Journalism 109

Professor: Joe Ferguson
Summer 2017, Pre-session
Section 1: M - F, 9 - noon
Marshall 340

Cell: 329-3032
E-mail: jferguson@email.arizona.edu
Office Hours: after class or by appt.

Course purpose
This class introduces journalism minors to the exciting and changing world of newsgathering. The purpose of this course is to provide you an overview of the media industry, provide an understanding of key journalism principles and introduce you to nuts-and-bolts skills that can help you in whatever career you choose as well as in being a better-engaged citizen.

Course goals
• Gain an overview of journalism and its role and history in a democratic society.
• Become familiar with the fundamental values and principles of journalism, such as truth-telling, watchdog reporting, accuracy, courage, tolerance, minimizing harm, and justice.
• Learn the basics of journalism ethics, writing, and reporting.
• Develop a roadmap for applying journalism in your career and life.

Course learning outcomes
• Distinguish news from infotainment, public relations, advertising and non-journalistic blogging, as well as the difference between news and opinion
• Explain key elements of journalism history, be able to defend the aim of First Amendment, and recognize the role of journalism in a democratic society
• Explain the state of the media industry, its economic models, and the potential for different journalism careers, either full-time or as a part-time freelancer
• Differentiate news aggregators from news producers
• Demonstrate critical thinking skills necessary to collect, evaluate, organize and disseminate news
• Learn professional standards of conduct
• Analyze relative newsworthiness of various fact sets, using elements of newsworthiness (proximity, conflict, impact, timeliness)
• Write a simple news lede using set of facts
• Demonstrate knowledge of difference between primary and secondary sources
• Demonstrate attribution in journalism
• Demonstrate use of third-person, neutral, objective writing with news lede, as opposed to the five-part essay so inculcated in high school
• Become familiar with the AP Stylebook and apply the basics of AP style to their own writing
• Learn the basics of math and grammar for journalist

Readings
1. Required:
   • The Associated Press Stylebook (you can buy a new paper edition for $21 online from AP or get the online version for $26, also through AP.)
   • The Reporter’s Handbook (online for free at D2L course site or at http://journalism.arizona.edu/node/622)
   • The Academic Integrity Handbook (online for free at D2L course site or at http://journalism.arizona.edu/node/622)
   • Other readings will be provided as electronic PDF files on D2L.
   • The New York Times and the Arizona Daily Star. Digital sub to the NYT is only $.99 for four weeks so get it! http://www.nytimes.com/subscriptions/edu/lp1474.html?campaignId=48U9F
   • Tucson.com Subscribe to Star Username: journalism Password: uofa2012
   • Readings in D2L/Content by day.

2. Recommended:
   • The NPR (National Public Radio) app for your smartphone. Listen while walking and tune in in the car 89.1 FM. Painless way to stay on top of major news and interesting stuff.

Class Format
Most days I will try to mix it up with lecture, in-class activities, and guests. There will be three exams during the session, based on lecture and readings, guest speakers, and outside assignments. On some days I will invite faculty and professionals to provide their perspectives and be open to your questions. It is imperative that you be respectful of guests (listen attentively and take notes) or you will be deducted points.

Readings
Make sure to read the readings before the class discussion. They are in D2L/Content/on the day we will discuss it. That means, for example, “AP Common Style Errors” that is posted under Day 2 (Tues. May 16), means we will discuss it on May 17 and therefore you should read it before that class.

Out-of-class assignments
They are also in D2L under the day they are due. So, you first assignment, due Tuesday, May 16, is in D2L/Content/Day 2.

So when you check D2L daily - make sure you check ahead to see what is due the next day. The assignments are also listed in the schedule below.
Grades. Remember, the requirement for 3-credit pre-session classes is three hours of in-class time and six hours of out-of-class time each day. So every day in this class is like a week of work in a regular semester. Be prepared to work intensively – as I will!

40% Short in- and out-of-class assignments. Near daily assignments and activities that we will do in class and assignments you will do outside of class. Some particularly difficult or time-consuming assignments will count for two grades. All of those grades will add up to 40% of your total grade.

20% Quizzes. Short current events, general knowledge and AP style quizzes.

30% Exams (10% each x 3)

10% Professionalism

100% TOTAL

Final grades based on a total of 100 percent.

90 – 100 A
80 – 89 B
70 – 79 C
60 – 69 D
Below 60 F

No extra credit is available in this class (no time!).

NOTE: Because there are so many, I keep track of your quizzes and short assignment grades on paper and then transfer to D2L grades when they are all totaled up. And professionalism I add in at the end. The exams will be posted as soon as graded. Keep the returned copies of all your assignments and quizzes.

Overview of assignments

40% Short in- and out-of-class assignments. Nearly each lecture day you will turn something in with your name on it – usually an in-class activity or something that is assigned to bring in that day. The activities will be hands-on learning or discussion items. The purpose is to apply the lectures and readings, spur discussion, make class more interactive, and provide as a way of rewarding attendance.

Throughout the session you will be scurrying around completing out-of-class assignments, with nearly one due every day. Details for most of these longer assignments are posted in the “Assignments” folder in the Content section of D2L.
IMPORTANT: All out-of-class assignments MUST be turned in as a printed-out paper copy at or before 9 a.m. the day it is due AND be submitted to the D2L drop box as a Microsoft Word document before 1 p.m. the day it is due.

It is the hard copy due at 9 a.m. that will be graded however.

If you are 1 second late either in person or at D2L then you will receive a 0 on the assignment. It is imperative you get your work in early to avoid frustration!

20% Current events/general knowledge quizzes. Keeping current on news events is crucial for anyone interested in journalism. This is the information business and therefore you need to get in the habit of keeping up with current events and developing a general understanding of the world around you. Research shows that the greatest predictor of success in journalism is not the ability to write well or speak well – it’s curiosity and broad knowledge of the world. So every day we will have a current events and general knowledge quiz. I will glean the main news from the preceding day. I will also include maps, some Associate Press style questions and an occasional question pertaining to the class lectures to make sure you are paying attention.

30% Exams
Each of the three exams is worth up to 10 percent of your total grade. The exams will cover the material in the readings and lectures - that includes the readings posted online at the D2L course site (in the Content section for each day) or passed out on class. The final exam will be cumulative, covering the whole session.

The tests will be multiple choice with some short answer. I allow people to take make-up tests only in really extreme cases (documented serious illness, jury duty, religious observance, dean’s excuse and military reserve duty), and only if you contact me at least 48 hours before the time the test is scheduled. If you do not contact me BEFORE the test, you will not be able to make up the test. In the rare cases where make-up tests are given, they will be given ASAP, they will be different and they won’t be any easier!

10% Professionalism
As observed by the professor. This is being on time to class (seriously, I’m not happy about starting at 9 a.m. either!); being attentive; not talking while your colleagues or I or a guest are; communicating well; participating in the daily discussions and activities.

Class Schedule
Readings are provided online at D2L. Check under Content/Days Subject to change, depending on class progress, events and other class work!
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<thead>
<tr>
<th>Class</th>
<th>Day</th>
<th>Date</th>
<th>Topic</th>
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<td>15</td>
<td>What is journalism? What is news? What is fake news?</td>
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<td>16</td>
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<td>AP Style; integrity paper</td>
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<td>History</td>
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<td>18</td>
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<td>First Amendment, law Gatekeepers</td>
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<td>19</td>
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<td>Ethics and access &amp; Test 1 Listening post</td>
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<td>News judgment Media log</td>
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<td>Grammar, story fundamentals Fairytale story</td>
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<td>Writing &amp; Reporting 101 Journo obit</td>
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<td>Writing &amp; Reporting Work on what</td>
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<td>Careers &amp; Test 2 is due Tues</td>
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<td>NO CLASS (Memorial Day)</td>
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<td></td>
<td>30</td>
<td></td>
<td>State of the media and newsrooms Classmate bio+ Hunt</td>
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<td></td>
<td>31</td>
<td></td>
<td>AZPM newsroom tour Star analysis</td>
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<td>1</td>
<td></td>
<td>Digital revolution Field story</td>
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<td></td>
<td>2</td>
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<td>The business of news Goals paper/Final exam</td>
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</tbody>
</table>

The assignments listed here are graded under the Short in- and out-of-class assignments (40%)

**Class policies**

1. **Get to class on time.** You will be marked down 10 points from professionalism for each time you are late or missing.
2. **Pack up your bags** and leave only when instructed to do so.
3. **Texting, tweeting and sending videos are fantastic if you are in the street fighting for the revolution. Not so great in my class. In fact, not allowed. Turn off all electronic devices and put them away.** If you are texting during class or checking your cell phone you will be deducted 10 points from your professionalism grade.
You may check your phones or talk or text outside the classroom when we are on break.

4. **Laptops are not allowed** to be used in class, even for note-taking. Journalists use pen and notepad to take notes, so start practicing now. Studies show that people actually absorb more information and learn more efficiently when they go through the process of writing by hand instead of typing. In addition, a number of students are distracted by neighbors who use laptops nearby, so it's for the good of the class.

5. This is a good time to **start practicing good work behavior**. That means not talking while others are talking, reading the paper, checking your cell phone, typing on a laptop, or any other behavior that is disruptive. If you do, then I will call you out, as I said before, and deduct 10 points from your professionalism grade.

6. **Deadlines rule** the world of journalism. Out-of-class assignments are to be handed in personally at the start of class on the due date. No make-ups unless you have an excused absences (see below). If you turn in an assignment late in person (when I collect them) or on D2L (even by 1 second) you will receive a 0. No exceptions, no excuses.

7. **Attendance in journalism classes is mandatory**. Students who don't attend class miss lectures, class discussions and assignments. Many of our classes are highly experiential in nature, making it difficult to make up the work later. Unexcused absences will have a major impact on your grade because you will not be permitted to make up missed assignments. Three unexcused absences will result in your being dropped from the class, or failing the class (E) if the third absence is after the university drop deadline.

Excused absences are granted only for valid, documented reasons and only if the reason makes your presence at the scheduled time impossible. School policy limits acceptable excuses to five: serious illness (with documentation), jury duty, religious observance, a dean’s excuse (not the same thing as a “dean’s explanation of absence”), and military reserve obligation. If you have a reason for missing class that you think is legitimate, it is your responsibility to contact me ahead of time. Absence excuses are subject to verification. Presenting a false excuse will be considered cheating, a violation of the academic integrity rules, resulting in an E for the course.

8. **D2L Readings and Resources**

   This class will use the university’s D2L system (www.d2l.arizona.edu). That means you will need to log into the class website daily and check for updates, assignments, readings, and grades. Many course readings will be posted on the site. Make sure to check it!

**University Policies**

**Academic Integrity**

The School of Journalism subscribes to the University of Arizona Code of Academic Integrity, which is available at http://www.journalism.arizona.edu/node/622. Prohibited
conduct covers all forms of academic dishonesty, including cheating, plagiarism, fabrication and facilitating academic dishonesty by others. Note that this also includes self-plagiarism (i.e. turning in the same assignment twice – either something you wrote for another class or what you turned in during previous attempts at this class). Complete details are covered by the school’s Academic Integrity Handbook, which is posted on the D2L course site and you are required to read. Anyone who cheats or plagiarizes will receive an E in the course, referral to the dean’s office, and potentially greater punishment.

Students are encouraged to share intellectual views and discuss freely the principles and applications of course materials. However, graded work/exercises must be the product of independent effort unless otherwise instructed. Students are expected to adhere to the UA Code of Academic Integrity as described in the UA General Catalog. See: http://deanofstudents.arizona.edu/codeofacademicintegrity. Prohibited activities include asking other students for access to their work, asking other students for help during lectures, or sharing information (talking, allowing copying, Morse-code – ANY communication with another student) during a quiz or exam.

If I see you looking at other people's tests during an exam you will fail the class and I will refer the case to the dean's office. If you are unsure of whether you are about to violate an academic integrity policy, check with me. In general, if you are thinking about copying and pasting something, don't! It's a bad idea.

The University Libraries have some excellent tips for avoiding plagiarism available at: http://www.library.arizona.edu/help/tutorials/plagiarism/index.html And check out these websites if it is not clear to you what plagiarism is:
http://www.plagiarism.org/
http://www.macloo.com/cheat/index.htm

Anti-Discrimination Policy
University and journalism school policy prohibits faculty, staff and students from discriminating against any person on the basis of age, ethnicity, gender, disability, color, national origin, race, religion, sexual orientation or veteran status. I value a free exchange of ideas and thoughts during class, but let’s be respectful of one another.

Accommodation for Students With Disabilities
It is the University's goal that learning experiences be as accessible as possible. If you anticipate or experience physical or academic barriers based on disability, please let me know immediately so that we can discuss options. You are also welcome to contact Disability Resources (520-621-3268) to establish reasonable accommodations. For
additional information on Disability Resources and reasonable accommodations, please visit [http://drc.arizona.edu/](http://drc.arizona.edu/).

If you have reasonable accommodations confirmed through the Disability Resource Center, please plan to meet with me by appointment or during office hours to discuss accommodations and how my course requirements and activities may impact your ability to fully participate.

**Code of Conduct**
The Arizona Board of Regents’ Student Code of Conduct, ABOR Policy 5-308, prohibits threats of physical harm to any member of the University community, including to one’s self. See: [http://policy.arizona.edu/threatening-behavior-students](http://policy.arizona.edu/threatening-behavior-students).

**Computer Use**
You are required to use your UA email account to receive course updates. As mentioned above, laptops and other electronic devices are not allowed to be used during class.

**Confidentiality of Student Records**
Information is available at: [http://www.registrar.arizona.edu/ferpa/default.htm](http://www.registrar.arizona.edu/ferpa/default.htm)

**Honors Credit**
Students wishing to contract this course for Honors Credit should email me to set up an appointment to discuss the terms of the contact and to sign the Honors Course Contract Request Form. The form is available at [http://www.honors.arizona.edu/documents/students/ContractRequestFrom.pdf](http://www.honors.arizona.edu/documents/students/ContractRequestFrom.pdf).

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**Journalism 109 Class contract**
Summer Pre-session 2017
Student Name:
Student ID #:
I have read this syllabus and fully understand all the policies, procedures and requirements as detailed here. And I know that the syllabus lists the UA Academic Integrity Handbook as required reading.

Student Signature:
1
Course Purpose

From the days of hieroglyphics to today's hypertext, human beings have craved news and information. More than at any other time in history, the news media are in the midst of an information revolution, akin to the social, cultural, economic, and individual changes brought about by the invention of the printing press. This course examines the role of news media in a democracy, exploring where the ideological assumptions for a free press originate, how institutional structures for independent information operate, and how the media will face the challenges brought by unprecedented technological change. You will gain historical perspective on independent information, as well as consider the legal, ethical, and practical challenges that face the media. Prepare to immerse yourself in the world of news. This class compresses a normal 16-week course into five weeks. That means each day is the equivalent of five hours of work for class time, reading, and completing assignments.

Course Goals

- Consider media messages in context of historical, ethical, and legal frameworks
- Understand news forms from their origins to the digital era
- Understand the role of a free press in democracy
- Become familiar with the rights and responsibilities of a free press
- Become a critical consumer of media, from network news or blogging
- Sharpen thinking skills, including the ability to question assumptions, evaluate evidence, analyze systems and structures of power
- Be able to distinguish between facts, values and underlying issues
- Understand how news professional determine the news

Course materials

- *The Academic Integrity Handbook* (online for free at D2L course site)
- Online media (New York Times, CNN, Fox News)
- Readings will be provided (for free!) as electronic pdf files or links on D2L

Online contact

I will send e-mails and post on D2L daily with reminders to make sure everyone is up to date and aware of what’s going on. If you want to talk about assignments or the readings, feel free to contact me via e-mail (my UA e-mail at cuillier@email.arizona.edu, not the e-mail at D2L) and we can talk on the phone or through Skype, etc. If you want to talk on the phone, you can call me at my cell phone. It's really important in online courses, more so than regular classes, to read the assignments and syllabus carefully so you aren’t missing anything.
Class policies

1. **Internet access:** Because this is an online-only course, it's important you have access to the Internet every day and that your e-mail works. It is your responsibility to make sure you have access - you can't blame technology. That means if your Internet connection is down you need to go to a friend's place or Starbucks. If your e-mail doesn't work then you need to call me. I won't accept excuses of "The Internet ate my homework."

2. **Deadline policy:** Deadlines are crucial in journalism. If you turn in an assignment late – EVEN 1 SECOND LATE - you will receive a 0 for it. No points! No excuses! I will go by the time that D2L says you turned in your assignment. You can turn assignments in early if you like. Give yourself time – don’t push it to the last minute. Sometimes there are technical issues in uploading. I will not accept that as a reason for lateness. Upload your files early. All of the assignments are due at 9 a.m. Arizona time - according to what D2L has for the time. If you aren't sure if it uploaded, e-mail it to me to make sure, on time. If your Internet is down, text me ahead of time. The key is to take initiative and be proactive. That will avoid a lot of frustration later!

3. **Respectful debate:** Students are expected to act respectful online but be open to debate. This is a good opportunity to practice working among peers in an open but supportive manner. Be careful with wording online – it can be misconstrued.

4. **Attendance:** We don't meet, so attendance isn't an issue. Essentially the online lecture and discussion postings serve as attendance. If you find yourself unable to do the work you will receive a 0 for it.

5. **Extra credit and make-up:** No extra credit. Make-up is granted only for valid, documented reasons and only if the reason makes it impossible for you do to an assignment. University policy limits acceptable excuses, contacting me in advance, to five: serious illness (with documentation, and colds don't count), jury duty, religious observance, a dean’s excuse and military reserve obligation. Going on a trip or having to go to work doesn't count. If you have a reason for not being able to do an assignment that you think is legitimate, it is your responsibility to contact me ahead of time. If you do not contact me ahead of time and provide written documentation (e-mail a pdf), then I will not allow you to make it up. Excuses are subject to verification. Presenting a false excuse will be considered cheating, a violation of the academic integrity rules, resulting in an E for the course.

**Academic integrity**

The School of Journalism subscribes to the University of Arizona Code of Academic Integrity. Prohibited conduct covers all forms of academic dishonesty, including cheating, plagiarism, fabrication and facilitating academic dishonesty by others. Complete details are covered by the school’s Academic Integrity Handbook, which is posted on the D2L course site and you are required to read.

**Anyone who cheats or plagiarizes will receive an E in the course and referral to the dean’s office.** This includes making up information, lying, turning in someone else's work as your own, turning in work you did for a previous class, or using word-for-word information, including from the Internet, from newspapers, or press releases, without using quotation marks (even if you cite it). All work is expected to be that of each student alone. Prohibited activities include asking other students for access to their work or sharing information during a quiz, or using your own work from previous classes. If you are unsure of whether you are about to violate an academic integrity policy, check with me.
Anti-discrimination policy

University and journalism school policy prohibits faculty, staff and students from discriminating against any person on the basis of age, ethnicity, gender, disability, color, national origin, race, religion, sexual orientation or veteran status. I value a free exchange of ideas and thoughts during discussions, but let's be respectful.

Accommodation for students with disabilities

I welcome the opportunity to work with students with varied learning styles and challenges. I am here to help you figure out strategies to succeed in this class and beyond. If you need reasonable accommodations in this class to succeed, your needs must be confirmed by the Disability Resource Center and you must report them to me within the first two days of the session.

Computer and D2L use

You are required to use your UA e-mail account in order to use the D2L system. All students must have updated anti-virus software on their home computers to protect UA computers from. The UA supplies this software free under "no-cost software" on the "site license" page on the UA Web site.

Everything will revolve around D2L, including:
1. Daily posting with news and reminders at the Course Home page.
2. Course content, including readings and mp4 lectures, and assignment instructions in the Content section. Just download and open the lecture file, and it should open up and you can hear me talk while going through a PowerPoint.
3. Folders for you to upload your assignments in the Dropbox section. Make sure to check the "Feedback" area in this Dropbox area, where I might leave comments for you.
4. Places to post comments for daily debate in the Discussions section.
5. Updated grades in the Grades section (check it often).
6. A place to take your weekly open-book quizzes, in the Quizzes section.

You will upload your assignments to a dropbox with your name on it in the D2L course website. The website will run your files through Turnitin to spot plagiarism (see above, under Academic Integrity for the course policy). Make sure to upload the files as basic Word files or pdfs. If you are unsure on whether it can be read, feel free to e-mail me a copy to make sure I can open it (at cuillier@email.arizona.edu, not D2L e-mail).

Also, D2L shows me who has accessed specific course content and when. So I can tell if you haven't accessed assignment instructions yet or course readings. Kind of Big Brotherish, I know, but I figured you should know that.

Possible offensive content

This class is a free-speech zone because I believe in practicing what we in journalism preach. Every day journalists deal with the extremes of the world, both good and bad. That means you may hear discussions about news coverage that could be offensive to you, such as ugly crimes, political controversies or conflicting religious beliefs. That's why we have a First Amendment – to protect speech and the press so we the people can hash out our differences with words rather than guns. At times you will hear me criticize government and institutions, but my criticisms are not partisan – it's that whole watchdog role that journalists play. If you have a thought germane to the course material and discussion, speak up, and if we all respect one another and discuss with intelligence and decorum, then classes will be productive, educational and fun!
Class Format
Every day you will have readings, you’ll listen to the online 10-minute lecture posted in the Content section (an mp4 file with narration over PowerPoint), submit discussion postings on D2L, assignments each week, and open-book quizzes each Friday for that week’s class content. See instructions for each assignment in the Content section of D2L (the ASSIGNMENTS folder).

Assignments

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<tr>
<th>Assignment</th>
<th>Points</th>
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<tbody>
<tr>
<td>Reading summaries</td>
<td>28 points</td>
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<tr>
<td>Discussion posts</td>
<td>14 points</td>
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<tr>
<td>Weekly quizzes</td>
<td>30 points</td>
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<tr>
<td>Introduce yourself (due 5/15)</td>
<td>3 points</td>
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<td>Integrity quiz (due 5/16)</td>
<td>5 points</td>
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<td>Historical you (due 5/18)</td>
<td>10 points</td>
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<td>Media log (due 5/22)</td>
<td>10 points</td>
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<tr>
<td>Laugh puke (due 5/24)</td>
<td>10 points</td>
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<tr>
<td>Grand story (due 5/30)</td>
<td>10 points</td>
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<tr>
<td>Gatekeepers (due 6/1)</td>
<td>10 points</td>
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<tr>
<td>Research paper (due 6/2)</td>
<td>20 points</td>
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<tr>
<td><strong>TOTAL</strong></td>
<td><strong>150 points</strong></td>
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</tbody>
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Letter grades for the course will be calculated using this formula:
A = 90-100%  B = 80-89%  C = 70-79%  D = 60-69%  F = 59% and below
I don’t round up (e.g., if you get 89.9 percent you earn a B, not an A). I will keep grades posted on D2L - it is your responsibility to check it.

Overview of assignments

Daily summaries (28 points – two points per day)  Due daily
Each day you will submit to your drop box on D2L no later than 9 a.m. a daily summary that includes summaries of any readings assigned for that day, and summaries of the media assigned for that week. Put this in one Word file, single-spaced. It can be submitted as a pdf as well - as long as I can open it on my PC. Here is what it should include, in two sections:
A. Reading summaries. On most days I will assign readings posted on D2L for that day (in the Content section). Summarize each reading. Each summary should be about a paragraph (so if there are three readings you would have three paragraphs).
B. Media watch summary. Each week I will assign a different news source for you to read or view, all available online (CNN, Fox News, NYT). See the schedule on the last page of the syllabus. You must read it each day (or view it if it’s broadcast) and answer two questions:
   1. Summarize in one paragraph five news stories that caught your eye, that you enjoyed and helped you learn something. These can’t be stories in the sports or arts sections - they need to be news stories.
   2. Summarize any bias that you detected in the news stories (not in editorial or opinion columns - you would expect bias in those). If so, how were they biased? Include examples. This too can be short - a paragraph or two.

Feel free to work ahead, if you like, writing the summaries the day or night before they are due. Better than getting up early in the morning to scramble.
Discussion posts (14 points – two posts per day, .5 points each)  Due daily
During each day you will discuss the readings, the news, and the lecture. Based on what you read and hear, post at least one comment on the discussion board – in response to my prompt. Then post at least one other comment in response to a comment someone else posts. These posts must be submitted by 9 p.m. (Arizona time) to count. Comments must be at least 25 words (short but meaningful - no “Yeah, ditto.”). Feel free to debate issues if you like - just keep it respectful and civil. I'll chime in occasionally, but usually I like to hang back and lurk because I don't want to get in the way of your discussion. If you don’t listen to the lecture you won’t get that day’s point (D2L shows whether you listened to it or not). It's basically like attending class.

Review Quizzes (10 points each, 3 quizzes)  Each Friday
Each Friday I will post a quiz at 9 a.m. in the D2L "Quizzes" section that will be due by 9 p.m. that evening. It is an open-book review quiz, so you can go back through the lectures and readings to find answers. There will be 10 questions, 1 point per question. You will be able to take it up to three times to improve your score. Do your own work - no teaming up. Cheating, of course, like any assignment will result in an automatic E for the course and referral to the dean’s office. If something comes up (one of the five reasons for an excused absence), AND you contact me ahead of time (Thursday), AND you have written documentation regarding the reason for your absence, we can arrange for you to take a make-up quiz with different questions. Making up reasons results in an automatic E in the course and referral to the dean's office. Better to just push through. They are open book and aren't that difficult. The purpose is to get you to review the materials for the past week, which reinforces learning.

Introduce yourself (3 points)  Due 9 p.m. May 15
Each person will post a paragraph by 9 p.m. Monday, May 15, on the course discussion board “Introduce yourself.” Include your name, year in school, major, hometown, what you would like to do when you graduate, and something about yourself you would like to share. Then comment on someone else’s post. Maybe you share something in common! Easy points.

Integrity quiz (5 points)  Due 9 a.m. May 16
You will take a quiz in the “Quiz” section of the D2L course site that covers the syllabus and the Academic Integrity Handbook. The quiz is open-book and you can take it up to three times to improve your score. Easy points. It is open at the beginning of the session and closes 9 a.m. Tuesday, May 16.

Historical you (10 points)  Due 9 a.m. May 18
You will be assigned a date as your new birth year and then look at media that came out at that time, including newspapers, magazines and radio/television (if invented by then). You will note aspects of what was covered in the news then and how they presented it, as well as what was advertised. This is intended to provide context and comparison for how media operate today and how things have changed (and how things can change easily in your lifetime).

Media log (10 points)  Due 9 a.m. May 22
You'll create a media log to track your media and cell phone usage, and then have a media “blackout” and explain your observations. This is intended to help you experience the extent that media play in your life.
Laugh 'til you puke (10 points) Due 9 a.m. May 24
You will pick a sitcom television show that you liked growing up (if you didn't like any of them then choose any that aired while you were in middle school or high school). Find a copy of the show at Netflix, YouTube, Hulu, etc., and watch it. As you watch it you will note various aspects of the show (what people wear, the furniture, careers) and follow along with the audience and actually physically laugh when they laugh, and ooh and ahh when they ooh and ahh – through the whole show. Then you will write up your observations and answer some questions provided in the assignment. This is intended to show the impact TV media might have had in your life.

Grand story Due 9 a.m. May 30
You will get to try your hand at reporting and writing a news story by interviewing a grandparent (or similar relative) and writing a news feature focusing on something interesting about the person. This will give you a taste of news reporting, and doing a rewrite to make it better for additional points.

Gatekeeper comparison (10 points) Due 9 a.m. June 1
You'll compare newscasts from different sources on the same day to get a sense for how different gatekeepers portray issues and the news. Everyone comes at issues in different ways, and you'll soon learn in this class to be skeptical to be a savvy media consumer. My mantra: “If your mother says she loves you, check it out.”

Research paper (20 points) Due 9 a.m. June 2
You'll write a research paper six to eight pages long on a specific element of how technology is affecting news today. This paper will need to be well-researched, including the use of actual social science research from peer-reviewed journals, industry studies, scholarly books, some periodicals (newspapers, magazines), and other authoritative sources. You will not be able to rely on Google or Wikipedia for your sourcing.

SYLLABUS NOTE: I stick to course policies in this syllabus and don't grant exceptions because I don't think it's fair to other students. I believe it's important to be consistent. I believe in setting clear standards and students will rise to meet them. In the past I've had formal grade appeals based on this course's deadline policy and other policies, and in all cases the university has upheld these policies. However, this syllabus is subject to change in a few ways:

- Stuff happens during a session that is newsworthy and relevant to the class, so I could change some of the content if it makes sense to enhance your learning experience.
- Sometimes I figure out mid-session that a course policy isn't working well and I change it. If I do, it will apply to all students and it will be in favor of students. I'm always making adjustments to try to improve. The objective here is to provide an environment where you can learn something and get your money's worth if you wish to do so!
**Schedule**
Readings are posted on D2L in the Content section. All assignments are due *Arizona time*

<table>
<thead>
<tr>
<th>Day</th>
<th>Date</th>
<th>Topics</th>
<th>Media watch</th>
<th>Assignments</th>
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</thead>
<tbody>
<tr>
<td><strong>Week 1 – Nature of news</strong></td>
<td><a href="http://www.cnn.com">www.cnn.com</a></td>
<td>5/15 Introduction</td>
<td>Intro</td>
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<td>5/15</td>
<td>History of news</td>
<td>Integrity quiz</td>
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<td>Tu</td>
<td>5/16</td>
<td>Advertising and 20th Century</td>
<td>Historical you</td>
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<td>5/17</td>
<td>Newsrooms at work</td>
<td>Quiz 1</td>
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<td>5/18</td>
<td>Info gathering and writing</td>
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<td><strong>Week 2 – Effects of news</strong></td>
<td><a href="http://www.foxnews.com">www.foxnews.com</a></td>
<td>5/22 Law and ethics</td>
<td>Media log</td>
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<td>Corporate ownership &amp; broadcast</td>
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<td>Cotton candy &amp; shouting</td>
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<td>Diversity in the media</td>
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<td>Emerging models</td>
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<td>M</td>
<td>5/29</td>
<td>Digital dollars</td>
<td>Grand story</td>
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<td>Bloggers</td>
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<td>Online quandaries</td>
<td>Gatekeepers</td>
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<td>E-government, Wikileaks, mobile news</td>
<td>Quiz 3/Paper</td>
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Copying words is the same as copying photos, film and any other type of artwork! All are intellectual property protected by copyright laws.
The journalism school subscribes to the University of Arizona Code of Academic Integrity. Prohibited conduct covers all forms of academic dishonesty, including plagiarism, fabrication and facilitating academic dishonesty by others. Every instance of verified cheating will be penalized.

The University of Arizona
School of Journalism
Fall 2017 Syllabus

Course title: Photojournalism
Course number: JOUR 203
Course lecture time & location: Monday & Wednesday 3:00 – 3:50 p.m., Modern Languages Room 311
Course lab location: Marshall Room 347
Course lab times: Tuesday or Wednesday as per your registration

Instructor: Kim Newton
Phone: 520-621-5711
Faculty Web Page: http://journalism.arizona.edu/users/kim-newton
Personal Web Page including bio: http://www.kimnewton.com
Office: Marshall Building, Room 327
Office Hours: Monday & Wednesday 1:00 – 2:30 or by appointment.
In addition, I am often in my office and drop-ins are always welcome.

Personal Web Page and Bio: http://www.kimnewton.com
Professor Newton has twenty-six years’ experience in photojournalism, beginning as a freelance photojournalist based in Tokyo, Japan and Seoul, South Korea covering Asian news, business and feature stories for the New York Times, Forbes, Business Week, People, Time, U.S. News & World Report and Le Figaro to name a few. Notable assignments include: documentation of China's Muslim Uighur minority in the remote western province of Xinjiang, political and social unrest leading up to and including South Korea's first free elections, culminating in Seoul's hosting of the 1988 Olympics, ceremonies and cultural reaction surrounding the death of Japan's Emperor Hirohito. From Asia, he joined Reuters News Pictures in London as picture editor for Europe, Africa and the Middle East. Newton then joined the Knight Ridder/Tribune News Service in Washington, D.C. as senior photo editor for international news. While at Knight Ridder Newton oversaw the September 11 terrorist attacks, wars in Afghanistan, Iraq and Kosovo, conflicts in the Middle East, Indonesia and Russia.

Online Communications will be conducted via university email

Teaching Assistants: Kayla Belcher Email: krb97@email.arizona.edu and Rosalina Emnace: rosalinaemnace@email.arizona.edu
**Syllabus Changes:** Other than the grade and absence policy, the information contained in this syllabus, deadline sheet and quiz deadline sheet are subject to change during the semester by the instructor only. Any additions, deletions or corrections will be announced in class and made available as addendums posted on D2L [http://d2l.arizona.edu](http://d2l.arizona.edu).

**Prerequisites:** Sophomore standing and acceptance into the major, or consent of School of Journalism.


**Journalism School Required Text:** The Reporters Handbook: A manual of practices and procedures for use in reporting and editing classes at The University of Arizona. Free download available here: [https://journalism.arizona.edu/node/622](https://journalism.arizona.edu/node/622)

**Required Equipment:** A list of suggested manufactures and models is available on d2l.

- **A digital camera** that produces a 10-megapixel file or larger
- **A digital audio recorder** that saves files in WAV, WMA or MP3 format. The digital recorder **MUST** have a MIC jack. The recorder must also be capable of uploading files to a computer via USB. **NO SONY OR RCA RECORDERS.**
- **A separate microphone and headphones** that cover your ears, ear buds will work in the lab, but not during interviews.
- **A portable hard drive** with a minimum capacity of 500 gigabytes is required. **It is your responsibilities to backup and maintain a copy of your assignment work in this class. Work left on the journalism school lab computers or servers is at your own risk and is deleted weekly. Work lost or deleted from journalism lab computers or servers will not be excused.**

**Course Description, Format and Knowledge:**
This is an introductory digital photojournalism course. The course provides an overview of current photojournalism trends, practices and the basic skills to produce publishable images. The course will introduce a brief history of photography, basic digital imaging techniques that will include elements of lighting, composition, digital workflow, audio collection and caption writing. Copyright and ethics issues in the digital age will also be discussed. This course is a combined lecture/lab. Basic computer and technical knowledge and skills are required for successful completion of this course.

**Course Goals:**
- Move beyond the basic skills of “taking” a picture, to “making” publishable images.
- Become acquainted with a basic understanding of the importance of visual journalism as a communication tool in society and the power of the still image to convey information.
- Learn key concepts and basic techniques used to produce publishable images.
- Gain an overview of visual journalism and photojournalism, as they are concerned with people and their stories, whether told in one or multiple images, or in combination with audio and video.
- Explore the basics of multimedia by combining still images and audio to tell a story.
• Gain a basic understanding of copyright and ethical issues associated with photojournalism.
• Tell stories of people via a variety of situations that include features, portraits, general news and sports photography.

**Course Objectives**

• Identify and apply the component rules of composition, perspective and light
• Recognize correct exposure and variations in depth of field
• Apply AP style to caption writing
• Create single and multiple images with strong storytelling components, such as beginning, middle and end; combine images with audio
• Recognize the difference between spot and general news and the differences among feature, news, sports and general images
• Recognize the component structure of an environmental portrait
• Use software to edit and process still images, to edit and process audio, and to edit and create audio slide shows
• Solve technical problems that arise when using digital still cameras, digital audio recorders, microphones, computer hardware and digital imaging software
• Identify ethical issues that arise in the gathering and production of still images, audio
• Report on diverse issues and populations in the community
• Relate with subjects when using digital equipment to capture candid situations in public spaces
• Recognize circumstances that call for releases, and use releases as necessary
• Use math concepts for visual journalism (see chart)
• Demonstrate knowledge of software for photographic, and online storytelling, as well as other technologies used by the profession. The student will be able to describe the relationship among journalism, information technology, and society, and the ways in which technological developments affect the content and dissemination of news.

**Class and Assignment Schedule:**
The following is an outline of the weekly class schedule. In addition to the topics listed, copyright and ethics issues will be discussed throughout the course. Adjustments to critique times will be made to accommodate the lecture schedule.

**Attached to the end of this syllabus is an assignment deadline sheet.** The sheet lists deadlines for all assignments. Remember: A grade of E is given for missed deadlines and only images in .jpg digital format will be accepted for assignments. Acceptable audio and multimedia project formats are described on the related assignment sheets. The deadline sheet and this syllabus can be found posted under the content section on d2l.

**Quizzes** will cover reading assignments from the book “Photojournalism The Professional Approach” by Kenneth Kobre, 7th edition, lectures and class visits to relevant events, such as on campus photography exhibits which will be announced. Scheduled quizzes will take place during your assigned photo lab time and will be administered through d2l. Quizzes can only be taken in your assigned lab. Quizzes taken outside of the lab room Marshall 347 will receive an automatic E and cannot be retaken. A separate quiz sheet listing chapters and dates of quizzes is attached. This sheet is also available on d2l [http://www.d2l.arizona.edu/](http://www.d2l.arizona.edu/)
Week 1 First Day of Class Monday, Aug. 21, 2017
Monday: Introduction & Course Syllabus Review & Lab Assistant Introductions
Wednesday Lecture: IPTC data and caption writing. Digital camera settings and controls
Assignment # 1: IPTC and Caption Fields (Images available in the lab)
In Lab: Have students log into computers, set date and time in cameras, download required apps if using cell phone camera. Introduce Photoshop and IPTC fields
Reading assignment: Kobre, Chapter Seventeen – History

Week 2
Monday Lecture: IPTC data and caption writing continued
Assignment # 1: IPTC and Caption Fields (Images available in the lab)
In Lab: Complete and turn in Assignment 1 IPTC data and caption writing
Wednesday Lecture: Headshot Assignment
Assignment # 2: Practical Headshots (Front light, Side light, Back light & Open shade)
Reading assignment: Kobre, Chapter Seventeen – History

Week 3 – Monday, Sept. 4, 2017 – Labor Day – No Classes
Wednesday Lecture: Front light, back light, sidelight and open shade the importance of headshots continued
In Lab: Assignment #2 Begin work on headshot assignment making the Photoshop headshot template.
Reading assignment: Kobre, Chapter One – Assignment

Week 4
Monday Lecture: Composition
Assignment # 3: Composition
Wednesday Lecture: ISO, shutter speeds and apertures
Review: IPTC and caption writing
Reading assignment: Kobre, Chapter 15 Ethics

Week 5
Monday Lecture: Perspective
Assignment # 4: Perspective
Wednesday Lecture: Ethics
Wednesday Lecture: ISO, shutter speeds and apertures continued if time
Critique assignment # 2: Headshots

Week 6
Monday Lecture: Daylight basics, times of day and dramatic light
Assignment # 5: Dramatic Light
Wednesday Lecture: Ethics continued
Wednesday Lecture: Lens Choice Depth of Field if time
Assignment # 11: Introduce Tucson Life multimedia still and audio project (See deadline sheet for work-in-progress and final project due dates)
Critique assignment # 3: Composition if time
Reading assignment: Kobre, Chapter Four - Features

Week 7
Monday Lecture: Features
Assignment # 6: Features
**Week 8**

**Monday Lecture:** Introduction to Collecting and Editing Audio and Environmental Portraits continued if needed

**Assignment # 7:** Audio Interview with Environmental Portrait

**Wednesday Lecture:** Introduction to Collecting and Editing Audio and Environmental Portraits continued if needed

**Critique assignment # 5:** Dramatic Light

**Reading assignment:** Kobre, Chapter Five – Portraits

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**Week 9**

**Monday Lecture:** Multimedia: Audio slide show

**Assignment # 8:** Multimedia, Person at Work, stills and audio interview. *(Begin editing your content during lab Week 10, final project Due Week 11 see deadline sheet)*

**Wednesday Lecture:** Continue Multimedia Audio slide show lecture if needed

**Critique assignment # 6** Features

**Reading assignment:** Kobre, Chapter Six - Sports

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**Week 10**

**Monday Lecture:** Mainstream and alternative sports *(Due Week 12)*

**Assignment # 9:** Sports

**Wednesday Lecture:** Continue with sports lecture if needed

**Critique assignment # 7:** Audio Interview with Environmental Portrait

**Assignment 11 – Tucson Life story ideas due on server during your lab this week** See Story Idea Example under Content>Handouts on d2l for formatting and content instructions.

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**Week 11**

**Monday Lecture:** General and Spot News

**Assignment # 10:** General News *(Due Week 14)*

**Assignment # 8 Person at Work Multimedia due this week**

**Wednesday Lecture:**

**Critique Assignment # 8:** Audio Interview with Environmental Portrait

**Reading Assignment:** Kobre, Chapters 2 & 3 – Spot and General News

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**Week 12**

**Critique assignment # 8:** Person at Work multimedia

**Reading Assignment:** Kobre, Chapters 2 & 3 – Spot and General News

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**Week 13**

**Monday Lecture:** Copyright

**Wednesday Lecture:**

**Critique assignment #11:** Life in America Work in Progress

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**Week 14**
Monday Lecture: Photo Editing For a Portfolio  
Wednesday Lecture:  
Critique assignment # 9: General News  
Reading assignment: Kobre, Chapter Seven Photo Editing

Week 15  
Critique assignment # 10: Sports

Week 16  
Critique assignment 11: Life in America

Assignment Guidelines, Deadlines and Grading: There are no exceptions to the following policies.

1. Only photographs taken by you will be accepted for all photography and multimedia assignments. For multimedia assignments only images, audio and text photographed, recorded or written by you will be accepted. Plagiarism includes using someone else’s images, audio recordings, text and graphics. By placing your copyright and name in image IPTC fields and as a credit to multimedia productions you are confirming that the content is yours and yours alone. Using someone else’s creative content is an academic integrity violation and will result in an E for the course. **THERE ARE NO EXCEPTIONS TO THIS POLICY.**

2. Turning in work for or by another student is an academic integrity violation and will result in the violating students being dropped from the class. If the offence falls after **March 28, 2017** the universities’ “last day to withdraw from a class online through UAcess” then an E will be given for the course. **THERE ARE NO EXCEPTIONS TO THIS POLICY.**

3. Only images taken during fall 2017 semester will be accepted. Photographs taken and turned in for another class assignment require permission from both instructors. Make sure that your camera’s date and time stamp are set with the current date. Images turned in displaying the wrong metadata date will not be accepted for credit and an E will be given for that assignment.

4. All camera metadata must match the camera metadata found in the selfie photograph turned in at the beginning of the semester. The image file from your selfie will be used to confirm that the camera manufacture metadata for all your assignments match. Only the camera used for your selfie image may be used for any assignments turned in in JOUR 203. If you change cameras or shoot an assignment with a different camera or phone, then you must turn in another selfie with that camera or phone’s metadata before turning in the assignment shot on the new camera or phone. **THERE ARE NO EXCEPTIONS TO THIS POLICY.**

5. Images turned in without any metadata in the “Camera Data” field in File Info of Photoshop will not be accepted and an E will be given for that assignment. **THERE ARE NO EXCEPTIONS TO THIS POLICY.**

6. Emailing photographs will result in metadata being stripped from the “Camera Data” field and will not be accepted. As noted above in numbers 3, 4 & 5, images turned in without camera metadata, correct date and time metadata information or a different camera or phone then originally registered with your selfie will not be...
accepted and will receive an automatic E for that assignment. **THERE ARE NO EXCEPTIONS TO THIS POLICY.**

7. Camera Settings: ISO 200, correct date and time, no time stamp appearing on images, color setting set to **RGB** not sRGB.

8. The date and time stamp must not appear on your actual images.

9. There will be no cropping of images until assignment #10 sports. Further explanation and ethical considerations will be provided during class lectures.

10. The use of your camera’s flash and the ability to change your ISO settings beyond ISO 200 will not be permitted until assignment #6 Features. Further explanations will be provided during class lectures.

11. Friends, roommates, classmates, relatives and other people you know personally may not be used as subjects for class assignments. All identifiable subjects in your photographs must be identified in the caption. Always try to get contact information of subjects, e-mail, phone etc. and provide this information in the SOURCE box found under the Origin section of File Info in Photoshop.

12. Inform all subjects that you are journalism students and that pictures and multimedia projects done of them may appear in print or online publications. There are no exceptions to this policy.

13. **The Humane Society:** When covering the Humane Society students must make an appointment a week in advance, show up with their equipment (and not forget it and have to run home to get it and delay them), cancel appointments by phone, not by text message or email, and let them know afterward if the story is published or aired. Failure to comply with these guidelines will result in an E for the assignment related to Humane Society coverage.

14. It is your responsibility to keep copies of your work. Work left on the journalism lab computers is deleted weekly. Any work left on a journalism lab computer is done at your own risk. Journalism lab computers are deleted weekly. Work lost or deleted from the journalism lab computers does not constitute an excuse for missing the assignment. It is required that you purchase a portable hard drive for backing up your work in this class. **Hard drives will be required from the first week of class. THE ONLY SAFE BACKUP IS WITH YOUR OWN PORTABLE HARD DRIVE, PERIOD!** There are no exceptions to this policy.

15. A portable hard drive with a capacity of 500 gigabytes or greater is required to work with Final Cut Pro X software. All multimedia and audio assignments are completed using this software. A student will not be allowed to work on a Final Cut Pro X multimedia or audio project without the hard drive. An E will be given for the multimedia assignment if not turned in by the deadline. There are no exceptions to this policy.

16. **Assignment Deadlines:** Photojournalism and Journalism are deadline-oriented professions. Missing deadlines in the real world, means having a direct negative affect on an entire chain of people in a news organization, which ultimately results in lost respect, lost revenues and loss of your job. In this class, as in the
professional world, there are no excuses for missing deadlines. Therefore, a grade of E will be given for work that misses the assigned deadline. The assigned deadline is always no later than the end of your assigned lab day and time, unless the instructor, ONLY, has assigned a Friday lab for that week.

17. **Reshoot Assignments** – Only Assignments 1-8 are eligible for a reshoot. Only one of these assignments maybe reshot. Assignments not turned in are not eligible for reshooting. Only assignments turned in for a grade by the original assignment deadline are eligible for the reshoot assignment. The assignment must be completely reshot including completely new and different subjects. The reshoot assignment must follow the original assignment sheet instructions found on d2l. If you reshoot Assignments 1-8 it must be turned in by the reshoot assignment deadline found on the deadline sheet at the end of this syllabus and on d2l. If the reshoot assignment grade is better than the grade of the original assignment the reshoot grade will replace the original assignment grade otherwise the original grade will stand. Reshoot assignments turned in after the deadline will not be accepted or graded.

18. **Friday lab times and deadlines** are announced during Wednesday class lectures ONLY and do NOT occur every Friday. They are limited to 3 or 4 Fridays a semester and center on completion of multimedia projects. A signup sheet will be posted on the photo lab door following the announcement for a Friday lab. Friday labs are always first come first serve.

19. **Attendance including Friday labs:** The instructor must be notified in advance of an excused absence as defined under the Attendance Policy section of this syllabus and be provided with the required written documentation at the beginning of the first class lecture (not lab) following the excused absence date. If the assignment deadline has passed and the instructor has not accepted or received the required written documentation during the first class lecture following the excused absence then an E will be given for that assignment. There are no exceptions to this policy.

20. Turning assignments into the wrong assignment folder in the photo lab will result in a **ONE full letter grade reduction** for that assignment. **PLEASE DOUBLE CHECK THAT YOU HAVE TURNED YOUR WORK INTO THE CORRECT FOLDER BEFORE LEAVING THE LAB. THERE ARE NO EXCEPTIONS TO THIS POLICY.** The reduction will result after the assignment is graded. For example: Should you place the assignment in the wrong folder and after grading the assignment you receive a B for the work on that assignment, then the final grade will be marked down two full letter grades to a C, as a result of placing the assignment in the wrong folder.

21. Never Email assignment work to the instructor. No assignments will ever be accepted via Email. Not turning in assignments to the correct assignment folder on the School of Journalism server, as described above and on the assignment sheet, will result in an E for that assignment.

22. **It is your responsibility to review your graded critique sheets during the week they are placed in your lab folder.** Any problems associated with critique sheet grades must be brought to the professor’s attention during the week the grade sheet was issued **only.** No changes will be made after the week assignment
grades are placed in your lab folder. The lab instructor is not responsible for assignment grades and issues relating to grades must be brought to the attention of the photojournalism professor ONLY and ONLY during the week the grade was placed into your lab grade folder.

### Important Note Concerning Captions & IPTC Data Fields Associated With All Shooting Assignment Grades:

Mistakes in captions or IPTC data including, spelling, grammar, AP style errors and missing information, **will result in at least one full letter grade reduction** for all shooting assignments. In addition, completely missing captions and IPTC data **will result in at least a two full letter grade reduction**. Proof your captions and IPTC data before turning in your shooting assignments!

**Judging, critiquing and grading multimedia either professionally or for class is a subjective process. The following is a general guide to how grades for multimedia assignments will be determined.**

**Critiques:** Constructive evaluation of the quality of your photography, writing, audio, video, graphics and editing are part of my job. Becoming a good photographer or multimedia producer is a process. Becoming confident and competent in these skills, overcoming weaknesses and learning from mistakes takes time. The criteria by which I critique and grade your assignments are listed in detail below.

There will also be from time to time in-class critiques and peer-critiques of your work. This is an important part of the journalistic process. ALL your professional journalism work will be constantly subjected to the assessment of your peers, your editors and your audience, so it is important to develop a “thick skin” early on and learn not take criticism personally. Rather, keep an open mind, listen carefully and consider the criticism an opportunity to learn and improve your professional skills. That said; if you have problems with in-class or peer-critiques, please talk to me.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Description</th>
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<tbody>
<tr>
<td>A</td>
<td>Excellent in all areas: Is publishable, meets deadlines, adheres to assigned content, adheres to assigned criteria as stated on the assignment sheet, achieves correct exposure, color balance, composition, and is in focus. Contains no caption or IPTC data errors.</td>
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<tr>
<td>B</td>
<td>Good, overall work that is publishable, on deadline, in focus and adheres to assigned content, but may have minor problems associated with one of the following; exposure, color balance or composition. Contains no caption or IPTC data errors. Adheres to assigned criteria as stated on the assignment sheet,</td>
</tr>
<tr>
<td>C</td>
<td>Average work turned in on time and contains the assigned content, but is not publishable because of problems with focus, exposure, color balance or composition. Contains caption and or IPTC data errors.</td>
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<tr>
<td>D</td>
<td>Below average work that is turned in on deadline but is not publishable. The work shows some effort, but fails to meet technical, compositional or content standards as noted above. Contains caption and or IPTC data errors.</td>
</tr>
<tr>
<td>E</td>
<td>Fails to meet minimum expectations in most or all areas noted above and/or missed the deadline. Contains caption and or IPTC data errors.</td>
</tr>
</tbody>
</table>
Final Grade is based on the following percentages:

1. Photo Assignments 60%
2. Tucson Life Project 15%  
   (See note below)
3. Multimedia Person at Work 10%
4. Quizzes 10%
5. Lab, Lecture Attendance 5% & Professionalism

**Note:** The Tucson Life project consists of 2 parts, 1 work in progress assignment worth 5% and the final completed assignment worth 10% for a total of 15%.

**Assignment Point Grade Scale:**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>100</td>
</tr>
<tr>
<td>B</td>
<td>85</td>
</tr>
<tr>
<td>C</td>
<td>75</td>
</tr>
<tr>
<td>D</td>
<td>60</td>
</tr>
<tr>
<td>E</td>
<td>0</td>
</tr>
</tbody>
</table>

**Attendance and Professionalism Point Grade Scale:**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>100 = No unexcused absences</td>
</tr>
<tr>
<td>B</td>
<td>85 = 1 unexcused absence</td>
</tr>
<tr>
<td>C</td>
<td>75 = 2 unexcused absences</td>
</tr>
<tr>
<td>D</td>
<td>60 = 3 unexcused absences</td>
</tr>
<tr>
<td>E</td>
<td>0 = The 4th unexcused absence and will result in being dropped from the course or an E for the course as described in the attendance policy below.</td>
</tr>
</tbody>
</table>

**Final Grade Scale:** There is no increasing of grades if you receive an 89 it is a B etc.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>90-100</td>
</tr>
<tr>
<td>B</td>
<td>80-89</td>
</tr>
<tr>
<td>C</td>
<td>70-79</td>
</tr>
<tr>
<td>D</td>
<td>60-69</td>
</tr>
<tr>
<td>E</td>
<td>59 and below</td>
</tr>
</tbody>
</table>

**Makeup work and extra credit policy**

Assignments, projects, exams or quizzes can be made up only if a student has a valid written excuse for missing them. See attendance policy below for a definition of a “valid written excuse.” You must contact Professor Newton prior to or immediately following your Excused Absence to arrange for a deadline change and or makeup quiz. Failing to contact Professor Newton prior to or immediately following your written excused absence will result in an E for the missed assignment or quiz. Immediately following means the first day back from your written excused absence. You will receive the grade you earn on the assigned work. No extra credit opportunities are available. Exams or quizzes may not be retaken in an effort to improve your grade.

**Grading Policy (Required by UA):** University policy regarding grades and grading systems is available at: [http://catalog.arizona.edu/2015-16/policies/grade.htm](http://catalog.arizona.edu/2015-16/policies/grade.htm).

Requests for incompletes (I) and withdrawal (W) must be made in accordance with university policies which are available at [http://catalog.arizona.edu/2015-16/policies/grade.htm#I](http://catalog.arizona.edu/2015-16/policies/grade.htm#I) and [http://catalog.arizona.edu/2015-16/policies/grade.htm#W](http://catalog.arizona.edu/2015-16/policies/grade.htm#W) respectively.
**Honors Credit:** Students wishing to contract this course for Honors Credit should email me to set up an appointment to discuss the terms of the contract and to sign the Honors Course Contract Request Form. The form is available at [http://www.honors.arizona.edu/documents/students/ContractRequestForm.pdf](http://www.honors.arizona.edu/documents/students/ContractRequestForm.pdf).

**Attendance Policy:**

On the first day of class, after waiting 10 minutes for latecomers, roll will be called. If anyone on the roster is not present they will be administratively dropped from the class if there are other students wanting into the class. If a student on the roster contacts the professor ahead of time to explain they would be gone for a legitimate reason, and the professor accepts that reason, then that student may be left on the roster. No student with an advance legitimate excuse will be allowed to miss class or lectures beyond the first week of classes as too much work will have been missed. These students will be administratively dropped following the second class meeting. For further details of advanced notice legitimate excuses see paragraph two below. If there are still openings in the class, students will be added from the wait list in the order they are listed, but only if they are present. If there are still openings after that, then walk-ins will be accepted, but only if they meet the pre-requisites of the class. For classes that meet just once a week, the course will be closed to additional students after the first day. For classes that meet two or three times a week, students will be accepted on the first and second meetings only. If a student was on the roster and didn’t show up the first day and was dropped, allow the student to get back at the second meeting time, if there is room. If there is no room in the class, then that student will not be allowed back in. Students from the wait list, or who just showed up, who are admitted to the class on the first day will not be bumped from the class later; they have been admitted permanently. No one will be admitted after the first week of classes because they have missed too much material.

Students admitted late on day two of the semester must meet with the professor at the start of the second class meeting to make arrangements to turn in late work. Failure to meet with the professor on day two of classes will result in late work not being accepted and an E for that assignment will be assigned. The professor will provide students, who contact the professor ahead of time with a legitimate excuse for missing the first day of class with details of what assignments will be missed and a deadline for turning in the missed work. Not turning in the work by the agreed upon deadline will result in an E for that work. The student will provide the professor with written documentation of the accepted legitimate excuse.

Attendance in journalism classes is mandatory. Students who don't attend class miss lectures, class discussions and assignments. Unexcused absences will have a major impact on your grade because you will not be permitted to make up missed assignments. In JOUR203 total attendance is calculated by combining your lab and lecture absences. Three unexcused absences are the maximum allowed. Upon missing class the fourth time a student be dropped from the class or failing the class (E) if the fourth absence falls after the universities “last day to withdraw from a class online through UAccess” date of **March 28, 2017.** Additionally, having one, two or three combined unexcused absences will result in a reduced grade for “professionalism and attendance.” **Again, A fourth unexcused absence will result in a student being dropped from the course, if the fourth unexcused absence occurs before March 28, 2017. If the fourth unexcused absence occurs after March 28, 2017 an E for the course and the attendance category.** The attendance grade category is equal to 5% of your overall grade for the
class; see grade categories and scale above for attendance and professionalism grading. Attendance reflects on your professionalism performance.

Excused absences are granted only for valid, documented reasons and only if the reason makes your presence at the scheduled time impossible. University policy limits acceptable excuses to five: serious illness (with documentation), jury duty, religious observance, a dean’s excuse and military reserve obligation. If you have a reason for missing class that you think is legitimate, it is your responsibility to contact Professor Newton ahead of time. Contacting Professor Newton after the absence will result in an unexcused absence. Absence excuses are subject to verification. Presenting a false excuse will be considered cheating, a violation of the academic integrity rules, resulting in an E for the course.

Attendance will be taken using a class roster sheet and random number selection based on the number next to your name on the roster sheet. Signing the class roster for another student or providing picture id for another student is an academic integrity violation and will result in both violating students being dropped from the class. If the official drop deadline has passed, an E will be given for the course. Signing the class roster for another student will result in both students being dropped, the student signing for the other student and the student who is being signed for.

Emailing the instructor to say that you are going to miss class does not constitute a valid excuse. You must provide written documentation for the valid excuses discussed above. The excused absence documentation must be provided to the instructor at the beginning of class on the first scheduled lecture following the excused absence date.

If you need to leave class early you must notify the instructor before the beginning of class. Failure to do this will result in an unexcused absence for that class.

**Tardy:** For every two times late, one unexcused absence will be assigned. The class begins at 3:00 pm you will be counted tardy at 3:01 pm.

**Religious observances**
All holidays or special events observed by organized religions will be honored for those students who show affiliation with that particular religion.

**Additional Attendance Policy Information is available at:**

The UA’s policy concerning Class Attendance and Administrative Drops is available at: [http://catalog.arizona.edu/2015-16/policies/classatten.htm](http://catalog.arizona.edu/2015-16/policies/classatten.htm)

The UA policy regarding absences on and accommodation of religious holidays is available at [http://deanofstudents.arizona.edu/religiousobservanceandpractice](http://deanofstudents.arizona.edu/religiousobservanceandpractice)

Absences pre-approved by the UA Dean of Students (or Dean designee) will be honored. See: [https://deanofstudents.arizona.edu/absences](https://deanofstudents.arizona.edu/absences)

**Student Code of Academic Integrity (UA Policy)**
Students are encouraged to share intellectual views and discuss freely the principles and applications of course materials. However, graded work/exercises must be the product of independent effort unless otherwise instructed. Students
are expected to adhere to the UA Code of Academic Integrity as described in the UA General Catalog. See: http://deanofstudents.arizona.edu/codeofacademicintegrity.

Student Code of Academic Integrity (School of Journalism Policy)
The School of Journalism takes academic integrity very seriously – probably more seriously than most departments on campus. After all, we are in the truth business, and journalists who get caught plagiarizing ruin the profession, their employer, and their personal careers. Most violations of academic integrity in the school result in an E in the class and referral to the dean’s office. In some cases, students are expelled from the program.

Every instance of verified cheating will be penalized, generally with a failing grade for the course. The journalism school subscribes to the University of Arizona Code of Academic Integrity. Prohibited conduct covers all forms of academic dishonesty, including plagiarism, fabrication and facilitating academic dishonesty by others. The university's Code of Conduct prohibits such behavior as threatening fellow students or faculty, false identification or documents, false alarms, forgery or misuse of documents or records, stalking or discrimination against individuals or groups. Complete details are covered by the school's Academic Integrity Handbook, which you are required to read. Link to School of Journalism’s Academic Integrity Handbook: https://journalism.arizona.edu/node/622

Confidentiality of Student Records: http://www.registrar.arizona.edu/ferpa/default.htm

Collaboration policy
Though the department's classes often involve students working on team projects and peer reviewing, most assignments require individual attention and effort to be of any benefit. Unless otherwise stated by the instructor, all work is expected to be that of each student alone, without consultation with others. Prohibited activities include asking other students for access to the ir work, asking other students for help during lectures or labs, or sharing information during a quiz or exam.

Nondiscrimination and Anti-harassment Policy
The University is committed to creating and maintaining an environment free of discrimination, http://policy.arizona.edu/human-resources/nondiscrimination-and-anti-harassment-policy. University and journalism school policy prohibits faculty, staff and students from discriminating against any person on the basis of age, ethnicity, gender, disability, color, national origin, race, religion, sexual orientation or veteran status. If you feel that you are being discriminated against, please see me, the school director, the UA Office of Institutional Equity (http://equity.arizona.edu/) if it involves a faculty or staff member, or the Dean of Students Office if it involves another student (http://deanofstudents.arizona.edu).

Notification of Objectionable Materials
Journalism is a vital part of the democratic process. We deal every day with what happens in the world, both good and bad. That means you may hear discussions about news coverage that could be offensive to you, such as ugly crimes, political controversies, sexual situations, or conflicting religious beliefs. People might disagree in class, and that’s OK, but let’s try to do it in a civil and respectful manner. I will provide advance notice when such materials will be used. Students are not automatically excused
from interacting with such materials, but they are encouraged to speak with me to voice concerns and to provide feedback.

**Possible offensive content**
Journalism is a vital part of the democratic process. We deal every day with what happens in the world, both good and bad. That means you may hear discussions about news coverage that could be offensive to you, such as ugly crimes, political controversies or conflicting religious beliefs. If you have particular concerns about a subject, you are welcome to discuss them with me.

**Accessibility and Accommodations**
It is the university’s goal that learning experiences be as accessible as possible. If you anticipate or experience physical or academic barriers based on disability or pregnancy, please let me know immediately so that we can discuss options. You are also welcome to contact Disability Resources (520-621-3268) to establish reasonable accommodations. Please be aware that the accessible table and chairs in this room should remain available for students who find that standard classroom seating is not usable. For additional information on Disability Resources and reasonable accommodations, please visit [http://drc.arizona.edu/](http://drc.arizona.edu/).

If you have reasonable accommodations, please plan to meet with me by appointment or during office hours to discuss accommodations and how my course requirements and activities may impact your ability to fully participate. Please be aware that the accessible table and chairs in this room should remain available for students who find that standard classroom seating is not usable.

"The School of Journalism is very willing to make any reasonable accommodation to assist all disabled students to succeed in our classes. To be eligible, your special needs must be confirmed by the Disability Resource Center and you must report them privately to me at the beginning of the semester."

**Diversity and Inclusiveness**
The School of Journalism values diversity and attempts to communicate clearly the value of diversity in journalism to better represent society. Unfortunately, the media industry does not accurately reflect the people it serves – only about 12 percent of journalists are racial minorities (compared to nearly a third of the U.S. population), and men still dominate newsrooms even though two-thirds of journalism grads are women. Diverse views are crucial in journalism – including those from different racial, gender, religious, socio-economic and political backgrounds. We encourage students to participate in school clubs and activities that enhance diversity in journalism, including the student chapter of the National Association of Hispanic Journalists and National Press Photographers Association, NPPA. We will discuss these issues during class, as well as the ethical responsibilities of journalists to, as the NPPA Code of Ethics says, “Photographic and video images can reveal great truths, expose wrongdoing and neglect, inspire hope and understanding and connect people around the globe through the language of visual understanding.” To find out more, contact the school’s diversity coordinator, Maggy Zanger, at [zanger@email.arizona.edu](mailto:zanger@email.arizona.edu).

**Classroom Behavior**
Students are asked to refrain from disruptive conversations with people sitting around them during lecture. Students observed engaging in disruptive activity will be asked to cease this behavior. Those who continue to disrupt the class will be asked to leave
lecture or discussion and may be reported to the Dean of Students. The university’s no-smoking policy applies in our classrooms, and we also prohibit e-cigarettes as disruptive.

- **Being responsible.** Being punctual and attending all classes. Being prepared for class and participating actively. Avoiding disruptive behavior. Approaching your assignments with resourcefulness, and with the goal of completing them as thoroughly as possible. Doing your share when working on group projects. Requesting help from the course instructor, just as you would request assistance from an editor or producer in the newsroom.

- **Being respectful.** Recognizing that you need to be as respectful of the opinions of others as you would have them be of yours. Being courteous in class and on assignments, such as avoiding distracting behavior such as texting, coming in late, leaving class early, talking, checking Facebook, etc. Being sensitive to the needs of news sources.

- **Being accountable.** Remembering that when you are on assignment, your behavior, attitude and dress reflect not only on you, but also on the school and the university. People have long memories, and your actions can influence your reputation – and ours – for years to come.

**Threatening Behavior Policy**
The Arizona Board of Regents’ Student Code of Conduct, ABOR Policy 5-308, prohibits threats of physical harm to any member of the University community, including to one’s self. The UA Threatening Behavior by Students Policy prohibits threats of physical harm to any member of the university community, including to one’s self. See http://policy.arizona.edu/education-and-student-affairs/threatening-behavior-students. The use of personal electronics such as laptops, iPads and other such mobile devices is distracting to the other students and the instructor. Their use can degrade the learning environment. Therefore, students are not permitted to use these devices during the class period.

**Electronic Devices**
The use of personal electronics such as laptops, iPads and other such mobile devices is distracting to the other students and the instructor. Their use can degrade the learning environment. Therefore, students are not permitted to use these devices during the class period.

**Student accountability**
"The School of Journalism goes to great length to inform students of its policies and procedures. This information comes to you through class syllabi, your instructors, the department Listserv, our bulletin boards and the advisors. We make a special effort to put the most important instructions in writing. Because of these multiple communication channels, we feel it is only reasonable to assume that students are fully aware of the information and will act on it accordingly. For that reason, "I didn't know..." is not considered a valid excuse."

**Computer security rules**
It is very important that students know and observe the following rules that help protect the security of the journalism server:
1. Use only your university e-mail account to correspond with journalism faculty and staff.
2. Do not check your personal e-mail accounts from department computers.
3. You may not connect your laptops to our networks or computers under any circumstances. E-mail material to your UA e-mail account or transfer it to a portable hard drive or USB flash drive.

4. You can connect a laptop to the video inputs (only) on the projection monitors if you are making a class presentation.

5. No students are allowed in classrooms outside of class hours, except for students in capstone courses and then only with the instructor’s permission.

6. Computers in the student reading room, 312, are available for use outside of class.

7. Absolutely no food items or drinks are allowed in any lab or near any computer in the reading room.

8. Students who wish to use the reading room before or after hours must bring their CatCard to the journalism office for approval and access.

**Antivirus Software:** It is University policy that no outside “data-storage medium” – laptops, CDs, USB drives - can be inserted into any UA device unless the outside medium (your computer) is fully protected by antivirus software. And the UA journalism policy is that NO laptop can be connected to the department’s network.

All students MUST have updated anti-virus software on their home computers to protectUA computers from viruses that may be introduced from files copied from home computers to some kind of data storage device (i.e., portable hard drive, memory card, CD, jump drive, whatever) and then to UA computers.

The UA supplies this software free for all faculty and students. You can easily download and install it on your computer.

It is located under “no-cost software” on the “site license” page on UA website. This is Sopos anti-virus software. It automatically updates itself periodically.

http://softwarelicense.arizona.edu/sophos-endpoint-security-and-control

For assistance with installing, configuring or updating Sophos, call 621-HELP. If you do not have high quality protection on your computer, you must download Sophos and install it immediately.

**Additional Resources for Students**

1) UA Academic policies and procedures are available at:
   http://catalog.arizona.edu/2016-17/policies/aaindex.html

2) Student Assistance and Advocacy information is available at:
   http://deanofstudents.arizona.edu/studentassistanceandadvocacy
Photojournalism Assignment Deadline Sheet
JOUR 203 – Fall 2017

All shooting assignments are due in their specific assignment folder located in the photo lab by the end of your assigned lab time listed below. Lab times are Tuesdays, 9:00 – 10:50 & 11:00 - 12:50 and Wednesdays, 9:00 – 10:50 & 11:00 – 12:50. You may only attend your assigned lab time. Friday open labs are announced during the Wednesday lecture only and are not held every Friday. No credit will be given for missed deadlines. Turning assignments into the wrong assignment folder will result in a ONE full letter grade reduction for that assignment. Only images taken during this semester and by you will be accepted. There are no group assignments unless assigned by the instructor. Your camera’s date and time settings must be up-to-date or an assignment will not be accepted and will result in an automatic E. Only jpeg digital files may be turned in for picture assignments and MPEG 2 movie files for multimedia and audio assignments. Additional assignment criteria are defined on each assignment sheet handout. The deadline sheet and weekly schedule are subject to change by the instructor. Notice will be provided in class and with written addendums to the syllabus posted online at http://d2l.arizona.edu

<table>
<thead>
<tr>
<th>Assignment #</th>
<th>IPTC and Caption Fields Pass or Fail</th>
<th>Week 2 - Due at the end of your assigned lab time Tuesday, Aug. 29 – Wednesday, Aug. 30</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assignment # 2</td>
<td>Practical Headshots</td>
<td>Week 4 - Due at the end of your assigned lab time Tuesday, Sept. 12 – Wednesday, Sept. 13</td>
</tr>
<tr>
<td>Assignment # 3</td>
<td>Composition</td>
<td>Week 5 - Due at the end of your assigned lab time Tuesday, Sept. 19 – Wednesday, Sept. 20</td>
</tr>
<tr>
<td>Assignment # 4</td>
<td>Perspective</td>
<td>Week 6 - Due at the end of your assigned lab time Tuesday, Sept. 26 – Wednesday, Sept. 27</td>
</tr>
<tr>
<td>Assignment # 1 Redo Opportunity</td>
<td>IPTC and Caption Fields Pass or Fail</td>
<td>Week 6 - Due at the end of your assigned lab time Tuesday, Sept. 26 – Wednesday, Sept. 27</td>
</tr>
<tr>
<td>Assignment # 5</td>
<td>Dramatic Light</td>
<td>Week 7 - Due at the end of your assigned lab time Tuesday, Oct. 3 – Wednesday, Oct. 4</td>
</tr>
<tr>
<td>Assignment # 6</td>
<td>Features</td>
<td>Week 8 - Due at the end of your assigned lab time Tuesday, Oct. 10 – Wednesday, Oct. 11</td>
</tr>
<tr>
<td>Assignment # 7</td>
<td>Audio Interview with Environmental Portrait</td>
<td>Week 9 - Due at the end of your assigned lab time Tuesday, Oct. 17 – Wednesday, Oct. 18</td>
</tr>
<tr>
<td>Assignment # 8</td>
<td>Begin work on Multimedia Person at Work project</td>
<td>Week 10 - Work in lab on Assignment #8 Tuesday, Oct. 24 – Wednesday, Oct. 25</td>
</tr>
<tr>
<td>Assignment # 11</td>
<td>Tucson Life Story Ideas See Instructions on D2l under Content&gt;Handouts</td>
<td>Week 10 – Due at the end of your assigned lab time Tuesday, Oct. 24 – Wednesday, Oct. 25</td>
</tr>
<tr>
<td>Assignment # 8</td>
<td>Multimedia Person at Work Due</td>
<td>Week 11 - Due at the end of your assigned lab time Tuesday, Oct. 31 – Wednesday, Nov. 1</td>
</tr>
<tr>
<td>Assignment # 9</td>
<td>Sports</td>
<td>Week 12 – Due at the end of your assigned lab time Tuesday, Nov. 7 and Wednesday, Nov. 8</td>
</tr>
<tr>
<td>Assignment # 11 – Work in Progress</td>
<td>Tucson Life - Work in Progress Editing</td>
<td>Week 12 – Work in lab on Assignment # 11 Tuesday, Nov. 7 Wednesday, Nov. 8</td>
</tr>
<tr>
<td>Assignment # 11</td>
<td>Tucson Life Work in Progress Due</td>
<td>Week 13 - Due at the end of your assigned lab time Tuesday, Nov. 14 – Wednesday, Nov. 15</td>
</tr>
<tr>
<td>Assignment # 10</td>
<td>General News</td>
<td>Week 14 - Due at the end of your assigned lab time Tuesday, Nov. 21 – Wednesday, Nov. 22 – (Thanksgiving)</td>
</tr>
<tr>
<td>Assignment # 11</td>
<td>Tucson Life Project - Work in lab on Assignment</td>
<td>Week 14 - Work in lab on Assignment #11 Tuesday, Nov. 21 - Wednesday, Nov. 22 - (Thanksgiving)</td>
</tr>
<tr>
<td>Re-shoot Assignment</td>
<td>Re-shoot of 1 Assignment Assignments-1-8 Only</td>
<td>Week 15 - Due at the end of your assigned lab time Tuesday, Nov. 28 – Wednesday, Nov. 29</td>
</tr>
<tr>
<td>Assignment # 11</td>
<td>Tucson Life Project - Work in lab on Assignment</td>
<td>Week 15 - Work in lab on Assignment #11 Tuesday, Nov. 28 – Wednesday, Nov. 29</td>
</tr>
<tr>
<td>Assignment # 11</td>
<td>Tucson Life Project Due</td>
<td>Week 16 – Due at the end of your assigned lab time Tuesday, Dec. 5 – Wednesday, Dec. 6 – NO FRIDAY OPEN LAB</td>
</tr>
</tbody>
</table>

Deadline sheet revised July 6, 2017, fall 2017_v1
Quizzes will be taken on D2L during your assigned lab time and only in the lab Marshall Room 347. Quizzes taken outside of the lab or lab time will receive an automatic E. Lab times are Tuesdays 9:00 – 10:50, 11:00 -12:50 and Wednesdays, 9:00–10:50, 11:00 – 12:50. You may only attend your assigned lab time. Quizzes may not be taken during Friday open labs. There are NO makeup quizzes without a written excused absence as defined in the attendance policy and Assignment Guidelines, Deadlines and Grading sections of this syllabus. Quiz questions will come from the required textbook, “Photojournalism The Professional Approach,” class lectures and Center of Creative Photography assigned visits.

There will be no makeup quizzes for unexcused absences. The lowest quiz grade will be dropped except unexcused absence quizzes. You must take the quiz and receive a grade for the lowest grade to be dropped.

<table>
<thead>
<tr>
<th>Quiz Number</th>
<th>Quiz Description</th>
<th>Semester Week Due</th>
<th>Quiz Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>No Quiz This Week</td>
<td>No Quiz This Week</td>
<td>Week 1</td>
<td>No Quiz This Week</td>
</tr>
<tr>
<td>No Quiz This Week</td>
<td>No Quiz This Week</td>
<td>Week 2</td>
<td>No Quiz This Week</td>
</tr>
<tr>
<td>Quiz # 1</td>
<td>Kobre, Chapter 17 History</td>
<td>Week 3</td>
<td>Tuesday, Sept. 5 – Wednesday, Sept. 6</td>
</tr>
<tr>
<td>Quiz # 2</td>
<td>Kobre, Chapter 1 Assignment</td>
<td>Week 4</td>
<td>Tuesday, Sept. 12 – Wednesday, Sept. 13</td>
</tr>
<tr>
<td>Quiz # 3</td>
<td>Kobre Chapter 15 Ethics</td>
<td>Week 5</td>
<td>Tuesday, Sept. 19 – Wednesday, Sept. 20</td>
</tr>
<tr>
<td>No Quiz This Week</td>
<td>No Quiz This Week</td>
<td>Week 6</td>
<td>No Quiz This Week</td>
</tr>
<tr>
<td>Quiz # 4</td>
<td>Kobre, Chapter 4 Features</td>
<td>Week 7</td>
<td>Tuesday, Oct. 3 – Wednesday, Oct. 4</td>
</tr>
<tr>
<td>Quiz # 5</td>
<td>Kobre, Chapter 5 Portraits</td>
<td>Week 8</td>
<td>Tuesday, Oct. 10 – Wednesday, Oct. 11</td>
</tr>
<tr>
<td>No Quiz This Week</td>
<td>No Quiz This Week</td>
<td>Week 9</td>
<td>No Quiz This Week</td>
</tr>
<tr>
<td>Quiz # 6</td>
<td>Kobre, Chapter 6 Sports</td>
<td>Week 10</td>
<td>Tuesday, Oct. 24 - Wednesday, Oct. 25</td>
</tr>
<tr>
<td>No Quiz This Week</td>
<td>No Quiz This Week</td>
<td>Week 11</td>
<td>No Quiz This Week</td>
</tr>
<tr>
<td>No Quiz This Week</td>
<td>No Quiz This Week</td>
<td>Week 12</td>
<td>No quiz This Week</td>
</tr>
<tr>
<td>Quiz # 7</td>
<td>Kobre, Chapters 2 and 3 Spot and General News</td>
<td>Week 13</td>
<td>Tuesday, Nov. 14 – Wednesday, Nov. 15</td>
</tr>
<tr>
<td>No Quiz This Week</td>
<td>No Quiz This Week</td>
<td>Week 14</td>
<td>No Quiz This Week</td>
</tr>
<tr>
<td>Quiz # 8</td>
<td>Kobre Chapter 7 Photo Editing</td>
<td>Week 15</td>
<td>Tuesday, Nov. 28 – Wednesday, Nov. 29</td>
</tr>
</tbody>
</table>

Quiz Sheet Revised July 6, 2017 Fall 2017 v1
Course purpose
This course is intended to empower you with the fundamentals of American media law and ethics that will enable you to understand and evaluate legal conflicts and ethical dilemmas in your personal and professional lives. This course will help you communicate responsibly, effectively and – hopefully – without getting sued. The idea is to provide information that is theoretical yet practical. You are likely going to make decisions that result in harm no matter what you do, so you might as well be able to figure out how to make a decision that you can live with and explain. Media practitioners, who wield great power in society through stories, advertisements and press releases, must go beyond mere gut reactions in making decisions that affect people’s lives.

Course goals
• Understand the history of news media regulation and freedom in the U.S.
• Learn the basic ethics philosophies and their relation to journalistic dilemmas.

Course learning outcomes
• Demonstrate mastery of First Amendment law (speech, prior restraint, defamation, commercial speech, copyright, regulation, privacy, etc.).
• Apply the law to current legal events and everyday scenarios.
• Explain fundamental ethics philosophies and apply them to ethical dilemmas.
• Produce your own personal code of ethics to guide decision-making.

Readings
Readings will be provided as electronic pdf files on D2L.

Office hours
I will send e-mails and post on D2L often with reminders to make sure everyone is up to date and aware of what’s going on. If you want to talk about assignments or the readings, feel free to contact me via e-mail and we can talk on the phone. If you want to talk on the phone, you can call my cell phone, 520-248-6242. I will chat with every student at least once via phone or Skype about mid-way through the semester.

Course expectations and policies
If you study the material, do the work, avoid procrastinating and participate you will do well. Students need to follow some course policies:
1. Deadlines are crucial in journalism. If you turn in an assignment late – **EVEN 1 SECOND LATE** - you will receive a 0 for it. No points! No excuses! I will go by the time that D2L says you turned in your assignment. You can turn assignments in early if you like. Give yourself time – don’t push it to the last minute. Sometimes there are technical issues in uploading. I will not accept
that as a reason for lateness. Upload your files early. All of the assignments are due at 11:59 p.m. Arizona time. Feel free to work ahead.

2. Students are expected to act respectful online but be open to debate. This is a good opportunity to practice working among peers in an open but supportive manner. Be careful with wording online and in e-mail – it can be mis construed.

3. The journalism school goes to great length to inform students of its policies and procedures. This information comes to you through classes, instructors, the school listserv, our bulletin boards and the advisers. Because of these multiple communication channels, we feel it is only reasonable to assume that students are fully aware of the information and will act on it accordingly.

Attendance & make-up
The class basically “meets” Monday through Thursday (online discussion). If you find yourself unable to do the work you will receive a 0 for it. Because of the short time for this class, every assignment is important. There is no make-up or extra credit and the class moves fast. So stay on top of it and don’t fall behind! If you run into a bind – some kind of extreme emergency that would get in the way of your work – contact me before you miss the assignments, not after.

Academic integrity
The journalism school subscribes to the University of Arizona Code of Academic Integrity. Prohibited conduct covers all forms of academic dishonesty, including cheating, plagiarism, fabrication and facilitating academic dishonesty by others. Complete details are covered by the school’s Academic Integrity Handbook, which you are required to read. Anyone who cheats or plagiarizes will receive an E in the course, referral to the dean’s office, and potentially greater punishment, up to and including expulsion from the program. This includes making up quotes, information or sources, lying about the nature of an absence, turning in someone else’s work as your own, turning in a story that you did for another class, capstone publication, the Wildcat, an internship or any other activity unrelated to this class (“double-dipping”), or using word-for-word information, including from the Internet, from other newspapers, or press releases, without citing the source through attribution. All work is expected to be that of each student alone. Prohibited activities include asking other students for access to their work, asking other students for help during lectures or labs, or sharing information during a quiz or exam. If you are unsure of whether you are about to violate an academic integrity policy, check with me before failing the course.

Anti-discrimination policy
University and journalism school policy prohibits faculty, staff and students from discriminating against any person on the basis of age, ethnicity, gender, disability, color, national origin, race, religion, sexual orientation or veteran status. I value a free exchange of ideas and thoughts during class, but let’s be respectful of one another in our discussions.

Accommodation for students with disabilities
The school is very willing to make any reasonable accommodation to assist all disabled students to succeed. To be eligible, your needs must be confirmed by the Disability Resource Center and you must report them privately to me at the beginning of the session.
Computer use

Students must have updated anti-virus software on their home computers to protect UA computers from viruses that may be introduced from files copied from home computers. You can get free Sophos anti-virus software from the UA at: http://softwarelicense.arizona.edu/sophos-download

You will upload your assignments to an assignment folder with your name on it in the D2L course website (under the Assignments tab on the toolbar near the top of the page). The website will run your files through Turnitin to spot plagiarism (see above, under Academic Integrity for the course policy). Make sure to upload the files as basic Word files. If you are unsure on whether it can be read, e-mail me a copy to make sure I can open it. Email me before the deadline to get credit, not after.

The readings

See the “Content” section in D2L (toolbar near the top of the main page) for the readings for each day. Many of you will be traveling here and there during the session, which is OK as long as you are mainly in one spot for your Dream House assignment, particularly during the last three weeks. The key to handling all the readings is to skim and hunt, a technique used often by graduate students: Skim the readings and hunt for the main points. Don’t get caught up in the details – just glean the overall meaning and then mull it and critically cogitate, integrating the information into the previous readings and your own experiences.

Possible offensive content

My class is a free-speech zone because I believe in practicing what we in journalism preach. Every day journalists deal with the extremes of the world, both good and bad. That means you may hear discussions about news coverage that could be offensive to you, such as ugly crimes, political controversies or conflicting religious beliefs. That’s why we have a First Amendment – to protect speech and the press so we the people can hash out our differences with words rather than swords. If you have a thought germane to the course material and discussion, speak up, and if we all respect one another and discuss with intelligence and decorum, then classes will be productive and educational. As the former U.S. senator from Idaho, William E. Borah, said: “If the press is not free; if speech is not independent and untrammeled; if the mind is shackled or made impotent through fear, it makes no difference under what form of government you live, you are a subject and not a citizen.” So speak up, citizen, and cheer this great country’s belief in an open and vibrant exchange of ideas!

Diversity and inclusiveness

The School of Journalism values diversity and attempts to communicate clearly the value of diversity in journalism to better represent society. Unfortunately, the media industry does not accurately reflect the people it serves – only about 12 percent of journalists are racial minorities (compared to nearly a third of the U.S. population), and men still dominate newsrooms even though two-thirds of journalism grads are women. Diverse views are crucial in journalism – including those from different racial, gender, religious, socio-economic and political backgrounds. We encourage students to participate in school clubs and activities that enhance diversity in journalism, including the student chapter of the National Association of Hispanic Journalists. We will discuss these issues during class, as well. To find out more, contact the school’s diversity coordinator, Maggy Zanger, at zanger@email.arizona.edu.
Overview of activities
See more details about the activities in the "Activities" folder in the Content section of D2L (see toolbar at the top of the main page). Everything in the daily lesson plan on D2L is designed to be completed by the end of that specific day (11:59 p.m. Arizona time) or earlier.

Activities

- Reading summaries 18 points (1 per day, 1 point each)
- Discussion posts 9 points (.5 points per day)
- Quizzes (4 at 10 points each) 40 points
- Topic activities (3 at 5 points each) 15 points
- Personal code of ethics 8 points
- Final quiz (cumulative) 10 points
- TOTAL 100 points

Reading summaries (18 points – 1 point per day)
For each day (except the first day), you will prepare a summary of the readings. It should be single-spaced no more than a page in a Microsoft Word file, uploaded to D2L by 11:59 p.m. Arizona time, including:

1) a one-paragraph description for each reading, boiling down the gist of the reading. That means a different paragraph for each reading for the day, listed on D2L in the Content section. If there are four readings then you should have four paragraphs. Bulleted paragraphs are fine.

2) Five questions you had overall (not five questions for each reading) about the readings. These are tagged on at the end of your summary paragraphs on the same page.

Discussion posts (9 points – 0.5 point per day)
After posting your reading summary you will have the day to partake in a class discussion. Post at least one comment on the readings, your assignments, or the question I pose that day, by 2 p.m., and then at least one response to another student’s comment (at least two postings per day, requiring that you read other postings) by 11:59 p.m. (Arizona time) that day. Comments must be at least 25 words (short but meaningful - no “Yeah, ditto.”). I will chime in as well, although I’ll try not to sway discussion. In order to make sure there is a conversation, not just a bunch of hurried posts at 11:55 p.m., please start making posts early in the day. You can certainly post more than twice. Have great conversations!

Quizzes (4 at 10 points each)
Each Thursday I will post a quiz online at D2L. You have all day to complete it, due by 11:59 p.m. Arizona time. You can take it up to three times to improve your score. It’s basically open book and most of it will rely on the readings and discussion. That’s not too hard, right? Therefore, do not team up with others. That’s called cheating, and it would be quite ironic to cheat in a class that covers ethics.

Topics activity (3 at 5 points each)
For the middle three weeks you will have a topics activity due 11:59 p.m. on Tuesdays. I will provide different activities for each week.
Personal code of ethics (8 points)
You will write your own personal code of ethics, integrating what you learn in the class and applying it to your career, as well as to life.

Final quiz (10 points)
This quiz will be on D2L like the quizzes, and will be cumulative for the whole session.

Grading
Grading rubrics will vary by assignment, and will be outlined in each activity’s instructions.
Letter grades will be calculated using this formula:
A = 90-100%  B = 80-89%  C = 70-79%  D = 60-69%  F = 59% and below
No extra credit is available in this class.

Final important advice!
Online courses, particularly in compressed sessions, can be challenging, especially if you are coming off classes from Summer 1. I understand this is a lot of work, but you can do it, and you bang out credits quickly from home. Work ahead and follow the day-to-day schedule carefully. Put everything down on a calendar. Bear down and try to have fun!
# Class schedule

Readings are provided online at D2L in the Content section for each day.

<table>
<thead>
<tr>
<th>Week</th>
<th>Day</th>
<th>Date</th>
<th>Topic</th>
<th>Due at 11:59 p.m.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>M</td>
<td>7/10</td>
<td>Introduction</td>
<td></td>
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<td></td>
<td>T</td>
<td>7/11</td>
<td>First Amendment</td>
<td></td>
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<tr>
<td></td>
<td>W</td>
<td>7/12</td>
<td>Speech and prior restraint</td>
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<td></td>
<td>Th</td>
<td>7/13</td>
<td>Obscenity and pornography</td>
<td>Quiz 1</td>
</tr>
<tr>
<td>2</td>
<td>M</td>
<td>7/17</td>
<td>Access law/places</td>
<td></td>
</tr>
<tr>
<td></td>
<td>T</td>
<td>7/18</td>
<td>Defamation</td>
<td>Topics activity 1</td>
</tr>
<tr>
<td></td>
<td>W</td>
<td>7/19</td>
<td>Broadcast/Internet</td>
<td></td>
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<tr>
<td></td>
<td>Th</td>
<td>7/20</td>
<td>Access to courts</td>
<td>Quiz 2</td>
</tr>
<tr>
<td>3</td>
<td>M</td>
<td>7/24</td>
<td>Reporter’s privilege</td>
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<td></td>
<td>T</td>
<td>7/25</td>
<td>Campaign finance</td>
<td>Topics activity 2</td>
</tr>
<tr>
<td></td>
<td>W</td>
<td>7/26</td>
<td>Privacy</td>
<td></td>
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<tr>
<td></td>
<td>Th</td>
<td>7/27</td>
<td>Commercial and copyright</td>
<td>Quiz 3</td>
</tr>
<tr>
<td>4</td>
<td>M</td>
<td>7/31</td>
<td>Introduction to ethics</td>
<td></td>
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<td></td>
<td>T</td>
<td>8/ 1</td>
<td>Classical ethics theories</td>
<td>Topics paper 3</td>
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<tr>
<td></td>
<td>W</td>
<td>8/ 2</td>
<td>Truth vs. harm</td>
<td></td>
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<td></td>
<td>Th</td>
<td>8/ 3</td>
<td>Codes of ethics</td>
<td>Quiz 4</td>
</tr>
<tr>
<td>5</td>
<td>M</td>
<td>8/ 7</td>
<td>Global perspectives</td>
<td>Personal ethics code</td>
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<tr>
<td></td>
<td>T</td>
<td>8/ 8</td>
<td>The science of ethics</td>
<td></td>
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<tr>
<td></td>
<td>W</td>
<td>8/ 9</td>
<td>Wrap-up</td>
<td>Final quiz</td>
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Course Purpose
The purpose of this course is to provide students working toward a minor in journalism with beginning and intermediate reporting, writing and editing skills. The course focuses on reporting practices, writing mechanics and structure, news style, rewrite and ethical applications.

Course Objectives
- Identify different types of news stories
- Understand what constitutes news and how news values shape stories
- Gather facts necessary to report for all platforms, whether print, broadcast or online and whether for legacy media, entrepreneurial start-ups, or for varied new-media platforms
- Think critically about information, exercising synthesis, analysis and organization
- Practice the tenets and skills common to high standards in journalism, including accuracy, fairness, completeness, taste, and good news judgment
- Recognize and be able to write good lead paragraph; write clear, concise leads for news stories that meet publication standards
- Construct accurate, interesting, succinct, well-written news stories that communicate facts clearly
- Write correctly and clearly; critically evaluate one’s own work and that of others for accuracy, fairness, appropriate style and grammatical correctness
- Learn basic story format, recognizing inverted pyramid as a critical thinking skill for determining what information or facts are important for a news story
- Gain experience performing journalism, for both breaking news and enterprise
- Understand how to work as a journalist serving diverse, multicultural communities in a global society
- Evaluate information by methods appropriate to journalism, including mathematics and basic statistical analysis

Required Reading
Tim Harrower’s Inside Reporting textbook (purchase)
AP Stylebook (purchase recommended, but books available for loan)
Readings posted on D2L under Content>Readings

D2L
We will use the D2L learning management system for access to assignments and reading; however, we will not use D2L for documenting your grades. This class generates multiple grades daily and recording them on D2L would be too time-consuming for me in a daily class. You should keep track of your own points as papers are returned. Also, some assignments will be submitted on D2L, though most will be turned in as hard copy in class. D2L may also be used for some quizzes.

Facebook
For our course, we have a Facebook page titled “209ers.” Please request to join on the first day of class. You will be asked to share some assignments on the FB page, as well as you may be asked to contribute to discussion there occasionally.
Assignment Overview
In-class: You will complete various writing and reporting exercises, participation activities and quizzes. Daily Homework: You will complete readings, as well as some writing/reporting exercises overnight typically. Many of these will be on a weekly schedule called The Rough, which will be distributed on Mondays. Other overnight assignments will be added throughout the week, as we learn what needs rewrites, as news develops, and so on. Weekend Homework: You will have reading, as well as execute reporting and writing assignments, with output turned in on Mondays typically. Ongoing: In the final weeks of the course, you will work outside of class, conducting reporting, research and writing to produce at least two major stories.

Expectations for a Summer Class
A regular semester-long class meets for 16 weeks, with about 30 classes. The summer class meets for five weeks, with 19 classes. That means that each summer school class covers the equivalent of two classes days, or nearly a week’s worth of material if the class were a semester long.

The general rule for a university class is that a student should spend about two hours a week per course unit, or six hours a week outside of class on homework for a three-unit class. I understand that most of you are taking the multi-media course along with this course. You will have a lot of work, so strive to keep up and maintain a good pace.

Attendance
The class meets 19 times between June 5 and July 6. Attendance and participation are considered not just virtues but requirements in the journalism field. You will receive 20 points for each class you attend; however, deductions of 5 points will be made for using cell phones outside in class, being tardy, leaving early and lacking participation. If you miss three or more classes, you will be asked to drop or may be administratively dropped from the class. If you have more than three absences after the drop date, your course grade will be lowered one grade.

Attendance per the UA
Participating in course and attending lectures and other course events are vital to the learning process. As such, attendance is required at all lectures and discussion section meetings. Students who miss class due to illness or emergency are required to bring documentation from their healthcare provider or other relevant, professional third parties. Failure to submit third-party documentation will result in unexcused absences.

- The UA’s policy concerning Class Attendance, Participation, and Administrative Drops is available at: http://catalog.arizona.edu/2015-16/policies/classatten.htm.
- The UA policy regarding absences for any sincerely held religious belief, observance or practice will be accommodated where reasonable, http://policy.arizona.edu/human-resources/religious-accommodation-policy.
- Absences pre-approved by the UA Dean of Students (or Dean Designee) will be honored. See:https://deanofstudents.arizona.edu/absences

First-Day Make-Up Policy
If you add the class late, you will be allowed to make up ONE DAY of work, not more.

Make-Up Policy
If you are absent, you are not able to make up work we completed in class while you were gone. You may turn in homework due on the day you were absent, via email by the class time on the day you missed.
Deadlines
No late work will be accepted in this class. In journalism, deadlines are paramount. We will move fast during this five-week class, and I will be editing and marking work quickly; this format doesn’t allow for grading work later after the full group’s work has been marked and returned.

Email Policy
Always begin your subject line with 209 ands your last name, followed by one or two words identifying the subject discussed in your email. If I were sending myself an email about this policy, the subject line would be: 209 Knight email policy.

Class Format
On Mondays, you will receive The Rough (an overview of assignments for the week), which includes much (not all) of the reading and writing homework for the week and the weekend.

Assignments likely will be added as the week progresses, and you will keep track of these additions on your own by coming to class and completing work. These mostly will include rewrites and additional writing and/or additional articles to read. I recommend that you keep a version of The Rough for the week and amend it as the week unfolds.

The Specifics will feature instructions on individual assignments, such as The Specifics: Academic Integrity and The Specifics: Intellectual Autobiography.

The Roughs will be posted on D2L on Monday each week. The Specifics will be added to the same week on D2L as they are ready to post.

You will complete some deadline work in class. Much of this will be based on in-class simulations; other work will be based on your going out during class time to conduct reporting, then either returning to the lab to write or accomplishing your writing overnight.

Your out-of-class work will include essays, memos and journalistic writing. The journalistic writing might require research, data analysis, interviewing, observation and

Grading
Your assignment grades will not be posted on D2L. We go through so many graded assignments each week in a summer class that there is not time to post them. To calculate your progress in your grade, keep track of your points when each assignment is returned, as well as the total points possible.

Grades are calculated by considering the total number of points = 100 percent, then 90-100 is an A, 80-89 is a B and so on.

<table>
<thead>
<tr>
<th>Percentage</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>15 percent</td>
<td>Attendance, participation (est. 380 points)</td>
</tr>
<tr>
<td>55 percent</td>
<td>In-class writing, participation exercises, quizzes (with varying points) and homework (with varying points)</td>
</tr>
<tr>
<td>20 percent</td>
<td>Major stories (two grades each: one for writing, one for reporting)</td>
</tr>
<tr>
<td>10 percent</td>
<td>Professionalism</td>
</tr>
</tbody>
</table>

UA’s Policies on Grading
University policy regarding grades and grading systems is available here. Requests for incompletes (I) and withdrawal (W) must be made in accordance with university policies that are available here and here respectively. Also, your undergraduate advisor in the School of Journalism, Paloma Boykin, is an excellent resource.
Grading
University policy regarding grades and grading systems is available at: http://catalog.arizona.edu/2015-16/policies/grade.htm. Requests for incompletes (I) and withdrawal (W) must be made in accordance with university policies which are available at http://catalog.arizona.edu/2015-16/policies/grade.htm#I and http://catalog.arizona.edu/2015-16/policies/grade.htm#W respectively.

Incompletes and withdrawals (from UA)
Requests for incompletes (I) and withdrawal (W) must be in accordance with university policies: http://catalog.arizona.edu/2015-16/policies/grade.htm#I  and http://catalog.arizona.edu/2015-16/policies/grade.htm#W respectively.

Extra Credit Policy
Occasionally I will offer an extra credit assignment to the entire class. Extra credit will not be granted on an individual basis.

Student accountability
The School of Journalism goes to great length to inform students of its policies and procedures. This information comes to you through class syllabi, your instructors, the school Listserv, our bulletin boards and the advisors. We make a special effort to put the most important instructions in writing. Because of these multiple communication channels, we feel it is only reasonable to assume that students are fully aware of the information and will act on it accordingly. For that reason, “I didn't know...” is not considered a valid excuse.

Collaboration policy
Though the school’s classes often involve students working on team projects and peer reviewing, most assignments require individual attention and effort to be of any benefit. Unless otherwise stated by the instructor, all work is expected to be that of each student alone, without consultation with others. Prohibited activities include asking other students for access to their work, asking other students for help during lectures or labs, or sharing information during a quiz or exam.

Academic integrity
Academic integrity at the UA and professional integrity in the world of journalism are linked. Journalism is probably one of the toughest majors on campus for an expectation of integrity and ethics. Penalties for plagiarism, fabrication, and other cheating are severe.

The School of Journalism subscribes to the University of Arizona Code of Academic Integrity. Read it. Bookmark it. Understand why this code exists. You can access the code here. Prohibited conduct covers all forms of academic dishonesty, including cheating, plagiarism, fabrication and facilitating academic dishonesty by others.

The School of Journalism goes a step further with elaboration and complete details covered by the code and how those tenets of honesty in one’s work are fundamental in journalism. This is spelled out in the school’s Academic Integrity Handbook, which you are required to read each semester. Anyone who cheats or plagiarizes may receive an E in the course, referral to the dean’s office, and potentially greater punishment, up to and including expulsion from the program. This includes making up quotes, information or sources, lying about the nature of an absence, turning in someone else’s work as your own, turning in a story that you did for another class, capstone publication, the Wildcat, an internship or any other activity unrelated to this class (“double-dipping”), or using word-for-word information, including from the Internet, from other newspapers, or press releases, without citing the source through attribution. All work is expected to be that of each student alone. Prohibited activities include asking other students for access to their work or sharing information during a quiz or exam. If you are unsure whether you are about to violate an academic integrity policy, check with me before you do it to avoid failing the course.
Accommodation for students with disabilities
I welcome the opportunity to work with students with varied learning styles and challenges. I am here to help you figure out strategies to succeed in this class and beyond. If you need reasonable accommodations in this class to succeed, your special needs must be confirmed by the Disability Resource Center and you must report them privately to me during the first week of summer school.

Per the UA: Our goal in this classroom is that learning experiences be as accessible as possible. If you anticipate or experience physical or academic barriers based on disability, please let me know immediately so that we can discuss options. You are also welcome to contact Disability Resources (520-621-3268) to establish reasonable accommodations. For additional information on Disability Resources and reasonable accommodations, please visit http://drc.arizona.edu/.

Anti-discrimination policy
University and journalism school policy prohibits faculty, staff and students from discriminating against any person on the basis of age, ethnicity, gender, disability, color, national origin, race, religion, sexual orientation or veteran status. I value a free exchange of ideas and thoughts during class, but let’s be respectful of each other.

Classroom behavior (from School)
Journalism demands a high level of professionalism. Our program is professionally oriented, and students are instructed in the standards for professionalism, which they are expected to maintain in the classroom and on assignment. Students and instructors have a shared responsibility. We want a safe, welcoming and inclusive environment where all of us feel comfortable with each other and where we can challenge ourselves to succeed. To that end, our focus is on the tasks at hand and not on extraneous activities (i.e. texting, chatting, reading a newspaper, making phone calls, web surfing, etc).

Students are asked to refrain from disruptive conversations with people sitting around them during lecture. Students observed engaging in disruptive activity will be asked to cease this behavior. Those who continue to disrupt the class will be asked to leave lecture or discussion and may be reported to the Dean of Students. The university’s no-smoking policy applies in our classrooms, and we also prohibit e-cigarettes as disruptive.

Professionalism
Being responsible. Being punctual and attending all classes. Being prepared for class and participating actively. Avoiding disruptive behavior. Approaching your assignments with resourcefulness, and with the goal of completing them as thoroughly as possible. Doing your share when working on group projects. Requesting help from the course instructor, just as you would request assistance from an editor or producer in the newsroom.

Being respectful. Recognizing that you need to be as respectful of the opinions of others as you would have them be of yours. Being courteous in class and on assignments, such as avoiding distracting behavior such as texting, coming in late, leaving class early, talking, checking cellphones, etc. Being sensitive to the needs of news sources.

Being accountable. Remembering that when you are on assignment, your behavior, attitude and dress reflect not only on you, but also the school and the university. People have long memories, and your actions can influence your reputation – and ours – for years to come.

Confidentiality of Records
The school values your privacy and I will do my utmost to protect your grades. Your right to privacy is protected by the U.S. Family Educational Rights and Privacy Act of 1974. For more information, see http://www.registrar.arizona.edu/ferpa/default.htm
Discrimination Policy
University and journalism department policy prohibits faculty, staff and students from discriminating against any person on the basis of age, ethnicity, gender, disability, color, national origin, race, religion, sexual orientation or veteran status. My personal policy is that students and I will always respect each other’s differences and similarities.

Per the UA: The University is committed to creating and maintaining an environment free of discrimination, http://policy.arizona.edu/human-resources/nondiscrimination-and-anti-harassment-policy. University and journalism school policy prohibits faculty, staff and students from discriminating against any person on the basis of age, ethnicity, gender, disability, color, national origin, race, religion, sexual orientation or veteran status. If you feel that you are being discriminated against, please see me, the school director, the UA Office of Institutional Equity (http://equity.arizona.edu/) if it involves a faculty or staff member, or the Dean of Students Office if it involves another student (http://deanofstudents.arizona.edu).

Diversity Policy
The School of Journalism values diversity and attempts to communicate clearly the value of diversity in journalism to better represent society. Unfortunately, the media industry does not accurately reflect the people it serves – only about 12 percent of journalists are racial minorities (compared to nearly a third of the U.S. population), and men still dominate newsrooms even though two-thirds of journalism grads are women. Diverse views are crucial in journalism – including those from different racial, gender, religious, socio-economic and political backgrounds. We encourage students to participate in school clubs and activities that enhance diversity in journalism.

Nondiscrimination and Anti-harassment Policy
The University is committed to creating and maintaining an environment free of discrimination, http://policy.arizona.edu/human-resources/nondiscrimination-and-anti-harassment-policy. University and journalism school policy prohibits faculty, staff and students from discriminating against any person on the basis of age, ethnicity, gender, disability, color, national origin, race, religion, sexual orientation or veteran status. If you feel that you are being discriminated against, please see me, the school director, the UA Office of Institutional Equity (http://equity.arizona.edu/) if it involves a faculty or staff member, or the Dean of Students Office if it involves another student (http://deanofstudents.arizona.edu).

Religious observances
All holidays or special events observed by organized religions will be honored for those students who show affiliation with that particular religion. Students should notify the instructor via email before the holiday.

Offensive content
This class is a free-speech zone because I believe in practicing what we in journalism preach. Every day journalists deal with the extremes of the world, both good and bad. That means you may hear discussions about news coverage that could be offensive to you, such as ugly crimes, political controversies or conflicting religious beliefs. That’s why we have a First Amendment — to protect speech and the press so we the people can hash out our differences with words rather than guns. At times you will hear me criticize government and institutions, but my criticisms are not partisan. Goofballs and heroes are represented in all political parties and all walks of life. If you have a thought germane to the course material and discussion, speak up, and if we all respect one another and discuss with intelligence and decorum, then classes will be productive and educational. As the former U.S. senator from Idaho, William E. Borah, said: “If the press is not free; if speech is not independent and untrammeled, if the mind is shackled or made impotent through fear, it makes no difference under what form of government you live, you are a subject and not a citizen.”
Threatening Behavior Policy
The UA Threatening Behavior by Students Policy prohibits threats of physical harm to any member of the university community, including to one’s self. See http://policy.arizona.edu/education-and-student-affairs/threatening-behavior-students.

Computer security rules
It is very important that students know and observe the following rules that help protect the security of the computer equipment:
1. Absolutely no food items or drinks are allowed in any lab or near any computer.
2. Use only your university e-mail account to correspond with journalism faculty and staff.
3. Use free virus protection software, provided by the UA.
4. Watch out for scammers posing as UA computer IT or security, wanting your passwords.
5. You may not connect your laptops to our networks or computers. E-mail material to your UA e-mail account or transfer it to a CD, DVD or USB flash drive. You may connect a laptop to the video inputs on projectors if you are making a class presentation.
6. No students are allowed in classrooms outside of class hours, except for students in capstone courses and then only with the instructor’s permission.
7. Computers in the student reading room, 312, are available for use outside of class. Students who wish to use the reading room before or after hours must bring their CatCard to the journalism office for approval and access. Friends who are not journalism students are not to be in the room or allowed to use the equipment.

Virus Software Policy
University policy requires every outside “data-storage medium” — laptop, CD, USB drives — can be inserted into any UA device only when fully protected by anti-virus software. The UA journalism department’s policy is that NO laptop can be connected to the department’s network. All students MUST have updated anti-virus software on their home computers to protect UA computers from viruses that may be introduced from files copied from home computers to some kind of data storage device (i.e., memory card, CD, jump drive, whatever) and then to UA computers. Please make sure you have updated your anti-virus software before you email me any attachments. The UA supplies this software free for all faculty and students. You can easily download and install it on your computer. The Sophos anti-virus software is located under “no-cost software” on the “sitelicense” page on the UA Web site. HYPERLINK "https://sitelicense.arizona.edu/sophos/" https://sitelicense.arizona.edu/sophos/ For assistance with installing, configuring or updating Sophos, call 621-HELP.

Your Professor
Professor Knight was a reporter and editor for alternative and mainstream newspapers for about 15 years, mostly as a public affairs reporter, winning multiple awards for covering education. She also has worked on book projects as a writer, manuscript editor and developmental editor. After more than a dozen years in the news industry, she began teaching, and over the last 20 years she has been involved in curriculum development in the School of Journalism. Professor Knight has taught at the community college and university levels. At the UA, she serves as a Faculty Fellow, as well as is involved in the Disability Resource Center, the UA Student Media Board and the UA Hearing Board.

Final Note
This syllabus is subject to change. News is a dynamic area. Opportunities arise because of news. Notice will be given in class and on D2L of any changes.
JOUR209 Format for ALL hard-copy assignments:

Your Name
JOUR 209
Date DUE
Specific Slug

(Leave some space up here for my notes to you. Always begin your document's text about one-third to one-half way down the page.)

Begin about here. Indent all of your paragraphs. Double space all assignments. Indent all of your paragraphs. Double space all assignments. Indent all of your paragraphs. Double space all assignments.

Use staples; never use paper clips. Only staple pages together for a single assignment; do not staple multiple assignments together.

Indent all of your paragraphs. Double space all assignments. Indent all of your paragraphs. Double space all assignments. Indent all of your paragraphs. Double space all assignments.

Indent all of your paragraphs. Double space all assignments. Indent all of your paragraphs.

Double space all assignments. Indent all of your paragraphs. Double space all assignments.

Indent all of your paragraphs. Double space all assignments. Indent all of your paragraphs.

Double space all assignments. Indent all of your paragraphs. Double space all assignments. Indent all of your paragraphs. Double space all assignments.

Use staples; never use paper clips. Only staple pages together for a single assignment; do not staple multiple assignments together.

(Use an end mark when you are done writing. The most commonly used end mark in publishing follows below, a Thirty.)

-30-
Course purpose
Whether you are aspiring to be a sports journalist or just a more well-rounded sports fan, this course will help you look at sports and the media in a more critical and engaged manner. This course will explore the nexus between sports and media, focusing on the glory days of print journalism to the 24-7 news cycle. It will address race, gender and coverage bias issues and examine ethical cases that involve controversy. Finally, the course will expose challenges facing the sports media, while offering ways to improve the industry.

Course goals
- Understand the different types of sports media, from traditional to new.
- Learn how teams and athletes can control media coverage.
- Debate whether sports coverage has become more inclusive and reflective of the population as a whole.

Course learning outcomes
- Become a more engaged and critical sports reader or viewer.
- Explain the ethical dilemmas faced by sports journalists, and how these challenges can be handled.
- Know how gender, race and bias affect sports coverage.

Course material
1. Readings, clips/videos will be provided as electronic pdf files and links on D2L.
2. I will include daily podcasts and a daily video note.
3. You also should:
   a) Read newspapers and other publications—local and national—in print or online: Arizona Daily Star, Arizona Republic, Sports Illustrated or si.com, ESPN the Magazine or ESPN.com, USA Today, Yahoo sports, New York Times, Washington Post, Los Angeles Times, etc. the archive of grantland.com.
   b) Watch ESPN’s “Sportscenter” or “Fox Sports Live” and a local television station’s sports report each night.
   c) Listen to talk radio—national and local—on 1290-AM (CBS) or 1490-AM (ESPN). Both stations have podcasts, in case you can’t listen in car. (1210-AM sometimes broadcast Fox Sports talk radio, but has no Tucson content).

Online office hours
I will send e-mails and post on D2L often with reminders to make sure everyone is up to date and aware of what’s going on. If you want to talk about assignments or the
readings, feel free to contact me via text and email: 520-991-5749, sconner@email.arizona.edu BETWEEN THE HOURS OF 8 a.m. and 8 p.m.

Course expectations and policies
If you study the material, do the work, avoid procrastinating and participate you will do well. Students need to follow some course policies:

1. **Deadlines are crucial in journalism.** If you turn in an assignment late – **EVEN 1 MINUTE LATE** - you will receive a 0 for it. No points! No excuses! I will go by the time that D2L says you turned in your assignment and drop boxes will close. You can turn assignments in early if you like. Give yourself time – don’t push it to the last minute. Sometimes there are technical issues in uploading. I will not accept that as a reason for lateness. Upload your files early. All of the assignments are due at 9 a.m., and discussion postings and quizzes are due at 9 p.m. **WE OPERATE ON ARIZONA TIME.**

2. Students are expected to act respectful online but be open to debate. This is a good opportunity to practice working among peers in an open but supportive manner. Be careful with wording online and in email – it can be misconstrued.

3. **Attendance:** We don’t meet, so attendance isn’t an issue. Essentially the podcasts and discussion postings serve as attendance. If you find yourself unable to do the work you will receive a 0 for it.

4. **Extra credit and make-up:** No extra credit. Make-up is granted only for valid, **documented reasons** and only if the reason makes it impossible for you do to an assignment. University policy limits acceptable excuses, contacting me in advance, to five: serious illness (with documentation, and colds don’t count), jury duty, religious observance, a dean’s excuse and military reserve obligation. Going on a trip or having to go to work doesn’t count. If you have a reason for not being able to do an assignment that you think is legitimate, it is your responsibility to contact me **ahead of time.** If you do not contact me ahead of time and provide written documentation (e-mail a pdf), then I will not allow you to make it up. Excuses are subject to verification. Presenting a false excuse will be considered cheating, a violation of the academic integrity rules, resulting in an E for the course.

Absence and Class Participation Policy
The class basically “meets” Monday through Friday with the exception of Memorial Day and June 3. If you find yourself unable to do the work you will receive a 0 for it. The only university-approved excuses for late work are serious illness, jury duty, military reserve obligation, religious observance or a dean’s excuse, requiring written documentation (and you must contact me ahead of time). Because of the short time for this class, every assignment is important. There is no make-up or extra credit and the class moves fast. So stay on top of it and don’t fall behind!

The UA’s policy concerning Class Attendance, Participation, and Administrative Drops is available at: [http://catalog.arizona.edu/2015-16/policies/classatten.htm](http://catalog.arizona.edu/2015-16/policies/classatten.htm)

The UA policy regarding absences for any sincerely held religious belief, observance or practice will be accommodated where reasonable, [http://policy.arizona.edu/human-resources/religious-accommodation-policy](http://policy.arizona.edu/human-resources/religious-accommodation-policy).
Absences pre-approved by the UA Dean of Students (or Dean Designee) will be honored. See: http://uhap.web.arizona.edu/policy/appointed-personnel/7.04.02

Code of Academic Integrity
The School of Journalism subscribes to the University of Arizona Code of Academic Integrity. Prohibited conduct covers all forms of academic dishonesty, including cheating, plagiarism, fabrication and facilitating academic dishonesty by others. Complete details are covered by the school’s Academic Integrity Handbook, which is posted on the D2L course site and you are required to read.

Anyone who cheats or plagiarizes will receive an E in the course and referral to the dean’s office. This includes making up information, lying, turning in someone else’s work as your own, turning in work you did for a previous class, or using word-for-word information, including from the Internet, from newspapers, or press releases, without using quotation marks (even if you cite it). All work is expected to be that of each student alone. Prohibited activities include asking other students for access to their work or sharing information during a quiz, or using your own work from previous classes. If you are unsure of whether you are about to violate an academic integrity policy, check with me.

UA Nondiscrimination and Anti-harassment Policy (updated)
University and journalism school policy prohibits faculty, staff and students from discriminating against any person on the basis of age, ethnicity, gender, disability, color, national origin, race, religion, sexual orientation or veteran status. If you feel that you are being discriminated against, please see me, the school director, the UA Office of Institutional Equity (http://equity.arizona.edu/) if it involves a faculty or staff member, or the Dean of Students Office if it involves another student (http://deanofstudents.arizona.edu).

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Diversity
The School of Journalism values diversity and attempts to communicate clearly the value of diversity in journalism to better represent society. Unfortunately, the media industry does not accurately reflect the people it serves – only about 12 percent of journalists are racial minorities (compared to nearly a third of the U.S. population), and men still dominate newsrooms even though two-thirds of journalism grads are women. Diverse views are crucial in journalism – including those from different racial, gender, religious, socio-economic and political backgrounds. We encourage students to participate in school clubs and activities that enhance diversity in journalism, including the student chapter of the National Association of Hispanic Journalists. We will discuss these issues during class, as well. To find out more, contact the school’s diversity coordinator, Maggy Zanger, at zanger@email.arizona.edu.
Notification of Objectionable Materials

This course will contain material of a mature nature, which may include explicit language, depictions of nudity, sexual situations, and/or violence. The instructor will provide advance notice when such materials will be used.

Source material

You are not required to purchase a book for this course. However, some of the source material for podcasts and breakout material comes from “Handbook of Sports and Media” Edited by Arthur A. Raney and Jennings Bryant, 2006. Various clips are sourced from You Tube and sports sites as noted. Many readings are from magazines — both online and print, newspapers and dedicated sports sites are cited throughout the material.

Accommodation for students with disabilities

Our goal in this class is that learning experiences be as accessible as possible. If you anticipate or experience physical or academic barriers based on disability, please let me know immediately so that we can discuss options. You are also welcome to contact Disability Resources (520-621-3268) to establish reasonable accommodations. For additional information on Disability Resources and reasonable accommodations, please visit http://drc.arizona.edu/.

The school is very willing to make any reasonable accommodation to assist all disabled students to succeed. To be eligible, your needs must be confirmed by the Disability Resource Center and you must report them privately to me at the beginning of the session.

Computer and D2L use

All students must have updated anti-virus software on their home computers to protect UA computers from viruses that may be introduced from files copied from home computers to some kind of data storage device (i.e., memory card, CD, jump drive, whatever) and then to UA computers. The UA supplies this software free for all faculty and students. This is located under “no-cost software” on the “site license” page on the UA Web site. This is Sophos anti-virus software. It automatically updates itself periodically, https://sitelicense.arizona.edu. For assistance with installing, configuring or updating Sophos, call 621-HELP.

Everything will revolve around D2L, including:

1. Daily posting with news and reminders at the Course Home page.
2. Course content, including readings and podcasts, and assignment instructions in the Content section. Just download and open the file, and it should open up and you can hear me talk.
3. Folders for you to upload your assignments in the Dropbox section. Make sure to check the “Feedback” area in this Dropbox area, where I might leave comments for you.
4. Places to post comments for daily debate in the Discussions section.
5. Updated grades in the Grades section (check it often).
6. A place to take your weekly open-book quizzes, in the Quizzes section.

You will upload your assignments to a dropbox with your name on it in the D2L course website. The website will run your files through Turnitin to spot plagiarism (see
above, under Academic Integrity for the course policy). Make sure to upload the files as basic Word files or pdfs. If you are unsure on whether it can be read, feel free to e-mail me a copy to make sure I can open it.

Also, D2L shows me who has accessed specific course content and when. So I can tell if you haven’t accessed assignment instructions yet or course readings.

**Possible offensive content**

This class is a free-speech zone because I believe in practicing what we in journalism preach. Every day journalists deal with the extremes of the world, both good and bad. That means you may hear discussions about news coverage that could be offensive to you, such as ugly crimes, political controversies or conflicting religious beliefs. That’s why we have a First Amendment – to protect speech and the press so we the people can hash out our differences with words rather than guns. At times you will hear me criticize government and institutions, but my criticisms are not partisan – it’s that whole watchdog role that journalists play. If you have a thought germane to the course material and discussion, speak up, and if we all respect one another and discuss with intelligence and decorum, then classes will be productive, educational and fun!

**The readings**

See the “Content” section in D2L for the podcast, clips and readings for each day. Many of you will be traveling here and there during the session, which is OK as long as you do the work. The key to handling the listening and reading is to skim and hunt, a technique used often by graduate students: Skim the readings and hunt for the main points. Don’t get caught up in the details – just glean the overall meaning and then mull it and critically cogitate, integrating the information into the previous readings and your own experiences. Listen to the podcasts and take notes as you see fit.

**Overview of assignments**

See more details about the assignments in the “Assignments” folder in the Content section of D2L. Below is a summary.

**Assignments**

<table>
<thead>
<tr>
<th>Assignments</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading/current events summaries</td>
<td>28 points (1 per day, 2 points each)</td>
</tr>
<tr>
<td>Discussion posts</td>
<td>14 points (2 postings per day, .5 point each)</td>
</tr>
<tr>
<td>Weekly quizzes</td>
<td>30 points (3 quizzes, 10 points each on D2L)</td>
</tr>
</tbody>
</table>

**Writing:**

<table>
<thead>
<tr>
<th>Assignments</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduce yourself (due 5/15)</td>
<td>3 points (posted in Discussion area)</td>
</tr>
<tr>
<td>Integrity quiz (due 5/16)</td>
<td>5 points (on D2L)</td>
</tr>
<tr>
<td>Historical you (due 5/18)</td>
<td>10 points (uploaded to dropbox)</td>
</tr>
<tr>
<td>Media log (due 5/23)</td>
<td>10 points (uploaded to dropbox)</td>
</tr>
<tr>
<td>Interview (due 5/25)</td>
<td>10 points (uploaded to dropbox)</td>
</tr>
<tr>
<td>Gatekeepers (due 5/30)</td>
<td>10 points (uploaded to dropbox)</td>
</tr>
<tr>
<td>Final paper (due 6/3)</td>
<td>20 points (uploaded to dropbox)</td>
</tr>
</tbody>
</table>

TOTAL 140 points

**SEE EXTRA CREDIT BELOW**

Letter grades for the course will be calculated using this formula:

A = 90-100%   B = 80-89%   C = 70-79%   D = 60-69%   F = 59% and below
I don’t round up (e.g., if you get 89.9 percent you earn a B, not an A). I will keep grades posted on D2L — it is your responsibility to check it.

**Grading**

In grading I look at organization, clarity, balance and accuracy. Grammar, punctuation, spelling and proper use of AP style are also important. Points will be subtracted for factual errors. **A misspelled name will result in an E for the assignment.** Length and number of sources aren’t as important as the quality of the information and relevance/authority of the sources. I’m looking for substance. Stories that are filled with padding or have gaping holes will receive poor grades. In this school, we grade on results, not effort.

**TWITTER/#SportsMediaUA:** You are not required to have a Twitter account, but you are encouraged to be familiar with the social-media platform because many current sports-media issues are played out on Twitter. The instructor will occasionally use Twitter to extend discussion, post relevant links, or give assignment/quiz hints. If you do weigh in on any class issues on Twitter, please use the hashtag #SportsMediaUA so everyone can search discussions. Every week, one tweet using #SportsMediaUA will win Tweet of the Week, which will earn you 1 extra credit point. (no limit to how many times you can win). #boom

**Reading/current events summaries (14 points – 2 points per day)**

Each day, you will read the materials the day/night before and prepare a summary of the readings and a current event topic, and three questions about the content. It should be single-spaced (about a page) in a Word file, uploaded to D2L by 9 a.m. Arizona time, including:

1) A one-paragraph description for **each** reading, boiling down the gist of the reading; That means a different paragraph for each reading for the day, listed on D2L in the Content section. If there are three readings then you should have three paragraphs. Bulleted paragraphs are fine.

2) A one-paragraph description of how the media (newspaper, television, radio or social media) handled a trending or controversial sports story that you read, saw or heard in the last day or two.

3) Three questions you had overall (not four questions for each reading) about the readings and current event.

**Blog discussion (18 points – 2 comments per day, 0.5 point each)**

After posting your reading summary you will have the day to partake in a class blog discussion. Post at least one comment on the readings and current events, and then at least one response to another student’s comment (at least two postings per day, requiring that you read other postings) by 9 p.m. (Arizona time) that day. Comments must be at least 25 words (short but meaningful - no “Yeah, ditto.”). I will chime in from time to time.

**Quizzes (3 at 10 points each)**

I will post quizzes online at D2L. You have all day to complete it, due by 9 p.m. Arizona time. It’s basically open book and most of it will rely on the podcasts and breakout material. Please do not team up with others. That’s called cheating. The purpose is to get you to review the materials for the past week, which reinforces learning.
ASSIGNMENTS

Introduce yourself (3 points) Due 9 p.m. May 15
Each person will post two paragraphs by 9 p.m. Monday, May 15, on the course discussion board “Introduce yourself.” Include your name, year in school, major, hometown, what you would like to do when you graduate, your connection/interest in sports and something about yourself you would like to share. Then comment on someone else’s post. Maybe you share something in common! Easy points.

Integrity quiz (5 points) Due 9 a.m. May 16
You will take a quiz in the “Quiz” section of the D2L course site that covers the syllabus and the Academic Integrity Handbook. The quiz is open-book. Easy points. It is open at the beginning of the session and closes 9 a.m. Tuesday, May 16.

Historical you (10 points) Due 9 a.m. May 18
You will be assigned a date as your new birth year and then look at sports media that came out at that time, including newspapers, magazines and radio/television (if invented by then). You will note aspects of what was covered in the news then and how they presented it. This is intended to provide context and comparison for how media operate today and how things have changed (and how things can change easily in your lifetime).

Media log (10 points) Due 9 a.m. May 23
You’ll create a sports media log to track your media (all games/ sports shows watched and listened to over a three-hour period (you choose morning or evening) and then have a media “blackout” (a three-hour period — you choose morning or evening) and explain your observations. This is intended to help you experience the extent that sports media play in your life.

Interview (10 points) Due 9 a.m. May 25
You will pick a sports figure in your area — an athlete, coach, trainer, etc. You will interview that person about their connection to their sport, and how they got to where they are and their personal back story. This is intended to personally connect you with a sports person in your area and give you a taste of sports reporting.

Gatekeeper comparison (10 points) Due 9 a.m. May 30
You’ll compare sportscasts from different sources on the same day to get a sense for how different gatekeepers portray issues and the news. Everyone comes at issues in different ways and can document the same event/game differently. This is intended to get you reading/watching/listening to something different that your usual dose of sports.

Final research paper (20 points) Due 9 a.m., June 3
Investigate an issue or problem related to sports and the media that interests you, touching on some or all of the five main themes from this class: History, race/gender/sexuality/disability, ethics, and ways to improve coverage.
You’ll write a research paper four to six pages long, single-spaced. This paper will need to be well-researched, including the use of actual social science research from peer-reviewed journals, industry studies, scholarly books, some periodicals (newspapers, magazines), and other authoritative sources. Do NOT rely on Google or Wikipedia for your sourcing.
SYLLABUS NOTE: I stick to course policies in this syllabus and don't grant exceptions because I don't think it's fair to other students. I believe it's important to be consistent. I believe in setting clear standards and students will rise to meet them. However, this syllabus is subject to change in a few ways:

- Stuff happens during a session that is newsworthy and relevant to the class, so I could change some of the content if it makes sense to enhance your learning experience.
- Sometimes I figure out mid-session that a course policy isn't working well and I change it. If I do, it will apply to all students and it will be in favor of students. I'm always making adjustments to try to improve. The objective here is to provide an environment where you can learn something and get your money's worth if you wish to do so!

Requests for incompletes (I) and withdrawal (W) must be made in accordance with University policies which are available at http://catalog.arizona.edu/2015-16/policies/grade.htm#I and http://catalog.arizona.edu/2015-16/policies/grade.htm#W respectively.

Class schedule
Readings, clips, podcasts are provided online at D2L.

<table>
<thead>
<tr>
<th>Week</th>
<th>Day</th>
<th>Date</th>
<th>Topics</th>
<th>Due</th>
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<tr>
<td>1</td>
<td>M</td>
<td>5/15</td>
<td>Print journalism</td>
<td>Introduction due</td>
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<td>- How American sportswriting began</td>
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<td>- Pioneer sportswriters, and how they increased sports’ popularity</td>
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<td>- Shift from game coverage to analysis</td>
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<td>T</td>
<td>5/16</td>
<td>Television, radio</td>
<td>Integrity quiz</td>
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<td>- Power of visuals, sound, instant analysis</td>
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<td>- How TV, radio coverage became so powerful</td>
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<td>5/17</td>
<td>TV (continued)</td>
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<td>- Father of modern sports coverage</td>
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<td>- Olympic coverage reaches non-sports fans: From Munich to today</td>
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<td>- How ESPN revolutionized coverage</td>
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<td>Th</td>
<td>5/18</td>
<td>Sports sites</td>
<td>Historical you due</td>
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<td>- How it started</td>
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<td>- How newspapers/TV are trying to compete</td>
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<td>- Unification of fans everywhere</td>
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<td>5/19</td>
<td>Social media</td>
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<td>- Blogs: Lines blurred between real journalism, opinion</td>
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<td>- Twitter: Instant results, analysis affect game story approach</td>
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<td>- How Youtube, Instagram, Pinterest appeal to fans</td>
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2    Critical issues: Gender, Race, Disability, Sexuality and Coverage

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<td>Race: Post WWII - Vietnam War</td>
<td>Media log due</td>
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<td>Race: (Muhammad Ali)</td>
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<td>Race: Vietnam War - 1989</td>
<td>Interview due</td>
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<td>Race: 1990-present</td>
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<td>Women's sports</td>
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<td>W 5/31</td>
<td>Disability/Sexuality</td>
<td>Gatekeeper due</td>
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<td>Industry: Ethics and sports media</td>
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<td>Cheaters and lawbreakers</td>
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<td>F 6/2</td>
<td>Controversial stories</td>
<td>Quiz 3</td>
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<td>Sa 6/3</td>
<td>Ways to improve/ Snowfall</td>
<td>Final paper due</td>
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Confidentiality of Student Records
The school values your privacy and I will do my utmost to protect your grades. Your right to privacy is protected by the U.S. Family Educational Rights and Privacy Act
of 1974. For more information, see http://www.registrar.arizona.edu/ferpa/default.htm

Accountability
The journalism school goes to great length to inform students of its policies and procedures. This information comes to you through class syllabi, your instructors, the school Listserv, our bulletin boards and the advisors. We make a special effort to put the most important instructions in writing. Because of these multiple communication channels, we feel it is only reasonable to assume that students are fully aware of the information and will act on it accordingly. For that reason, “I didn't know...” is not considered a valid excuse.

Additional Resources for Students
UA Academic policies and procedures are available at:
http://catalog.arizona.edu/2015-16/policies/aaindex.html
Student Assistance and Advocacy information is available at:
http://deanofstudents.arizona.edu/student-assistance/students/student-assistance

Subject to Change
Information contained in the course syllabus, other than the grade and absence policy, may be subject to change with advance notice, as I deem appropriate by the instructor.
Mike McKisson

Office hours in Marshall 332:
Before or after class

Email: mckisson@email.arizona.edu

JOUR 319

Visual Journalism

Summer 2017
10 a.m. - 12:15 p.m. M-TH

Marshall 342

Syllabus Changes: The information contained in this syllabus and attached deadline sheet are subject to change during the semester by the instructor only. Any changes to the syllabus will be announced in class and made available as addendums on D2L.

Course purpose

This is an introduction photojournalism and multimedia course for journalism minors that presents the basics of photography, multimedia production and storytelling, which is some combination of text, still photographs, video clips, audio and interactivity presented on a Web site in a format in which the information in each medium is complementary. Through interactive exercises and assignments you will learn about four basic elements: Shooting still photographs and video, collecting audio and editing the content into a cohesive story for distribution on a variety of multimedia platforms. Good multimedia requires strong visual communication skills. The course will cover the foundations of visual storytelling including composition, perspective and light. Software fundamentals will include Photoshop and Final Cut Pro X to round out the course.
Course goals

- Prepare you to work as a journalist in today's newsrooms where the online and digital platforms are as important as traditional print or broadcast platforms.
- Learn the basics of composition, perspective and light in producing visual content in both still images and video.
- Learn the basics of Photoshop for toning and completion of IPTC metadata.
- Learn how to use digital tools, such as camera, audio recorder and Final Cut Pro X to collect and combine audio and still photographs and video to accurately to tell a story for online distribution.
- Learn how to create, post and edit to a WordPress.com blog using such tools as Vimeo.com to embed online multimedia projects.
- Prepare you to communicate better, using multimedia, with your journalism colleagues, whether they are photographers, reporters or editors.
- Learn how to use online resources in your everyday life, for research, business, pleasure and convenience and assess them professionally.
- Share with others who have taken the course how your new multimedia vocabulary will help you in the newsroom.
- You will learn about diversity awareness in news reporting, including diversity in religion, geography, nationality, professional status, class, education, physical abilities and intellect, race, gender, age, cultural heritage and sexual orientation.

Course learning outcomes

- Students will be able to demonstrate a basic ability to produce a publishable, journalistically interesting photograph by incorporating composition, perspective and light.
- Students will be able to demonstrate a basic ability to photograph an environmental portrait.
• Students will be able to demonstrate a basic ability to produce still photographs that tell a story, in either one or a series of images.
• Students will be able to recognize the professional vocabulary used by photojournalists and multimedia producers in today’s newsroom.
• Students will be able to demonstrate a basic understanding of how SEO is used in a standard still image IPTC field.
• Students will be able to recognize, evaluate and critique the basic components that makeup a good journalistically interesting multimedia production, i.e., clear intelligible audio, natural or ambient sound and informative visual content by combining these elements to produce an interesting, informative and journalistically interesting story.
• Students will be able to demonstrate a basic ability to capture and edit audio.
• Students will be able to demonstrate a basic ability to use video to capture both an A roll interview and B roll content.
• Students will be able to demonstrate a basic ability to edit video using techniques of sequencing.
• Students will be able to demonstrate a basic ability to edit audio, still images and video into a multimedia story consisting of a beginning, middle and end in Final Cut Pro X software.
• Students will be able to demonstrate the basic skills of uploading visual content to online storage facilities.
• Students will be able to demonstrate the basic skills required to make a Wordpress.com blog.
• Students will be able to demonstrate basic Google mapping skills with a database.
• Students will be able to recognize basic ethical issues associated with still image and multimedia capture and production.

Required equipment

A list of suggested equipment and manufactures can be found on D2L under the content section.
1. **Digital Camera:** that produces an 8 mega pixel file or larger. You may use a phone made in the last two years.

2. **Digital Audio Recorder:** The recorder MUST have a MIC jack and saves files in WAV, WMA or MP3 format. The recorder must also be capable of uploading files to a Mac. computer via USB.

3. **Separate Microphone:** See equipment list on d2l for suggestions. A shotgun microphone is the most versatile, but isn’t the only option.

4. **Headphones:** that cover your ears, ear buds will work in the lab, but not during interviews.

5. **Portable Hard Drive:** with a minimum 250 gigabyte capacity or larger and is fire wire 800 or USB compatible, however, a USB only drive will suffice.

**Class policies**

1. Only photographs taken by you and during Summer Session I will be accepted for all photography and multimedia assignments. For multimedia assignments only images, audio and text photographed, recorded or written by you will be accepted. Plagiarism includes using someone else’s images, audio recordings, text and graphics. By placing your copyright and name in image IPTC fields and as a credit to multimedia productions you are confirming that the content is yours and yours alone. Using someone else’s creative content is an academic integrity violation and will result in an E for the course. **THERE ARE NO EXCEPTIONS TO THIS POLICY.**

2. Turning in work for another student is an academic integrity violation and will result in the violating students being dropped from the class. If the official drop deadline has passed an E will be given for the course. **THERE ARE NO EXCEPTIONS TO THIS POLICY.**

3. Only content (still images, video, audio, text, graphics etc.) taken during the semester will be accepted. Photographs taken and turned in for another class assignment require permission from both instructors. Make sure that your camera’s date and time stamp are set with the current date. Images turned in displaying the wrong date will not be accepted. Still
images must be in .jpg format and multimedia files in .mov QuickTime format and audio files must be in MP3, WAV or AIFF format. All other audio formats must be converted into one of the above.

4. Friends, roommates, classmates, relatives and other people you know personally may not be used as subjects for class assignments.

5. All identifiable subjects in your photographs, video and audio recordings must be identified in still image photographs identifying information needs to appear in the appropriate IPTC fields. In multimedia assignments identifying names need to appear where appropriate in the audio, in lower third titles and on all credit pages.

6. Inform all subjects that you are journalism students and that pictures and multimedia projects done of them may appear in print or in online publications.

7. Photojournalism and Journalism are deadline-oriented professions. Missing deadlines in the real world results in a direct negative effect on an entire chain of people in a news organization, which ultimately results in lost respect, lost revenues and loss of your job. In this class, as in the professional world, there are no excuses for missing deadlines. Therefore, a grade of E will be given for work that misses the assigned deadline.

8. The Humane Society: When covering the Humane Society students must make an appointment a week in advance, show up with their equipment (and not forget it and have to run home to get it and delay them), cancel appointments by phone, not by text message or email, and let them know afterward if the story is published or aired. Failure to comply with these guidelines will result in an E for the assignment related to Humane Society coverage.

9. It is your responsibility to keep copies of your work. Work left on the journalism lab computers is done at your own risk. Work lost or deleted from the journalism lab computers does not constitute an excuse for missing the assignment. It is required that you purchase a portable hard drive for backing up your work in this class. Students using School of
Journalism computers must not save their work on school lab computers. Because of space limitations, the lab hard drives and desk tops will be erased every Monday morning at 5 a.m. Students must save their work to their own drive or portable storage media to ensure that it will not be deleted. Additionally, student server storage space is limited and will be deleted when these limitations are exceeded.

10. **It is your responsibility to review your graded critique sheets during the week they are returned.** Any problems associated with critique sheet grades must be brought to the professor’s attention during the week the grade sheet was issued **ONLY**

**Weekly Class Schedule**

The following is an outline of the weekly class schedule. In addition to the topics listed, copyright, ethics and diversity issues will be discussed throughout the course.

- Attached to the end of this syllabus is an assignment deadline sheet. The sheet lists deadlines for all assignments. Remember: NO credit is given for missed deadlines.
- The deadline sheet and weekly schedule are subject to change by the instructor. Notice of changes will be provided in class and with a written addendum.
- Quizzes – Quizzes will be based on reading handouts during the semester. Quiz dates will be announced at the time the reading is assigned. Your lowest quiz grade will be dropped. You must take a quiz and receive a grade for it to be dropped. Missed quizzes for reason of unexcused absences will not be dropped and will receive an E.

**Class 1: June 5**

Course introduction, syllabus and equipment review

**Lecture:** Digital camera settings and controls
Lecture: Composition

Activity: Quick capture outside and review

Assignment # 1: Composition (Due June 7)

Class 2: June 6

Lecture: Perspective

Lecture/Lab: Photoshop basics

Lecture: IPTC data and caption writing.

Activity: Setup Wordpress.com blog and Vimeo/YouTube accounts

Assignment # 2: Perspective (Due June 8)

Assignment # 9: Final Project Profile (Three due dates)

Class 3: June 7

Lecture: Dramatic Light

Lecture: Introduction to Final Cut Pro X

Assignment # 3: Dramatic Light (Due June 12)

Critique: Assignment # 1 Composition

Class 4: June 8

Lecture: Audio Slide Show and Natural Sound

(Bring your recorders and mics to class)

Activity: Field Recording

Critique: Assignment # 2 Perspective
Assignment # 4 Audio Slide Show (Due June 14)

Class 5: June 12

Lecture: Creating audio slide shows in Final Cut Pro X

Critique: Assignment # 3 Dramatic Light

Assignment # 9: Final Project Proposal due in class

Class 6: June 13

Lab time: Audio slide show

Class 7: June 14

Lecture: Shooting video: B roll & Sequences

Activity: Shoot B-Roll in class

Assignment # 5: B Roll and Sequences (Due June 19)

Critique: Audio Slide Show

Class 8: June 15

Lecture: Editing Video in Final Cut

Class 9: June 19

Lecture: Using Maps, charts and timelines in storytelling

Assignment # 6: Data Maps and Charts (Due before July 1)

Lab time: B-Roll & Sequences

Class 10: June 20

Twitter, Periscope and Facebook Live
Assignment #7 Live tweeting (Due before July 1)

Critique: B-Roll & Sequences

Class 11: June 21

Lecture: Ethics in the digital age

Lecture: Shooting the video interview: A roll

Assignment #8: A/B Roll (Due June 27)

Class 12: June 22

Lecture: HTML & CSS

Class 13: June 26

Assignment #8: A roll and B roll – Due in class for editing

Class 14: June 27

Critique: Assignment #8 A roll and B roll

Final Project Check in.

Class 15: June 28

Work day (You may use the day to report and film)

Class 16: June 29

Final Project: Draft Due

Class 17: July 3

Final Project due: Watch party

Class 18: July 4
NO CLASS

Class 19: July 5

No Class

Class 19: July 6

No Class

Assignments:

- Assignment #1 (Composition): June 7
- Assignment #2 (Perspectives): June 8
- Assignment #3 (Dramatic Light): June 12
- Assignment #4 (Audio Slide Show): June 14
- Assignment #5 (Mapping): By July 2
- Assignment #7 (B-roll): June 19
- Assignment #8 (A&B roll): June 27
- Assignment #9 (Final): July 3

Attendance in journalism classes is mandatory. Students who don’t attend class miss a lot. Many of our classes are taught without textbooks and are highly experiential in nature, making it difficult to make up later. Unexcused absences will have a major impact on your grade, because in most cases, you will not be permitted to make up missed assignments. Two unexcused absences could result in your being dropped from the class or failed in the class.

Excused absences are granted only for valid, documented reasons and only if the reason makes your presence at the scheduled time impossible. By university policy, acceptable excuses are limited to five: serious illness, jury duty, religious observance, dean’s excuse and military reserve obligation. If you have a reason for missing class that you think is legitimate, it is your responsibility to ask your instructor ahead of time if at all possible. This is expected even if you are ill. Absence excuses are subject to verification. Presenting a false excuse will be considered cheating, a violation of the academic integrity rules.
The UA’s policy concerning Class Attendance and Administrative Drops is available at: http://catalog.arizona.edu/2013-14/policies/classatten.htm

The UA policy regarding absences on and accommodation of religious holidays is available at http://deanofstudents.arizona.edu/religiousobservanceandpractice.

Absences pre-approved by the UA Dean of Students (or Dean designee) will be honored. See: http://uhap.web.arizona.edu/chapter_7

**Makeup work and extra credit policy**

Assignments or tests can be made up only if you have a valid excuse for missing them, and if pre-approved before your absence. Extra credit opportunities are not available to an individual student, only to the entire class. Exams may not be retaken in an effort to improve your grade. You will receive the grade you earn on the original work.

You will be allowed to redo one of the first six assignments if you were not happy with your grade. In order to redo an assignment, you must have made an attempt to complete the assignment and the attempt must have been posted on your blog before the due date.

You can not redo an assignment that you didn’t turn in.

**Religious observances**

All holidays or special events observed by organized religions will be honored for those students who show affiliation with that particular religion.

**Grading standards**

In this school, we grade on results, not effort. I am always willing to discuss a grade I have given you, and I will gladly change it if I have made an error. But an argument that “I really worked hard on this assignment so I deserve better” will not be a sufficient reason to reconsider the grade.
Here is how I evaluate your work:

A Superior in all or nearly all areas. Requires little to no editing. Publishable (print, broadcast, online).

B Professional quality/publishable. Overall, sound work, but editing/revision required before publication. Generally readable/usable and interesting.

C Competent but not ready for publication. Generally acceptable work, but may need more sources or reworking.

D Substandard. Demonstrates effort by the student, but fails to meet competency standards because of mechanical errors, lack of clarity or lack of content.

E Fails to meet minimum expectations in most or all areas.

How your final grade will be determined:

Regular assignments 65%
Final project 20%
Quizzes & Homework 10%
Professionalism 5%
Total 100%

Grading scale:

A 90-100
B 80-89
C 70-79
D 60-69
E 59 and below
Honors Credit

Students wishing to contract this course for Honors Credit should email me to set up an appointment to discuss the terms of the contact and to sign the Honors Course Contract Request Form. The form is available at [http://www.honors.arizona.edu/documents/students/ContractRequestFrom.pdf](http://www.honors.arizona.edu/documents/students/ContractRequestFrom.pdf).

Classroom behavior and Professionalism

Journalism demands a high level of professionalism. Because our undergraduate program is professionally oriented, each faculty member has a special obligation to ensure that students behave in the class as they will be expected to at work.

To foster a positive learning environment, students may not text, chat, make phone calls, play games, read the newspaper or surf the web during lecture and discussion. Students are asked to refrain from disruptive conversations with people sitting around them during lecture. Students observed engaging in disruptive activity will be asked to cease this behavior. Students who continue to disrupt the class will be asked to leave lecture or discussion and may be reported to the Dean of Students.

To encourage this behavior, faculty members make professionalism a component of the evaluation of every student. It will count for 5% of your final grade in this class. Professionalism includes the following:

- **Being responsible.** Being punctual and attending all classes. Being prepared for class and participating actively. Avoiding disruptive behavior. Approaching your assignments with resourcefulness, and with the goal of completing them as thoroughly as possible. Doing your share when working on group projects. Requesting help from the course instructor when you need it, just as you would request assistance from an editor or producer in the newsroom.
- **Being respectful.** Recognizing that you need to be as respectful of the opinions of others as you would have them be of yours. Being courteous in class and on assignments, such as avoiding distracting behavior such as
texting, coming in late, leaving class early, talking, checking Facebook, etc. Being sensitive to the needs of news sources.

- **Being accountable.** Remembering that when you are on assignment, your behavior, attitude and dress reflect not only on you, but also on the school and the university. People have long memories, and your actions can influence your reputation – and ours – for years to come.

- **Being civil.** The Arizona Board of Regents’ Student Code of Conduct, ABOR Policy 5-308, prohibits threats of physical harm to any member of the University community, including to one’s self. See: [http://policy.arizona.edu/threatening-behavior-students](http://policy.arizona.edu/threatening-behavior-students).

**Academic Integrity**

Students are encouraged to share intellectual views and discuss freely the principles and applications of course materials. However, graded work/exercises must be the product of independent effort unless otherwise instructed. Students are expected to adhere to the UA Code of Academic Integrity as described in the UA General Catalog. Students can find the information at the following site: [http://deanofstudents.arizona.edu/policies-and-codes/code-academic-integrity](http://deanofstudents.arizona.edu/policies-and-codes/code-academic-integrity)

Every instance of verified cheating will be penalized, generally with a failing grade for the course, but severe or repeated violations can result in more severe penalties, including suspension or expulsion from the school or even suspension or expulsion from the university. The journalism school subscribes to the University of Arizona Code of Academic Integrity. Prohibited conduct covers all forms of academic dishonesty, including plagiarism, fabrication and facilitating academic dishonesty by others.

The university's Code of Conduct prohibits such behavior as threatening fellow students or faculty, false identification or documents, false alarms, fabricating sources, quotes, video, or stories, forgery or misuse of documents or records, plagiarism, lying, stalking or discrimination against individuals or groups. Complete details are covered by the school's Academic Integrity Handbook, which you are required to read.
The University Libraries have some excellent tips for avoiding plagiarism available at [http://www.library.arizona.edu/help/tutorials/plagiarism/index.html](http://www.library.arizona.edu/help/tutorials/plagiarism/index.html).

According to Section D (6) (a) of the University’s Intellectual Property Policy (which is available at [http://ogc.arizona.edu/node/16](http://ogc.arizona.edu/node/16)), faculty own the intellectual property for their course notes and course materials. The instructor holds the copyright to his/her lectures and course materials, including student notes or summaries that substantially reflect them. Student notes and course recordings are for individual use or for shared use on an individual basis.

*Selling class notes and/or other course materials to other students or to a third party for resale is not permitted without the instructor’s express written consent.*

Violations to the instructor’s copyright are subject to the Code of Academic Integrity and may result in course sanctions. Additionally, students who use D2L or UA email to sell or buy these copyrighted materials are subject to Code of Conduct Violations for misuse of student email addresses.

**Accessibility and Accommodations**

It is the University’s goal that learning experiences be as accessible as possible. If you anticipate or experience physical or academic barriers based on disability, please let me know immediately so that we can discuss options. You are also welcome to contact Disability Resources (520-621-3268) to establish reasonable accommodations. For additional information on Disability Resources and reasonable accommodations, please visit [http://drc.arizona.edu/](http://drc.arizona.edu/).

If you have reasonable accommodations confirmed through the Disability Resource Center, please plan to meet with me by appointment or during office hours to discuss accommodations and how my course requirements and activities may impact your ability to fully participate.

Please be aware that the accessible table and chairs in this room should remain available for students who find that standard classroom seating is not usable.
Accountability

The journalism school goes to great length to inform students of its policies and procedures. This information comes to you through class syllabi, your instructors, the school Listserv, our bulletin boards and the advisors. We make a special effort to put the most important instructions in writing. Because of these multiple communication channels, we feel it is only reasonable to assume that students are fully aware of the information and will act on it accordingly. For that reason, “I didn't know...” is not considered a valid excuse.

Attendance and administrative drops

The UA’s policy concerning Class Attendance and Administrative Drops is available at: http://catalog.arizona.edu/2013-14/policies/classatten.htm

Religious holiday. The UA policy regarding absences on and accommodation of religious holidays is available at http://deanofstudents.arizona.edu/policies-and-codes/accommodation-religious-observance-and-practice

Dean’s excuse. Absences pre-approved by the UA Dean of Students (or Dean designee) will be honored. See: http://deanofstudents.arizona.edu/faqs

A Dean’s Excuse provides excused absences for university-sponsored events/activities for academic, non-academic, and recognized student organizations. If a student must miss a class or classes for a university-sponsored event, the faculty or staff responsible for that event request a UA Official Activity Excused Absence Request Form from the Dean of Students Office. A Dean’s Excuse is not available for personal absences including illness, family emergency, scheduled vacations, etc.

The Dean of Students Office does not have oversight of academic departments or faculty members and does not grant individual excused absences. Each faculty member manages his or her classroom in the manner in which they see fit and are the only ones who may determine what constitutes an excused absence. Therefore, we are unable to excuse absences for students, grant
extensions, require that professors allow students to make-up missed work, or ensure students may miss class and submit late work without penalty, etc. The best thing to do is for you to communicate directly with your professor regarding your absence. Your professor is the only person who can excuse your absence, and determine if alternatives or make-up work is an option. Your professor may also request documentation of your situation. If your professor will not excuse your absence or grant make-up work the Dean of Students Office is not able to require them to do so.

The Dean of Students Office does provide Emergency Notifications in situations where students must be absent from class due to an emergency situation but are unable to contact their instructors themselves due to their condition. Be aware that Emergency Notifications are not excused absences.

Classroom behavior and professionalism

Journalism demands a high level of professionalism. Because our undergraduate program is professionally oriented, each faculty member has a special obligation to ensure that students behave in the class as they will be expected to at work.

To foster a positive learning environment, students may not text, chat, make phone calls, play games, read the newspaper or surf the web during lecture and discussion. Students are asked to refrain from disruptive conversations with people sitting around them during lecture. Students observed engaging in disruptive activity will be asked to cease this behavior. Students who continue to disrupt the class will be asked to leave lecture or discussion and may be reported to the Dean of Students. The university’s no-smoking policy applies in our classrooms, and we also prohibit e-cigarettes as disruptive.

To encourage this behavior, faculty members make professionalism a component of the evaluation of every student. It will count for [__ points or __ percent] of your final grade in this class. Professionalism includes the following:

- *Being responsible.* Being punctual and attending all classes. Being prepared for class and participating actively. Avoiding disruptive behavior.
Approaching your assignments with resourcefulness, and with the goal of completing them as thoroughly as possible. Doing your share when working on group projects. Requesting help from the course instructor when you need it, just as you would request assistance from an editor or producer in the newsroom.

- **Being respectful.** Recognizing that you need to be as respectful of the opinions of others as you would have them be of yours. Being courteous in class and on assignments, such as avoiding distracting behavior such as texting, coming in late, leaving class early, talking, checking Facebook, etc. Being sensitive to the needs of news sources.

- **Being accountable.** Remembering that when you are on assignment, your behavior, attitude and dress reflect not only on you, but also on the school and the university. People have long memories, and your actions can influence your reputation – and ours – for years to come.

- **Being civil.** The Arizona Board of Regents’ Student Code of Conduct, ABOR Policy 5-308, prohibits threats of physical harm to any member of the University community, including to one’s self. See: [http://policy.arizona.edu/threatening-behavior-students](http://policy.arizona.edu/threatening-behavior-students)

**Collaboration policy**

Although the school’s classes often involve students working on team projects and peer reviewing, most assignments require individual attention and effort to be of any benefit. Unless otherwise stated by the instructor, all work is expected to be that of each student alone, without consultation with others. Prohibited activities include asking other students for access to their work, asking other students for help during lectures or labs, or sharing information during a quiz or exam.

**Computer security rules**

It is very important that students know and observe the following rules that help protect the security of the journalism server:
1. Use only your university e-mail account to correspond with journalism faculty and staff.
2. Do not check your personal e-mail accounts from school computers.
3. You may not connect your laptops to our networks or computers under any circumstances. E-mail material to your UA e-mail account or transfer it to a CD, DVD or USB flash drive.
4. You can connect a laptop to the video inputs (only) on the projection monitors if you are making a class presentation.
5. No students are allowed in classrooms outside of class hours, except for students in capstone courses and then only with the instructor’s permission.
6. Computers in the student reading room, 312, are available for use outside of class.
7. Absolutely no food items or drinks are allowed in any lab or near any computer.
8. Students who wish to use the reading room before or after hours must bring their CatCard to the journalism office for approval and access. Friends who are not journalism students are not to be in the room or allowed to use the equipment.

Some learning styles are best served by using personal electronics, such as laptops and iPads. These devices can be distracting to some learners. Therefore, people who prefer to use electronic devices for note-taking during lecture should use one side of the classroom.

The use of personal electronics such as laptops, iPads and other such mobile devices is distracting to the other students and the instructor. Their use can degrade the learning environment. Therefore, students are not permitted to use these devices during the class period.

Confidentiality of Student Records
Information on the confidentiality of student records is available at http://www.registrar.arizona.edu/ferpa/default.htm

**Discrimination**

University and journalism school policy prohibits faculty, staff and students from discriminating against any person on the basis of age, ethnicity, gender, disability, color, national origin, race, religion, sexual orientation or veteran status.

If you feel that you are being discriminated against because of your race, gender, veteran status, etc., please see me, the school director, or the UA Office of Institutional Equity (http://equity.arizona.edu/).

**Diversity**

The School of Journalism values diversity and attempts to communicate clearly the value of diversity in journalism to better represent society.

**Honors Credit**

Students wishing to contract this course for Honors Credit should email me to set up an appointment to discuss the terms of the contact and to sign the Honors Course Contract Request Form. The form is available at http://www.honors.arizona.edu/documents/students/ContractRequestFrom.pdf.

**Possible offensive content**
Journalism is a vital part of the democratic process. We deal every day with what happens in the world, both good and bad. That means you may hear discussions about news coverage that could be offensive to you, such as ugly crimes, political controversies or conflicting religious beliefs. People might disagree in class, and that’s OK, but let’s try to do it in a civil and respectful manner. If you have particular concerns about a subject, you are welcome to discuss them with me.

**Religious observances**

All holidays or special events observed by organized religions will be honored for those students who show affiliation with that particular religion. _A list of recognized observances can be found beginning on page 22 of the Faculty Handbook._

**Reporter’s Handbook**

The Reporter’s Handbook covers most of the basic operational guidelines for student conduct in our reporting and editing classes. They are to be followed unless you are told otherwise. The handbook also summarizes some of the style usage rules that most often cause students problems. For fuller explanations and other rules, see _The Associated Press Stylebook_ or your instructor.

**Resources for Students**

1. UA Non-discrimination and Anti-harassment policy:  
   http://policy.arizona.edu/sites/default/files/Nondiscrimination.pdf
2. UA Academic policies and procedures are available at:  
   http://catalog.arizona.edu/2013-14/policies/aaindex.html
3. Student Assistance and Advocacy information is available at:  
4. http://deanofstudents.arizona.edu/studentassistanceandadvocacy
School of Journalism Learning Outcomes

The school of journalism has established 10 learning outcomes that each student will attain by graduation. They are:

- **Role of the press**: The student will be able to describe the role of the press in a democracy, as well as the historical and contemporary relationships among the press, the public and the government. The student also will be able to articulate the relevance of journalism to individuals, institutions and society.

- **Independence**: The student will apply the principles of freedom of speech and the press, and explain how these principles include the rights to monitor and criticize those in power, as well as to dissent.

- **Law**: The student will recognize the legal frameworks in which the rights and responsibilities of the press have evolved in the United States and countries around the world and will be able to cite national constitutions, case law, statutes, policies, and international laws, as well as the social, political, and cultural contexts of those frameworks.

- **Ethics**: The student will apply ethical principles in work, whether professional or academic, and work ethically in pursuit of truth, accuracy, fairness, and diversity. The student will describe the philosophical foundations of ethical decision-making.

- **Critical thinking**: The student will recognize and describe the ways in which political, economic, cultural, and social factors influence, and are influenced by, the information that the news media present. The student will demonstrate creativity and independence in reporting and writing.

- **Diversity**: The student will demonstrate an ability to work as a journalist serving diverse, communities in a global society, including the complexities of gender, race, ethnicity, sexual orientation, socio-economic status, and other forms of diversity. The student will demonstrate an understanding of the digital divide at home and globally.

- **Theory**: The student will be able to describe fundamental communications theories as they relate to the use and presentation of information and images.
• **Numeracy**: The student will be able to perform basic mathematical computations, evaluate statistical data, including public opinion polls, and detect innumeracy in the work of others.

• **Research**: The student will effectively gather and critically evaluate information through interviews, observation, public records, and other methods central to journalism.

• **Writing**: The student will show that he or she writes correctly and clearly with attention to style, spelling and grammar, as well as clarity, accuracy and fairness.

• **Technology**: The student will demonstrate knowledge of software for video, photographic, and online storytelling, as well as other technologies used by the profession. The student will be able to describe the relationship among journalism, information technology, and society, and the ways in which technological developments affect the content and dissemination of news.

For overall outcomes of the School of Journalism and the measures of its assessment plan, see: [http://assessment.arizona.edu/sbs/Journalism Undergrad](http://assessment.arizona.edu/sbs/Journalism Undergrad)

**Subject to Change Statement**

Information contained in the course syllabus, other than the grade and absence policy, may be subject to change with advance notice, as deemed appropriate by the instructor.
American women reporters in World War II.

‘This is the whole history of newspapering . . .
Journalism was overwhelmingly male, overwhelmingly macho, overwhelmingly drinkers, smokers, f----s, all of these things. Women lost by it, blacks lost by it, gays lost by it, everybody lost by it, because it did not reflect the diversity of this country.’


JOUR/GWS 344 JOURNALISM, GENDER & MULTICULTURALISM
Pre-session Summer 2017 Online May 15-June 3
Professor Linda Lumsden Email: lumsden@email.arizona.edu Twitter: @LJLumsden

Welcome to my favorite course! JOUR/GWS 344 investigates the significant historical and contemporary role of gender and race in journalism. We will look at the stereotypes and discrimination faced by women and people of color in mainstream journalism as well as examples of their challenges to negative stereotypes, ridicule, or invisibility in the news media. Besides analyzing mainstream coverage of diversity issues, we’ll explore alternative forms of news media created by women and multicultural groups to voice their issues.

Diversity in journalism matters. News media cannot paint an accurate picture of society or inform citizens to they can effectively govern themselves without representing all kinds of people fairly. This course aims to:

- Emphasize how news media influence the way Americans view themselves and the broader society.
- Develop critical thinking skills necessary to analyze the news media’s profound influence upon culture, politics and economics.
- Discuss scholarship on the role that news coverage plays in the social construction of race, ethnicity, class and gender.
- Critique mainstream news media coverage of women and minority groups.
- Consider the role of ethnic media and the contributions of minority journalists.
- Highlight the contributions and role of African American, ethnic, feminist, and LGBTQ social movement media.
- Expand knowledge about stereotypes and the importance of voice.
• Share the history of the alternative press in challenging what author Juan Gonzalez calls the “white news narrative.”

REQUIRED BOOK AND FILMS
• PBS documentary film, 53 minutes. 'Ruben Salazar: Man in the Middle.' (available to rent as HD for $3.99; also free sites on youtube.com)

• Showtime’s documentary “Jackson,” about the crackdown on Mississippi’s last abortion clinic. Stream it with a seven-day Showtime free trial available here. The site offers multiple options for viewing the 83-minute film.

• Lynn Povich, Good Girls Revolt: How the Women of Newsweek Sued Their Bosses and Changed the Workplace (New York: PublicAffairs, 2012).
  Get it before class begins at amazon.com. Used, paperback or Kindle edition is fine. You might also enjoy watching the optional Amazon Originals “Good Girls Revolt” mini-series, but it does not replace the book.

• READ THIS FIRST! What is feminist media theory?
  The Merriam-Webster Dictionary describes “feminism” as:
  1 the theory of the political, economic, and social equality of the sexes
  2 organized activity on behalf of women's rights and interests

  Feminist media theory is based on the belief that women are subjugated by a patriarchal society that is dependent on female subservience to maintain its power. Feminist media theory operates under the assumption that mainstream media historically has supported this patriarchy by ‘keeping women in their place’—subordinated by men. Feminist media theorists argue you can see this sexism in movies that sensationalize violence against women, news stories that mock Hillary Clinton’s voice, or ads that encourage women to buy products to attempt to meet an impossible standard of beauty.

  Feminist media is any that challenge the patriarchal status quo. Examples would be articles exploring ‘women’s issues’ ignored by news media, or ads featuring skeleton-thin models, or a satirical news show like Samantha Bee’s ‘Full Frontal’. Bee uses humor to make serious critiques about sexism and its consequences. An example in journalism would be the victim blaming we sometimes see in rape coverage.

  One aspect of feminist media—or any kind of advocacy journalism—is that its journalists also are activists who try to be part of the solution. They hold no illusions of ‘objectivity.’ They argue mainstream journalistic ‘objectivity’ is an illusion as it generally is slanted to support the status quo—i.e., a world in which white men rule. Sorry, guys, no offense intended, and I doubt you feel as powerful as all that.

  Anyway, Naomi Wolf’s The Beauty Myth: How Images of Beauty Are Used Against Women is a popular example of feminist media. She argues that beauty ads oppress women. As the book blurb states:
  “In today's world, women have more power, legal recognition, and professional success than ever before. Alongside the evident progress of the women's movement, however, writer and
journalist Naomi Wolf is troubled by a different kind of social control, which, she argues, may prove just as restrictive as the traditional image of homemaker and wife: the beauty myth.”

Excerpt from *The Beauty Myth*:

“Why does the social order feel the need to defend itself by evading the fact of real women, our faces and voices and bodies, and reducing the meaning of women to these formulaic and endlessly reproduced ‘beautiful’ images? Though unconscious personal anxieties can be a powerful force in the creation of a vital lie, economic necessity practically guarantees it. An economy that depends on slavery needs to promote images of slaves that ‘justify’ the institution of slavery. Western economies are absolutely dependent now on the continued underpayment of women. An ideology that makes women feel ‘worth less’ was urgently needed to counteract the way feminism had begun to make use feel worth more. This does not require a conspiracy, merely an atmosphere. The contemporary economy depends right now on the representation of women within the beauty myth. Economist John Kenneth Galbraith offers an economic explanation for ‘the persistence of the view of homemaking as a ‘higher calling’: the concept of women as naturally trapped within the Feminine Mystique [as a happy housewife], he feels, ‘has been forced on us by popular sociology, by magazines and by fiction to disguise the fact that woman in her role of consumer has been essential to the development of our industrial society. … Behavior that is essential for economic reasons is transformed into a social virtue.’

• All other materials are free links or PDFs posted on class d2l website.

**GRADING**

**30%: 6 ONLINE DISCUSSIONS (5% each)**

Discussion is the lifeblood of the course. Post comments, critique readings, podcasts, websites, and films with classmates in 10 D2L Discussion forums, daily for the first two weeks. The format is the same for each: The first of two posts is a 250-word-minimum response to that day’s materials along with a discussion question for group members due by 11:59 p.m. You must reply to your group members’ questions the following day by 11:59 p.m. Note you will be both posting on new material and replying on old material daily. It will keep you busy.

Posts should show you read and understood the assigned material. Sixty percent of grade is quality of first post; late post grades drop 10 percent. Short posts drop at least 10 percent. Missing replies drop 10 percent each. Questions should ‘mine’ materials and be open-ended: they can’t be answered ‘yes’ or ‘no’ and require knowledge of materials. Avoid speculative questions.

Example:
BAD discussion question: Do you think news coverage of Latinos has improved in the past 50 years? “Yes.”—(end of discussion).
GOOD discussion question: Smith writes that Latinos are “more visible” in today’s news media. What evidence does he cite for this claim? How does this compare with your own observations? Offer an example.

**20% Four 750-minimum-word essays on various course materials. Analyze all readings, podcasts, videos or websites—use examples, let me know you read and understood all materials. Apply and demonstrate knowledge of feminist media theory in your analysis. Longer is fine; short essays will be marked down.**
15%: 750-minimum-word essay on *Good Girls Revolt* (due May 30 at 11:59 p.m.) (Read at least thru p. 200; you don’t need to read Epilogue that begins on p. 201). Also read the 2010 *Newsweek* article by the three young women in the Reader’s Guide, pp. 240-46. Discuss why the *Newsweek* women sued the company, explain the suit, and summarize how it changed the workplace for female journalists. What did you think of the three young women who wrote the 2010 article? Conclude with a paragraph on how you believe attitudes and treatment of women in newsrooms have changed or not changed since 1970. Cite at least five paraphrased examples from the text, using parenthetical citations like this (p. 123). Show me you read and understood the entire book. Late paper grades drop 10 percent. Type word count below your name (3% of grade).

10%: 3 Wednesday Quizzes
Ten-question, 20-minute quizzes Wednesdays on timely topics. You will have from midnight until 11:59 p.m. to take the quiz. There is a two-minute grace period before the quiz closes.

5%: RESEARCH A MINORITY MEDIA ORGANIZATION (Wednesday, May 31, 11:59 p.m.)
Many disempowered groups have created their own news media organizations to give them a stronger voice as both subjects and practitioners of journalism. On Wednesday, May 31, by 11:59 p.m., you'll deposit in the Assignment folder (see menu bar above) a Assignment folder-word report on one of numerous media watchdog organizations for various constituencies. What kinds of services do they perform? Watchdog? Workshops? Conventions? Advocacy? What’s their mission?

20%: FINAL POWERPOINT PROJECT (due Friday, June 2, 11:59 p.m.)
On June 2, you'll post in Discussions your multimedia PowerPoint research project on a person, media site, case study, or issue that deals with diversity in journalism. It should include 15 slides in addition to slides with full reference citations. You should link to at least 10 sources. An entire web site is too broad a citation: Sources should be specific articles on a web site. Cite article title, URL, and date accessed. You should include at least two video or audio links. Ten percent of the project grade will be based on constructive critique comments you post Saturday by noon regarding your classmates’ PowerPoint reports.

Extra credit: Tweet an article related to news media diversity and inclusivity along with your comment about it to the class hashtag: #J/GWS17

Earn 1 point per week for a weekly tweet.

**SCHEDULE: ALL DEADLINES ARE IN ARIZONA TIME **

**WEEK 1: WOMEN AND JOURNALISM**
Monday, May 15: Women In The Newsroom
• Follow me on Twitter: @LJLumsden

• Look over the website to familiarize yourself with Content, Discussions, Quizzes, and Grades.
**FIRST READ** “What is Feminist Media Theory?” PDF on d2l for Monday for an explanation of the theoretical foundations of this week’s material on gender and the news media:

**DISCUSSION #1:** Go to Discussion Forum for May 15 and follow directions. Meet deadlines: First 250-word-minimum-word post due today by 11:59 p.m. Brief replies to group members due Tuesday by 11:59 p.m.

View and discuss:
1. Video: TEDTalk on Media with Meaning: Scroll down to journalist Megan Kamerick’s 10-minute talk on: 'Women Should Represent Women in Media'
2. [WMC: THE STATUS OF WOMEN IN U.S. MEDIA 2017](#)
3. [WMC INFOGRAPHICS: 2017 MEDIA GENDER GAP](#)
4. What Has And Hasn't Changed For Women In The Media Over The Last 20 Years

OPTIONAL: Learn more about women journalists:
Tad Bartimus, *War Torn: Stories of War from the Women Reporters Who Covered Vietnam*

"Why Jill Abramson Was Fired"
"Woman at the Top of the Masthead"
"How Barbara Walters Changed Everything"
"It's Raining Men...On NPR"
"The Blogosphere: Boys 'n' Their Toys"

Violence and Harassment Against Women in the News Media

**Tuesday, May 16: Women Reporting News**

ESSAY #1: 750-word analysis due by 11:59 p.m.
1. Sylvia Poggioli, “A Strategy of Rape in Bosnia,” PDF
2. Nieman Reports: *Women Journalists Spurred Coverage of Children and Families*
3. Listen to NPR’s interview: 'Full Frontal' Showrunner: 'It's A Feminist Show Because We Are All Feminists'

Make sure to scroll down a bit and watch the video of Samantha Bee.
4. BitchMedia Activism
5. 'How feminists took on the mainstream media and won’

OPTIONAL: learn more about the history of women journalists and feminist news media:
HERSTORY Oral Histories
Feminist.com: News
Ms. Magazine

• Jan Whitt, *Women in American Journalism: A New History*
• Eleanor Mills and Naomi Wolf, *Journalistas: 100 Years of the Best Writing and Reporting by Women Journalists*
• Tad Bartimus et al, *War Torn: Stories of War from the Women Reporters Who Covered Vietnam*
Wednesday, May 17: Reporting On Sexual Harassment and Sexual Violence

QUIZ #1: By 11:59 p.m., take the 10-question, 20-minute quiz: 'A New Era After Bill O'Reilly? Women Aren’t Convinced'

DISCUSSION #2: First 250-word-minimum-word post due by 11:59 p.m. Brief replies to group members due tomorrow by 11:59 p.m. View these materials:
1. 'From Big Dan’s to Steubenville: A Generation Later, Media Coverage of Rape Still Awful'
2. 'What should the graphics for a news report on rape look like? #RedrawMisogyny has some ideas'
3. Nation: 'How to Write About Rape: Rules for Journalists'
4. New Yorker: The Power of #YesAllWomen
5. Video: Difficulties of reporting on sexual assault

OPTIONAL
- 'Rolling Stone's Investigation: 'A failure that was avoidable'
- How the Washington Post Got Rape Reporting Right
- "Lara Logan Breaks Her Silence"
- Female Journalists and Sexual Violence
- John Oliver Nails Just How Terrifying The Internet Can Be For Women
- BBC Documentary- 'India's Daughter' on Nirbhaya Delhi Gang Rape
- Indian Media: Is banning Delhi Rape Film Right?
- ATLANTIC: 'I Am Not India's Daughter'

Thursday, May 18: The GLBTQ Community

ESSAY #2: 750-minimum-word essay due by 11:59 p.m. View these materials:
1. Despite its blind spots, the media is getting better at telling LGBT stories
3. Podcast: 'Is There Media Bias in Media's Coverage of Gay Marriage?'
4. 

OPTIONAL: learn more about news media and the GLBTQ community:
- The Daily Show: Brave New Girl
- REPORT: How National Media Outlets Cover Transgender News Stories
- NEW YORK TIMES: 'The Quest For Transgender Equality'
- Transgender Lives: Your Stories
- ESPN Finally Grows Tired of Curt Schilling’s Barbed Language
- 'Why apple CEO Tim Cook's Sexuality Is News'
Friday, May 19: Friday’s Film: ‘Jackson,’ available on Showtime; get seven-day free trial here.
- DISCUSSION #3: Watch the 83-minute documentary and discuss in today’s discussions forum. First 250-word-minimum-word post due today by 11:59 p.m. Brief replies to group members due tomorrow by 11:59 p.m.

WEEK 2: MAY 22-26 RACE AND ETHNICITY IN JOURNALISM
(READINGS AND OTHER MATERIALS TBA BY SATURDAY, MAY 20)
Monday, May 22: African Americans and the News Media
DISCUSSION #4: Go to today’s Discussion Forum for details. First 250-word-minimum-word post due by 11:59 p.m. Brief replies to group members due tomorrow by 11:59 p.m. View these materials:

Tuesday, May 23: Islam In America
ESSAY #3: 750-minimum-word essay due by 11:59 p.m. View these materials: 1. HuffPost: 'Spreading Islamophobia: Consequences Of Negative Media Representations'
2. 'Islam for Journalists (and Everyone Else): A primer for reporting -- and understanding -- news about Muslims in America'
3. Muslim Vibe

Wednesday, May 24: Native Americans And The News Media
DISCUSSION #5:
QUIZ #2: By 11:59 p.m., take the 10-question, 20-minute quiz: 'The Police Killings No One Is Talking About'

Thursday, May 25: Latinos & The News Media
ESSAY #4: View these materials. Your 750-word essay is due at 11:59 p.m. Read:
1. An article of your choice in Special edition of Neiman Reports: 'Latino Voices: Journalism by and About Latinos'
2. Read 'Reporting on the Deaths of Those Who Make the Journey North'
3. Read "About" the LatinoUSA radio show on NPR, then choose an episode to listen to. What's it about? Does the tone differ from MXM? Is this a topic that appears in MSM? How does the show give Latinos voice? Describe highlights from the Nieman article you selected; discuss some of the challenges facing reporters in "Reporting on the Deaths," and check out an episode of LatinoUSA.
Friday, May 26: Film Forum
DISCUSSION #6: Discuss on the Discussion forum the PBS documentary 'Ruben Salazar: Man in the Middle.' (available to rent as HD on hotlink for $3.99; also free sites on youtube.com) (documentary film, 53 minutes)

WEEK 3: Good Girls Revolt, Minority Report and Final Projects
Monday, May 29: No Assignment (Memorial Day)

Tuesday, May 30: Good Girls Revolt Paper Due by 11:59 p.m.
You only need to read through p. 200; you don’t need to read Epilogue. But also read the 2010 article by the three young women reporters in the Reader’s Guide, pp. 240-46. In at least 750 words, address why the Newsweek women sued the company, explain the suit, and summarize how it changed the workplace for female journalists. What did you think of the three women who wrote the 2010 article? Conclude with a paragraph on how you believe attitudes and treatment of women in newsrooms have changed or not changed since 1970. Cite at least five paraphrased examples from the text as examples of your main points, using parenthetical citations like this (p. 123). Show me you read and understood the entire book. Late paper grades drop 10 percent. Type word count below your name (3% of grade). Minimum 750 words.

OPTIONAL: Learn more about women journalists’ sex discrimination suit:
• Christine Craft, Too Old, Ugly and Not Deferential to Men. 1991
• Betsy Ross, Playing Ball with the Boys: The Rise of Women in the World of Men's Sports, 2011.

Wednesday, May 31 Quiz #3
QUIZ #3 By 11:59 p.m., take the 10-question, 20-minute quiz on 'Reporting on Disability with Sensitivity, not Sensationalism.'

Work on your Minority Report and Final Project.

Thursday, June 1: Minority Report
Many disempowered groups have created their own news media organizations to give them a stronger voice as both subjects and practitioners of journalism. Deposit in the Assignment folder (see menu bar above) a 500-word report on one of numerous media watchdog organizations for various constituencies. What kinds of services do they perform? Watchdog? Workshops? Conventions? Advocacy? Lobbying? Reports? Awards? What's their mission? Due in Assignment folder by 11:59 p.m.

Friday, June 2: Final PowerPoint Project
Due in Final Project Discussion Forum by 11:59 p.m.

DIRECTIONS: This is your chance to further explore a topic we did not cover in class. Create a PowerPoint or similar multimedia presentation of an issue involving journalism and gender, race, ethnicity, sexuality, or religion. Present the topic as if you are teaching your classmates about it--as you are! Connect your topic to one of the theoretical concepts discussed during the course, such as feminist theory, critical race theory, or the theory of social construction. It must be a
minimum of 15 slides that include some text, photos or illustrations, and link to articles, web sites, or videos related to your topic. Title slide and bibliography do not count. You must link to a minimum of ten sources and cannot use any materials we used in class, although you may use the "Optional" readings in the Syllabus under each day's topic. Also use the ‘Library Tools’ near top right of the d2l course site, which has links to databases on gender and diversity.

An entire web site is too broad a citation: Sources should be specific articles on a web site. Cite article title, URL, and date accessed. You should include at least two video or audio links. Ten percent of the project grade will be based on constructive critiques or comments you post Saturday by noon regarding your classmates’ PowerPoint reports.

Slides should summarize significant statements from the sources, perhaps as bullet lists. Don't just list a link with no explanation or elaboration. Summarize the source’s main point, or quote a key line or provide a bullet list of important points it makes. I suggest a minimum of 28-point font and an image on each slide. You can create "hot" links on a Mac by hitting <Command> and <K>, then inserting the URL and title in the spaces provided in the popup window. Slides should be like postcards, hitting only main points and avoiding too much text.

A final slide or two in addition to the above should list all your sources. Citations should include article title, date, name of web site and its URL (in brackets), like this: 'Chapel Hill shooting and western media bigotry," Feb. 11, 2015, Al-Jazeera [http://www.aljazeera.com/indepth/opinion/2015/02/chapel-hill-shooting-western-media-bigotry-150211083909613.html]

Note these are minimums: you can include more slides and more sources.

The deadline for posting the PowerPoint in the Discussion Forum is Friday, June 2, by 11:59 p.m. To get an 'A,' you must view each of your classmates’ PowerPoint projects and post one comment or constructive criticism specific to their project by Saturday, June 3, at noon. Entertain and enlighten us!

Saturday, June 3: Comment on group members’ final projects by noon.
Post one positive comment and one suggestion for improvement on group members’ projects by noon. Deadline strictly enforced. Worth 10% of final project.
**JOUR 405/505**  
**Summer 2017**  
**Study of News: The Newspaper Apprenticeship**  
**In Partnership with the Arizona Daily Star**  
Star newsroom, 4850 S. Park Ave. (Park and Irvington)  
Class time and days TBD

**Sarah Gassen**  
sgassen@tucson.com (please use this email)  
Star newsroom – office is around the corner in the newsroom  
573-4117 desk (there M-F, usually 9 a.m. to 6 p.m.-ish)  
520-405-0566 cell

**Purpose and Overview**  
Welcome to The Newspaper Apprenticeship, a partnership between the UA School of Journalism and the Arizona Daily Star. This unique class will provide learning that supplements your newsroom work at the Star.

The class is groundbreaking and grows out of much consideration and conversation among Star editors, UA faculty, and former interns and apprentices about how to make a newsroom internship more valuable and to enable more learning around the work experience.

Instead of the usual one unit of credit for an internship, you will get three because the on-the-job learning is complemented by readings, learning, reflection, writing and classroom participation. You also will consider industry trends and professional development from our vantage point inside the newsroom.

The class will utilize the five phases of experiential learning: experience, share, process, critical thinking and apply. In your apprenticeship at the Arizona Daily Star, you will be involved in work activity. In the classroom practicum, through group discussions and writing, you will share, reflect and evaluate your work and learning. In the end you will apply the learning and information to grow and expand as a journalist.

**Objectives**  
- To engage in direct journalism work experience  
- To apply reflection, critical thinking and synthesis to your workplace experiences  
- To expand awareness of ethical standards and professional behavior for journalists  
- To utilize co-learning in an experiential learning environment  
- To gain experience in taking initiative, making decisions and being accountable in the workplace  
- To pose questions, research, experiment, be curious, solve problems, assume responsibility, and to be creative and construct meaning related to your apprenticeship  
- To identify and articulate journalism’s guiding work principles  
- To develop competencies that enable you to more successfully enter the journalism profession  
- To expand on technical, personal, and professional skills  
- To gain opportunities to reinforce social and ethical values necessary in journalism  
- To form linkages between workplace and classroom learning  
- To understand the dynamic nature of today’s news business  
- To form the basis for future learning and experience
To develop workplace relationships that bring about job satisfaction and success

Required Texts and Materials
- Associated Press Stylebook
- Read *Arizona Daily Star* (print or electronic) daily

Email Policy
Please use my UA email address: sgassen@tucson.com and check your UA email frequently, as that is how I’ll send out class info.

COURSE DETAILS
Format and Attendance
Each student will work approximately 10-12 hours weekly in his or her apprentice position at the *Star*. Therefore, the practicum *class sessions* will be only TWO days a week (instead of 5) and will be run much like a meeting among colleagues.

Your apprentice position and classes continue begin June 5, run through both summer sessions and end Aug.9.

Attendance is critical and mandatory. So is punctuality. It is part of your job performance. *If you have an unavoidable reason for missing class, talk to me in advance or as soon as possible. If you are unable to do your *Star* work you must call your editor and let him or her know.* You will still be responsible for turning in any assignments for class and for your *Star* work.

We will begin class with a news meeting, where we discuss what each student is working on, share questions and advice, show clips, brainstorm story ideas.

Many class sessions will include speakers, from the *Star* and from the community.

You will write memos and/or essays. Some of these will be your response to readings, some will be reports to me on meetings with your editors, some will be developmental and reflective.

On your computer or in a notebook, begin journaling to keep track of your thoughts, questions, insights, musings about the work you are doing, what you’re learning from successes and challenges, editing tips, newsroom quotes and so on. You will find that keeping the journal is beneficial for the memo assignments.

Professionalism is crucial. Don’t tell someone you’ll be in the newsroom at a certain time, and then not show up, cancel at the last minute or be late. Don’t do that with a source or interview, either.

Don’t promise something you can’t realistically deliver – we all know that things come up, and that’s why you need to talk to your editor if circumstances change, or you encounter a problem in reporting or writing. Don’t wait and think it will all come together – a lot of times it doesn’t. Editors are here to talk with, and to help. We want to help you succeed.

The *Arizona Daily Star* may end your apprenticeship if your work or conduct fails to meet professional standards, for example (but not limited to): Missing deadlines, plagiarism, fabrication, failure to attend scheduled meetings with editors, missing shifts or assignments without notification.
Grading

50 percent

**Star work**: You must have at least 6 published stories to earn an A in the course (6 clips does not guarantee an A, as your grade is based on more than simple story count). Clips must contain original reporting/work and **at least two sources** -- not just a rewrite of a press release. This category includes evaluations by Star editors, your professionalism and overall newsroom performance. Equivalent benchmarks for the social media, video or other non-desk-assignment beats will be decided by the editor, instructor and student on case-by-case basis.

You are expected to be in the newsroom or working on stories about 10-12 hours per week. You should make it a priority to be in the newsroom and be available to sit with your editor when he or she is editing your story so you can talk about it, ask and answer questions – this is the best way to learn.

Set aside several-hour blocks to be in the newsroom instead of stopping by here and there.

**Memos**

You will have assignments due each week. These are separate assignments you will turn into D2L dropboxes by 5 p.m. Fridays.

**Friday Memos: EVERY WEEK** you will turn in a memo that recaps your week; what you worked on, the backstory to how you covered a story or produced other Star work that week, your response to the week’s speakers, discussions and material. What do you want to know more about based on your experience that week? Where there any problems you encountered that week, in reporting or writing or another area?

The point of this memo is to help you think about and process what you’re learning. It’s easy to get caught up in the day-to-day of things, so this is intended to help you stop, reflect and be aware of what you’re learning – and what you have questions about. The Friday Memo should be at least **one single-spaced page** (plus the story list, explained below).

**Story list EVERY WEEK DUE 5 p.m. FRIDAYS**: You must have an ongoing story idea list of at least three NEW ideas each week. They can be for your beat, or another student or Star reporter’s beat. The point is you need to always be thinking and looking for news. Your Star editors may require this, or something similar, as well.
Weekly Topic Memos: Due Fridays by 5 p.m. in weeks 1-5, at least one single-spaced page.

The Weekly Topic Memos give you a chance to explore facets of journalism that shape how we do our jobs as journalists, and the changes and dynamics involved in the craft and practice of journalism. Some will require you to have conversations with people in the newsroom, others will require outside research or interviews.

**Week #1: Expectations:** Speak with your editor and other Star staffers in the area where you will be spending your apprenticeship. What are their specific expectations of you during your apprenticeship, what is your response, and what are your expectations of yourself? Be specific and go beyond the “learn a lot from professional journalists” level of critical thinking.

**Week #2: Different departments’ roles:** Talk to editors and staffers in a newsroom department other than yours (i.e. reporters talk to photo or design, etc). What do those journalists do that shapes the overall news content and production? How do they work with other departments? What do those staffers think about the other departments and why? What do you see that could improve how people work together or the final product? What is the Star missing, what does it do well?

**Week #3: “The Media”:** What do people mean when they talk about “The Media.” Who are they talking about, and why? What gives people impressions about “The Media” and how are those impressions, based on your experience, correct or off-target? What do you want the public to know about how the media works, and what are your ideas for getting that information across?

**Week #4: News meetings:** The Star holds a weekend news meetings at 2 p.m. Fridays where editors talk about and plan the Saturday, Sunday and Monday papers. It’s in the Star conference room in the newsroom, where we will have class. Attend two Friday meetings and write a memo detailing your impressions, what editors discussed, how different elements are used to tell stories, what you would have done differently. Be specific. Making news judgments and explaining your reasoning is crucial in journalism. Did anything surprise you, or stand out? How would you change the process?

**Week #5: Reflection:** Explain and discuss what you’ve learned so far in your apprenticeship and in class. Things to think about – is
the experience what you expected it would be? What was different? We’ve had a lot of guest speakers – did you find anything surprising or useful? Anything you would do differently or that you’ve disagreed with?
What are your goals for the second half of the apprenticeship?

**Weeks 6-10:** working on the Industry Trends presentation. The regular Friday memos and story lists are still due 5 p.m. Fridays.

**Industry Trends presentation:** Each student will pitch, research and present to the class on a trend or topic connected to journalism as an industry. Beginning in Week Six we will shift part of our class attention to this project. This is subject to change, but the last two classes will be dedicated to the Industry Trends presentations. Each student will turn in a two-page summary of your research findings, plus an annotated bibliography in D2L, due date to be announced, and each student will do a 10-minute presentation to the class. Assignment deadlines will be discussed in class.

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<thead>
<tr>
<th>Percentage</th>
<th>Assignment</th>
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<tbody>
<tr>
<td>25 percent</td>
<td><strong>Memos/short assignments/story lists (see above)</strong></td>
</tr>
<tr>
<td>15 percent</td>
<td><strong>Industry Trends presentation</strong></td>
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<tr>
<td>10 percent</td>
<td><strong>Attendance/participation in class</strong></td>
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**Class Time**
A list of subjects was compiled after talking to interns, apprentices and editors over the years. We will cover what we can of this list, but we will also have class sessions and topics that are generated from the current group of apprentices. Please talk to me anytime during the semester if there are topics you would like to see on the list.

**The list of topics and speakers might include:**
- Young reporters panel
- Finding stories
- The art of interviewing
- Storytelling
- Data reporting
- Visual journalism
- Public records
- Developing a beat
- Social media
- Covering grief and trauma
- Multimedia
- Jobs, resumes, websites
- Diversity: disability, LGBT, ethnicity, religion, age
- Topics to come from the class
All of your sources must be fully identified by first and last name, title or connection to the story. Unnamed or anonymous sources are not allowed in your work.

You must keep contact information (phone number and/or email) for all of your sources.

Make sure you check your UA email – We will send out class notifications (i.e. Class is cancelled) via the UA email system. It’s your responsibility to check that account, even if you have another account you use, too.

Student accountability: The journalism school goes to great length to inform students of its policies and procedures. This information comes to you through class syllabi, your instructors, the school Listserv, our bulletin boards and the advisors. We make a special effort to put the most important instructions in writing. Because of these multiple communication channels, we feel it is only reasonable to assume that students are fully aware of the information and will act on it accordingly. For that reason, "I didn’t know..." is not considered a valid excuse.

Possible offensive content

Journalism is a vital part of the democratic process. We deal every day with what happens in the world, both good and bad. That means you may hear discussions about news coverage that could be offensive to you, such as ugly crimes, political controversies, sexual situations, or conflicting religious beliefs. People might disagree in class, and that’s OK, but let’s do it in a civil and respectful manner. We will do our best to provide advance notice when such materials will be used, but be aware that our class includes real-time discussions of current events, news themes and judgement. Students are not automatically excused from interacting with such materials or topics, but they are encouraged to speak with us to voice concerns and to provide feedback.

Source Interaction: Journalists deal with all people in all sorts of situations and we need to learn how to handle them. Keep your interactions with sources and potential sources on a professional level. Set a tone that’s courteous and pleasant, but not casual. If someone you encounter while working on a story or assignment says something or acts toward you in a way that is inappropriate or unprofessional (i.e. flirting), state that you are there to work. Sometimes journalists have to draw clear boundaries. If a situation arises that makes you uncomfortable or you aren't sure how to handle it, speak with your instructor or editor.

Late Assignments
You will have many assignments during the short summer semester. Meeting deadline and time management are crucial skills in journalism. Late assignments are NOT accepted without an
excused absence, and I must approve the revised deadline. I expect you to make deadline for
class, and for the Star. You must turn in your class assignments on D2L dropboxes by 5 p.m. on
FRIDAYS, unless another deadline is given.

Holidays and Other Work Days
Your role in your Star section and your relationship with your editor are the same as you would
have in a job. Be sure to find out what the expectations are for your workload around holidays
(i.e. most people in the newsroom take July 4 off, so you don’t need to come in, unless you’ve
agreed to an assignment).

Your editor isn’t operating on your school schedule, so make sure your editor knows your
schedule and availability. And don’t skip other classes or assignments for Star work – editors
know you’re students, and you need to be up front with them.

Make sure your editor knows about any pre-existing vacation plans or other scheduling
commitments.

Professionalism
Be sure that you communicate clearly with your editors about illness and other work/ schedule
issues. If you are ill or have a flat tire, it’s not like a class where you might just not show up or
be late without telling anyone. Be sure to call your editor about your tardiness or your absence.
Let your editor know where you are and what to expect -- if a story isn’t coming together as
planned, talk to your editor ASAP. And if you say you’re going to be in the newsroom at a
certain time, be there.

You are expected to do the things reporters do, and different editors have different expectations –
put your stories on the budget, work with the photo department and complete photo requests, and
keep track of your clips (published work).

Dress Code
The work environment is much more conservative than campus, particularly for attire. Men: No
flipflops, shorts, sleeveless shirts or raggedy tees. Women: No flipflops, shorts, super short
skirts, tank tops or low-cut tops. Your tops should cover shoulders and your pants should not be
held up by a miracle of gravity or ride too low. It’s summer; you don’t have to wear a suit, but
you do have to look clean, neat (as in ironed) and professional. A clean, neat shirt and pants are
appropriate for both men and women.

We have had concerns in the past from some editors that students dress too casual and/or too
revealing for the workplace. Error on the side of conservative.

You are expected to abide by the Arizona Daily Star Code of Ethics and, while you are not an
employee, you still represent the Star, so you are expected to follow the guidelines of the
Arizona Daily Star Employee Handbook. We will go over these in class, too.
Social Media Guidelines:

As an apprentice you are in a position to know internal information, such as what stories Star reporters are working on, before they become public. This is important: **What happens in the newsroom, or in the process of developing a story or other Star product or internal information, must stay in the newsroom.** This means you don’t share information (including posting on social media like Facebook or Twitter) about what the Star is working on without making sure it’s ok with your editor; policy or personnel changes, complaints about sources. At this stage in your careers, it is better to follow a no-posting approach than to unintentionally run afoul of the guidelines.

You should definitely share your work and that of your fellow apprentices and Star staff and social media is an important part of journalism. But it’s an area that must be handled with sensitivity, and it’s better to err on the side of caution.

And please remember that as an apprentice your conduct, which includes online, reflects on the Star and the same rules apply.

Here’s a link to an interesting and useful report by ASNE. They’ve distilled the rules of thumb into the Top 10, below:


Here are the 10 key takeaways:
1. Traditional ethics rules still apply online.
2. Assume everything you write online will become public.
3. Use social media to engage with readers, but professionally.
4. Break news on your website, not on Twitter.
5. Beware of perceptions.
6. Independently authenticate anything found on a social networking site.
7. Always identify yourself as a journalist.
8. Social networks are tools not toys.
9. Be transparent and admit when you’re wrong online.
10. Keep internal deliberations confidential.

Violation of these policies or the Star’s code of conduct and guidelines may result in you being asked to leave your position at the Star (which would mean you are administratively dropped from the class), and could have UA repercussions as well.

Class Meeting Time
The class meets TO BE DETERMINED BY CLASS. We cannot accommodate students who want to arrive late or leave early. The disruptions detract from a collegial, professional atmosphere. Your editors are aware of this, so don’t hesitate to mention the scheduling conflict
when discussing Star assignments. Both parts of the course are important.

**Accommodations for Students with Disabilities:** I am here to help you figure out strategies to succeed in this class and beyond. If you need reasonable accommodations in this class to succeed, your special needs must be confirmed by the Disability Resource Center and you should talk with me about it during the first week of summer school.

**Email:** Make sure you check your UA email account regularly.

**Antivirus Software:** It is University policy that all students MUST have updated anti-virus software on their home computers to protect UA computers from viruses that may be introduced from files copied from home computers to some kind of data storage device (i.e., memory card, CD, jump drive, whatever) and then to UA computers.

*The UA supplies this software free for all faculty and students.* You can easily download and install it on your computer. Is located under “no-cost software” on the “sitelicense” page on UA website. This is Sopos anti-virus software. It automatically updates itself periodically.

[https://sitelicense.arizona.edu/sophos/](https://sitelicense.arizona.edu/sophos/)

It’s really easy to install but for assistance with installing, configuring or updating Sophos, call 621-HELP. If you do not have high quality protection on your computer, you must download Sophos and install it immediately.

**NOTE:** Because this class meets at the Star newsroom instead of the UA campus, and you will be using Star computers and other technology, you must follow the Star’s policies on this. Human Resources will go over this with you and I’ll have relevant information for reference.

You will be using your own laptops usually to write, and you will email/google doc/etc. your work so you don’t need to get into the TCMS (content management system).

**Discrimination Policy:** University and journalism school policy prohibits faculty, staff and students from discriminating against any person on the basis of age, ethnicity, gender, disability, color, national origin, race, religion, sexual orientation or veteran status. The Star has a similar policy. *My policy is that students and I will always respect each other’s differences and similarities.*

**Excused Absences:** Participating in course and attending lectures and other course events are vital to the learning process. As such, attendance is required. Students who miss class due to illness or emergency are required to bring documentation from their healthcare provider or other relevant, professional third parties. Failure to submit third-party documentation will result in unexcused absences.

Excused absences are granted only for valid, documented reasons and only if the reason makes your presence at the scheduled time impossible. By school policy, acceptable excuses are limited to five: serious illness, jury duty, religious observance, dean’s excuse and military reserve obligation. If you have
a reason for missing class that you think is legitimate, it is your responsibility to ask your instructor ahead of time if at all possible. This is expected even if you are ill.

Absence excuses are subject to verification and must be turned in to us within one week of your absence. Presenting a false excuse will be considered cheating, a violation of the academic integrity rules.

The UA’s policy concerning Class Attendance, Participation, and Administrative Drops is available at: http://catalog.arizona.edu/2015-16/policies/classatten.htm.

The UA policy regarding absences for any sincerely held religious belief, observance or practice will be accommodated where reasonable, http://policy.arizona.edu/human-resources/religious-accommodation-policy.

Absences pre-approved by the UA Dean of Students (or Dean Designee) will be honored. See:https://deanofstudents.arizona.edu/absences

A Dean’s Excuse provides excused absences for university-sponsored events/activities for academic, non-academic, and recognized student organizations. If a student must miss a class or classes for a university-sponsored event, the faculty or staff responsible for that event request a UA Official Activity Excused Absence Request Form from the Dean of Students Office. A Dean’s Excuse is not available for personal absences including illness, family emergency, scheduled vacations, etc.

The Dean of Students Office does not have oversight of academic departments or faculty members and does not grant individual excused absences. Each faculty member manages his or her classroom in the manner in which they see fit and are the only ones who may determine what constitutes an excused absence. Therefore, Dean of Students is unable to excuse absences for students, grant extensions, require that professors allow students to make-up missed work, or ensure students may miss class and submit late work without penalty, etc.

The best thing to do is for you to communicate directly with us regarding your absence. We are the only people who can excuse your absence, and determine if alternatives or make-up work is an option. The Dean of Students Office does provide Emergency Notifications in situations where students must be absent from class due to an emergency situation but are unable to contact their instructors themselves due to their condition. Be aware that Emergency Notifications are not excused absences.

Make-up class
work is allowed only for excused absences.

Religious observances: All holidays or special events observed by organized religions will be honored for those students who show affiliation with that particular religion.

Wildcat/work/class: Missing class to cover a story for another class, the Wildcat or other job obligations (including other news outlets) is an unexcused absence.
Working at other media outlets: Is fine, with permission (see me), but you must not cover the same beat/subject/story for the Star and another outlet.

Grading

You will receive the grade you earn. Several factors will go into your grade: quizzes, in-class assignments, out-of-class assignments, class participation and professionalism. Grades are based on results, not simple effort. We expect all students to try hard, ask for help and do their best. We are willing to discuss a grade, and if we’ve made an error, we’ll gladly correct it. But an argument that “I worked really hard so I deserve a better grade” is not sufficient reason to reconsider the grade.

DEADLINES ARE DEADLINES: I DO NOT ACCEPT LATE WORK.

EXTRA CREDIT: I do not offer extra credit. Everyone has the same opportunity to earn grades and extra credit isn’t fair. If you are struggling in the class, have questions or need help, talk to us. We want to help you understand the material.

UA grade policies, requests for ‘incompletes’ and ‘withdrawals’: University policy regarding grades and grading systems is available at http://catalog.arizona.edu/2015-16/policies/grade.htm

Requests for incompletes (I) and withdrawal (W) must be made in accordance with university policies available at http://catalog.arizona.edu/2015-16/policies/grade.htm#I and http://catalog.arizona.edu/2015-16/policies/grade.htm#W respectively.

Professionalism includes:

• Being responsible. Being punctual and attending all classes. Being prepared for class and participating actively. Avoiding disruptive behavior. Approaching your assignments with resourcefulness, and with the goal of completing them as thoroughly as possible. Doing your share when working on group projects. Requesting help from the course instructor when you need it, just as you would request assistance from an editor in the newsroom.

• Being respectful. Recognizing that you need to be as respectful of the opinions of others as you would have them be of yours. Being courteous in class and on assignments. Being sensitive to the needs of news sources.

• Being accountable. Remembering that when you are on assignment, your behavior, attitude and dress reflect not only on you, but also on the school and the university. People have long memories, and your actions can influence your reputation – and ours – for years to come.

• Being civil. The Arizona Board of Regents’ Student Code of Conduct, ABOR Policy 5-308, prohibits threats of physical harm to any member of the University community, including to one’s self. See: http://policy.arizona.edu/threatening-behavior-students.
Threatening Behavior Policy

The following language is required by the university:

The UA Threatening Behavior by Students Policy prohibits threats of physical harm to any member of the university community, including to one's self. See http://policy.arizona.edu/education-and-student-affairs/threatening-behavior-students.

Plagiarism/Fabrication: Needless to say, plagiarism and professional dishonesty in any form will not be tolerated in this class. The university policy on Code of Academic Integrity (detailed below) will be rigorously applied.

Academic Integrity & Student Conduct. The University of Arizona Code of Academic Integrity is observed in this class. All provisions of the Code are incorporated by this reference into this syllabus. I recommend that you read the Code to understand the rights and responsibilities of all members of the university community.

The Code states, in part, "Conduct prohibited by the Code consists of all forms of academic dishonesty, including, but not limited to: cheating, fabrication, facilitating academic dishonesty, and plagiarism as set out and defined in the Code of Conduct, ABOR Policy 5-308-E.10 and F.1; submitting an item of academic work that has previously been submitted without fair citation of the original work or authorization by the faculty member supervising the work; modifying any academic work to obtain additional credit in the same class unless approved in advance by the faculty member; failure to observe rules of academic integrity established by a faculty member for a particular course; and attempting to commit an act prohibited by this Code. Any attempt to commit an act prohibited by these rules shall be subject to sanctions to the same extent as completed acts."

Under Arizona Board of Regents policy, "fabrication" means falsification or invention of any information or citation. "Plagiarism" means representing the words or ideas of another as one's own.

The following are some examples of code violations, as they would apply to journalism classes: making up sources for a story, report or research paper; making up quotes for a story, report or research paper; copying sentences or paragraphs from another person's work and submitting them as one's own work; submitting the same story, report or research paper to fulfill assignments in two different classes, without obtaining prior permission from the instructor of the second class in which the work would be submitted.

Sanctions for violations of the Code may be a warning, a reduction in grade for the assignment or the class involved, a failing grade for the class, and/or a recommendation of suspension or expulsion from the university. The Code provides procedures to assure the integrity of academic work while protecting the rights of any persons involved in matters arising under the Code.

The Code of Academic Integrity is online at http://deanofstudents.arizona.edu/codeofacademicintegrity

The Student Code of Conduct reflects the University philosophy that “self discipline and a respect for the rights of others in the university community are necessary for the fulfillment” of our mutual goals of intellectual, personal, social, and ethical development. As with the Code of Academic Integrity, all provisions of the Student Code of Conduct are incorporated by this reference into this syllabus. The
Student Code of Conduct is online at http://deanofstudents.arizona.edu/policiesandcodes/studentcodeofconduct

The University has promulgated guidelines for identifying and dealing with disruptive classroom behavior. The guidelines identify explicit and implicit threats. They also define minimally disruptive behavior, which includes but is not limited to arriving late, beepers and cell phones ringing, eating, talking, reading a newspaper or other material unrelated to class, packing up and leaving early. The guidelines are incorporated by reference into this syllabus. All forms of disruptive behavior are prohibited. The Student Disruptive Behavior Guidelines are online at http://deanofstudents.arizona.edu/disruptiveandthreateningstudents

The School of Journalism takes academic integrity very seriously – probably more seriously than most departments on campus. After all, we are in the truth business, and journalists who get caught plagiarizing ruin the profession, their employer, and their personal careers. Most violations of academic integrity in the school result in an E in the class and referral to the dean’s office. In some cases, students are expelled from the program.

Students are encouraged to share intellectual views and discuss freely the principles and applications of course materials. However, graded work/exercises must be the product of independent effort unless otherwise instructed. Students are expected to adhere to the UA Code of Academic Integrity as described in the UA General Catalog. Students can find the information at the following site: http://deanofstudents.arizona.edu/policies-and-codes/code-academic-integrity

Every instance of verified cheating will be penalized, generally with a failing grade for the course, but severe or repeated violations can result in more severe penalties, including suspension or expulsion from the school or even suspension or expulsion from the university. The journalism school subscribes to the University of Arizona Code of Academic Integrity. Prohibited conduct covers all forms of academic dishonesty, including plagiarism, fabrication and facilitating academic dishonesty by others.

The university's Code of Conduct prohibits such behavior as threatening fellow students or faculty, false identification or documents, false alarms, fabricating sources, quotes, video, or stories, forgery or misuse of documents or records, plagiarism, lying, stalking or discrimination against individuals or groups. Even an accidental copying and pasting of information without attribution and without being in quotes can result in a violation of the policy. You can fail a class even if you did not intend to plagiarize. Complete details are covered by the school’s Academic Integrity Handbook, which you are required to read. Also, University Libraries have some excellent tips for avoiding plagiarism available at http://www.library.arizona.edu/help/tutorials/plagiarism/index.html

According to Section D (6) (a) of the University’s Intellectual Property Policy (which is available at http://ogc.arizona.edu/node/16), faculty own the intellectual property for their course notes and course materials. The instructor holds the copyright to his/her lectures and course materials, including student notes or summaries that substantially reflect them. Student notes and course recordings are for individual use or for shared use on an individual basis. Selling class notes and/or other course materials to other students or to a third party for resale is not permitted without the instructor’s express written consent. Violations to the instructor’s copyright are subject to the Code of Academic Integrity and may result in course sanctions. Additionally,
students who use D2L or UA email to sell or buy these copyrighted materials are subject to Code of Conduct Violations for misuse of student email addresses.

Collaboration policy

Although the school’s classes often involve students working on team projects and peer reviewing, most assignments require individual attention and effort to be of any benefit. Unless otherwise stated by the instructor, all work is expected to be that of each student alone, without consultation with others. Prohibited activities include asking other students for access to their work, asking other students for help during lectures or labs, or sharing information during a quiz or exam.

Computer security rules

It is very important that students know and observe the following rules that help protect the security of the computer equipment:

1. Absolutely no food items or drinks are allowed in any lab or near any computer.
2. Use only your university e-mail account to correspond with journalism faculty and staff.
3. Use free virus protection software, provided by the UA.
4. Watch out for scammers posing as UA computer IT or security, wanting your passwords.
5. You may not connect your laptops to our networks or computers. E-mail material to your UA e-mail account or transfer it to a CD, DVD or USB flash drive. You may connect a laptop to the video inputs on projectors if you are making a class presentation.
6. No students are allowed in classrooms outside of class hours, except for students in capstone courses and then only with the instructor’s permission.
7. Computers in the student reading room, 312, are available for use outside of class. Students who wish to use the reading room before or after hours must bring their CatCard to the journalism office for approval and access. Friends who are not journalism students are not to be in the room or allowed to use the equipment.

Diversity

The School of Journalism values diversity and attempts to communicate clearly the value of diversity in journalism to better represent society. Unfortunately, the media industry does not accurately reflect the people it serves — only about 12 percent of journalists are racial minorities (compared to nearly a third of the U.S. population), and men still dominate newsrooms even though two-thirds of journalism grads are women. Diverse views are crucial in journalism — including those from different racial, gender, religious, socio-economic, disability status, and political backgrounds. We encourage students to participate in school clubs and activities that enhance diversity in journalism, including the student chapter of the National Association of Hispanic Journalists. We will discuss these issues during class, as well. To find out more, contact the school’s diversity coordinator, Maggy Zanger, at zanger@email.arizona.edu.

Nondiscrimination and Anti-harassment Policy

The University is committed to creating and maintaining an environment free of
discrimination, http://policy.arizona.edu/human-resources/nondiscrimination-and-anti-harassment-policy. University and journalism school policy prohibits faculty, staff and students from discriminating against any person on the basis of age, ethnicity, gender, disability, color, national origin, race, religion, sexual orientation or veteran status. If you feel that you are being discriminated against, please see me, the school director, the UA Office of Institutional Equity (http://equity.arizona.edu/) if it involves a faculty or staff member, or the Dean of Students Office if it involves another student (http://deanofstudents.arizona.edu).

**Reporter’s Handbook**

The Reporter’s Handbook covers most of the basic operational guidelines for student conduct in our reporting and editing classes. They are to be followed unless you are told otherwise. The handbook also summarizes some of the style usage rules that most often cause students problems. For fuller explanations and other rules, see *The Associated Press Stylebook* or contact me.

**Honors Credit**

Students wishing to contract this course for Honors Credit should email us to set up an appointment to discuss the terms of the contact and to sign the Honors Course Contract Request Form. The form is available at http://www.honors.arizona.edu/faculty-and-advisors/contracts

**Confidentiality of Student Records**

The school values your privacy and we will do my utmost to protect your grades. Your right to privacy is protected by the U.S. Family Educational Rights and Privacy Act of 1974. For more information, see http://www.registrar.arizona.edu/ferpa/default.htm

**Additional Resources for Students**

- UA Academic policies and procedures are available at http://catalog.arizona.edu/2015-16/policies/aaindex.html
- Student Assistance and Advocacy information is available at http://deanofstudents.arizona.edu/student-assistance/students/student-assistance

**Subject to Change**

Information contained in the course syllabus, other than the grade and absence policy, may be subject to change with advance notice, as we deem appropriate.
Course purpose
Watchdog journalism is the lifeblood of democracy. No matter what kind of career you pursue, you must know how to maneuver in and around government and your community. This class will help you in your career and in life, from buying a house to suing your ex for stealing your CDs. It will help you understand how communities work, and become savvy in gathering information that affects you and your neighbors, and disseminate it to make your world better. You will learn how to determine who has the power and how to interpret the impact of government on people’s lives – in every realm, including health, education, business, environment, sports, and arts/entertainment. The public relies on the media for information, announcements, warnings and insights. The press has a responsibility to be the eyes and ears for diverse communities, as well as be a watchdog on the government.

Course goals
- Understand and apply journalists’ duty to make government and its actions accessible to the public.
- Understand and apply the role of the journalist as a watchdog on the government and others in authority, gaining confidence to question those in power.
- Understand that public affairs reporting is far more than simply covering what was said in meetings and that enterprise reporting outside meetings brings meaning to government actions.
- Apply fairness and balance, reflecting others’ points and not just the majority view in government.
- Consider ways that multimedia and alternative presentation (photos, audio, video, animation, interactivity, graphics) can be used to better tell stories.
- Learn how to determine who has power and how to interpret the impact of government on peoples’ lives, learning about who’s in charge and who pays.

Course learning outcomes
- Report accurately how government actions affect individuals, business and community.
- Demonstrate mastery in a variety of story types: hard/breaking; follow-up; feature; enterprise; in-depth.
- Develop skills in critical thinking that enable digging deep, articulating complex detail, backgrounding in depth on deadline.
- Engage the public in civic affairs through original reporting.
- Write stories for people, not for government officials; avoid bureaucratese and insider reporting.
- Effectively request public records and know how to overcome denials.
- Research and write on budgets, taxes, policy, legal proceedings — focused on how people’s lives are affected, particularly from diverse communities.
Readings
2. Other required readings will be provided as electronic pdf files on D2L for free.
3. Recommended: The Investigative Reporter’s Handbook by Brant Houston.

Office hours
I will send e-mails and post on D2L often with reminders to make sure everyone is up to date and aware of what’s going on. If you want to talk about assignments or the readings, feel free to contact me via e-mail and we can talk on the phone. If you want to talk on the phone, you can call my cell phone, 520-248-6242. I will chat with every student at least once via phone or Skype about mid-way through the semester.

Course expectations and policies
If you study the material, do the work, avoid procrastinating and participate you will do well. Students need to follow some course policies:
1. Deadlines are crucial in journalism. If you turn in an assignment late – EVEN 1 SECOND LATE - you will receive a 0 for it. No points! No excuses! I will go by the time that D2L says you turned in your assignment. You can turn assignments in early if you like. Give yourself time – don’t push it to the last minute. Sometimes there are technical issues in uploading. I will not accept that as a reason for lateness. Upload your files early. All of the assignments are due at 11:59 p.m. Arizona time. Feel free to work ahead.
2. Students are expected to act respectful online but be open to debate. This is a good opportunity to practice working among peers in an open but supportive manner. Be careful with wording online and in e-mail – it can be misconstrued.
3. The journalism school goes to great length to inform students of its policies and procedures. This information comes to you through classes, instructors, the school listserv, our bulletin boards and the advisers. Because of these multiple communication channels, we feel it is only reasonable to assume that students are fully aware of the information and will act on it accordingly.

Attendance & make-up
The class basically “meets” Monday through Thursday (online discussion). If you find yourself unable to do the work you will receive a 0 for it. Because of the short time for this class, every assignment is important. There is no make-up or extra credit and the class moves fast. So stay on top of it and don’t fall behind! If you run into a bind – some kind of extreme emergency that would get in the way of your work – contact me before you miss the assignments, not after.

Academic integrity
The journalism school subscribes to the University of Arizona Code of Academic Integrity. Prohibited conduct covers all forms of academic dishonesty, including cheating, plagiarism, fabrication and facilitating academic dishonesty by others. Complete details are covered by the school’s Academic Integrity Handbook, which you are required to read. Anyone who cheats or plagiarizes will receive an E in the course, referral to the dean’s office, and potentially greater punishment, up to and including expulsion from the program. This includes making up quotes, information or sources, lying about the nature of an absence, turning in someone else’s work as your own, turning in a story that you did for another class, capstone publication, the Wildcat, an internship or any other
activity unrelated to this class (“double-dipping”), or using word-for-word information, including from the Internet, from other newspapers, or press releases, without citing the source through attribution. All work is expected to be that of each student alone. Prohibited activities include asking other students for access to their work, asking other students for help during lectures or labs, or sharing information during a quiz or exam. If you are unsure of whether you are about to violate an academic integrity policy, check with me before failing the course.

**Anti-discrimination policy**

University and journalism school policy prohibits faculty, staff and students from discriminating against any person on the basis of age, ethnicity, gender, disability, color, national origin, race, religion, sexual orientation or veteran status. I value a free exchange of ideas and thoughts during class, but let’s be respectful of one another in our discussions.

**Accommodation for students with disabilities**

The school is very willing to make any reasonable accommodation to assist all disabled students to succeed. To be eligible, your needs must be confirmed by the Disability Resource Center and you must report them privately to me at the beginning of the session.

**Computer use**

Students must have updated anti-virus software on their home computers to protect UA computers from viruses that may be introduced from files copied from home computers. You can get free Sophos anti-virus software from the UA at: http://softwarelicense.arizona.edu/sophos-download

You will upload your assignments to an assignment folder with your name on it in the D2L course website (under the Assignments tab on the toolbar near the top of the page). The website will run your files through Turnitin to spot plagiarism (see above, under Academic Integrity for the course policy). Make sure to upload the files as basic Word files. If you are unsure on whether it can be read, e-mail me a copy to make sure I can open it. Email me before the deadline to get credit, not after.

**The readings**

See the “Content” section in D2L (toolbar near the top of the main page) for the readings for each day. Many of you will be traveling here and there during the session, which is OK as long as you are mainly in one spot for your Dream House assignment, particularly during the last three weeks. The key to handling all the readings is to skim and hunt, a technique used often by graduate students: Skim the readings and hunt for the main points. Don’t get caught up in the details – just glean the overall meaning and then mull it and critically cogitate, integrating the information into the previous readings and your own experiences.

**Possible offensive content**

My class is a free-speech zone because I believe in practicing what we in journalism preach. Every day journalists deal with the extremes of the world, both good and bad. That means you may hear discussions about news coverage that could be offensive to you, such as ugly crimes, political controversies or conflicting religious beliefs. That’s why we have a First Amendment – to protect speech and the press so we the people can hash out our differences with words rather than swords. If you have a thought germane to the course material and discussion, speak up, and if we all respect
one another and discuss with intelligence and decorum, then classes will be productive and educational. As the former U.S. senator from Idaho, William E. Borah, said: "If the press is not free; if speech is not independent and untrammeled; if the mind is shackled or made impotent through fear, it makes no difference under what form of government you live, you are a subject and not a citizen." So speak up, citizen, and take advantage of our country’s belief in an open and vibrant exchange of ideas!

Diversity and inclusiveness

The School of Journalism values diversity and attempts to communicate clearly the value of diversity in journalism to better represent society. Unfortunately, the media industry does not accurately reflect the people it serves – only about 12 percent of journalists are racial minorities (compared to nearly a third of the U.S. population), and men still dominate newsrooms even though two-thirds of journalism grads are women. Diverse views are crucial in journalism – including those from different racial, gender, religious, socio-economic and political backgrounds. We encourage students to participate in school clubs and activities that enhance diversity in journalism, including the student chapter of the National Association of Hispanic Journalists. We will discuss these issues during class, as well. To find out more, contact the school’s diversity coordinator, Maggy Zanger, at zanger@email.arizona.edu.

Overview of activities

See more details about the course activities in the “Activities” folder in the Content section of D2L (see toolbar at the top of the main page). Everything in the daily lesson plan on D2L is designed to be completed by the end of that specific day (11:59 p.m. Arizona time) or earlier.

Activities

<table>
<thead>
<tr>
<th>Activity</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading summaries</td>
<td>18</td>
</tr>
<tr>
<td>Discussion posts</td>
<td>9</td>
</tr>
<tr>
<td>Introduce yourself post</td>
<td>3</td>
</tr>
<tr>
<td>Syllabus/academic integrity quiz</td>
<td>5</td>
</tr>
<tr>
<td>Agency profile</td>
<td>10</td>
</tr>
<tr>
<td>Meeting story</td>
<td>15</td>
</tr>
<tr>
<td>Court story</td>
<td>15</td>
</tr>
<tr>
<td>Dream house</td>
<td>25</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

Reading summaries (18 points – 1 point per day)

For each day (except the first day), you will prepare a summary of the readings. It should be single-spaced no more than a page in a Microsoft Word file, uploaded to D2L by 11:59 p.m. Arizona time, including:

1) a one-paragraph description for each reading, boiling down the gist of the reading. That means a different paragraph for each reading for the day, listed on D2L in the Content section. If there are three readings then you should have three paragraphs. Bulleted paragraphs are fine.

2) Five questions you had overall (not five questions for each reading) about the readings. These are tagged on at the end of your summary paragraphs on the same page.
Discussion posts (9 points – 0.5 point per day)

You will have the day to partake in a class discussion. Post at least one comment on the readings, your assignments, or the question I pose that day, preferably by 2 p.m., and then at least one response to another student’s comment (at least two postings per day, requiring that you read other postings) by 11:59 p.m. (Arizona time) that day. Comments must be at least 25 words (short but meaningful - no “Yeah, ditto.”). I will chime in as well, although I'll try not to sway discussion. Some days I will provide a special prompt specific to the topic of the day. In order to make sure there is a conversation, not just a bunch of hurried posts at 11:55 p.m., please start making posts early in the day. You can certainly post more than twice. Have great conversations!

Introduce yourself (3 points)

Post a paragraph on the course discussion board “Introduce yourself.” Include your name, hometown, major, career goals, why you signed up for the class, and something about yourself. Due 11:59 p.m. Arizona time, Monday, July 10.

Syllabus quiz (5 points)

The first day, July 10, you will take a quiz on D2L in the Quiz section on the syllabus and academic integrity policy. It will open at 9 a.m. and close at 11:59 p.m., Arizona time, and is open-book. You can take it up to three times to improve your score. Easy points to get you started!

Agency profile (10 points)

You will identify a public government agency (city, school district, county government, or other local government agency) in your community that interests you and that is scheduled to have a governing board meeting during the session that you can cover, preferably sometime July 17 through July 25. The first task is to profile the agency - gather information about its budget, how it operates, what it does, and who is in power. You will background the agency to identify trends, problems, and successes, and identify potential stories that would be of interest to the public. You will also include the exact time, date and place of the meeting that you will cover during the session. This profile is due July 12 at 11:59 p.m.

Meeting story (15 points)

You will cover a public meeting of the governing body for your public agency identified in your agency assignment. This might be at night and it might include an afternoon work session, so make sure to carve out the time to cover it, as well as time before and after the meeting to do pre-reporting and post-reporting (the best information will be obtained outside the meeting, not during the meeting). In addition to a written story, you will be required to develop multimedia elements for the story (e.g., pictures, video, an audio clip of a good quote). Here are some specific requirements for the story:

• It must have at least three people sources that you interview in person or on the phone (no email interviews).
• It must be at least two pages single-spaced (no padding with extra spaces, widened margins, large font, etc.). I’m not really concerned about length as much as I am substance – did you nail the news angle and answer reader questions?
• At the top of the story you must include a headline. This is intended to help you find the essence of the story before you write to help you focus.
• Include at the end of the story a list of the sources with their phone or email. I reach out to sources to spot check the accuracy of the reporting.
• The story is due 11:59 p.m. the day of the meeting. That requires deadline work and pre-reporting (imperative that you do most of your reporting before the meeting – don’t wait for the meeting or you could get hosed).
• Finally, at the end of your story you will attach two additional fully developed story ideas that you come up with based on the meeting you cover. Story ideas will contain a potential headline, a nut graph focusing on the news and angle, a list of at least a half dozen questions that need answering, at least three potential people sources, and a potential public document source. The story ideas must be from the same meeting, or assignment, but not simply different angles of the main story you wrote. The idea of this is to get you to look for all the potential stories that can emerge from an event. In most meetings you could walk away with at least a half dozen potential story ideas.
• Again: Do your reporting and most of your writing BEFORE the meeting, based on what you see in the agenda. We call that pre-reporting. Do not procrastinate!

Court story (15 points)
During the session you will identify a trial that appears newsworthy (e.g., a high-profile murder) and cover it, interviewing attorneys involved (not usually the judge), using court documents and appearing in court to hear testimony. This is one of the more popular assignments from this class. Real crime in real time!

Dream house hunt (25 points)
You will research public records to find as much information as you can about a real house for sale in your community that I assign to you. You’ll visit actual government agencies (not just sit at home and surf the Internet!) to glean property records, zoning documents, crime reports, airport flight plans and other records that will help you decide whether or not you would want to buy the home. An explanation of what you found and what you did will be due toward the end of the session. You will be graded on how well you demonstrate a) knowledge of what you are legally entitled to, b) initiative and creativity in finding public records that can help you, and c) competency and tenacity in getting the documents you need, applying the methods in the Art of Access and class materials. Given the short few weeks we have to gather the records, I will not grade you on whether you actually get them (you’ll get some right away and others will drag on), but how well you pursue them given the time. This is an intense assignment that requires driving around to government agencies in your community – that is essential for success. This will require you to travel to the agency and potentially pay some charges for copies. Government websites do not contain all the records that you can get in person.

Grading
In grading the two stories I will look at organization, clarity, balance and accuracy. Grammar, punctuation, spelling and proper use of AP style are also important. Points will be subtracted for factual errors. A misspelled name will result in an E for the assignment. Length and number of sources aren’t as important as the quality of the information and relevance/authority of the sources. I’m looking for substance. Stories
that are filled with padding or have gaping holes will receive poor grades. In this school, we grade on results, not effort. I am always willing to discuss a grade I have given you, and I will gladly change it if I have made an error. But an argument that “I really worked hard on this assignment so I deserve better” is not going to fly.

Your stories will be graded in three main areas:

1) Angle – is the story focused on a newsworthy and timely point from the lead and throughout the story?
2) Reporting – did you talk to the relevant best sources and get at the answers that people would have?
3) Writing – did you write a snappy lead, does the story flow, and does it avoid stilted government jargon?

Grade criteria are:

A: Exceptionally written, free of errors and ready for publication in a newspaper. Logical flow, good lead, strong angle and readers’ questions are answered.
B: Good but requires some editing. Lead might need work.
C: Could be published only after substantial rewriting and editing.
D: Needs major work or would not be considered for publication because of too many errors or missing key information.
E: Fails to meet minimum expectations in most or all areas. Not turned in by deadline. Includes plagiarism (which also leads to failing the course) or a misspelled name.

Letter grades will be calculated using this formula:
A = 90-100%  B = 80-89%  C = 70-79%  D = 60-69%  F = 59% and below
No extra credit is available in this class.

Final important advice!

Online courses, particularly in compressed sessions, can be challenging, especially if you are coming off classes from Summer 1. I understand this is a lot of work, but you can do it, and you bang out credits quickly from home. Work ahead and follow the day-to-day schedule carefully. Put everything down on a calendar. Bear down and try to have fun!
Class day-to-day schedule
Below is a detailed schedule/checklist for the session. Readings are provided online at D2L. Everything also is in the Day-to-Day Modules on D2L, in the Content section. Activity instructions are posted in the Content section, as well. Everything is due at 11:59 p.m. Arizona time in your Assignment folder.

Week 1 (July 10-13)

Monday  7/10  Introduction  Introduce yourself and quiz due!
  o  Read Day-to-Day Module stuff, in the Content section
  o  11:59 p.m. deadline to post “Introduce Yourself” on D2L
  o  11:59 p.m. deadline for syllabus quiz on D2L (Quizzes tab)
  o  Work on reading summary due 11:59 p.m. Tuesday

Tuesday  7/11  Government and the Press
  o  Read Day-to-Day Module stuff, in the Content section
  o  11:59 p.m. post reading summary to Assignment folder
  o  11:59 p.m. deadline to post at least two discussion posts
  o  Start working on your agency profile, due 11:59 p.m. July 12
  Select a government agency, such as a city or school district, to cover. Find one with a meeting that you can cover – ideally during July 17-25.

Wednesday  7/12  Access to Public Records  Agency profile due 11:59 p.m.!
  o  Read Day-to-Day Module stuff, in the Content section
  o  11:59 p.m. post reading summary to Assignment folder
  o  11:59 p.m. deadline to post at least two discussion posts
  o  11:59 p.m. Agency profile activity due in your folder

Thursday  7/13  Requests and Denials
  o  Read Day-to-Day Module stuff, in the Content section
  o  11:59 p.m. post reading summary to Assignment folder
  o  11:59 p.m. deadline to post at least two discussion posts
  o  Start working on your meeting and dream house assignments
  o  Deadline to drop without a grade

Friday-Sunday  Work on your upcoming assignments:
  o  Reading summary due 11:59 p.m. Monday
  o  If meeting next week, start pre-reporting for your story
  o  Start working on your dream house assignment
Week 2 (July 17-20)

Monday 7/17 **Meeting Coverage**
- Read Day-to-Day Module stuff, in the Content section
- 11:59 p.m. post reading summary to Assignment folder
- 11:59 p.m. deadline to post at least two discussion posts
- Work on your meeting and dream house assignments (should be requesting records with agencies in person by now!)

Tuesday 7/18 **Delivering on Deadline**
- Read Day-to-Day Module stuff, in the Content section
- 11:59 p.m. post reading summary to Assignment folder
- 11:59 p.m. deadline to post at least two discussion posts
- Work on your meeting story and dream house requests

Wednesday 7/19 **Local Government**
- Read Day-to-Day Module stuff, in the Content section
- 11:59 p.m. post reading summary to Assignment folder
- 11:59 p.m. deadline to post at least two discussion posts
- Work on your meeting story and dream house requests

Thursday 7/20 **Covering Courts**
- Read Day-to-Day Module stuff, in the Content section
- 11:59 p.m. post reading summary to Assignment folder
- 11:59 p.m. deadline to post at least two discussion posts
- Work on your meeting story and dream house assignment
- Start looking for a good trial to cover July 24-Aug. 2

Friday-Sunday **Work on your upcoming assignments:**
- Reading summary due 11:59 p.m. Monday
- If meeting next week, start pre-reporting for your story
- Keep requesting records and following up for dream house
- Identify a good trial to cover July 24-Aug. 2
Week 3 (July 24-27)

Schedule a time to chat via phone or Skype this week!

Monday 7/24 **State and Feds**
- Read Day-to-Day Module stuff, in the Content section
- 11:59 p.m. post reading summary to Assignment folder
- 11:59 p.m. deadline to post at least two discussion posts
- Work on your meeting story and dream house requests
- Nail down trial you want to cover – run it past me!

Tuesday 7/25 **Elections and Politics**
- Read Day-to-Day Module stuff, in the Content section
- 11:59 p.m. post reading summary to Assignment folder
- 11:59 p.m. deadline to post at least two discussion posts
- Work on your meeting story and dream house requests

Wednesday 7/26 **Backgrounding Individuals**
- Read Day-to-Day Module stuff, in the Content section
- 11:59 p.m. post reading summary to Assignment folder
- 11:59 p.m. deadline to post at least two discussion posts
- Work on dream house requests

Thursday 7/27 **Covering Business**
- Read Day-to-Day Module stuff, in the Content section
- 11:59 p.m. post reading summary to Assignment folder
- 11:59 p.m. deadline to post at least two discussion posts
- Work on dream house requests and court story

Friday-Sunday **Work on your upcoming assignments:**
- Reading summary due 11:59 p.m. Monday
- If meeting next week, start pre-reporting for your story
- Keep requesting records and following up for dream house
- Identify a good trial to cover July 24-Aug. 2
Week 4 (July 31-Aug. 3)

Monday 7/31 **Environment and Health**
- Read Day-to-Day Module stuff, in the Content section
- 11:59 p.m. post reading summary to Assignment folder
- 11:59 p.m. deadline to post at least two discussion posts
- Work on dream house requests

Tuesday 8/1 **Cops and Mayhem**
- Read Day-to-Day Module stuff, in the Content section
- 11:59 p.m. post reading summary to Assignment folder
- 11:59 p.m. deadline to post at least two discussion posts
- Work on dream house requests

Wednesday 8/2 **Data Crunching**  
**Last day to turn in court story!**
- Read Day-to-Day Module stuff, in the Content section
- 11:59 p.m. post reading summary to Assignment folder
- 11:59 p.m. deadline to post at least two discussion posts
- Work on dream house requests

Thursday 8/3 **Data Visualization**
- Read Day-to-Day Module stuff, in the Content section
- 11:59 p.m. post reading summary to Assignment folder
- 11:59 p.m. deadline to post at least two discussion posts
- Work on dream house requests

Friday-Sunday **Work on your upcoming assignments:**
- Reading summary due 11:59 p.m. Monday
- If meeting next week, start pre-reporting for your story
- Final push on dream house assignment!
Week 5 (Aug. 7-9)

Monday  8/7  Covering the World
o Read Day-to-Day Module stuff, in the Content section
o 11:59 p.m. post reading summary to Assignment folder
o 11:59 p.m. deadline to post at least two discussion posts
o Finalize dream house assignment

Tuesday  8/8  Psychology for Journalists  Dream House due 11:59 p.m.!
o Read Day-to-Day Module stuff, in the Content section
o 11:59 p.m. post reading summary to Assignment folder
o 11:59 p.m. deadline to post at least two discussion posts
o 11:59 p.m. deadline to submit dream house assignment, uploaded to assignment folder.

Wednesday  8/9  Wrap-Up
o Read Day-to-Day Module stuff, in the Content section
o 11:59 p.m. post reading summary to Assignment folder
o 11:59 p.m. deadline to post at least two discussion posts
o Triple-check grades in the Grades section to make sure I didn’t miss anything. I will email each student a summary of his or her grades for the semester before submitting them.

FINISHED!!!! YOU DID IT!!!!!
"The function of the press is very high. It is almost holy. It ought to serve as a forum for the people, through which the people may freely know what is going on. To misstate or suppress the news is a breach of trust."

-Justice Louis D. Brandeis, United States Supreme Court, 1916-1939

Journalists face tough ethical decisions. The thornier the dilemma, the harder it is to choose the correct ethical action. This course is designed to help you learn and apply ethical principles to situations you may encounter as a journalist. These principles also will help you judge the ethical implications of the news you consume as a citizen. Besides its professional importance, journalism ethics is innately interesting because there are no easy answers. Once you get past the basic question of whether a reporter should accept a $1,000 bribe from the mayor to keep quiet about the brothel he’s running in a backroom of city hall, journalists often disagree philosophically about the proper course in ethical decision-making.

“60 Minutes” legend Mike Wallace believes undercover reporting is never acceptable, for example, although the Society for Professional Journalists Code of
Ethics condones the practice if the subject is compelling and there is no alternative for breaking the story. Many editors forbid the use of unnamed sources, but Bob Woodward and Carl Bernstein, the Pulitzer Prize-winning team that unveiled secret, illegal governmental activities in the Watergate scandal, say that is the only way to cover national security issues. CNN broadcast over and over again the self-indulgent video taped by the mad gunman in the Virginia Tech massacre, while the local newspaper pointedly ignored it. The entertainment media knew for years that a number of women claimed Bill Cosby drugged and raped them, but they ignored it.

Ethics in journalism has never been more important in the post-election United States, where fake news infiltrated mainstream media; “false equivalency” revealed weaknesses in the elusive journalistic ideal of “objectivity”; and polls that proved dead wrong dominated horse-race election coverage. Cable TV’s need to fill screens 24/7 privileges punditry over reportage. Twitter allows trolls to spread disinformation at warp speed.

Yet credibility remains journalism’s sole currency. Journalists’ claim that their profession is the bedrock of democracy is a joke if the public believes they lie, scheme and care only about “catching eyeballs” or boosting ratings. Coverage of the recent presidential election has done little to raise the news media’s reputation in the eyes of most Americans. Journalism needs the support of the public in the face of a president-elect who has declared war on the press. One Slate election post-mortem worried how news media will cover President Trump: “He can no longer be laughed off as a buffoon, an idiot savant, or a sideshow act. All of it matters. The personal really is political—and this personality now commands massive power.”

I’m one of those people who believe journalism is an honorable profession. I believe in its mission to give voice to the voiceless and act as a watchdog of government and the corporate state. As a historian, I know that cries about the decline in journalism ethics couldn’t be farther from the truth. In the 1790s, one newspaper publisher blackmailed James Madison by threatening to expose his affair with a married woman. In the 1830s, the New York Sun published a fake series describing the discovery of life on the moon. In the 1920s, a New York Daily News reporter sneaked a camera into an execution to snap an illicit photograph of a woman being electrocuted. Most journalists that I know today are dedicated to the principle of telling truth in an attempt to make the world a better place. In 2016, 48 global journalists died in that quest. The number of journalists imprisoned worldwide—259—is the highest since the Committee to Protect Journalists began keeping count.

The mission of this course is to provide students with a framework to think critically about the news media’s responsibilities. I believe you’ll enjoy the journey to discover how some of the world’s greatest philosophers approach ethical choices. From Confucius’ golden mean and Immanuel Kant’s categorical imperative to John Rawls’s “veil of ignorance,” these principles offer guidelines for making ethical journalistic choices. And excellence in ethics, I believe, almost always translates into excellence in journalism.
Course Objectives:
• Become careful consumers of news media.
• Understand and be able to apply classic journalism principles to ethical dilemmas in journalism.
• Learn about professional media standards, such as those described by the Society for Professional Journalists Code of Ethics.
• Apply critical thinking skills to contemporary issues in journalism ethics, such as debates on online standards and infotainment.
• Consider the role of diversity and representation in providing a fair picture of the world.
• Compare American ideas about journalism ethics to those in other nations.
• Acquire skills to produce a research research paper on any issue related to ethics in journalism.

Outcomes:
Expected learning outcomes in JOUR 439/539 are in accordance with those of the School of Journalism. They include:

   Role of the press: The student will be able to describe the role of the press in a democracy, as well as the historical and contemporary relationships among the press, the public and the government. The student also will be able to articulate the relevance of journalism to individuals, institutions and society.

   Independence: The student will apply the principles of freedom of speech and the press, and explain how these principles include the rights to monitor and criticize those in power, as well as to dissent.

   Ethics: The student will apply ethical principles in work, whether professional or academic, and work ethically in pursuit of truth, accuracy, fairness, and diversity. The student will describe the philosophical foundations of ethical decision-making.

   Critical thinking: The student will recognize and describe the ways in which political, economic, cultural, and social factors influence, and are influenced by, the news media. The student will demonstrate creativity and independence in reporting and writing.

   Diversity: The student will demonstrate an ability to work as a journalist serving diverse, communities in a global society, including the complexities of
gender, race, ethnicity, sexual orientation, socio-economic status, and other forms of diversity. The student will demonstrate an understanding of the digital divide at home and globally.

**Writing:** The student will show that he or she writes correctly and clearly with attention to style, spelling and grammar, as well as clarity, accuracy and fairness.

Besides readings listed below, you’ll watch two feature films and a few documentaries, and analyze provocative case studies. The undergrad final exam is a 1,500-minimum-word research paper on a journalism topic of your choice.

**WARNING!** This three-week class **ZOOMS**. It requires solid time management. Set aside a couple of hours daily to read and write assignments and watch the films. Don’t miss daily assignments and get started on your final paper. Don’t email me May 18 saying you’re just getting around to checking out the web site. No assignments are due Memorial Day, May 29.

**D2L WEB SITE**
Check the site daily for assignments, updates, and announcements. Refer to this syllabus for information on grading, deadlines, and final requirements. Check Content for all reading, quizzes, or written assignments. You can use the d2l Classlist to email me or any fellow students. Check Grades for assignment grades. Students who never look at the web site tend to get lost and miss assignments or deadlines.

**REQUIRED MATERIALS**
The “Introduction” to Clifford Christians et al’s *Media Ethics*, Columbia Case Studies and other readings: are posted on d2l.

**3 Films to Stream for Weekly Group Discussions**
- **May 17:** “Capote” (114 minutes) stream on www.amazon.com for $3.99
- **May 24:** “Shattered Glass” (129 minutes) stream on www.amazon.com for $3.99
- **May 31:** “Reporter” (92 minutes) stream on www.amazon.com for $2.99
  Or check local libraries, Netflix and YouTube.com for free versions

**GRADING:**
- 3 Weekly Film Discussions 12%
- 10 Quizzes 20%
- 9 Written assignments (HW) 30%
- May 22 Test 18%
- June 3 Final Paper 20%

**Extra credit:** Tweet a news story or commentary related to journalism ethics to the class hashtag #J439S17 once a week to receive up to 3 XC points on top of your class average. Search Google News for “news media ethics” or “journalism ethics.”
Grad students: Graduate students will moderate weekly film discussions. Grad student final papers will be 2,500 words (see below). Homework assignments will be a minimum of 500 words v. 300 for undergrads.

3 WEEKLY FILM DISCUSSIONS
Each week you’ll view a relevant to the week’s lessons and discuss it in online groups of six or seven students. Go to Discussions to view the weekly Forum. First post in response to my prompt is due Wednesday by 11:59 p.m. Minimum is 250 words—plus end with an open-ended discussion question (can’t be answered “yes” or “no”). Avoid speculation: “Could this happen today...” Force group members to refer to the film and class readings to answer! Second post due Thursday by 11:59 p.m. responds to questions posted by your group members. Brief third and final post in which you reply to responses to your question due Friday by 10 p.m. (when d2l shuts down for maintenance.) Make deadlines so group members can make theirs! Deductions for late posts, short posts. Show me you read and understood the films’ relation to the week’s ethical topics.

10 QUIZZES
Read timely articles on ethical issues in journalism, then go to Quizzes to answer 10 questions on them. You have 20 minutes and one attempt anytime between midnight and 11:59 p.m. for each day’s quiz. There is an additional 2-minute grace period before quiz shuts down.

9 WRITTEN ASSIGNMENTS (HW)
Responses or analyses based on assigned articles, podcasts, websites or videos. Minimum 300-word response. Due 11:59 p.m. of the day assigned.

MAY 22 TEST
You will have two hours to answer T/F questions on the week’s PowerPoints and links, short definitions of ethics terms in PowerPoints and the PDF on “Introduction,” in Clifford Christians’ Media Ethics, and an essay using the classic ethical principles. Open 8 a.m.-11:59 p.m.

FINAL PAPER:
Undergraduates: A 1,500-minimum-word investigation of an issue in journalism ethics (about six pages). The final paper will be graded on depth of research, use of evidence and quality of writing. Put Word Count below your name.

Minimum five sources, not counting JOUR 439 or JOUR 208 textbooks or readings from the PowerPoint slides or quizzes. At least one source must be a book, and three must be from journals, magazines or newspapers (online editions acceptable) that discuss your topic. You must relate the issue to at least one classic ethics principle (golden mean, utilitarianism, etc.) presented during the semester. The SPJ Code of Ethics cannot count as one of the five sources, although you may cite it. Same goes for J439 course materials or any case studies from SPJ or Indiana University web sites. Web sites must be credible and approved by me. You may interview people for
the paper in addition to those five sources only if you clear them first with me.

Reference page (not in word count) and at least 20 APA parenthetical citations, which look like this in text (Lopez, 2010, p. 34).

Submit paper to D2L Assignments folder by Saturday, June 3, 2017, at noon.

**Graduate students:** A 2,500-minimum-word investigation of an issue in journalism ethics (about 10 pages). Minimum 10 sources, not counting JOUR 539 or JOUR 509 textbooks or readings from the PowerPoint slides or quizzes. At least two sources must books, and five must be from journals, magazines or newspapers (online editions acceptable) that discuss your topic. You must relate the issue to at least one classic ethics principle (golden mean, etc.) presented during the semester. The SPJ Code of Ethics does **NOT** count as one of the 10 sources, although you may cite it. Same goes for any case studies from SPJ or Indiana University ethics web sites. Other non-journalism web sites must be credible and approved by me. You may interview people for the paper in addition to those 10 sources only if you clear them first with me.

Reference page (not in word count) and at least 10 APA parenthetical citations, which look like this in text (Jones, 2012, p. 23).

**Final Paper Citations**

Use citation style of American Psychology Association (APA). List full references alphabetically on a separate page titled References.

Basic APA format for an online article is:

Basic format for a book is:

You can find examples for other citations in the Reference List section of the: [OWL APA Style Guide](https://owl.english.purdue.edu/owl/resource/740/1/)

Submit paper to D2L Assignments folder by Saturday, June 3, 2017, at noon.

**DEADLINES:** Reporters should take them seriously. Assignments must be completed on time; no exceptions. All work for each week is posted the weekend before, so you can do written assignments ahead of time if you know you will be unavailable on a certain day. Quizzes will be open for 24 hours. You can make first weekly film discussion posts anytime before Wednesday at 11:59 p.m. You have all
of Thursday for the second, brief posts and all of Friday for third, brief posts. Plan accordingly!

**CODE OF ACADEMIC INTEGRITY:** JOUR 439/539 students are expected to follow the university honor code. The School of Journalism subscribes to the University of Arizona Code of Academic Integrity. Prohibited conduct covers all forms of academic dishonesty, including cheating, plagiarism, fabrication and facilitating academic dishonesty by others. The university’s Code of Conduct prohibits such behavior as threatening fellow students or faculty, false identification or documents, false alarms, forgery or misuse of documents or records, stalking or discrimination against individuals or groups. Complete details are covered by the department’s Academic Integrity Handbook, which you are required to read.

Though the department’s classes often involve students working on team projects and peer reviewing, most assignments require individual attention and effort to be of any benefit. Unless otherwise stated by the instructor, all work is expected to be that of each student alone, without consultation with others. Prohibited activities include asking other students for access to their work or sharing information during a quiz or exam.

**ANTI-DISCRIMINATION POLICY:** University and journalism department policy prohibits faculty, staff and students from discriminating against any person on the basis of age, ethnicity, gender, disability, color, national origin, race, religion, sexual orientation or veteran status.

**DISABILITIES ACCOMMODATION:** The department is very willing to make any reasonable accommodation to assist all disabled students to succeed in our classes. To be eligible, your special needs must be confirmed by the Disability Resource Center and you must report them privately to me at the beginning of the session. Let me know immediately if you need extra time for quizzes.

**STUDENT ACCOUNTABILITY POLICY:** The journalism department goes to great length to inform students of its policies and procedures. This information comes to you through class syllabi, your instructors, the department Listserv, our bulletin boards and the advisors. We make a special effort to put the most important instructions in writing. Because of these multiple communication channels, we feel it is only reasonable to assume that students are fully aware of the information and will act on it accordingly. For that reason, "I didn't know..." is not considered a valid excuse.
JOUR 447/547
Government secrecy:
Access to information in an Age of Terror

Summer pre-session (May 15-June 3, 2017)
Online course
3 credits.
Pre-req: minimum sophomore standing
Course information on D2L Web site

Course overview
Welcome! This class delves into the world of government secrecy and access to
government records, including the legal and political theories that protect freedom of information,
and the practical application of access in our careers and personal lives. We will look at the
benefits and harms caused by access, and current threats to access. You will learn not only the
history and theory of access, but also practical strategies for getting public records. Government
information can help you buy a house, check out babysitters, choose good schools for your
children, and be better informed about what’s going on in your neighborhood.

Everyone must read the materials and partake in online discussion. Sometimes the
materials may seem partisan because they critique the current and former state of access (we will
critique all administrations, regardless of party). All presidential administrations operate in a
certain amount of secrecy. It’s about government accountability, not politics.

Prepare for an intense immersion into the world of access and secrecy. Each day is the
equivalent to a week in a normal semester, so that equates to three hours a day for what would
normally be in-class time, not to mention time beyond that (six hours) for reading, writing, etc. The
benefit is three credits are earned in three weeks instead of 16 weeks, and all from home.

Readings
Required: The Art of Access: Strategies for Acquiring Public Records, by David Cuillier
and Charles N. Davis (CQ Press). Other readings will be provided on D2L (www.d2l.arizona.edu)
as pdf files and links to Web sites.

Online office hours
I will send e-mails and post on D2L daily with reminders to make sure everyone is up to
date and aware of what’s going on. If you want to talk about assignments or the readings, feel
free to contact me via e-mail and we can talk on the phone or through Skype, etc. If you want to
talk on the phone, you can call me at home on my land line, or my cell phone.

Assignments

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
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<tbody>
<tr>
<td>Reading summaries</td>
<td>28</td>
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<tr>
<td>Blog discussion posts</td>
<td>14</td>
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<tr>
<td>Introduce yourself (due 5/15)</td>
<td>4</td>
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<tr>
<td>Academic integrity (due 5/16)</td>
<td>4</td>
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<tr>
<td>Access law (due 5/19)</td>
<td>10</td>
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<td>FOI fracas (due 5/26)</td>
<td>10</td>
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<tr>
<td>Backgrounder (due 6/1)</td>
<td>10</td>
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<tr>
<td>Dream house hunt (due 6/2)</td>
<td>20</td>
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<td><strong>TOTAL</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

1 Grad students end up with a possible total of 120 points because of an additional paper assignment.
Reading summaries (28 points – two points per day)

For each day’s reading, every student will prepare a summary, single-spaced (about a page or two, 250-500 words), that will include 1) a one-paragraph description boiling down the gist of each reading – one paragraph for each reading, 2) something you disagree with in the readings (overall, not for each reading), 3) something you agree with (overall, not for each reading), 4) five questions you had overall (not five questions for each reading). Submit these to me directly via D2L drop box by 9 a.m. of that day’s discussion of the topic. You can turn them in early if you want. This provides incentive for doing the readings before our discussion. Check the example posted in the samples folder to see how it should look!

Discussions (14 points – one point per day)

After posting your reading summary you will have the day to listen to the online 10-minute daily podcast lecture (posted by 9 a.m. that morning), and then partake in a D2L class discussion. Post at least one comment in response to my prompt, and then at least one response to another student’s comment (at least two postings per day, requiring that you read other postings) by 9 p.m. (Arizona, Mountain Time) that day. Comments must be at least 25 words (meaningful - no “Yeah, ditto.”). Refer to readings and the lecture. If you don’t listen to the lecture you won’t get that day’s point (D2L shows whether you listened to it or not).

Introduce yourself (4 points)

Each person will post a paragraph on the first day of class on the course discussion board “Introduce yourself.” Include your name, hometown, major, career goals, why you signed up for the class, and something about yourself. You can post a picture of yourself, but you don’t have to. Due 9 p.m. Monday, May 15.

Academic integrity quiz (4 points)

A quick one-page reply to questions regarding the school’s academic integrity policies, with a pledge to adhere to the policies and understand the consequences of violations (failing the class and possibly more). Due 9 a.m. Tuesday, May 16.

Access law assignment (10 points)

You will have an assignment researching access law. It will be similar to a quiz but it is open book and you can do it over several days. The idea is to get you to familiarize yourself with the key elements of public records law, particularly state law. This is important for your Dream House assignment. The assignment will be due 9 a.m. Friday, May 19.

FOI Fracas (10 points)

You will find a current debate involving freedom of information in Arizona, the United States, or another country, and provide an analysis of the arguments and your opinion for how it should be resolved. This will help you get a sense of the current issues involving access to government information and apply the readings and discussion to come up with a cogent and persuasive argument. Due 9 a.m. Friday, May 26.

Backgrounder (10 points)

You will be assigned a public official in the town you are living in during the session and put together a background dossier based on information available through public records and non-governmental information sources (e.g., Internet, social media). This assignment will help you get a sense of the vast amount of information collected on individuals, and will tie in with our day talking about personal privacy. Due 9 a.m. Thursday, June 1.

Dream house hunt (20 points)

You will research public records to find as much information as you can about a real house for sale in your community that I assign to you. You’ll visit actual government agencies (not just sit at home and surf the Internet) to glean property records, zoning documents, crime reports,
airport flight plans and other records that will help you decide whether or not you would want to buy the home. The records and assignment are due to me by 9 a.m. Friday, June 2. You will be graded on how well you demonstrate a) knowledge of what you are legally entitled to, b) initiative and creativity in finding public records that can help you, and c) competency and tenacity in getting the documents you need. Given the short few weeks we have to gather the records, I will place grading emphasis on how well you pursue the records, given the time available, rather than the actual records in hand by June 3. This is an intense assignment that requires driving around to government agencies in your community – that is essential for success. Government websites do not contain all the records you can get in person. Many clerks will tell you that everything is on their website, and while there is some there, the best records are not provided online.

**Graduate paper (20 points – graduate students only)**

Graduate students will write a research paper on an access issue, minimum 20 pages double-spaced (best papers are 25-40 pages), and it will be worth 20 points (so total possible for the session is 120 points). I will talk with each student about a topic that interests them (and is doable in a short amount of time). The goal is to produce a paper that could be the basis of a manuscript or future study that could be presented at an academic conference. The final paper is due the last day of class. Here are the deadlines:

- May 22: Idea proposal (upload by 9 a.m.; can turn in earlier if you want)
- May 30: First draft (due 9 a.m.; 80 percent done)
- June 3: Final paper (due 9 a.m.)

**Course expectations and policies**

If you study the material, do the work, avoid procrastinating and participate you will do well. Students need to follow some course policies:

1. **Deadlines are crucial in journalism.** If you turn in an assignment late – *EVEN 1 SECOND LATE* - you will receive a 0 for it. No points! No excuses! I will go by the time that D2L says you turned in your assignment. You can turn assignments in early. Give yourself time – don’t push it to the last minute. Sometimes there are technical issues in uploading. I will not accept that as a reason. All of the assignments are due 9 a.m. and blog postings by 9 p.m. (Arizona time). If you are having problems with D2L, email me (before the deadline!) and send me your work as an attachment. If your Internet is down, text me ahead of time. The key is to take initiative and be proactive. That will avoid a lot of frustration later!

2. **Students are expected to act respectful online but be open to debate.** This is a good opportunity to practice working among peers in an open but supportive manner. Be careful with wording online and in e-mail – it can be misconstrued.

3. **The journalism school goes to great length to inform students of its policies and procedures.** This information comes to you through classes, instructors, the school Listserv, our bulletin boards and the advisers. Because of these multiple communication channels, we feel it is only reasonable to assume that students are fully aware of the information and will act on it accordingly.

**Attendance & make-up**

We don’t meet, so attendance isn’t an issue. However, if you find yourself unable to do the work you will receive a 0 for it. The only university approved excuses for late work are serious illness, jury duty, military reserve obligation, religious observance or a dean’s excuse, requiring written documentation. Because of the short time for this class, *every assignment is important*. There is no make-up or extra credit and the class moves fast, so if you don’t think you can make it work then please drop and try again at a better time.

**Academic integrity**

The journalism school subscribes to the University of Arizona Code of Academic Integrity. Prohibited conduct covers all forms of academic dishonesty, including cheating, plagiarism, fabrication and facilitating academic dishonesty by others. Complete details are covered by the
school's Academic Integrity Handbook, which you are required to read. Anyone who cheats or plagiarizes will receive an E in the course, referral to the dean’s office, and potentially greater punishment, up to and including expulsion from the school.

Anti-discrimination policy
University and journalism school policy prohibits faculty, staff and students from discriminating against any person on the basis of age, ethnicity, gender, disability, color, national origin, race, religion, sexual orientation or veteran status. I value a free exchange of ideas and thoughts, but let’s be respectful of one another in our discussions.

Accommodation for students with disabilities
The school is very willing to make any reasonable accommodation to assist all disabled students to succeed. To be eligible, your needs must be confirmed by the Disability Resource Center and you must report them privately to me at the beginning of the session.

Computer use
You are required to use your UA e-mail account in order to use the D2L system. All students must have updated anti-virus software on their home computers to protect UA computers from viruses that may be introduced from files copied from home computers to some kind of data storage device (i.e., memory card, CD, jump drive, whatever). The UA supplies this software free under “no-cost software” on the “site license” page on the UA Web site.

You will upload your assignments to a dropbox with your name on it in the D2L course website. The website will run your files through Turnitin to spot plagiarism (see above, under Academic Integrity for the course policy). Make sure to upload the files as basic Word files or pdfs. If you are unsure on whether it can be read, feel free to e-mail me a copy to make sure I can open it.

The readings
Many of you will be traveling here and there during the three weeks, which is OK as long as you are mainly in one spot for your Dream House assignment, particularly during the last two weeks. For most days I try to assign a chapter from the textbook (Art of Access), along with online readings and a relevant news story. On the D2L site I provide a list of suggested outside readings in case you are interested in reading more. The key to handling all these readings is to skim and hunt, a technique used often by graduate students: Skim the readings and hunt for the main points. Don’t get caught up in the details – just glean the overall meaning and then mull it and critically cogitate, integrating the information into the previous readings and your own experiences. Remember that these authors are not necessarily “right” or have all the answers, but that these readings are representative of the current debate, research and knowledge in today’s discussion about access to information and national security.
Schedule
Handouts will be posted on D2L and are subject to change.

Week 1: May 15-19

May 15
Monday
Introductions
INTRODUCE YOURSELF, DUE 9 P.M.
Get up to speed on course assignments, reading summaries and online
lecture/discussions. Start readings.

May 16
Tuesday
Document state of mind
ACADEMIC INTEGRITY, DUE 9 A.M.
1. Art of Access – Chapter 1 (records for life)
2. Nation of Secrets (Gup, 2007), ch. 1, pp. 1-25
3. The record album: 100 public records and where to get them (skim)
4. In the news: Game of Thrones, projectile vomiting and Mr. Spaghetti
   http://www.cjr.org/analysis/foias_about_movies_dogs_and_guacamole.php

May 17
Wednesday
Philosophy and history
1. Art of Access – Chapter 2 (document thinking)
2. Policy of Secrecy – Pattern of Deception (Halstuk, 2002), pp. 51-76
3. In the news: Fears of a dark new administration
   http://sunshineweek.rcfp.org/trumps-actions-raise-fears-about-access-to-government-data/

May 18
Thursday
The law
1. Art of Access – Chapter 3 (the law)
2. Arizona Media Law, Chapter 1: Access to the News (Barr, 2015)
   http://www.smashwords.com/books/view/521007
3. In the news: FOIA Improvement Act of 2016

May 19
Friday
Records requests and everyday life
ACCESS LAW DUE 9 A.M.
1. Art of Access – Chapter 4 (finding records)
2. Art of Access – Chapter 5 (effective requests)
3. Backgrounding individuals
4. In the news: MSU sues ESPN over public records request
   http://www.lansingstatejournal.com/story/news/local/2017/05/02/
   msu-sues-espn-over-sex-assault-investigation-records/101201004/
### Week 2: May 22-26

<table>
<thead>
<tr>
<th>Date</th>
<th>Section</th>
<th>Content</th>
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<tbody>
<tr>
<td>May 22</td>
<td>Overcoming denials</td>
<td>GRAD PAPER PROPOSAL/IDEA DUE 9 A.M.</td>
</tr>
<tr>
<td>Monday</td>
<td></td>
<td>1. Art of Access – Chapter 6 (overcoming denials)</td>
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<td>2. Dispute resolution models (Stewart, 2014)</td>
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<td>3. In the news: College journo uses FOI to expose UCLA bribe scandal</td>
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<td>May 23</td>
<td>Executive power</td>
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<tr>
<td>Tuesday</td>
<td></td>
<td>1. When Presidents Lie (Alterman, 2004)</td>
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<td>2. Forecasting Freedom of Information – a “backyard brawl” (Cuillier)</td>
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<td>3. In the news: Trump closes visitor logs</td>
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<td>May 24</td>
<td>Secret justice</td>
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<tr>
<td>Wednesday</td>
<td></td>
<td>1. Access Denied (Davis &amp; Splichal, 2000), ch. 7, pp. 155-174</td>
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<td>2. Secret dockets (links on left-hand column):</td>
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<td><a href="http://www.rcfp.org/secretjustice/secretdockets/index.html">http://www.rcfp.org/secretjustice/secretdockets/index.html</a></td>
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<td>3. In the news: Hidden fondlers and child abusers</td>
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<td>May 25</td>
<td>Privacy</td>
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<tr>
<td>Thursday</td>
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<td>1. Tipping the Scales (Halstuk et al., 2014)</td>
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<td>4. In the news: Privacy and college athletics</td>
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<td><a href="http://www.dispatch.com/content/stories/local/2010/10/14/FERPA_A_MAIN.ART_ART_05-31-09_A1_VFE0G7F.html">http://www.dispatch.com/content/stories/local/2010/10/14/FERPA_A_MAIN.ART_ART_05-31-09_A1_VFE0G7F.html</a></td>
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<td>May 26</td>
<td>Government perspectives</td>
<td>FOI FRACAS DUE 9 A.M.</td>
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<tr>
<td>Friday</td>
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<td>1. Art of Access – Chapter 8 (public officials)</td>
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<td>2. Sheriffs clerks (Bush Kimball, 2003)</td>
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<td>3. In the news: Got secrecy? Food groups seek to hide ad campaigns</td>
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<td><a href="http://fortune.com/2016/05/02/wheres-the-beef-you-wont-be">http://fortune.com/2016/05/02/wheres-the-beef-you-wont-be</a> able-to-find-out-if-agricultural-groups-get-their-way/</td>
</tr>
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</table>
Week 3: May 29–June 3

May 29

MEMORIAL DAY – NO CLASS!

Monday

May 30

International access

1. EU Transparency (Bishop, 2014)
2. Examine at least three countries at www.freedominfo.org
3. Global right to know ratings (check to see how U.S. compares to other countries), http://www.rti-rating.org/country-data
4. In the news: Google and the “Right to be Forgotten”
   http://searchengineland.com/report-2-years-75-percent-right-forgotten-asks-denied-google-249424

Tuesday

1. Art of Access – Chapter 7 (going digital)
2. Social media and FOI (Cuillier, 2013)
3. In the news: Live streaming federal courts
   http://www.latimes.com/local/lanow/la-me-In-9th-circuit-video-20131202-story.html#axzz2mXKguK33

Wednesday

1. Technology

June 1

Access to places

2. Access to people
3. In the news: West Virginia reporter arrested
   https://www.nytimes.com/2017/05/10/business/media/reporter-arrested-tom-price.html

Thursday

2. Access to people
3. In the news: West Virginia reporter arrested
   https://www.nytimes.com/2017/05/10/business/media/reporter-arrested-tom-price.html

June 2

Wiki-What? Today’s issues

1. Fit to Leak (Peters, 2014)
2. Congressional research report on WikiLeaks and news censorship
3. In the news: Wikileaks and the law of records

Friday

June 3

Tying it all together

1. Art of Access – Chapter 9 (Putting it all together)

Today your reading summary, in addition to Chapter 9, will be a recap of the course, answering a few questions:
   1. What was the most you got out of the course? Least useful?
   2. Has the course influenced how you think about government, the media, access to information and secrecy? If so, how?
   3. What would you suggest be changed in the course for future online sessions?

At least two discussion posts are still required today. Feel free to post your final thoughts, suggestions, impressions and any other insights online. Feel free to comment on your Dream House – how it went.