Instructor: Adjunct Prof. Michael Judge

Time/Place: Tuesdays and Thursdays, 5:00 – 6:15 p.m. W332 Adler Journalism Building

Office Hours: Wednesdays, 4 – 5 p.m, or by appointment. 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: michael-judge@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 as a journalist.

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 semester hours)

This is not a drill. I repeat: This is not a drill, or a mere academic exercise for that matter. This is real journalism for real readers who subscribe to the Iowa Journalist. Circulation is around 7,600, the great majority of whom are alumni of the UI J School. To put out this magazine, we have real deadlines with real consequences, and a real production schedule that must be followed and met by all students and contributors, including writers, editors, designers, photographers, social media experts, paginators, etc. Every aspect of this magazine is for a real (paying) audience, and the work that goes into it must reflect the professionalism of our staff and the high standards of this university’s School of Journalism and Mass Communication. Every student in this class must meet ALL deadlines assigned to him or her in order to pass this class. There are no exceptions. You are expected to be already well versed in the language and trade of journalism—i.e., what’s a lede, what is a profile, feature story, caption, how to conduct an interview, etc.—and be ready to fill this 32-page magazine with real stories, about real people, and again—most importantly, meet real deadlines. Those of you have worked for the Daily Iowan are familiar with meeting daily deadlines. Ours will not be daily, but will be just as pressing and important to
The overall purpose of this course is for students to develop the research, writing, editing, and design skills necessary to produce an engaging Iowa Journalist. 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 quality journalism and public-relations publications, such as an alumni magazine.

Course Format/Instructional Method:

This course will be run like a working magazine. Of course, as students there will be readings, mostly on ICON, and instruction on how to produce quality stories, sidebars, headlines, decks, photos and other graphics. Our textbook will be the working journalism of the day, and the readings I assign to you. We will learn what works by seeing what works in the real world.

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 past Iowa Journals and other successful alumni publications, editing each other’s work, designing and creating infographics, and writing, editing, and rewriting. If you learn anything from this class, it should be this: Writing is rewriting. Every story, paragraph, sentence or bullet point must be written and rewritten, and generally rewritten again to meet the standards and quality of this publication and the demands of your editor (that would be me). Having worked in the magazine and newspaper business for more than 20 years, I can promise you no one—not even Pulitzer Prize winners—get it right the first time. The role of an editor is to point out what a story is missing, i.e., “gaps” and how to fill those gaps. The editor’s role is also to suggest how more reporting or additional sources or accompanying graphics will improve the story and bring it up to this publication’s standards. 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 journalist and/or 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. Once again, I must stress, this is not a drill. I will manage this class like a working magazine in the real world. I will expect your absolute best effort at all times. You may be asked to complete research, writing, editing, and design assignments, but your main job will be to 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. Through the course of the semester I will distribute other articles and readings I’ve found helpful in previous classes and in my own career. We will also visit 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. Take notes however you feel is most efficient. I am not opposed to electronic devices or laptops in class, as long as or until they are abused.

**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.

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.

**Workload and In-Class Work Time:** This class will be run like a working magazine, with the majority of class time devoted to brainstorming story ideas, assigning stories, etc. 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. If you know you are going to be absent, upload in Canvas/ICON your assignment and send me an email letting me know you will be missing class.

**Expectation of Professionalism:** It is my expectation that we will treat each other as professionals during our time together in class. Check your ego at the door. No working magazine can function properly unless all ideas are considered valid and discussed openly. Your engagement during our 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:
- 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:**

**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. We will also “workshop” stories and have brainstorm sessions for story and graphics ideas, and how to fill each section of the magazine. It is your responsibility to stay informed about assignments made during class and to keep up with assignments distributed on Canvas/ICON. 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 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 (10%) 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.
- Pitching ideas for stories/graphics and other content. (10%) 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.

- Writing and producing the Iowa Journalist. (80%) 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. Depending on what role you play in producing the magazine, you will be expected to write a feature article then appropriately modify it for multiple platforms including print, online, and social media. Rubrics include: story angle, 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.

Your final articles, briefs, graphics, or other materials assigned for the Iowa Journalist will be graded for creativity, critical thinking, story development, depth of research, and documentation of contacts, facts, quotes, and resources. Rubrics include: story angle, 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.

Below is a breakdown of standards used in evaluating student’s final work, with pluses/minus as indicators within each letter range. Again, I stress that the editor may ask a student to rewrite or rework any content submitted to the magazine until it is suitable for circulation and a “paying audience.”

A — Exceptionally well written; arresting and probing, thoroughly researched and analyzed. Publishable. The designation of A+ will be awarded only in extraordinary cases.

B — Basically clear, cohesive, well thought out and well researched, with minor problems of style and organization. Needs some further revision and/or additional material.

C — Superficial, with organizational, stylistic, punctuation, grammar problems; missing vital detail. A major rewrite and additional research required.

D — Serious problems in both form and content. Requires substantial additional research and thought before a successful rewrite can be attempted.

F — Incomplete, confusing, fatal grammatical and syntactic flaws, which makes the piece unacceptable.

Professionalism

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.
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. As we say in the newspaper business, putting out a daily paper is a “daily miracle.” There is a kind of magic when a team of quality journalists put out quality work and meet a deadline. The feeling is no different in a working magazine. Let’s have fun, and put out the best Iowa Journalist to date.

**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. 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, if there is one.

**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.

As this is a working magazine, our production schedule and deadlines will be set once we have a good understanding of who will fill what role for the magazine. If you are not in attendance, it is considered your responsibility to learn what was missed and/or announced.

NOTE: This weekly schedule will be updated on ICON as the semester progresses.

Week 1
Tuesday, 8/21
● Syllabus, Survey, Team Roles ● Discussion of strengths as individuals and as a team ● Early ideas for Fall issue: The Press as the Enemy; i.e., First Amendment Under Fire, other possible names, ideas?

Thursday 8/23: ● Further discussion of preferred roles on the magazine, hand in Survey’s, interview and write a short, 500-word profile of a fellow classmate, for Tuesday (NOT GRADED)

Week 2
Tuesday, 8/28
Read profiles of classmates, further discuss roles on the magazine, and goals for the class, etc.

Thursday 8/30
Continue reading profiles. What makes a good story? Discussion of writing basics, including structures, active voice, effective use of quotes, dialogue

Reading assignments: TBD

Week 3
Tuesday, 9/4
Workshop previous issue of Iowa Journalist, what works best and why?

Thursday, 9/6:
Reviewing the Competition ● Bring/present your favorite commercial magazines ❆ What do you like to read? Chances are that’s a great guide.

Week 4
Tuesday, 9/11
Begin production on Iowa Journalist, assign stories, pages, sections, etc.

Thursday, 9/13:
Begin to set production schedule for Iowa Journalist, assign stories, pages, sections, etc.

Week 5
Tuesday, 9/18
More brainstorming of fall issue/story ideas & assignments

Thursday, 9/20:
Guest speaker: TBA

Week 6
Tuesday, 9/25
More brainstorming of fall issue/story ideas & assignments

Thursday, 9/27:
Set deadlines for fall issue/story ideas & assignments

Week 7
Tuesday, 10/2
More brainstorming of fall issue/story ideas & assignments

Thursday, 10/4:
More brainstorming of fall issue/story ideas & assignments

Week 8

Tuesday, 10/9
More brainstorming of fall issue/story ideas & assignments

Thursday, 10/11
More brainstorming of fall issue/story ideas & assignments

Week 9

Tuesday, 10/16
More brainstorming of fall issue/story ideas & assignments

Thursday, 10/18
More brainstorming of fall issue/story ideas & assignments

Week 10

Tuesday, 10/23
More brainstorming of fall issue/story ideas & assignments

Thursday, 10/25
More brainstorming of fall issue/story ideas & assignments

Week 11

Tuesday, 10/30
More brainstorming of fall issue/story ideas & assignments

Thursday, 11/1
More brainstorming of fall issue/story ideas & assignments

Week 12

Tuesday, 11/6
Edit Iowa Journalist

Thursday, 11/8
Edit Iowa Journalist

Week 13
Tuesday, 11/13
Edit Iowa Journalist
Thursday, 11/15
Edit Iowa Journalist

Week 13
THANKSGIVING BREAK

Week 15

Tuesday, 12/4
Edit Iowa Journalist

Thursday, 12/6
Edit Iowa Journalist

* MAGAZINE PUT TO BED ON FINAL DAY OF CLASS

Week 16
FINALS WEEK
THERE WILL BE NO FINAL FOR THIS CLASS. ENJOY YOUR BREAK.