“There is nothing to writing. All you do is sit down at a typewriter and bleed.” ~Ernest Hemingway

Instructor: Kathryn Howe

Time/Place: Mondays and Wednesdays, 3:30 – 4:45 p.m.
W332 Adler Journalism Building

Office Hours: Mondays and Wednesdays, 5 – 6 p.m.
E350D Adler Journalism Building (located inside the Resource Center)
Other times may be available by appointment. Please schedule an appointment with me by email so I do not overlap appointments.

Email: kathryn-howe@uiowa.edu (preferred contact)

Please allow 24 hours for a response. I genuinely want to help my students, but I also have a day job.

Prerequisites:
In order to enroll in this course, you must be a journalism and mass communication major and have received a grade of C- or better in the following prerequisites: JMC: 3400 or JMC: 3405, JMC: 3410 or 3411, JMC: 3412 or 3413, JMC: 3414 or 3415, JMC: 3420, JMC: 3460, JMC: 3470, or JMC: 3490. Proficiency in word processing is required. Familiarity with visual design and social media is helpful as well, but not necessary.

Course Description (3 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, and social media. 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, 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 writing and design strategies used in successful alumni publications, editing each other’s work, designing and creating infographics, and writing, editing, and rewriting. The success of this class depends on your engagement and participation, as well as your commitment to complete 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 make you a better thinker and writer.
2) To introduce you to issues involved in alumni magazine writing and publication production, so that you begin performing like a strategic communications professional.
3) To provide an environment where you can explore your writing potential, building upon principles discussed in class.
4) To work collectively and independently to develop content that can be used across multiple channels for multiple audiences.
5) To foster professional skills and confidence that will differentiate you from other applicants when you pursue internships and employment.
6) To successfully produce this semester’s Iowa Journalist alumni magazine in print and online, including a strategy to share it with constituents via social media.

Assignments:

The Iowa Journalist is not a mockup or a class assignment—it's a real magazine circulated to approximately 7,600 alumni and friends and used to promote the JMC-School, its people, and programs. THIS IS NOT A DRILL. I will manage this class like a professional magazine production team. I will expect your absolute best effort at all times.

You will complete research, writing, editing, and design assignments, as well as produce content for publication 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, editing, and proofreading the magazine.

**Remember: When you interview sources, you represent 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 work. Impressions matter!**

Learning Objectives:

You will gain valuable experience in magazine research, writing, editing. You will also improve your ability to identify relevant topics, filter information, develop strategy, and make decisions across multiple platforms.
Specifically, after successful completion of this course, you will possess the skills to:

- WRITE MEANINGFUL STORIES and strengthen your narrative voice.
- Analyze trends and emerging issues focused on strategic communication in alumni magazines.
- 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.

**Required Course Materials:**

I require no particular textbook for this class; however, *The Associated Press Stylebook and Briefing on Media Law* (recent edition) will be important resources. Students will be expected to follow the *Iowa Journalist* style guidelines (provided in Canvas) for various magazine elements and checking for style consistency in their articles and on the final pages.

Other books I’ve found helpful in my own career and will draw upon during our time together:

*Bird by Bird*, Anne Lamott

*Writing for Story*, Jon Franklin

*Telling True Stories: A Nonfiction Writers’ Guide from the Nieman Foundation at Harvard University*, Mark Kramer/Wendy Call

Supplemental readings will be supplied or read online throughout the course. We will frequent [www.poynter.org](http://www.poynter.org) for articles and tips.

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

**Please purchase a notebook and bring a pen. You will be taking notes in longhand**, not on your electronic device.

**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 without an excuse, 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 10 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. Some activities will require their use. Unless asked, please keep them put away.

Recent cognitive scientific research indicates greater learning advantages for handwritten 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](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/](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](http://www.dailyinfographic.com/the-high-cost-of-multitasking-infographic)

**Workload and In-Class Work Time:**

The UI College of Liberal Arts and Sciences guidelines state that each semester hour of class time should entail around two hours per week of outside homework and class preparation for the average student. For example, in our 3 semester hour course, students should expect (on average) 6 additional hours of outside work per week or a total of around 10 hours per week if classroom time is included.

Although spending time outside of class is expected and important, we will reserve time in class for working on your project and major assignments. Students are expected to make the most of this time and come prepared to be productive.

**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 class sessions is necessary for the success of the class as a whole as well as production of the magazine. I reserve the right to lower your grade by up to 5% for each instance of unprofessional behavior.

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.
- Use proper email etiquette. When I send an email correspondence, I expect a reply. The same is true when emailing with those assigned in your stories. This is a writing class, so formal composition and clear, concise writing are expected. Plan ahead to wait for a response time.

Grading:

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Overview

A portion of this course’s grade relies on attendance and participation in all class sessions. We will cover 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, free of factual errors, in AP and the Iowa Journalist style, and complete by
Final Course Grade will be based on the following:

- **Attendance** 325 pts (9%)
  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.

- **Weekly Ideas** 150 pts (4%)
  My hope is for you to become creative, independent thinkers and writers. This starts with being curious about the world around you. Have you ever been in the middle of a task and a great idea popped into your mind? I want you to write it down! Keep your eyes and heart open, and fill your notebook with notes and ideas. Students will share ideas in class, considering them for potential assignments or for inclusion in the magazine.

- **Project Magazine Challenges: Participation and Professionalism** 600 pts (16%)
  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.

- **Projects and Assignments** 2,300pts (56%)
  **Assignment #1 Content**—800 pts (23%)
  Write a feature article then appropriately modify it for multiple platforms including print, online, and social media. Rubrics include: story angle, public relations writing style, engaging lead, captivating conclusion, researched facts, outside source quotes, headlines with subject and verb, subheads, photo captions, action photo, overall clarity and organization, grammar, spelling, and accuracy. This content will likely be repurposed in the *Iowa Journalist*.

  Article submission as follows:
  a) Polished draft feature article for print—editors to review (100 pts)
  b) Final feature article for print (~500-600 words) (400 pts)
  c) Revised article appropriate for online magazine (~300 words) (200 pts)
  d) Revised article appropriate for sharing as a Facebook post (100 pts)

  **Assignment #2 Design**—300 pts (8%)
  Research, write, and design an infograph to accompany Assignment #1. 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**—1,200 pts (34%)
  Your final articles, briefs, graphics, or other materials assigned for the *Iowa Journalist* will be graded for creativity, critical thinking, “news handle” development, depth of research, and documentation of contacts, facts, quotes, and resources. Rubrics include: story angle, public
relations writing style, engaging lead, captivating conclusion, researched facts, outside source quotes, headlines with subject and verb, subheads, photo captions, action photo, overall clarity and organization, grammar, spelling, and accuracy.

Project submission as follows:
a) Polished draft (400 pts)
b) Final project (800 pts)

● **Exams** 600 pts (16%)
  There will be two exams: one on writing/editing principles, the other on design.

● **Professionalism** 200 pts (6%)
  Professionalism is key in interacting with external constituents and colleagues. Students are expected to behave in a professional manner in the classroom and out when representing the class or magazine in any way. This includes using proper email etiquette, being respectful and attentive, talking or using your electronics during class discussion, and more. I reserve the right to lower your final grade by up to five percent for each instance of unprofessional behavior.

**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, follow through, and finish every job you do
- maintain files documenting research, correspondence, and quotes
- Follow style guidelines for all copy and layouts

**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. If these errors are present in your work, it is an automatic fail on the assignment.

When completing your assignments for this class, it is important to clearly attribute where you obtained your information. 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 a 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. We’re all in this together.

**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.

**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 Academic Policies Handbook at https://clas.uiowa.edu/students/handbook.

**Electronic Communication**
University policy specifies that students are responsible for all official correspondences sent to their University of Iowa email 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 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 https://sds.studentlife.uiowa.edu/ for information.

**Nondiscrimination in the Classroom**
The University of Iowa 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, diversity@uiowa.edu, or visit diversity.uiowa.edu.

**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. 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 https://clas.uiowa.edu/students/handbook.
**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**

Wednesday, 1/17: Syllabus, Idea Notebooks, Survey, Team Roles

- Discussion of strengths as individuals and as a team
- Early ideas for spring issue: 150th anniversary of *Daily Iowan*
- Dessert writing exercise

**Week 2**

Monday, 1/22: Understanding Alumni Magazine Features

- What makes a good story? Discussion of writing basics, including structures, active voice, effective use of quotes, dialogue
- Reading assignments: *Mrs. Kelly’s Monster* by Jon Franklin (Pulitzer Prize, 1979)
- *Angels & Demons* by Tom French (Pulitzer Prize, 1997)
- Excerpt from *Zoo Story* by Tom French
- Tom Junod TBD

- Challenge #1: Leads, Conclusions, Other Excitement (25 pts)
  - Find a good lead example and present a rationale as to why it works
  - Find a good ending and explain why it works (pro tip: don’t always end with a quote)
- Challenge #2: Generating Story Ideas (25 pts)
  - Explore Story vs. Topic
  - Share Weekly Ideas

Wednesday, 1/24: Magazine on a Mission: Making a Great Magazine—Dos and Don’ts

- Favorites, best practices, and award-winning alumni feature articles from the Council for the Advancement and Support of Education (CASE)
- Challenge #3: Favorite Magazine Review (25 pts)
  - What do you like and why; please also select a favorite alumni magazine article
  - Weekly Ideas

**Week 3**

Monday, 1/29: Reviewing the Competition

- How to incorporate the best of general interest, commercial magazines into an alumni magazine
- Emulate the newsstand
- The three-pile goal
- Challenges to being read and how to overcome them (relevancy, value, timeliness, meaning)
- Challenge #4: Bring/present your favorite commercial magazines (150 pts)
  - What do you like to read? Chances are that’s a great guide
- Challenge #5: Examine Print Alumni Publications (25 pts)
Wednesday, 1/31: The Art of Magazine Writing—Before You Write (Guest Speaker/journalist Jeff Charis-Carlson)

Week 4

Monday, 2/5: Art of Magazine Writing—How to Write Feature Stories
- Poynter writing tips
- In-class assignment TBD
- More brainstorming of spring issue/story ideas & assignments

Wednesday, 2/7: Art of Magazine Writing—How to Write Feature Stories
- Challenge #6: Story Outline and Interview Questions (25 pts)
  - Art of the Interview: Coffee talk, anyone? Stay informal, be willing to go off-script, don’t pretend you know something when you don’t, there are no dumb questions! NEVER be afraid to go back and ask to get your story right
- Challenge #7: Headlines (15 pts)
- Assignment #1: Feature Articles assigned—Print, Online, Social Media

Week 5

Monday, 2/12: Writing Multipurpose Content for Online Magazines
- Challenge #8: Examining Online Magazine Content (25 pts)
  - Print vs. digital/translating the written word to electronic format/examples of great online magazines

Wednesday, 2/14: Review and discuss online magazines
- Assignment #3: Developing the Iowa Journalist Magazine—Team Roles, More Projects Assigned

Week 6

Monday, 2/19: Writing Multipurpose Content for Social Media/Guest Speaker – Digital Marketing Strategist
- Challenge #9: Examining Social Media Posts (25 pts)

Wednesday, 2/21: Magazine Careers, Guest Speaker: Margaret MacInnis, writer and personal assistant to Marilynne Robinson
- Weekly Ideas Share (75 pts)

Week 7

Monday, 2/26: Individual Conferences/Discuss Iowa Journalist pages

Wednesday, 2/28: Writing Short – How to Write What Busy People Will Read
- Challenge #10: Hit Me with Your Best Shot: Make the Predictable Unpredictable (10 pts)
- Challenge #11: Hard and Soft Words (10 pts)
- Challenge #12: Six-Word Discipline (Hemingway, For Sale: Baby Shoes, Never Worn) (20 pts)
- DUE: Assignment 1a: Polished draft feature article for print (100 pts)
Week 8—Midterm
Monday, 3/5: Effective Editing, Proficient Proofreading
● Challenge #13: Proofreader Marks (10 pts)
● Challenge #14: Getting Grammar Right (25 pts)
● Challenge #15: Punctuating Dialogue (20 pts)
Wednesday, 3/7: Editing Exam (300 pts)
Final feature stories due!
● Assignment: #1b – print (400 pts), #1c – online (200 pts), and #1d – social media (100 pts)

Week 9
Monday, 3/12: NO CLASSES SPRING BREAK
Have fun, be safe, and get caught up on assignments if needed
Wednesday, 3/14: NO CLASS SPRING BREAK

Week 10
Monday, 3/19: Team Work Day – IJ Projects
● Due: Assignment #3a: Iowa Journalist Project Polished Draft (400 pts)
Wednesday, 3/21: Making Information Interesting and Digestible – Infographics/Points of Entry

Week 11
Monday, 3/26: Professional in Residence/Guest Speaker– John Kenyon, executive director of the Iowa City UNESCO City of Literature

Wednesday, 3/28: Magazine Design – Type and Design Basics, Categories and Contrasts
● Challenge #16: Writing Hard-working Headlines, Subheads, and Photo Captions (30 pts)
● Challenge #17: Type and Design Basics (15 pts)
● Challenge #18: Type Categories (10 pts)
● Challenge #19: Type Contrasts (15 pts)

Week 12
Monday, 4/2: Magazine Design – Contrast, Proximity, Alignment, Repetition
● Challenge #20: Design Elements (25 pts)
❖ What makes for good visual impact? Big photos, interesting graphics, timelines, breaks for a reader to dip in and out of a magazine

Wednesday, 4/4: Magazine Design – The Power of White Space/The Psychology of Color, Space, Shape, Type/Guest Speakers–Kevin Mellen & Jill Fishbaugh
● Challenge #21: QUIZ – Making Room for Negative Space (50 pts)
Week 13
Monday, 4/16: Magazine Design – Grids, Paper, Ink, Bindings
Wednesday, 4/18: Publication Design Exam (300 pts)
  ● Due—Assignment #3: Iowa Journalist Final Projects (800 pts)

Week 14
Monday, 4/23 IOWA JOURNALIST WORK
Wednesday, 4/25 IOWA JOURNALIST WORK

Week 15
Monday, 4/30: Iowa Journalist page layout meetings
  ● Due—Assignment #2: Infograph (300 pts)
Wednesday, 5/2: Taking and Editing Photos
  ● Challenge #22: Editing Images (20 pts)
  ● Due—Weekly Ideas Compilation (75 pts)

Week 16
Monday, 5/7: Edit Iowa Journalist proofs
Wednesday, 5/9: Edit Iowa Journalist proofs

Week 17—Finals Week: Finalize file to send to press
Day 1 Survey:

Name and pronunciation:

What is your secondary emphasis area?

Describe your previous writing and editing experience. Did you write for your school newspaper or yearbook? Have you had an internship that required writing news or features or blogs or social media posts?

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

Through class presentations, students will learn about the 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 web specialist for this magazine issue. The team member 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 photographer/videographer for this magazine issue if there is interest and/or expertise. The team member assigned to this role will take photos and create videos for local stories in addition to helping classmates locate and prepare archived images.

Describe the reason(s) you would prefer to be assigned your top choice.
If you were to be assigned a page in the *Iowa Journalist*, which would you choose? Please rank order these options with #1 being the highest and #16 being the lowest.

___ Syllabus: Research, report, and write about a current SJMC course.

___ Expert: Research and find a faculty or alumni expert and let them teach readers what they know.

___ Industry: Research, report, and write about media industry trends and how the School is responding to these trends. Could be a way to highlight faculty research or how students learn “news you can use” concepts from industry-experienced faculty.

___ Vision: Research, collect, and write news briefs for a two-page spread. This is an opportunity to be an editor of sorts to determine what’s important and what’s not and have a vision of what School news gets highlighted from this spring semester.

___ News: research, collect, and write news briefs for a two-page spread. This is an opportunity to be an editor of sorts to determine what’s important and what’s not and have a vision of what School news gets highlighted from this spring semester.

___ On Campus: This anchor page is perfect for someone who likes working with images and text, allowing our readers to be a part of what’s going on here on campus.

___ Service—Humanitarian Hawkeyes: Do you want to make a difference? Or at least profile someone who is? This is an opportunity to feature an alumnus/na who is helping make our world a better place.

___ Write Your Own Story Features: These are the alumni features that are the meat of the magazine. This is an opportunity to have your bright writing shine in the School’s main communication vehicle.

___ In the Field: This is a way to highlight a geographical area and showcase our alumni working in it. It is perfect for someone with an interest in social media as well as magazine writing.

___ Traditions: This page is an opportunity to research and write about traditions of all kinds, whether they be in the School, the College, the University, on campus, in tow, or wherever you find them.

___ Class Notes: Not only will the person coordinating these pages pull together alumni briefs and sidebars, but they will also develop the time capsules text and images to represent the decades.

___ Memories—Hawk Tales: This anchor page provides an opportunity for someone with an interest in storytelling through images.

___ In Memoriam: There are always amazing people who pass away that need to be remembered with an obituary-type alumni profile. These are some of the most-read and most-visible stories in the whole magazine. This is an important assignment.

___ Tips: This anchor page can focus on just about anything, giving alumni the chance to provide their tips of the trade. It could also be used as a “bookshelf” to show what alumni are reading or writing. It will take a person with a desire to be creative to complete this page.

___ The Writing University—Notables: This page could be an infographic or other visually appealing way to share a writing strength of the School, the University, and people connected to the SJMC.

___ The Last Page: This is an opportunity to design and communicate something meaningful. The last page is actually the first page anyone sees who receives the magazine in their mailbox. Let’s be creative and think of a way to get people to turn the magazine over, open it, and read it. Perhaps a quiz to engage and connect alumni? Sky’s the limit. I can’t wait to see what you come up with for this one.
Describe the reason(s) you prefer the top three pages you selected.