“Either write something worth reading or do something worth writing.”
—Benjamin Franklin

Instructor: Jill Fishbaugh

Class Meetings: Mondays and Wednesdays, 3:30 – 5:20 p.m.
W332 Adler Journalism Building

Office Hours: Mondays and Wednesdays, 2:30 – 3:30 p.m.
E341 Adler Journalism Building

Other times may be available by appointment. Please schedule an appointment with me by email so I do not overlap appointments.

Email (preferred contact): jill-fishbaugh@uiowa.edu

Please allow 24 hours for a response. I genuinely want to help my students, but I do also run a graphic design and communications business.

Prerequisites:
In order to enroll in this course, you must be a journalism major and have received a grade of C- or better in JMC:2010 and JMC:2020. Proficiency in word processing is also required. Familiarity with visual design is helpful as well, but not necessary.

Course Description (4 credits):
The purpose of this course is for students to develop the research, writing, editing, and design skills necessary to produce an engaging Iowa Journalist alumni magazine. Students will generate effective, strategy-based copy to be delivered through a variety of formats, including print, online, email, and social. This course is also designed to have students think critically about magazine content and design and how they relate to public relations practice.

Course Format/Instructional Method:
This course offers a hands-on approach to learning the many steps involved in producing a publication from its conceptualization to printing and online distribution and promotion through social media. The class will take place in a professional atmosphere—each class session will feature magazine writing and design lessons from the instructor as well as serve as a staff meeting for Iowa Journalist.
Class time will include discussing magazine writing principles, analyzing and evaluating writing and design strategies used in successful alumni publications, editing each other’s work, designing and creating infographics, and writing and re-writing. The success of this class depends on your engagement
and participation, as well as your commitment to completing projects on time as assigned. When you come prepared, your comments and insights will improve class discussion and the work of your classmates. Assigned readings should be completed prior to class.

**Course Goals:**

1) To introduce you to issues involved in alumni magazine writing and publication production, so that you begin thinking and performing like a strategic communications professional.

2) To provide an environment in which you can explore your writing potential, building upon principles discussed in class.

3) To help you develop content that can be used across multiple channels for multiple audiences and work effectively as part of a team as well as independently in this age of media convergence.

4) To foster professional and practical skills and confidence that will differentiate you from other applicants when you pursue internships and employment.

5) To successfully produce this semester’s *Iowa Journalist* alumni magazine in print and online with a strategy to share it with constituents via social media.

**Assignments:**

You will complete research, writing, editing and design assignments, as well as produce content to be published in the *Iowa Journalist*. You will be asked to generate and evaluate ideas for feature articles, sidebars, briefs, infographics, artwork, images and the front and back covers. You will also assist in fact-checking, production, and proofreading the magazine. The *Iowa Journalist* is not a mockup or a class assignment—it's a real magazine circulated to approximately 7,000 alumni and friends and used to promote the JMC-School, its people and programs.

**Remember:** When you interview sources, you are a representative of the School. You will need to dress in professional attire when meeting in person and/or communicate in a professional manner whether working by phone, email, and/or through social media. Put your best foot forward at all times. You are doing important “friend-raising” work. Impressions matter!

**Learning Objectives:**

You will gain valuable experience in research, writing, editing and design of magazine feature articles, and briefs as well as identifying hot topics, filtering information, developing strategy, and making decisions across multiple channels and platforms.

Specifically, after successful completion of this course, you will have learned to:

- Analyze trends and emerging issues focused on potential public relations.
- Use research to find interesting topics and reliable sources of information.
- Develop key messages and tailor them to specific audiences and organizational objectives.
- Produce clear, concise, well-organized, and accurate content, building upon content marketing strategies and strong key message development.
- Demonstrate an understanding of the role of public relations writing.
- Effectively tailor content for multiple communication platforms and communication methods.
- Apply reasoning, critical thinking, persuasion and creativity as you move through the writing, editing, and design process.
- Use AP Style, as well as correct grammar, spelling, and punctuation.
• Provide constructive feedback to your peers and embrace such feedback in return.
• Produce this semester’s *Iowa Journalist* magazine, suitable for your professional portfolio.

**JMC Learning Outcomes:**

The School of Journalism and Mass Communication is committed to your academic and professional success. In line with this commitment, they have identified specific learning outcomes that every student should obtain by the time they earn a JMC degree. You can find more information about these learning outcomes at [http://clas.uiowa.edu/sjmc/undergraduate-programs/assessment-plan](http://clas.uiowa.edu/sjmc/undergraduate-programs/assessment-plan).

This course contributes to these learning outcomes by helping you to demonstrate knowledge of ethics concepts, media literacy, writing and storytelling, and multiculturalism. This class has other, course-specific outcomes as well, including public relations writing across a range of formats, editing, and publication design skills.

**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.

• 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.
• 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.

**Media Literacy Learning Goal**
Understand the principles of media literacy and develop the skills necessary to access, analyze, evaluate, and create media messages across multiple media domains.

• Students will learn how to create and disseminate media messages in various forms.

**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.

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

**Multiculturalism Learning Goal**
Understand the diversity of groups (including communities defined by gender, race, ethnicity, age, religion and sexual orientation) in a global society in relationship to communications.

• Students will demonstrate an ability to produce media that serve the needs and interests of diverse communities and reflect their voices and experiences.
• Students will demonstrate sensitivity to and understanding of the cultures, histories, perspectives, and socio-economic and political situations of diverse groups.
• Students will demonstrate an ability to work with members of diverse groups to engage publicly over issues of community interest.

**Required Course Materials:**

There will be no required textbook for this class; however, *The Associated Press Stylebook and Briefing on Media Law* (recent edition) will be an important resource and reference tool. Students will be responsible to adhere to the *Iowa Journalist* style guidelines (provided in Canvas) for various magazine elements and checking for style consistency not only in their articles, but also on the final pages.

Supplemental readings may be supplied or read online throughout the course.

We will use Macintosh computers, scanners and Adobe Photoshop and InDesign software, all of which are available in the School’s graphics lab/classroom.

**Bring paper and a pen. You will be taking notes in longhand, not on your electronic device.**

**Please purchase and bring to every class a reliable flash drive to save your work. You will need to save your work on media such as a thumb drive that is independent of the lab computers. Losing your work isn’t considered a valid excuse.**

**Course Policies:**

*Attendance is required.* Just like an employee missing work, absence from class is not in your best interest. Your classmates are your co-workers, and they are relying on you to complete your assigned projects working as part of the *Iowa Journalist* team. Class lectures and discussions build upon each other to deliver the information necessary to complete your work. Deadlines are critical. We have a magazine to produce by the end of the semester! You are responsible for all material covered in class, including readings, class discussions, challenges, and any other material covered. Students missing class must obtain class notes from another student; notes are not available from the instructor. More than two unexcused absences will automatically lower your grade for the class one letter grade. If you miss a class exercise, it is not possible to make it up or receive points for it afterward.

*Being on time for class is as important as attending class.* Being more than 15 minutes late is considered an automatic absence. Please practice professional courtesy and send me an email before the start of class to let me know if you will be late or that you will not be attending.

*Note taking.* No electronic devices please; stay focused. Some activities will require their use. Unless asked, please keep them put away. Recent cognitive scientific research indicates greater learning advantages for hand written note-taking compared to electronic note-taking:

“The findings, which Mueller and Oppenheimer describe in the journal Psychological Science, were a bit surprising. Those who took notes in longhand, and were able to study, did significantly better than any of the other students in the experiment—better even than the fleet typists who had basically transcribed the lectures. That is, they took fewer notes overall with less verbatim recording, but they nevertheless did better on both factual learning and higher-order conceptual learning. Taken together, these results suggest that longhand notes not only lead to higher quality learning in the first place; they are also a superior strategy for storing new learning for later study. Or, quite possibly, these two effects interact for greater academic performance overall.”

http://www.psychologicalscience.org/index.php/news/were-only-human/ink-on-paper-some-notes-on-note-taking.html
For more information and research supporting this policy, please consult the following:


Dartmouth College faculty have banned laptops: http://thedartmouth.com/2014/07/01/professors-rethink-laptops-in-class-after-recent-article/

For an infographic on technology and distraction, please see: http://www.dailyinfographic.com/the-high-cost-of-multitasking-infographic

Makeup and Late Work:

Reputations are made on the ability to offer creative suggestions and meet deadlines. If you must be absent, you still need to submit your projects as assigned. Graded assignments need to be received before the deadline. If you know you are going to be absent, upload in Canvas your assignment and send me an email letting me know you will be missing class. No extra credit will be given for additional work. It is not possible to make up challenges.

Expectation of professionalism:

It is my expectation that we will treat each other as professionals during our time together in class. Your engagement during our two-hour class sessions is necessary for the success of the class as a whole as well as production of the magazine.

These are some behaviors that correspond with my expectations:

- Cellphones must be turned off during class (unless you are on the National Organ Transplant waiting list – in which case, vibrate would apply).
- Don’t disrupt the class by whispering, texting, web surfing, passing notes, sleeping, etc.
- Schedule a time to meet me in-person during office hours if you have grade-related questions or are having problems.
- Email inquiries should be limited to questions that are not answered elsewhere (e.g, the syllabus). This is a writing class, so formal composition and clear, concise writing are expected. Plan ahead to wait for a response time.

Grading:

Overview

A portion of this course’s grade relies on attendance and participation at all class sessions. We will cover a lot of material with group work and discussion in each session, and these cannot be repeated. It is your responsibility to stay informed about assignments made during class and to obtain copies of handouts distributed in class. Stories and other assigned projects are judged on whether they’re timely, well-researched, well-written, news - or feature-worthy, free of factual errors, follow AP and the Iowa Journalist style and handed in by designated deadlines. Interaction with sources, enterprise reporting and creativity, as well as your improvement during the semester will also be considered in determining your grade.
Final Course Grade will be based on the following:

- **Attendance** 320 pts (8%)
  
  Class attendance is mandatory. This class is similar to a job at a magazine or newspaper. If you’re not going to show up, you must first advise your boss. There is no makeup for an unexcused absence. More than two unexcused absences will automatically lower your grade for the class one letter grade.

- **Project Magazine Challenges: Participation and Professionalism** 580 pts (14.5 %)
  
  As part of the Iowa Journalist team, your involvement in the overall ideas, strategy, writing, editing and design production process is critical for the successful production of the Iowa Journalist. As we work through the process of producing an alumni magazine, you will complete instructional “Project Magazine” challenge exercises. Professionalism will be determined by how well you interact with your colleagues/classmates. You not only need to be present, you must be engaged, conveying your suggestions and good ideas to class discussions, as well as being a good listener who is able to provide and receive constructive comments.

- **Exams** 600 pts (15%)
  
  There will be two exams: one for design, the other for editing.

- **Projects and Assignments** 2,500 pts (62.5%)
  
  **Assignment #1 Content**—700 pts (17.5%)
  
  Write a feature article then appropriately rewrite it for multiple platforms including print, online, and social media. Be sure to include headlines, subheads, and section titles, as appropriate for each platform.

  Submit the finished article in three forms, as follows:
  1) Magazine feature article for print (~500 words) (400 pts)
  2) Revised article appropriate for online magazine (~300 words) (200 pts)
  3) Revised article appropriate for sharing as a Facebook post (100 pts)

  **Assignment #2 Design**—500 pts (12.5%)
  
  Research, write, and design an infograph. Knowing how to condense and share content visually is a critical part of magazine production even for those who work strictly as writers.

  **Assignment #3 Final Project Incorporating Both Content and Design**—1,300 pts (32.5%)
  
  Your final drafts of articles, briefs, graphics, or other materials assigned for the Iowa Journalist will be graded for creativity, critical thinking, “news handle” development, depth of research, spelling, style elements, overall clarity and organization, and bibliography preparation including complete documentation of contacts, facts, quotes, resources, etc.

  1) Submit polished first draft (300 pts)
  2) Submit final project draft (1,000 pts)

If you want to acquire a good grade in this class, do the following:

- take responsibility for the magazine
- show initiative and work hard
- meet deadlines and finish every job you do
- maintain files documenting research, correspondence and quotes
- Follow style guidelines for all copy and layouts

Your assignments will be evaluated for content, format, appropriateness, grammar, syntax, and spelling.
Please note: There should be no factual errors. Ever. Period. A major factual error is defined as one that gives the wrong information to the audience including, but not limited to, misspelling a name, incorrect identification of key sources or misquoting a featured person or a source.

When completing your writing assignments for this class, it is important to clearly attribute where you obtained your information, whether it’s a website or an organization’s internal document. You cannot copy anything word-for-word from any source without putting quotes around it, even if it is given to you from the organization or the source.

Final Notes:
This is practical course. The work is cumulative, so if you are having difficulty with a particular concept or assignment, please see me immediately so you do not fall behind and continue to struggle through to your assignments. I am available via email to help. And finally, I reserve the right to make changes to the grading system, syllabus, and class schedule.

College of Liberal Arts and Sciences Policies and Procedures:

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

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

Making a Suggestion or Complaint
Students with a suggestion or complaint should first visit the instructor, then the course supervisor, and then the departmental DEO. Complaints must be made within six months of the incident.

Accommodations for Disabilities
A student seeking academic accommodations should first register with Student Disability Services and then meet privately with the course instructor to make particular arrangements. See www.uiowa.edu/~sds/ for more information.

Understanding Sexual Harassment
Sexual harassment subverts the mission of the University and threatens the well-being of students, faculty, and staff. All members of the UI community have a responsibility to uphold this mission and to contribute to a safe environment that enhances learning. Incidents of sexual harassment should be reported immediately. See the UI Comprehensive Guide on Sexual Harassment at www.uiowa.edu/~eod/policies/sexual-harassment-guide/index.html for assistance, definitions, and the full University policy.

Reacting Safely to Severe Weather
In severe weather, class members should seek appropriate shelter immediately, leaving the classroom if necessary. The class will continue if possible when the event is over. (Operations Manual, Part IV, 16. See items e, h, and i.)
Course Schedule:
The following dates and discussion topics are a good-faith attempt at providing you with a tentative course schedule, but please note that they are subject to change. Should it become necessary to make changes, I will notify the class in advance. If you are not in attendance, it is considered your responsibility to learn what was missed and/or announced.

Week 1
Monday, 8/22: Syllabus, Magazine on a Mission, Team Roles, Survey
Wednesday, 8/24: Understanding Alumni Magazine Features
- Challenge #1: Leads, Conclusions, Taglines (25 pts)
- Challenge #2: Generating Story Ideas (50 pts)

Week 2
Monday, 8/29: Reviewing the Competition—Trade Magazines
- Challenge #3: Favorite Magazine Review (50 pts)
Wednesday, 8/31: Guest Speaker – Public Relations Writer

Week 3
Monday, 9/5: NO CLASS – Labor Day
Wednesday, 9/7: Making a Great Alumni Magazine, Guest Speaker – Strategic Communications Writer

Week 4
Monday, 9/12: Reviewing the Competition—Print Alumni Magazines
- Challenge #4: Examine Print Alumni Publications (100 pts)
Wednesday, 9/14: Guest Speakers – UIAA Alumni Magazine Writer and Editor

Week 5
Monday, 9/19: Art of Magazine Writing—Before You Write
- Challenge #5: Story Outline and Interview Questions (25 pts)
Wednesday, 9/21: Art of Magazine Writing—How to Write Feature Stories, Features Stories Assigned
- Challenge #6: Headlines (10 pts)
- Assignment #1: Feature Article—Print, Online, Facebook

Week 6
Monday, 9/26: Writing Multipurpose Content—Online Magazines
- Challenge #7: Online Magazine Content (100 pts)
Wednesday, 9/28: Writing Multipurpose Content—Social Media, Guest Speaker – Social Media Director
  • Challenge #8: Social Media Content (60 pts)

Week 7
Monday, 10/3: Writing Short—How to Write What Busy People Will Read
  • Challenge #9: Tweaking the Predictable (5 pts)
  • Challenge #10: Hard and Soft Words (5 pts)
  • Challenge #11: Six-Word Discipline (10 pts)
Wednesday, 10/5: Work Day for Feature Articles

Week 8—Midterm
Monday, 10/10: Making Information Interesting and Digestible – Infographics
  • Assignment #2: Infograph
Wednesday, 10/12: Work Day for Infographs
  • Due—Assignment #1: Feature Article—Print, Online, Facebook (700 pts)

Week 9
Monday, 10/17: Photos and Basic Techniques/Guest Speaker – Photographer
Wednesday, 10/19: Team Roles and *Iowa Journalist* Final Projects Assigned
  • Assignment #3: Iowa Journalist Final Project

Week 10
Monday, 10/24: Writing Headlines, Subheads, and Photo Captions
  • Due—Assignment #2: Infograph (500 pts)
  • Challenge #12: Grabbing Attention (25 pts)
Wednesday, 10/26: Magazine Design – Type Categories and Designs
  • Challenge #13: Designing with Type (25 pts)

Week 11
Monday, 10/31: Magazine Design – Alignment, Proximity, Repetition, and Grids
  • Challenge #14: Magazine Layout (25 pts)
Wednesday, 11/2: Magazine Design – The Power of White Space
  • Challenge #15: Making Room for Negative Space (25 pts)
Week 12
Monday, 11/7: Magazine Design – Printers, Proofs, Paper and Binding
  • Challenge #16: Sending a Magazine to Press (10 pts)
Wednesday, 11/9: Guest Speaker – Alumni Magazine Designer

Week 13
Monday, 11/14: Magazine Design – Exam 300 pts
Wednesday, 11/16: Developing the *Iowa Journalist* Magazine – Team Work Day
  • Polished Draft Due—Assignment #3: *Iowa Journalist* Final Project (300 pts)

Week 14—Thanksgiving Break
Monday, 11/21: NO CLASS – Have fun, be safe and get caught up on assignments if needed
Wednesday, 11/22: NO CLASS

Week 15
Monday, 11/28: Effective Editing
  • Final Draft Due—Assignment #3: *Iowa Journalist* Final Project (1,000 pts)
  • Challenge #17: Write without fear. Edit without Mercy. (30 pts)
Wednesday, 11/30: Guest Speaker – Editor/Proofreader

Week 16
Monday, 12/5: Editing Exam 300 pts
Wednesday, 12/7: Edit *Iowa Journalist* proofs

Week 17—Finals Week: Finalize file to send to press (Date/Time TBD)
Day 1 Survey:

Name & pronunciation:

What special skills and areas of expertise do you bring to the Iowa Journalist team?

What is your previous writing and editing experience (newspaper/magazine editing, photography, etc)

Through class presentations each session, students will learn about all roles that bring the Iowa Journalist to fruition and function as a team to successfully accomplish its production. Please rank the team roles in order of your preference with 1 being your first choice:

___ Associate Editor: There could be one, possibly two, associate editors for this magazine issue. The team member(s) assigned to this role will assume team leadership responsibilities that include keeping other team members on task, making sure they meet deadlines; writing headlines, subheads, and photo captions; determining pull quotes and assigning sidebar briefs; editing and fact checking articles submitted by the writers; and proofreading the magazine for grammar, spelling, punctuation, style and consistency. They will also be responsible for overseeing and editing content presented online and through social media.

___ Feature Writer: There could be three or four alumni feature articles in this magazine issue. The three or four team members assigned as feature writers will be designated one alumni each to research, interview, and write a 500-600 word feature.

___ General Assignment Writer: All students in this class will contribute writing to the magazine. There are many opportunities to research and develop copy for news briefs, alumni notes and alumni profiles.

___ Web Specialist: There could be one, possibly two, web specialists for this magazine issue. The team member(s) assigned to this role will assume responsibilities to design and deliver the magazine online.

___ Social Media Specialist: There could be one, possibly two, social media specialists for this magazine issue. The team member(s) assigned to this role will assume responsibilities to develop a timeline and integrate content specifically for each social media platform such as Twitter, Facebook, and LinkedIn.

___ Graphics Specialist: There could be one graphics specialist for this magazine issue if there is interest and/or expertise. The team member assigned to this role will assume responsibilities to create infographics and assist with the magazine’s overall graphic design and layout.

___ Photographer/Videographer: There could be one, possibly two, photographer(s)/videographer(s) for this magazine issue if there is interest and/or expertise. The team member(s) assigned to this role will take photos and create videos for local stories.

Describe the reason(s) you would prefer to be assigned your top choice.