, intellectual property, and the freedom of the press.

Learning Objective 3. Students 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.

Learning Objective 4. Students will demonstrate an ability to explain their ethical approaches and reasoning about a particular dilemma in terms that can be understood by a diverse group of people.

Writing and Storytelling Learning Goal

Understand that clear, concise, correct writing is at the heart of journalistic expression and that reporting and communicating it effectively requires a knowledge and achievement of the highest, professionally-accepted standards in all work.

Learning Objective 1. Students will demonstrate the ability to gather factual story elements, and to evaluate and express them in logical, narrative forms for multiple media and audiences.

Learning Objective 2. Students 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.

Learning Objective 4. Students will demonstrate the ability to apply above concepts in a manner that is sensitive to audiences across all media.

Multiculturalism Learning Goal

To demonstrate an understanding of the diversity of groups (including communities defined by gender, race, ethnicity, age, religion and sexual orientation) in a global society in relationship to communications.

Learning Objective 1: Students will demonstrate an ability to produce media that serve the needs and interests of diverse communities and reflect their voices and experiences.

Learning Objective 2: Students will demonstrate sensitivity to and understanding of the cultures, histories, perspectives, and socio-economic and political situations of diverse groups.

Learning Objective 3: Students will demonstrate an ability to work with members of diverse groups to engage publicly over issues of community interest.
Assignments Summary:

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<th>Date</th>
<th>Details</th>
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