JOUR 105
Principles of Journalism
Fall 2017
11-12:15 p.m. Tuesday and Thursday
Room: ILC 150

Prof. Nancy Sharkey
Office hours in Marshall 334:
T - Th 9:30-10:30 a.m. or by appointment
E-mail: nsharkey@email.arizona.edu
Work: 520-621-6385
Class website on D2L

Course Purpose
This survey class introduces potential journalism majors and minors to the exciting and changing world of journalism. This course will provide an overview of the culture of journalism and the principles of news reporting, writing and editing. It will introduce you to the academic research ongoing in the journalism school. And it offers the opportunity for you to decide whether this is the major or minor for you.

Course Goals (What Professor Will Do)
* Provide an overview of news journalism, its history, its future, and its role in a democratic society
* Introduce the fundamental values and principles of journalism, such as truth-telling, watchdog reporting, accuracy, courage, tolerance, minimizing harm, and justice
* Introduce you to the basics of journalism law, ethics, reporting and writing
* Provide a roadmap for succeeding in the journalism program and in the profession
* Help you decide if this is really the major/career for you
* Inspire!

Course Objectives (What Students Will Be Able to Do)
* Demonstrate critical thinking skills necessary to collect, evaluate, organize and disseminate news
* Analyze relative newsworthiness of various fact sets, using elements of newsworthiness (proximity, interest, importance, impact, timeliness)
* Distinguish news from infotainment, public relations, advertising and non-journalistic blogging, as well as the difference between news and opinion
* Explain the history and defend the aim of First Amendment
* Demonstrate professional standards of conduct
* Recognize the ways that the news media have affected diverse communities
* Differentiate news aggregators from news producers
* Demonstrate knowledge of difference between primary and secondary sources.
* Demonstrate attribution in journalism
* Write clear, concise sentence structure and flow

Required Reading
- Text: Principles of Journalism, by Stovall et al, 2d custom edition. Available in looseleaf, edited for this class by Prof. Sharkey and published by Pearson
- Turning Technologies ResponseCard clicker, which is available at the UA Bookstore or on Amazon.com, for less-expensive used ones. Instructions for registering your device are on D2L, on the right of the Principles of Journalism page, under the “UA Tools” pulldown. Note that you will also need a TurningPoint Cloud subscription, which is $19.99 a year, or $34.99 for four years.
- The Reporter’s Handbook (free on D2L course site)
- The Academic Integrity Handbook (free on D2L course site)
- Other readings (free!) will be provided in “Content” on D2L. (www.d2l.arizona.edu)
- Read The Wildcat and the Arizona Daily Star every day.
Class Format
Most days I will mix it up with lecture, in-class activities, and guest speakers. We will have three exams during the semester, based on material in class, slides, lecture, discussion and readings. Some days we will do an activity for points; these cannot be made up later. We will also have clicker quizzes that will be graded, so make sure you have registered your clicker properly. Attendance will be taken in every class, throughout the class, via clickers or written work. Journalism faculty and staff will come to class to introduce themselves and talk about some of their favorite topics in journalism, from covering the Middle East to photojournalism, so you will get a feel for the people and courses in the School of Journalism.

Grading
You earn grades based on results, not effort. Grading will be on a point system. Each assignment and test will be worth a designated total of points. If you earn 90 percent or more of the points, you will receive an A. If you earn 80-89.9 percent of the points, you will receive a B, and so on. In this class, attendance will also help your grade. Many days we will have some sort of activity that will require you to write something, or we will have a graded quiz. Points accumulated by clickers and/or work turned in during class will be worth a maximum of 150 points out of a total possible 1,500 points. Your clicker logs your attendance.

A maximum of 1,500 points is possible for the semester, awarded on the following basis:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
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<tbody>
<tr>
<td>Exam 1</td>
<td>200</td>
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<tr>
<td>Exam 2</td>
<td>200</td>
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<tr>
<td>Exam 3 (FINAL)</td>
<td>400</td>
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<tr>
<td>Scavenger hunt</td>
<td>25</td>
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<td>Truthiness assignment</td>
<td>25</td>
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<td>Media log</td>
<td>50</td>
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<td>Integrity paper</td>
<td>50</td>
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<td>Fairy tale</td>
<td>50</td>
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<td>Interview paper</td>
<td>150</td>
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<tr>
<td>Biographical research essay</td>
<td>150</td>
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<tr>
<td>Goals paper</td>
<td>50</td>
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<td>Participation activities:</td>
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<tr>
<td>First-day survey</td>
<td>10</td>
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<tr>
<td>Outcomes Assessment Quiz</td>
<td>20</td>
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<tr>
<td>Technology Survey</td>
<td>20</td>
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<tr>
<td>In-class participation quizzes</td>
<td>100</td>
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<tr>
<td><strong>TOTAL POINTS</strong></td>
<td>1,500</td>
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</tbody>
</table>

Letter grades are: A = 90-100%  B = 80-89.9%  C = 70-79.9%  D = 65-69.9%  F = Below 65%

NOTE: No extra credit is available in this class.

Assignment Format
* All assignments must be turned in both on D2L and in hard copy typed and double-spaced.
* Type your name, the date the assignment is DUE, and a slug (1-3 words that clearly identify the assignment) in the upper right-hand corner of the first page, and type your name and page number on each successive page. STAPLE everything together.
* No paper clips or folded corners, since pages have a way of getting mixed up!

Exams: These will cover the material from the readings, assigned videos, lecture, discussion and homework. Readings includes the textbook chapters and the material posted online at the D2L course site (in the Content section). The in-class test will be multiple choice, possibly with some short answer and/or true-false. You will receive a study guide before each exam. The final exam will be comprehensive. Cheating on a test will result in an automatic E for the course, referral to the dean’s office and my recommendation that you not be admitted to the major.

People can take a make-up test only with a dean’s excuse (documented serious illness, jury duty, religious observance, and military reserve duty), and only if you contact me 24 hours or more 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 and you will receive a grade of 0. University policy about grades and grading systems is available at: [http://catalog.arizona.edu/policy/grades-and-grading-system](http://catalog.arizona.edu/policy/grades-and-grading-system)

Requests for incompletes (I) and withdrawal (W) must be made in accordance with university policies which are available at [http://catalog.arizona.edu/policy/grades-and-grading-system#incomplete](http://catalog.arizona.edu/policy/grades-and-grading-system#incomplete).

**Graded Assignments for the Semester**

**Scavenger hunt**

You’ll complete a Journalism School scavenger hunt toward the end of the semester to get to know the School, its people and what the major is like.

**Truthiness Assignment**

You will closely evaluate two different news outlets covering the same story, looking at objectivity, sourcing, point of view, framing, as well as problems like editorializing and bias.

**Media log/Media fast**

Early on, you’ll create a media log to track your media usage and explain your observations.

**Integrity essay**

This essay is about truth, lies, fake news and the academic integrity policies of the school and university. The point is to familiarize you with the policies and principles of journalism and with the School of Journalism’s rigorous academic integrity policies, as well as to get you thinking about the role of lies and fake news in our democracy.

**Briefs/participation activities**

In-class briefs will be writing that you do in class, such as response to a question. They might also include record of your participation in a group activity. These are all hands-on learning or discussion items that spur discussion, make class more interactive, and provide as another way of taking attendance. We will also have quizzes embedded in the lectures to make sure you are absorbing the material. These are graded. And we will have surveys and opinion questionnaires that you will answer. These include the Outcomes Assessment Quiz and the Technology Survey, to be done the first two weeks of class, as well as the First-Day Survey.

**Fairy Tale rewrite**

You will rewrite a fairy tale – any one that you loved as a child – as a modern news story!

**Interview paper**

You may have one assignment to conduct an interview on a given topic. The sections of this paper might include your background, your interview questions, and a write-up of your interview.

**Biography research essay**

Briefly, you will choose a journalist whom you either admire and may wish to emulate someday. You will research their life and make connections in the paper to your interests, goals and beliefs.

**Goals paper**

Toward the end of the semester you will write a two-page paper outlining your goals for a journalism career, based on what you learned in the class. This is a chance for you to outline a roadmap for your time in the School of Journalism and the steps (e.g., campus media experience, internships) that you will need to be competitive when you graduate.

**A note about deadlines**: Deadlines are crucial in journalism, and therefore any assignment that is turned in late will receive a 0. Assignments or tests can be made up only if you have a valid excuse for missing them and I pre-approve the makeup work. There is no extra credit opportunities in this class. And tests may not be re-taken to improve your grade.
### Class Schedule

#### Part 1: Principles of journalism

<table>
<thead>
<tr>
<th>Week</th>
<th>Day</th>
<th>Date</th>
<th>Topic</th>
<th>Textbook</th>
<th>Due today</th>
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</thead>
<tbody>
<tr>
<td>1</td>
<td>Tues</td>
<td>8/22</td>
<td>Introduction</td>
<td>Text: Ch. 1 “News &amp; Society”</td>
<td>Guest: Dave Cuillier</td>
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<tr>
<td></td>
<td>Thurs</td>
<td>8/24</td>
<td>What is “journalism”?</td>
<td>Text: Ch. 2 “Culture”</td>
<td>First-Day Questionnaire</td>
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<td></td>
<td>Read Reporter's Handbook (D2L)</td>
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<tr>
<td>2</td>
<td>Tues</td>
<td>8/29</td>
<td>Who's a journalist?</td>
<td>Scavenger hunt</td>
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<tr>
<td></td>
<td>Thurs</td>
<td>8/31</td>
<td>Success in the major, resilience</td>
<td>Outcomes assessment (in Quizzes) and Tech Survey (in Survey)</td>
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<td></td>
<td>Tues</td>
<td>9/5</td>
<td>Industry in Transition</td>
<td>Ch. 4 “Media Effects”</td>
<td>Do News Career Inventory</td>
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<td></td>
<td>Thurs</td>
<td>9/7</td>
<td>Mass Media Effects</td>
<td>Ch. 5 “Ethics” and Academic Integrity Handbook (D2L)</td>
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<tr>
<td>4</td>
<td>Tues</td>
<td>9/12</td>
<td>Mass Media Effects</td>
<td>Ch. 6 &quot;Beginnings&quot;</td>
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<td></td>
<td>Thurs</td>
<td>9/14</td>
<td>Watchdog role, Independence</td>
<td>Truthiness assignment</td>
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<td>Guest: Jacqueline Sharkey</td>
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<td>Read “Media &amp; Culture” Ch. 14: “The Culture of Journalism” (D2L)</td>
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<tr>
<td>5</td>
<td>Tues</td>
<td>9/19</td>
<td>News, facts and fake news</td>
<td>Due Media log/fast</td>
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<td></td>
<td>Thurs</td>
<td>9/21</td>
<td>History: From scandal to… scandal! And… everything old is new again!</td>
<td>Review all readings to date</td>
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<td>6</td>
<td>Tues</td>
<td>9/26</td>
<td>REVIEW session for Exam 1</td>
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<td></td>
<td>Thurs</td>
<td>9/28</td>
<td>EXAM 1</td>
<td>Read Ch. 13, 14 “Broadcast”</td>
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<td>“Media &amp; Culture, Ch. 5: “Popular Radio and the Origins of Broadcasting” (D2L)</td>
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<td>“TV News Culture” excerpted from “Media and Culture” (D2L)</td>
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#### Part 2: Practices of journalism

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<tr>
<th>Week</th>
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<th>Topic</th>
<th>Textbook</th>
<th>Due today</th>
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<tbody>
<tr>
<td>7</td>
<td>Tues</td>
<td>10/3</td>
<td>Broadcast Reporting</td>
<td>Ch. 9 “Reporters”</td>
<td>Integrity essay</td>
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<td></td>
<td>Guest: Damien Alameda</td>
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<td></td>
<td>Thurs</td>
<td>10/5</td>
<td>Reporters and reporting</td>
<td>Ch. 10 “News and Features”</td>
<td>Ch. 11 “Features”;</td>
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<td>Read Wilkerson on D2L;</td>
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<td>interviewing</td>
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<tr>
<td>8</td>
<td>Tue</td>
<td>10/10</td>
<td>Interviewing</td>
<td>Fairy tale</td>
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<td>Guest: Paloma Boykin</td>
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<td></td>
<td>Thur</td>
<td>10/12</td>
<td>Sports journalism</td>
<td>Work on INTERVIEW</td>
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<td>Guest: Pac-12 guests.</td>
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<tr>
<td>9</td>
<td>Tue</td>
<td>10/17</td>
<td>Foreign Correspondent</td>
<td>Review Chs. 9-14</td>
<td>Prep Q’s for Dean Baquet</td>
</tr>
</tbody>
</table>
Thur 10/19  Covering DC and national issues   Ch. 16 Visual   Interview due
Guests: Dean Baquet, editor, New York Times

10 Tue 10/24  Visual Journalism, Multimedia Ch. 15 “Editors”
“Media & Culture,” Ch. 8: “The Business and Ownership of Newspapers”
Thur 10/26  Editing and the role of the editor Ch. 17 “Access”
Handouts on FOIA law

11 Tue 10/31  Access to information Ch. 5 "Ethical Choices," Ch. 20 "Ethics"
Guest: Dave Cuillier

Thur 11/2  Ethics and ethical choices Proposal for bio research essay

12 Tue 11/7  Review for Exam

Thur 11/9  Exam 2 Ch. 19 “Law”

Part 3: Professional standards in journalism

13 Tue 11/14  Principles of media law Review Ch. 5 & Ch. 20 “Ethics”

Thurs 11/16  Diversity and ethics in journalism Poynter, Handouts
Guest: Frank Sotomayor

15 Tue 11/21 NO CLASS -- Thanksgiving Holiday Work on Personal, Social ID's
Thur 11/23  NO CLASS: THANKSGIVING HOLIDAY

16 Tue 11/28  Diversity exercise Ch. 21 “Dark Side” & Ch. 22 “Future” Bio research essay
Thurs 11/30  Professionalism and professional conduct; numeracy; plagiarism

17 Tues 12/5  Review for the final Goals paper

MONDAY 12/11  FINAL EXAM 10:30 a.m. - 12:30 p.m. ILC150

Policies in Brief:

1. Be courteous. Arrive on time and stay for the entire period. You will lose all participation points on the days that you arrive late or leave early. Pack your bags and leave only when so instructed.

2. Be professional. Demonstrate workplace behavior. That means turning off your cell phones before class, not talking while others are talking, not texting, messaging, Snapchatting or posting on Facebook, not interrupting, and avoiding any other behavior that distracts you or disturbs others, or both. Each infraction will result in a 15-point deduction from your final course grade.

3. Be attentive. NO LAPTOPS will be permitted in the classroom. Laptops are distracting for many students, and studies have shown that students who focus and take notes by hand do much better in performance, retention and overall academic achievement. The siren lure of Facebook is usually too overwhelming for you to resist, so you will not be permitted to use a laptop.

4. Be punctual. Assignments must be turned in on time and as directed. Some assignments will be due in class; some will be due in the D2L drop box. No late work will be accepted; a late submission will result in a grade of 0 for that assignment. Out-of-class assignments must be handed in personally in class on the due date and submitted to D2L, where they are time-stamped.

5. Communicate by email. Always begin your subject line with 105 plus your last name, then one or two words more identifying the subject discussed in your email. If I were sending me an email about this policy, the subject line would be: 105 Sharkey: email policy. Do not text or instant message me. I need to have an email record of our conversation.

Response clickers
Turning Technologies response clickers are required for this class. They provide greater interactivity and feedback, and you can compare your opinions and ideas to your classmates'. They will be used for quizzes, surveys and attendance. Use of ResponseWare on cell phones or other mobile devices is prohibited. You must obtain and use a clicker.

**TurnItIn policy**

Students in this course agree to submit your papers online, when so instructed, and some papers will be scanned by a plagiarism-prevention program called TurnItIn.com. Please note that TurnItIn.com – always without your name or any personal information – will retain your paper as part of their database so that students who plagiarize from it can be detected. Because of this program, the vast majority of you who do your own work and cite your sources of information properly will not have to compete with students who commit undetected plagiarism.

**Attendance**

Attendance in journalism classes is mandatory. Students who don't attend class miss lectures, class discussions and assignments. 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 (3) unexcused absences will result in your being dropped from the class if they occur BEFORE the university drop deadline, or failing the class (grade of E) if the third absence is after the university drop deadline.**

**Following is the Dean of Students statement on attendance:**

- "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 me ahead of time by voicemail, phone or email. 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. 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: http://uhap.web.arizona.edu/policy/appointed-personnel/7.04.02

"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. Faculty members manage their 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 the faculty member regarding your absence. He or she is the only person 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."

**Possible offensive content**

This class is a free-speech zone. Every day journalists deal with extremes of good and bad. 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. If 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.”

**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 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. Offenses 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, 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, sharing information during a quiz or exam, or looking at someone else’s work and copying their answers. If you are unsure of whether you are about to violate an academic integrity policy, check with me first to clear up any misunderstandings that you might have.

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](http://deanofstudents.arizona.edu/codeofacademicintegrity).

**Accessibility and accommodation**

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/](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.

**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 graduates 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, the National Association of Black Journalists, the Asian American Journalism Association and the Native American Journalism Association. We will discuss these issues during class, including the ethical responsibilities of journalists to, as the SPJ code of ethics says”

“Give voice to the voiceless.”

“Avoid stereotyping.”

“Boldly tell the story of the diversity and magnitude of the human experience. Seek sources whose voices we seldom hear.”
To find out more, check out the school’s diversity page at
https://journalism.arizona.edu/diversity or 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).

Classroom behavior/UA Code of Conduct
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.

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

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/faculty-and-advisors/contracts

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 uses many routes to inform students of news, information, 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

Final Note: This syllabus is subject to change. Journalism is a dynamic field. Opportunities arise because of news. Notice will be given in class and on D2L of any changes.
Course purpose

“What is the latest news?”

It is a question that human beings have been asking, in one way or another, since we could first communicate. From the days of hieroglyphics to today’s hypertext, human beings have craved news and information. This is an enormously exciting time to study journalism. The news, it seems, is often dominated by the news business itself and disagreements on what even constitutes news. In addition, we are in the midst of a rapidly evolving technological revolution, akin to the sweeping changes brought about by the invention in the mid-1400s, of the printing press. This course examines the history, practice and future of journalism. It looks at 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. Students will gain historical perspective on independent information, as well as consider the legal, ethical, and practical challenges that face the modern media. This will assist students to become critical consumers of information.
Course goals

- Gain an overview of journalism's role in a democratic society
- Become familiar with fundamental principles of journalism, such as accuracy, balance, watchdog reporting, tolerance, justice and the duty to minimizing harm.
- Become a knowledgeable consumer of news and information, capable of critically assessing the sources of news, bias, and accuracy.

Course objectives

- Identify and demonstrate the critical thinking skills necessary to collect, evaluate, organize and disseminate news.
- Analyze the relative newsworthiness of various sets of fact using such elements as proximity, interest, impact and timeliness.
- Become a more knowledgeable consumer of news by distinguishing it from infotainment, public relations, click bait, advertising and non-journalistic blogging.
- Develop an understanding of the difference between news and opinion.
- Consider and analyze the First Amendment.
- Differentiate news aggregators from news producers.
- Demonstrate knowledge of the difference between primary and secondary sources.
- Articulate and understand how news platforms differ by considering: online news, broadcast news, magazine journalism, printed newspapers.
- Describe the media landscape today, and consider where it may be going.

Course materials

- Media & Culture 11th edition – Required text, by Bedford/St Martin’s
- The Academic Integrity Handbook (online and free at D2L)
- Other readings will be provided as electronic pdf files on D2L.

About your instructor

I am an Associate Professor of Practice at the UA School of Journalism. Before coming to the School, I was a criminal defence lawyer. Prior to being called to the Bar, I worked in radio and television as a reporter and editor for the Canadian Broadcasting Corporation in Toronto and elsewhere. I have also worked for daily newspapers and several newsmagazines.

If you have questions about the media, or perhaps are interested in becoming a journalism major or minor, feel free to talk to me after class or during office hours!

Class policies

1. The School of Journalism is a professional school, so modelling professional behavior is central to the curriculum.
2. Get to class on time. Showing up late disturbs those students who did show up on time. That is both unfair and unprofessional.
3. Pack up your bags and leave only when instructed to do so.
4. Turn off your cell phones before class. Put away all electronic devices except for notetaking.
5. If you wish to use your laptop or other devices throughout the class to take notes only you must remain in the last three rows of the lecture hall. (Students
who need to sit closer to the front for acceptable reasons – after identifying the reasons to me - will be accommodated). Research suggests laptops bother other students, reduce participation and thus inhibit learning. If it becomes apparent that a student is using a lap top for a purpose other than taking notes they will be asked to close their lap top and take written notes. IN ADDITION, if it is evident that the agreement to use the laptops for note-taking purposes only is being widely disregarded, open laptops will be banned.

6. This is a good time to start practicing professional work behavior. Avoid talking while others are talking and avoid other behavior that is disruptive.

7. Deadlines rule the world of journalism. To understand journalism, you must understand the unyielding demands of the deadline. Almost everything a journalist, news editor, news programmer or other news content provider does, is done under the pressure of time. Out-of-class assignments are to be handed in personally in class on the due date. You must adhere to the precise deadline indicated in the assignment. Unless directed otherwise, you will turn in assignments at the start of class. Because it is essential that you understand the inflexible discipline of the deadline, late assignments will not be accepted. The late assignment will be marked zero. Just as in the newsroom, miss the deadline and the story is dead. There are no exceptions, no excuses.

Class Format
Most days I will try to vary my lecture with in-class activities, and the occasional snap quiz. The snap quizzes will be low value tests designed to give you a sense that journalism is about dealing with the unexpected and trying to think clearly under pressure. There will be three set exams during the semester, incorporating multiple-choice questions and short-answer questions, based on lectures and readings, and some outside assignments. I will invite guest speakers. Examination are based on the material taught or discussed in class, the assigned readings, and perhaps, on some of the remarks made by guest speakers. You are free to borrow notes from fellow students. I will attempt to answer questions after class or in my office, but because it would be unfair to other students I will not provide my own notes, PowerPoints or other materials to individual class members.

Overview of assignments

Exams
The first two exams will each be worth 100 points of your course grade, and the third exam will be worth 200 points, for a total of 400 out of 1,000 points. The exams will cover the material in the readings and lectures – that includes the textbook chapters and the material posted online at the D2L course site (in the Content section for each day). The final exam will be cumulative, covering the whole semester. The tests will be primarily multiple-choice with some short answer questions. We will have some review in class before the test. Cheating on a test or assignment will result in an automatic E for the course and referral to the Dean’s office. There will be no make-up tests except for documented serious illness, jury duty, religious observance, approved student-athlete commitments and military reserve duty), and (with the exception of illness)) only if you contact me at least 24 hours before the time the test is scheduled. In the rare cases
where make-up tests are permitted, they will be given within a week, the tests will be
different from those given in class.

**Media log/fast**

Early in the semester you’ll create a media log to track your media usage over a
specific period of time (probably 24 hours). You will then voluntarily impose a total
media “blackout” (probably 24 hours) on yourself, and record and explain your
observations. This exercise is intended to help you measure and understand the extent
that communication plays in your life.

**Grand story**

This will be an opportunity to try your hand at reporting by writing a feature
news story based on your interview with a grandparent or similar senior. Preferably the
interview will be face-to-face, but if the subject lives some distance away then a phone, or
computer-based interview will be acceptable. Focus on something interesting about the
person and write a news feature. You will be required to write to a specific length.
Supplementing the story with pictures or other audio/visual components is encouraged
though not required. This assignment will give you a taste of feature news reporting.

**Gatekeeper comparison**

You’ll compare newscasts from different sources on the same day (and
reasonably close to the same time) to get a sense for how different gatekeepers portray
issues and the news. Truth you will discover is a slippery beast. The same issues can be
interpreted and presented in different ways. This exercise will help you become a
skeptical media consumer. Consider that for generations the main newspaper in Moscow
was Pravda. It was the official newspaper and propaganda vehicle of the Soviet

**Personal code**

As the course progresses you will consider a personal code of ethics, geared
toward your intended career, based on the philosophies and codes discussed in class.

**Media Startup**

You will walk through the process of creating a solution for a problem you
identify in the media landscape. You will interview at least five people (not five
journalism students...mix it up!) about their news consumption and identify common
problems. Then you will take your knowledge from the interviews and propose a media
product that will solve the problem you uncovered.

**Guest speaker reflections**

We will have the occasional guest speaker. You will be asked to produce a word-
limited opinion piece, news story, or news feature on what was said.

**Research paper**

You will write a research paper, six pages long about journalism. Additional
details and instructions will be provided during the semester.
**Snap quizzes**

To give you a first-hand experience of the challenges most journalists face in preparing a story we will have several unannounced snap quizzes. The quizzes will never be worth more than 5 points. On a random basis, the normal lecture will be stopped and students will be provided with a few basic facts drawn from an imagined news event. On a time limited basis (typically 15 minutes) they will be asked to craft those facts into a coherent story. The report must accurately reflect the facts provided, the names must be correctly spelled, all times and locations must be accurate and correctly spelled. The story must be finished in class and on deadline.

**Schedule**

Readings in addition to the textbook will be posted on D2L in the Content section. The readings may be updated so do them the day before class so we can have a productive, lively discussion. All assignments are due turned in the beginning of class BEFORE the posted deadline. Also, written assignments must be uploaded to your D2L dropbox: THE DEADLINE FOR THESE ASSIGNMENTS WILL BE 11 a.m. ON THE DAY THEY ARE DUE.

<table>
<thead>
<tr>
<th>Week</th>
<th>Day</th>
<th>Date</th>
<th>Topics</th>
<th>Due</th>
<th>Text Readings</th>
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<tbody>
<tr>
<td>1</td>
<td>Tues</td>
<td>8/22</td>
<td>Introduction: What is news?</td>
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<td></td>
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<td><a href="#news-evolution">News evolution</a></td>
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<tr>
<td>2</td>
<td>Tu</td>
<td>8/29</td>
<td>The First Amendment</td>
<td></td>
<td>Media Log</td>
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<td></td>
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<td></td>
<td><a href="#the-practice-of-journalism">The Practice of Journalism</a></td>
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<td></td>
<td>Th</td>
<td>8/31</td>
<td>Get it right</td>
<td></td>
<td>Chap 14 M&amp;C</td>
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<td></td>
<td></td>
<td></td>
<td>Media fast</td>
<td></td>
<td>Media fast</td>
</tr>
<tr>
<td>4</td>
<td>Tu</td>
<td>9/12</td>
<td>The Power of Television 1</td>
<td></td>
<td>Chap 6 M&amp;C</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>(pp 154-171)</td>
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<tr>
<td></td>
<td>Th</td>
<td>9/14</td>
<td>The Power of Television 2 - Rodney King</td>
<td></td>
<td><a href="https://www.youtube.com/watch?v=W0AmOw06lAo">http://www.youtube.com/watch?v=W0AmOw06lAo</a> (Morley Safer report)</td>
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<tr>
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<td>the power of citizen journalism</td>
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<td></td>
<td></td>
<td>(Only necessary to watch the Rodney King report)</td>
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<tr>
<td>5</td>
<td>Tu</td>
<td>9/19</td>
<td>Newsrooms at work</td>
<td></td>
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<td></td>
<td>Th</td>
<td>9/21</td>
<td>Guest speaker: TBA</td>
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<tr>
<td>6</td>
<td>Tu</td>
<td>9/26</td>
<td>News writing</td>
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### The Gatekeepers

<table>
<thead>
<tr>
<th>Date</th>
<th>Day</th>
<th>Topic</th>
<th>Page Numbers</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>9/28</td>
<td>Th</td>
<td>The Law &amp; Libel</td>
<td>Chap 16 M&amp;C</td>
<td>(pp 506-516)</td>
</tr>
<tr>
<td>10/3</td>
<td>Tu</td>
<td>Copyright</td>
<td>Chap 16 M&amp;C</td>
<td>(pp 518-531)</td>
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<tr>
<td></td>
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<td>Compare gatekeepers</td>
</tr>
<tr>
<td>10/5</td>
<td>Th</td>
<td>Review</td>
<td></td>
<td>Gatekeeper comparison</td>
</tr>
<tr>
<td>10/10</td>
<td>Tu</td>
<td>Test 1</td>
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### Discord, Diversity & Diligence

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<th>Date</th>
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<th>Topic</th>
<th>Page Numbers</th>
<th>Notes</th>
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<tbody>
<tr>
<td>10/12</td>
<td>Th</td>
<td>Media and Diversity</td>
<td>Chap 15 M&amp;C</td>
<td>(pp 496-501)</td>
</tr>
<tr>
<td>10/17</td>
<td>Tu</td>
<td>Cable shouting &amp; polarization</td>
<td>Chap 6 M&amp;C</td>
<td>(re-read pp 180-187)</td>
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<tr>
<td></td>
<td>Th</td>
<td>Ethics 1</td>
<td></td>
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<tr>
<td>10/24</td>
<td>Tu</td>
<td>Ethics 2</td>
<td></td>
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<tr>
<td>10/31</td>
<td>Tu</td>
<td>Public Relations</td>
<td>Chap 12 M&amp;C</td>
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<tr>
<td>11/2</td>
<td>Th</td>
<td>Review</td>
<td></td>
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<td>11/7</td>
<td>Tu</td>
<td>Test 2</td>
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### Internet and beyond: Media reloaded

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<tr>
<th>Date</th>
<th>Day</th>
<th>Topic</th>
<th>Notes</th>
</tr>
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<tbody>
<tr>
<td>11/9</td>
<td>Th</td>
<td>Guest Speaker TBA</td>
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<tr>
<td>11/14</td>
<td>Tu</td>
<td>New ways of telling stories</td>
<td></td>
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<tr>
<td>11/16</td>
<td>Th</td>
<td>Emerging media models</td>
<td>Media Start Up</td>
</tr>
</tbody>
</table>

**THANKSGIVING BREAK**

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<tr>
<th>Date</th>
<th>Day</th>
<th>Topic</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>11/28</td>
<td>Tu</td>
<td>Blogging</td>
<td>Provided reading</td>
</tr>
<tr>
<td>11/30</td>
<td>Th</td>
<td>The future &amp; review</td>
<td></td>
</tr>
</tbody>
</table>

**Final exam: Tuesday, Dec 5, 11:00am – 12:00 pm**

**Grading**
A maximum of 1,000 points, give or take, is possible for the semester, awarded on the following basis (final number of points may vary, depending on the number of participation activities):

- **Exam 1**: 100 points
- **Exam 2**: 100 points
- **Exam 3 (Covers entire course)**: 200 points
- **Media log/fast**: 50 points
- **Grand story**: 50 points
- **Media Startup**: 50 points
- **Gatekeeper comparison**: 50 points
- **Personal code of ethics**: 50 points
- **Guest speaker reflections (2, each worth 25)**: 50 points
- **Research paper**: 100 points
- **Snap quizzes**: 15 points
- **Integrity quiz**: 25 points
- **Activities**: 10 points

**TOTAL POINTS**: 1000 points

Letter grades will be calculated using this formula:

- A = 90-100%
- B = 80-89%
- C = 70-79%
- D = 60-69%
- F = 59% and below

**Extra Credit**: You will be given opportunities to earn up to 20 extra credit points. The extra credit opportunities will include attending a journalism related activity/event outside the class. To receive credit, you must turn in a one-page (double-spaced, 12 point font, 1 inch margins) critique of the event/activity. Each critique is worth 10 points. These will count as bonus points toward your final grade.

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 and monitor your progress. Also, it is your responsibility to keep track of your own absences - I will not alert you if you are accumulating too many.

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 the following links:

http://catalog.arizona.edu/2015-16/policies/grade.htm#I
http://catalog.arizona.edu/2015-16/policies/grade.htm#W

**Makeup work**

Tests can be made up only if you have a valid excuse for missing them, and if pre-approved before your absence. Exams may not be retaken in an effort to improve your grade. You will receive the grade you earn on the original work.

**D2L readings and resources**

This class will use the university’s D2L system (www.d2l.arizona.edu). All of the writing assignments must be uploaded to your D2L dropbox as Word files before they are due (Remember deadlines are unbreakable: 1 second late and they will receive a 0), in addition to being handed in on paper in class (please staple your assignment papers when you turn them in – don’t turn them in loose!). That means you will need to log into the class website daily and check for updates, assignments, readings, and grades. Many
of the course readings will be posted on the site, and we might have online discussions as well. Make sure to check it!

**Academic integrity**

The School of Journalism takes academic integrity very seriously. Any form of plagiarizing (that is the unattributed copying of portions of text written by someone else) is absolutely and completely unacceptable. Journalists caught plagiarizing ruin the profession, their employer, and their personal careers. In short, the School has a “zero tolerance” policy when it comes to academic integrity violations. Most violations of academic integrity in the school result in an E in the class and referral to the Dean’s office.

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 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

If you are unsure about how and if you should attribute (cite) information, please contact the instructor.

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.

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 expressed 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.

**Attendance**

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. **Three unexcused absences will result in your being dropped from the class.** If the third unexcused absence is after the drop deadline then you will receive an E in the course.

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/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/policies-and-codes/accommodation-religious-observance-and-practice](http://deanofstudents.arizona.edu/policies-and-codes/accommodation-religious-observance-and-practice)
- Absences pre-approved by the UA Dean of Students (or Dean designee) will be honored. See: [http://uhap.web.arizona.edu/chapter_7#7.04.02](http://uhap.web.arizona.edu/chapter_7#7.04.02)

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. The best thing to do is for you to communicate directly with me regarding your absence. I am the only person 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.

In this class, attendance will also help your course grade.

**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.

**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. 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). See the university’s Non-discrimination and Anti-harassment policy at http://policy.arizona.edu/human-resources/nondiscrimination-and-anti-harassment-policy

**Diversity**

The University of Arizona’s School of Journalism values diversity and believes that best journalism practice must reflect the diversity of modern American society. Currently the media industry is failing to do this. Consequently, significant numbers of individuals who are not part of the mainstream are ignored, under represented or denied a voice in the public square. It is important that journalists, journalism schools, industry managers, owners and others involved with the media be aware of these disparities and work toward changing things. Only about 12 per cent of working American journalists come from racial or ethnic minorities, as compared to about a third of the general population. Men tend to dominate the industry, though women (who make up some 2/3 of journalism graduates) have made significant inroads. Diverse views are crucial in journalism, which is why input from those of different racial, gender, religious, socio-economic and political backgrounds must be included in every step of the media process.

**Religious observances**

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

**Possible offensive content**

This class is a free-speech zone. We will inevitably tackle some difficult and controversial issues. Difficult issues that can not necessarily be anticipated before class. Every day journalists deal with extremes, both good and bad. That means during lectures you may hear discussions about news coverage that could be offensive to you, such as ugly crimes, political controversies, or exchanges surrounding conflicting religious or other belief systems. While the class is a free speech zone, and lively discussion is encouraged I will insist on civility and courteous. And remember we are a very large class so all viewpoints may not be heard during every discussion.

**Computer use**

You are required to use your UA e-mail account. As mentioned above, only limited use of laptops and other mobile devices mobile is permitted during class.

**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 see http://www.registrar.arizona.edu/ferpa/default.htm

**Additional resources**
- 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.

#  #  #
JOUR 150C1
News in a Digital Age

Online
Class Web site on D2L

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. This is an INDV 103 Tier 1 Individuals & Societies class.

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, MSNBC, Fox News, PBS NewsHour)
• News in a Digital Age 2nd edition – Required text, by Pearson Publishing (in UA Bookstore, $110 new or $82.50 used, no digital copy)

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 mckisson@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.

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 to do 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 citing the source through attribution and using quotation marks. 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. 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, lectures, supplementary media and assignment instructions will appear in the Content section. Just download and open the lecture file, posted 9 a.m. each day, 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 from the book and online and you'll, you'll listen to the online lecture posted in the Content section of D2L. You'll be responsible for completing four group video discussions, and open-book quizzes each Sunday. See instructions for each assignment in the Content section of D2L (the ASSIGNMENTS folder).

Assignments

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
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</thead>
<tbody>
<tr>
<td>Weekly summaries</td>
<td>10 points each</td>
</tr>
<tr>
<td>Group Discussion</td>
<td>60 points (Four, 15 points each)</td>
</tr>
<tr>
<td>Weekly Quizzes</td>
<td>70 points (7 quizzes, 10 points each)</td>
</tr>
<tr>
<td>Introduce yourself</td>
<td>10 points (posted in Discussion area)</td>
</tr>
<tr>
<td>Integrity quiz</td>
<td>15 points (quiz area)</td>
</tr>
<tr>
<td>Media log</td>
<td>25 points (uploaded to D2L)</td>
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<tr>
<td>Gatekeepers</td>
<td>25 points (uploaded to D2L)</td>
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<tr>
<td>Historical you</td>
<td>25 points (uploaded to D2L)</td>
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<tr>
<td>Grand Story</td>
<td>25 points (uploaded to D2L)</td>
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<tr>
<td>Product Development</td>
<td>25 points (uploaded to D2L)</td>
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<tr>
<td>Climate Change Story</td>
<td>50 points (uploaded to D2L)</td>
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<tr>
<td>Final</td>
<td>60 points</td>
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<tr>
<td><strong>TOTAL</strong></td>
<td><strong>400 points</strong></td>
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</tbody>
</table>

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

**Weekly summaries**  **Due Sunday by 11:59 p.m. MST.**
Each Sunday you will submit a file on D2L no later than 11:59 p.m. a summary that includes summaries of any readings assigned, and summaries of stories you read on the assigned news website 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/Video 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). You should focus on the main points. These summaries will be useful to you during the quizzes.

B. **Media summary.** Each week I will assign a different news source for you to read or view, all available online. You must read it each day (or view it if it's broadcast) and answer two questions:

1. Summarize in one paragraph three 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.
Discussions
At four points throughout the semester you will be required to meet digitally with your assigned group using Adobe Connect. (Find instructions in the Content area of D2L.) I will give your group two prompts that I want you to discuss as a group. You should plan to spend 15 minutes per prompt. Everyone should speak and participate in the discussion.

Review Quizzes (10 points each)
Each Thursday I will post a quiz at 9 a.m. MST in the D2L "Quizzes" section that will be due by 11:59 p.m. on Sunday. It is an open-book review quiz, so you can go back through the lectures and readings to find answers. 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 university's 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
Each person will post a paragraph on the course discussion board “Introduce yourself.” Include your name, major, hometown, what you hope to gain from the class, your views on news and media, what you would like to do when you graduate, and something about yourself you would like to share. Easy points.

Integrity quiz
You will take a quiz on D2L (Quizzes section) that covers the syllabus and the Academic Integrity Handbook posted in the D2L Content section. The quiz is open-book and you can repeat it up to three times to improve your score. Easy points. It's important to understand the course policies, particularly regarding plagiarism and academic integrity.

Media log
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.

Grand Story
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.
Gatekeeper comparison  
**Due Sunday, 9/17 by 11:59 p.m.**
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.”

Historical You  
**Due Sunday, 9/24 by 11:59 p.m.**
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).

Product Development Assignment  
**Due 10/01 by 11:59 p.m.**
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).

Climate Change Story  
**Due 10/11 by 11:59 p.m.**
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. Due 11:59 p.m. on May 4.

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!

**Media Schedule:**
Week 1: New York Times  
Week 2: NPR  
Week 3: MSNBC  
Week 4: Fox News  
Week 5: Vox.com  
Week 6: Washington Post  
Week 7: LA Times  
Week 8: The Guardian

**Schedule**

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<thead>
<tr>
<th>Module</th>
<th>Day</th>
<th>Date</th>
<th>Topics</th>
<th>Due</th>
<th>Text Readings</th>
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<tbody>
<tr>
<td>1</td>
<td>M</td>
<td>8/21</td>
<td>Introduction</td>
<td>Integrity Reading</td>
<td>Chapter 1</td>
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<td>T</td>
<td>8/22</td>
<td>What is news why it matters</td>
<td>Intros on D2l</td>
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<td>8/27</td>
<td>Week 1, Quiz</td>
<td>Integrity Quiz</td>
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<td>2</td>
<td>W</td>
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<td>Beginnings</td>
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<td>8/24</td>
<td>First Amendment &amp; Free Press</td>
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<td>Chapter 3 (42-48)</td>
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<td>8/29</td>
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<td>8/30</td>
<td>Airwaves</td>
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<td>Th</td>
<td>8/31</td>
<td>Newsrooms at work</td>
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<td>Su</td>
<td>9/03</td>
<td>Week 2 Quiz</td>
<td>Media Log</td>
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<td>9/04</td>
<td>Labor Day No Class</td>
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<td>9/05</td>
<td>News writing</td>
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<td>Covering climate change</td>
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<td>Grand Story</td>
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<td>Copyright</td>
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<td>5 W</td>
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<td>Chapter 3</td>
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<td>9/17</td>
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<td>6 M</td>
<td>9/18</td>
<td>Diversity</td>
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<td>9/19</td>
<td>Media Effects</td>
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<td>Polarization</td>
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<td>6 Th</td>
<td>9/21</td>
<td>Corporatization</td>
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<td>Historical You</td>
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<td>7 M</td>
<td>9/25</td>
<td>New storytelling</td>
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<td>7 T</td>
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<td>Emerging Media Models</td>
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<td>7 W</td>
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<td>7 Th</td>
<td>9/28</td>
<td>Blogging</td>
<td>Chapter 10</td>
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<td>Su</td>
<td>10/01</td>
<td>Product Development</td>
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<td>8 M</td>
<td>10/02</td>
<td>Extreme Weather</td>
<td>Chapter 11</td>
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<td>8 T</td>
<td>10/03</td>
<td>Politics and Media</td>
<td>Chapters 12-13</td>
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<tr>
<td>8 W</td>
<td>10/04</td>
<td>Violence and Threats</td>
<td>Chapter 14</td>
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<td>8 Th</td>
<td>10/05</td>
<td>The Darkside of media</td>
<td>Chapter 15</td>
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<td>Su</td>
<td>10/08</td>
<td>Quiz 7</td>
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<td>9 M</td>
<td>10/09</td>
<td>The Future</td>
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<td>9 T</td>
<td>10/10</td>
<td>Review</td>
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<tr>
<td>9 W</td>
<td>10/11</td>
<td>Final Exam</td>
<td>Climate Change Story</td>
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</tr>
</tbody>
</table>
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., Speech, Language & Hearing Room 205
Course lab location: Marshall Room 347
Course lab times: Tuesday or Wednesday as per your registration

Instructor: Mike Christy
Phone: 520-262-1954
Email: mchristy@email.arizona.edu
Office: Marshall Building, Room 327
Office Hours: Monday | 4:00-5:00p

Personal Web Page and Bio: http://mikechristy.zenfolio.com/

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.

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
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/

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

Wednesday Lecture: Introduction to Collecting and Editing Audio and Environmental Portraits

Lecture: Lens Choice Depth of Field continued if time

Critique assignment # 4: Perspective if time

Reading assignment: Kobre, Chapter Five – Portraits

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
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

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.

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

Week 12
Critique assignment #8: Person at Work multimedia
Reading Assignment: Kobre, Chapters 2 & 3 – Spot and General News

Week 13
Monday Lecture: Copyright
Wednesday Lecture:
Critique assignment #11: Life in America Work in Progress

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 UAccess” 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 may be reshoot. 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.**

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**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!**
Grading:
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 to 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.

A 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.
B 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,
C 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.
D 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.
E Fails to meet minimum expectations in most or all areas noted above and/or missed the deadline. Contains caption and or IPTC data errors.

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 & Professionalism 5%

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:
A  100
B  85
C  75
D  60
E   0

Attendance and Professionalism Point Grade Scale:
A  100 = No unexcused absences
B   85 = 1 unexcused absence
C   75 = 2 unexcused absences
D   60 = 3 unexcused absences
E  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.

Final Grade Scale: There is no increasing of grades if you receive an 89 it is a B etc.
A   90-100
B  80-89
C  70-79
D  60-69
E  59 and below

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. 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.

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.

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 excused absences 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 prerequisites 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 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](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](https://journalism.arizona.edu/node/622)

Confidentiality of Student Records: [http://www.registrar.arizona.edu/ferpa/default.htm](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 their 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](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/](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/](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/.

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.

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](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 protect UA 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>Description</th>
<th>Due Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>#1</td>
<td>IPTC and Caption Fields Pass or Fail</td>
<td>Week 2 - Due at the end of your assigned lab time, Tuesday, Aug. 29 – Wednesday, Aug. 30</td>
</tr>
<tr>
<td>#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>#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>#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>#1 Redo</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>#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>#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>#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>#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>#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>#8</td>
<td>Multimedia Person at Work</td>
<td>Week 11 - Due at the end of your assigned lab time, Tuesday, Oct. 31 – Wednesday, Nov. 1</td>
</tr>
<tr>
<td>#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>#11 – 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>#11</td>
<td>Tucson Life Work in Progress</td>
<td>Week 13 - Due at the end of your assigned lab time, Tuesday, Nov. 14 – Wednesday, Nov. 15</td>
</tr>
<tr>
<td>#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>#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</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>#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>#11</td>
<td>Tucson Life Project</td>
<td>Week 16 – Due at 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 Description

This course will help you develop the ability to write and think like a journalist, to gather information and write about it accurately, logically and fairly. You will also become familiar with the language and customs of the profession, as well as the American legal system in areas that commonly intersect with journalism.

We will progress from short, straightforward news stories using the traditional inverted pyramid style to more complicated news stories that employ a variety of styles. This is a writing course; after a couple of introductory sessions dealing with issues of libel and ethics, expect to write and be critiqued every class session. Think of the classroom as a newsroom where you will write stories – at first based on information provided by me and, later, from information you gather yourself. In addition to in-class writing, you will be responsible for two longer, extended-deadline articles that you will write outside of class: a news story covering a speech and a profile of an individual. We will plan and discuss these stories in advance, and you will have plenty of guidance along the way. (Important: For these two major stories, you must provide phone numbers and/or e-mail addresses of people you interview.)
Required Books and Other Materials

- *The Associated Press Stylebook*

In addition, we will be working with some daily newspapers, including *The New York Times*. You are required to have a voice recorder. Details will be explained in class.

Suggested Reading

- *The Corpse Had a Familiar Face*, by Edna Buchanan

Expected Learning Outcomes

- Improve writing skills
- Better understand the structure of news and news features
- Better understand the logic of gathering and reporting news
- Improve interviewing techniques

Grades and Absences

The quality of your writing will be the major element of your final grade. We will write news stories in almost every class. Because of the way this class is structured, however, class attendance, participation and meeting deadlines are extremely important and will also be a part of your grade. I will grade your work as an editor evaluating a story. An A or B is for a story that can be published with few or no changes. A story that requires tinkering with the lede or structure is a C. Stories that need to be entirely rewritten get a D or less. You will have the opportunity to rewrite in-class assignment and the original and rewrite grades will be averaged. You final grade will be based on your improvement during the course. The two articles you write outside of class, which may not be rewritten because of the advance help you will receive, will count for about 20 percent of
your grade. The due dates for these out-of-class assignments will be determined after the first week of class. Note: Extra credit is not available for this class.

The spontaneous nature of the class and the interaction among us make it extremely difficult to “make up” a missed class. In keeping with university policy, however, all holidays or special events observed by organized religions will be honored for those students who show affiliation with that particular religion. Absences pre-approved by the UA Dean of Students (or Dean’s designee) will be honored.

Here’s the School of Journalism’s policy on attendance:

**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. Three 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 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. 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 me regarding your absence. I am the only person 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.

Other important points about grades:

1. You must earn a grade of C or above in this class to enroll in most of the school’s upper-division reporting and editing classes. If you earn a D or E, you may repeat this class, but be aware that the school makes no guarantee that the course will be available to you in the following semester. As a result, it is entirely possible that your progress could be set back not one, but two semesters.

2. 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.

3. Time period for grade disputes on assignments: 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
4. Incompletes and withdrawals (from UA):
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.

**Other Items**

- **Plagiarism**: Don’t even think about it (see below). Remember Jayson Blair?

**The Official Stuff**

- Plagiarism is defined in terms of proscribed acts. Students are expected to understand that such practices constitute academic dishonesty regardless of motive. Those who deny deceitful intent, claim not to have known that the act constituted plagiarism, or maintain that what they did was inadvertent are nevertheless subject to penalties when plagiarism has been confirmed. Plagiarism includes, but is not limited to, the following:

  1. Submitting as one's own work the product of someone else's research, writing, artistic conception, invention, or design; that is, submitting as one's own work any report, notebook, speech, outline, theme, thesis, dissertation, commercially prepared paper, musical piece or other written, visual, oral or electronic/computerized material that has been copied in whole or in part from the work of others, whether such source is published or unpublished;

  2. Incorporating in one's submission, without appropriate acknowledgment and attribution, portions of the works of others; that is, failing to use the conventional marks and symbols to acknowledge the use of verbatim and near-verbatim passages of
someone else's work or failing to name the source of words, pictures, graphs, etc., other than one's own, that are incorporated into any work submitted as one's own.

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- The Journalism Department 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. Details are covered by the department's Academic Integrity Handbook, which you are required to read.

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.

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).
More Official Stuff

Classroom Behavior

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.

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/.

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.

Confidentiality of Student Records

http://www.registrar.arizona.edu/ferpa/default.htm

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.

Even More Official Stuff (in Amazing Detail)

Academic Integrity

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.

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3. Do not check your personal e-mail accounts from school computers.
4. 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.
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. 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.
**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, 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). See the university's Non-discrimination and Anti-harassment policy at http://policy.arizona.edu/human-resources/nondiscrimination-and-anti-harassment-policy

**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.

**Religious observances**

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

**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.

**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 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/ContractRequestFrom.pdf

**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

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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

Required Goals and Objectives of the School

205 Course Goals: Breaking News

* Gain emerging skills and experience in reporting and writing, regardless of platform, with attention to accuracy, fairness and completeness
* Learn established professional and school standards related to news-gathering, reporting, writing and publishing work
* Build critical thinking skills necessary to collect, evaluate, organize, and disseminate news
* Build reporting and writing skills necessary in online, print or broadcast journalism
* Use social media as a breaking news tool

205 Course Objectives

* Write breaking news about events such as accidents, crimes, fires, disasters, speeches, press conferences, meetings, and write short interviews with newsmakers
* Identify what is newsworthy from set of facts and organize a news story from those facts
* Write basic news ledes: direct and indirect, as well as active voice vs. passive voice
* Demonstrate basic news-gathering techniques of questioning, interviewing, observation and online searches.
* Evaluate and identify reliable sources of information and evaluate the credibility of Internet information
* Apply attribution in direct and indirect quotes
* Recognize local, regional and national news angles and approaches, as well as employ use of datelines
* Describe the organizational structure and copy flow of a traditional news
organization
* Describe journalists’ basic right to public records and their use in stories; access simple public records for news coverage, such as a police report
* Use diverse sources to reflect communities in story ideas and other written work
* Build on basic AP style, including numbers, capitalizations, titles, addresses, and abbreviation
* Conduct simple interviews an/or Q&A and take notes well enough to record verbatim quotations; develop good questions and active listening
* Build an online portfolio site for your journalistic work
* Articulate the basics of a broadcast script and story
* Gather background on people, situations and ideas, evaluating and using valid sources and vetting social media posts and online publications
* Tell a story in descending order of importance of facts, understanding inverted pyramid’s place historically in journalism
* Use more advanced math skills, such as simple percentage changes over time, year over year comparisons. Mean and median. Proportions. Frequencies. Style on numbers, intro to risk and statistics.
* Write clear, concise sentence structure and flow; master possessives, titles, addresses, subject-verb agreement, passive v. active voice, basics of AP style.
* Use Storify to produce a breaking news story
* Use social media for breaking news, using platforms such as Twitter, FB Live, Periscope, Snapchat and others
Fred Brock

Fred Brock is the author of the best-selling *Retire on Less Than You Think: The New York Times Guide to Planning Your Financial Future* (2nd Edition – Times Books/Henry Holt, 2008); *Health Care on Less Than You Think: The New York Times Guide to Getting Affordable Coverage* (Times Book/Henry Holt, 2006); and *Live Well on Less Than You Think: The New York Times Guide to Achieving Your Financial Freedom* (Times Books/Henry Holt, 2005). For more than a decade he was a business editor and columnist at *The New York Times*. For six years he wrote that paper’s “Seniority” column and was the author of the “Off the Rack” media column prior to that. He has also worked as an editor and reporter for *The Wall Street Journal*, *The Houston Chronicle* and *The Louisville Courier-Journal*. He holds an M.Ed. from Temple University and a B.A. in English literature from Hanover College, and has taught undergraduate and graduate reporting and editing at New York University and at Kansas State University, where he held the R.M. Seaton Professional Journalism Chair. He has been a fellow at the Washington Journalism Center, with a concentration in public affairs reporting. He lives in Arizona, where he teaches at the University of Arizona and continues to contribute to *The New York Times*. More information is available on his website (www.fredbrock.com).
JOURNALISM 205
REPORTING THE NEWS
SECTIONS 002 & 003
FALL 2017
Section 002: Tuesday & Thursday 1:00 p.m. – 2:50 p.m.
Section 003: Tuesday & Thursday 3:00 p.m. – 4:50 p.m.
Marshall 347

Assistant Professor Susan E. Swanberg, MA, MS, JD, PhD
Email: swanberg@email.arizona.edu
Cell Phone: (916) 730-7550 (I prefer texting)
http://journalism.arizona.edu/users/susan-swanberg
Office: Marshall 328

Help Desk (Office hours): Tuesdays and Thursdays 11:30 a.m. to 1:00 p.m. and by appointment.

Course Description
This course aims to develop students’ ability to recognize news, to gather facts necessary to report for all platforms (including online), to think critically about information, and to write factual, credible news reports. The course focuses on writing mechanics and style and on journalism principles and practices.

Students will gain the skills necessary for identifying news, and for reporting, synthesizing, analyzing and organizing information. These skills — whether used in print, broadcast, online or mobile platforms — are grounded in journalistic tenets common to news: accuracy, fairness, completeness, and good news judgment. The course is a hands-on class that involves learning by doing. The focus of most of the assignments is to build journalism research, reporting and writing skills as well as to exercise critical thinking, while covering events and doing enterprise reporting.

Course Prerequisites
In order to take this course, you must have earned C or better in Journalism 105 and a B average in first-year English composition. Only journalism majors may take this course, unless enrollment has been approved by the department.

Post- requisites
A grade of C or better is required in this class to move on to Journalism 306 and Journalism 307.

Course goals
• Learn about the role of the journalist in a democratic society.
• Gain additional skills and experience in reporting and writing, regardless of platform, with attention to accuracy, fairness and completeness.
• Learn established professional and school standards related to news-gathering, reporting, writing, publishing and broadcasting work.
• Build critical thinking skills necessary to collect, evaluate, organize, and disseminate news.
• Build reporting and writing skills necessary in online, mobile, print and broadcast journalism.
• Build a portfolio of journalism materials and resources that you can use as a reference during this semester and into the future.

Expected Learning outcomes
This course is an opportunity to learn to report and write news, skills that take years to polish. By the last week of the semester, you should be able to:

• Recognize local, regional and national news angles and approaches across media platforms.
• Employ basic news-gathering techniques of backgrounding, questioning, interviewing and observation.
• Identify reliable sources of information and evaluate the credibility of Internet and other information.
• Recognize basic news leads: direct and indirect, as well as active voice versus passive voice.
• Develop interviewing skills and the ability to take notes well enough to include verbatim quotations and paraphrased comments in news reports.
• Write breaking news, cover events and work on an enterprise article or broadcast piece.
• Report news in the inverted pyramid format and other formats learned in the class.
• Use diverse sources to reflect communities in story ideas and reported work.
• Master the basics of The Associated Press style, grammar and math for journalists.
• Describe basic rights to public records and meetings for use in news reports; be able to access public records, such as a police reports, for news coverage.
• Demonstrate the ability to critique the strengths and weaknesses of your work and your classmates’ work.

Class format
Throughout the semester, assignments are structured to help you build your
research, reporting and writing skills. The assignments will focus on spot news, and event stories. You will also write a profile and an in-depth story on a topic you develop. The course also will cover ethics and basic legal issues related to journalism and its role in a democracy.

You are expected to arrive on time for class and to come prepared. The readings will come from course books, online news, National Public Radio, the New York Times, Arizona Daily Star and other major news organizations. All assignments and readings will be posted under “content” on the course D2L site. We will discuss these in class in advance. I suggest that you print the material and read it as scheduled. To find the course Web site go to: <<http://d2l.arizona.edu>. Sign in at the top left side of the page with your UA NetID login and password. I will also post announcements on this site, unless the site is down. If this is the case, I will send the information to you through your email account.

Often, each Tuesday class will begin with a news quiz and each Thursday class will begin with a quiz on AP style. Most of the AP style quizzes will be open book. I will announce in advance if the AP style quiz is not going to be open book. The news quiz could be taken from National Public Radio, the New York Times or Arizona Daily Star, the top stories on the websites of several national news organizations’ online sites and other designated readings. We will often use the weekly New York Times quizzes to test your knowledge of national and global news coverage.

We often will spend a short amount of time critiquing and discussing the news coverage of the week. To prepare for the discussion, make sure to review the news in advance. Also, each student will sign up to present an analytical perspective on an interesting news item chosen by the student. The presentation may last up to 5 minutes. You will sign up for your presentation during the first few days of class. Guidelines for this assignment will be handed out during the second week of class.

I will sometimes give brief lectures and show broadcast news clips, and webcasts to prepare you for in-class or out-of-class assignments. In some class sessions, you might report, write or Tweet on deadline. Please wear comfortable clothing to class that would allow you to report around campus during class time. Bring a reporter’s notebook to every class in case you are asked to interview sources around campus.
Other resources include “The Reporter’s Handbook” and the “Academic Integrity Handbook.” You can access both “The Reporter’s Handbook” and the “Academic Integrity Handbook” from the School of Journalism Web site: http://journalism.arizona.edu/node/622 All writing in this course should follow these guidelines and the Associated Press style.

At times, we will interview guest speakers, report on press conferences, or cover news events during the class session. I welcome event or speaker suggestions from students. So that we can cover breaking news and remain flexible during the semester, the topics of discussion and the in-class writing assignments on the calendar may be modified as needed.

Classroom decorum
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. Journalists should be prepared to report on all types of activities, events and behaviors; good journalism stems from the critical evaluation of facts and perspectives.

The class lectures, discussions and assignments require full participation. Please bring any required materials and your reporter’s notebook to class. During class, please do not turn on any electronic devices, check for text messages, Tweets, review email, or browse the Internet, unless I have requested that you do so for an assignment. In accordance with university policy, this type of disruptive behavior will be documented and may lead to sanctions. Examples of disruptive behaviors in the classroom include arriving late to class, sending and receiving text messages or tweets, allowing cell phones to go off and reading during class time when it is not a part of the assignment.

Out-of-class assignments
You will report and write three original stories (major writing assignments 1, 2 and 3) during the semester; the deadline dates are posted in the schedule at the end of the syllabus. The dates and expectations for these assignments will be discussed by the second week of the course; I also will provide you with written guidelines in the form of grading rubrics.

As part of this course you will develop a portfolio with your CV and writing samples and will include at least one of your major writing assignments/news reports in your portfolio.

You will work alone and in teams to develop story ideas for reporting assignments. Occasionally, students may be asked to report outside of the
classroom during a portion of the class meeting time and then return to the lab to write a story on deadline.

You will have purchased the required textbooks (Harrower’s “Inside Reporting: A Practical Guide to the Craft of Journalism (3d ed.)” and the 2017 AP Stylebook and Briefing on Media Law). Other essential Texts and Materials will be provided or will be available online. You will also need a reporter’s notebook and a recording device. Many smart phones have recording functions.

The more you read, the better you will write. As you read, analyze how the writer handles the topic, focus, information, insight, organization and writing (lean prose, vivid nouns, strong verbs, details, sensory description and so forth).

- “Academic Integrity Handbook.” School of Journalism, University of Arizona http://journalism.arizona.edu/sites/journalism.arizona.edu/files/Academic%20Integrity%202011.pdf
- Radio Television Digital News Association Code of Ethics http://www.rtdna.org/content/rtdna_code_of_ethics#.UsYKPrQszq4
- Audio recorder
- Reporter’s notebook

Suggested reading
Class Policies

1. Deadlines are critical in the world of journalism, and they are important in this class. All assignments must be uploaded to your D2L dropbox by the beginning of class on the due date. For peer workshops, hard copies will also be required. There are no makeups, except under unusual circumstances cleared with me in advance.

2. Friends, roommates, classmates, relatives and other people you know personally may not be used as sources for stories. You may not use unnamed sources. Every source must include a name and title. Contact me ahead of time if you believe that anonymity is necessary. As you do your reporting, you must identify yourself as a reporting student.

3. Electronic devices --- Since we are now in a digital age, and in your professional life you will have to learn how to use personal electronics in a responsible manner, I will allow respectful use of personal electronics such as laptops or iPads and other such mobile devices (except for cell phones or smart phones) during the first three weeks of the course. Respectful use is defined as using these devices to type class notes or refer to digital versions of assigned materials during class discussions. Those using electronic devices should minimize any distraction to students who do not choose to use electronic devices.

After the first three weeks of the course, we will decide as a group whether using these devices has proven to be too distracting to the other students and/or the instructor. I encourage each and every student to let me know if, from the student’s perspective, this policy is not working. The instructor reserves the right to revisit the issue or further restrict or prohibit the use of these devices altogether should their use become too disruptive.

Academic Integrity

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.

**Attendance**
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. Three unexcused absences will result in your being dropped from the class. If the third absence is after the drop deadline then you will receive an E in the course.

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://archive.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. This policy is available at: 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. Faculty members manage their classrooms 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 is for you to communicate directly with me regarding your absence. I am the only person 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.

Accessibility and Accommodations
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/.
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. Be aware that the accessible table and chairs in this room should remain available for students who find standard classroom seating not usable.

Help Desk (office hours)
If you need help with any of the materials we are using in class, help developing story ideas, or want to talk about anything related to the course or journalism in general, feel free to stop by during Help Desk hours. If there are students who want to workshop their stories outside of class time, that would be an appropriate use of Help Desk time. If you wish to do this kind of work one-on-one that is also an appropriate use of Help Desk time. Help Desk is for everyone in the class. If you can’t attend the regular Help Desk hours, you can make an appointment that fits both of our schedules. I want you all to succeed.

Computer security rules
- It is very important that students know and observe the following rules that help protect the security of the journalism server:
- Absolutely no food items or drinks are allowed in any lab or near any computer.
- Use only your university e-mail account to correspond with journalism faculty and staff.
- Do not check your personal e-mail accounts from school computers.
- You may not connect your laptops to our networks or computers. E-mail material to your UA email 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.
- No students are allowed in classrooms outside of class hours, except for
students in capstone courses and then only with the instructor’s permission.

- 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.

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).

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, including the ethical responsibilities of journalists to, as the SPJ code of ethics says, “Give voice to the voiceless,” “Avoid stereotyping,” and “Boldly tell the story of the diversity and magnitude of the human experience. Seek sources whose voices we seldom hear.” To find out more, check out the school’s diversity page at https://journalism.arizona.edu/diversity or contact the school’s diversity coordinator, Maggy Zanger, at zanger@email.arizona.edu.

Religious observances
The UA policy regarding absences on and accommodation of religious holidays is available at http://policy.arizona.edu/human-resources/religious-accommodation-policy
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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.

Source Interactions
Journalists deal with 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. If you are covering a medical story, be aware that issues of patient confidentiality can be quite complex. Ask your instructor for guidance on patient confidentiality before you begin your story.

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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.

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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
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- 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.

Class Format
Sessions will include lectures; class discussions about news coverage; analyses of news stories; course readings; as well as in-class and our-of-class reporting and writing.

Assignments are structured to help students build research, reporting and writing skills. The assignments will focus on a variety of stories. The course also will cover ethics and basic legal issues related to journalism and the role of journalism in a democracy.

The readings will come from course books, online news, The New York Times and other readings posted on the course D2L web site. All assignments and readings are posted weekly under “Content” on our D2L site. We will discuss these assignments in class in advance. Print the material and read it. Bring your printed copies of reading material to class with you. If you have environmental concerns, you may read your materials on your computer in class. Please advise me in advance whether you intend to use your computer for this purpose in class.

We will occasionally have guest speakers. Students will interview speakers, much as you would do at a press conference. I welcome event or speaker suggestions from students. This course aims to encourage students to think critically about journalism.
GRADING STANDARDS

Here is how I evaluate your work:

A Superior in all or nearly all areas. Requires little to no editing, additional research or reporting. Publishable. 90-100%

B Professional quality/publishable. Overall, sound work, but editing/revision or reporting required before publication. Generally readable/usable and interesting. 80-89%

C Competent but not ready for publication. Generally acceptable work, but may need more sources or reworking. 70-79%

D Substandard. Demonstrates effort by the student, but fails to meet competency standards because of mechanical errors, lack of clarity or lack of content. 60-69%

E Fails to meet minimum expectations in most or all areas. 59% and below

How your final grade will be determined:

- 20% In-class activities (200 points)
- 25% Quizzes (250 points)
- 15% Major writing assignment #1 (150 points)
- 15% Major writing assignment #2 (150 points)
- 15% Major writing assignment #3 (150 points)
- Participation and professionalism (100 points)

Total points = 1000

GRADING POLICIES

Automatic E: Any story that contains an error of fact, such as a misspelled name or proper noun, wrong or incomplete address, transposed numbers, erroneous words, or incorrect age, will receive an automatic E, or 50 percent.

Deadlines: Points will be deducted (10 percent per assignment) for assignments turned in after deadline. Points lost for failing to meet the deadline on a major story will also equal 10 percent of the points per story. Rubrics for major stories will provide detailed information regarding points lost for not meeting deadlines. If the story is worth 150 points, for example, you'll lose 15
points (10 percent) if you miss the deadline.

Missed assignments are entered as a grade of zero. No make-up for in-class writing assignments, except under unusual circumstances that are cleared with me in advance.

**Deductions:** I will drop the professionalism and participation portion of the grade by 10 percent, or a letter grade, for each unexcused absence. In addition to the points lost from the participation grade, the final grade will be lowered by two letter grades for students who have the equivalent of more than two unexcused absences after the university’s deadline to drop the course. Students are responsible for getting notes, handouts and announcements from class colleagues whenever a class session is missed.

**Revisions:** You may have a chance to revise your stories based on feedback. I will announce in advance any opportunities to revise stories. A strong revision can raise your grade by as much as one letter – from a C+ to a B+ for example. As a rule, revisions will be due one week after your receive your graded assignment back from me.

**MAKEUP AND EXTRA CREDIT POLICY**
Assignments can be made up only if you have a valid written excuse for missing them, and if pre-approved before your absence (except in the case of a serious emergency, such as a hospitalization). Extra credit opportunities are not available to an individual student, only to the entire class.

**CLASSROOM BEHAVIOR**
Journalism demands a high level of professionalism. 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 consider smoking e-cigarettes to be disruptive. To encourage this behavior, faculty members make professionalism a component of the evaluation of every student. It will count for 10 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, 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/education-and-student-affairs/threatening-behavior-students

You must earn a grade of C or above in this class to enroll in the School of Journalism’s upper-division writing courses. If you earn a D or an E, you may repeat the class, but the program makes no guarantees of course availability from one semester to the next. You may not be able to repeat the course in a consecutive manner.

Students are held accountable for knowing and observing all School of Journalism policies and procedures. University and School of Journalism 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 course curriculum fosters understanding of issues and perspectives that are inclusive.

The journalism program strives to accommodate students with special needs. Please contact me to let me know about any accommodations that you may need for a documented disability. To be eligible, your special needs must be confirmed by the Disability Resource Center and you must let me know about them during the first week of the semester. If you would like to establish contact
with Disability Resources for reasonable accommodations, call 520.621.3268 or visit http://drc.arizona.edu/

**Academic honesty**

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. Recycling work is not acceptable. 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

The University Libraries have some excellent tips for avoiding plagiarism at http://www.library.arizona.edu/help/tutorials/plagiarism/index.html

Journalism is about truth, accuracy and fairness. Plagiarizing, lying, making up sources or duplicating work are offenses that might rightly get a person fired and prevented from ever working in journalism again. Most assignments will automatically be checked through Turnitin.com, a plagiarism detection tool used at the university.

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 from the school or even expulsion from the program or 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.

According to Section D (6) (a) of the University’s Intellectual Property Policy (http://techtransfer.arizona.edu/information-resources), faculty own the intellectual property for their course notes and course materials. The instructor holds the copyright to 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. In addition, 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.

**Classroom logistics**

All of your assignments must be typed and submitted as paper documents in class and electronically in the drop box before the deadline. Please obtain a folder in which you may keep all of your graded work and reference materials
for in-class assignments. To encourage you to keep up with in-class exercises and to keep these folders up-to-date, I will allow you to use these materials to help you answer quiz questions.

Laptops
The UA School of Journalism’s policy is that no laptop may be connected to the school’s network.

Email
Contact me with questions at any time during the semester. I am happy to meet with you during office hours or by appointment. The fastest way to reach me is by text or email. Please feel free to email me with questions at any time. Text only if it’s an important message or an emergency.

Consider creating a professional-looking signature at the end of your emails. Some students include their full name and email address as well as their major/program of study, media affiliation or leadership positions in student organizations. I don’t answer emails that lack names.

Food & drink
The school does not allow food or drinks near the computers. Keep all beverages and edibles on the long table in the center of the room.

Security
Please observe the following rules, which help protect the security of the journalism servers:

- Do not install any software on the classroom computers.
- Do not unplug any cables or devices attached to the classroom computer. You may, however, plug in your own flash drive or external hard drive.
- You may not connect your laptop to our networks or computers under any circumstance. Email material to your UA email account or transfer it to a CD, DVD or USB flash drive.
- You may connect a laptop to the video inputs (only) on the projection monitors if you are making a class presentation.
- Leave the computers and room the same way you found them.
- You may not use classrooms outside class hours unless you are in school media and have the instructor’s permission.
- You may use the computers in the Reading Room (Marshall 312) outside class hours. Friends who are not journalism students must not be in the room or use the equipment.
- If you want to use the Reading Room after hours, bring your CatCard to the main office for approval and access.
- You must have updated anti-virus software on your home computer(s) to protect UA computers from viruses that may be introduced from files
copied from home computers to a data storage device (such as a memory card, CD, jump drive, whatever) and then to UA computers. The UA supplies Sophos anti-virus software free for all students. It’s located under “no-cost software” on the “site license” page on the UA website. Sophos automatically updates itself periodically: https://sitelicence.arizona.edu For help with installing, configuring or updating Sophos, call (520) 621-HELP.

Collaboration policy
Though the program’s classes often involve students working on team projects and peer reviewing, the major writing assignments in this course require individual attention and effort to be of any benefit. Unless I state otherwise, 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 writing labs, or sharing information during a quiz.

Reading Assignments for the semester
This course aims to encourage you to think critically about reporting conducted by a host of news organizations. You are encouraged to read, watch and listen to news as much as possible. Periodically, I will hand out articles, tip sheets and other materials in class or post them on line in D2L. You are responsible for reading all of the materials and may be quizzed on those materials.
Tentative Fall 2017 schedule – subject to revision as necessary

Week No. 1 (Aug 22 & 24)

Overview of the semester
Meet your colleagues

- Aug 22
  - **Introduction**
    - Review syllabus
    - Discuss academic integrity
    - Discuss quizzes – anything on the syllabus in red could be the subject of a pop quiz. Points on pop quizzes accumulate under the “Quizzes” category at page 13 of the syllabus. That category constitutes 25 percent of your grade.
  - **Readings for the day:**
    - Before class – syllabus
    - In-class – academic integrity agreements
  - **Major activities for the day:**
    - Interview a classmate and, on deadline, write a brief biosketch of that classmate.
    - Online scavenger hunt regarding journalism history, ethics etc.
  - **Supplemental activities:**
    - Discuss individual portfolios (folders for class activities, references, resources and copies of stories).
    - Discuss your favorite social media platform and how journalists might use it.

- Aug 24
  - Introduction to New York Times News Quiz and AP Stylebook
  - Discuss and sign up for news/current event presentation
  - **Readings for the day:**
    - Before class – Harrower material on interviewing – chapter 4, page 78-82.
  - **Major activity for the day:**
    - Break up into small groups (no more than four).
    - Background freedom of speech (including the First Amendment).
    - Conduct campus interviews on these issues: What do UA students believe about freedom of speech? Do they think there should there be limits to free speech during street demonstrations?
    - Write a brief story (on deadline) about UA student attitudes toward free speech (250 word minimum).
Week No. 2 (Aug 29 & 31)

Journalism history
How the newsroom works
Basics of newswriting
News values/concepts of objectivity, fairness and accuracy

• Aug 29
  o Readings for the day:
    ▪ Chapters 1 and 2 of Harrower (The Story of Journalism and How the Newsroom Works) pp. 6-35
  o Major activities for the day:
    ▪ *New York Times* news quiz – review the top news stories
    ▪ Group discussion and cooperative learning on Harrower (3d ed.) Chapters 1 and 2 (The Story of Journalism and how the Newsroom Works – pp. 6-34?)
    ▪ Peer workshop for freedom of speech stories
    ▪ Bring four hard copies of your story to class
    ▪ Re-interview and re-write if necessary
    ▪ Turn the story in in by the end of the class period for 25 points.

• Aug 31
  o Readings for the day:
    ▪ Harrower Chapter 3 (Newswriting basics) pp. 36-49
  o Major activities for the day:
    ▪ AP style quiz on: “About the AP” (Stylebook pp. 518-519) & news values (Stylebook pp. 481-495) - open book group work for in-class activity points
    ▪ Group discussion and cooperative learning on Harrower (3d ed.) Chapter 3 (Newswriting Basics) pages 36-50
    ▪ In class activities on newswriting basics
    ▪ First current event presentation(s)

Week No. 3: (Sept 5 & 7)

Organizing a news story/inverted pyramid/news ledes/ nut graphs / transitions/ endings/ deadline writing

• Sept 5
  o Readings for the day:
    ▪ Harrower Chapter 3 (Newswriting basics) pp. 50-64
  o Major activities for the day:
    ▪ *New York Times* news quiz
    ▪ Read real news stories. Find ledes, nut graphs, transitions, etc.
    ▪ Current event presentation(s)
- In-class activity TBA

- Sept 7
  - Readings for the day:
    - Harrower Chapter 4 (Reporting basics) pp. 68-80.
  - Major activities for the day:
    - AP style quiz on letters A, B & C (in-class group work)
    - In class activities on organizing a news story
    - Current event presentation(s)
    - Bring your recording device to class for practice

Week No. 4 (Sept 12 & 14)

More on reporting basics: generating story ideas / focus / quotations/attribution

- Sept 12
  - Readings for the day:
    - Harrower Chapter 4 (Reporting basics) pages 82-92.
  - Major activities for the day:
    - *New York Times* news quiz
    - Quotations and attribution – examine *New York Times* and *Arizona Daily Star* articles
    - In-class activity on quotations and attribution
    - Person on the street exercise – choose a topic, interview students on campus on that topic, get five quotations, come back to class and write up those quotations using proper style for quotations. Paraphrase one of the quotations. Turn in this exercise for in-class activity credit.

- Sept 14
  - Readings for the day:
    - Poynter Institute on generating story ideas – in D2L content
    - Emmett Till story (diversity) – in D2L content
  - Major activities for the day:
    - AP style quiz on letters D, E & F (in-class group work)
    - Current event presentation(s)
    - In class activities on generating story ideas/focus/interviewing
    - Search for event ideas online
    - Round robin discussions of story possibilities (event story)
Week No. 5: (Sept 19 & 21)

Covering the News - beats, crime, accidents and disasters, fires, crime, courts, speeches, meetings, politics, sports.

- Sept. 19
  - **Readings for the day:**
    - Harrower Chapter 5 (Covering the news) pages 94-114.
  - **Major activities for the day:**
    - *New York Times* news quiz
    - In-class activity on the courts, crime, public records access

- Sept. 20
  - **Readings for the day:**
    - AP Social Media Guidelines – AP Stylebook pp. 495-513
  - **Major activities for the day:**
    - AP style quiz – letters G, H & I (in-class group work)
    - Complete any readings and assignments posted in D2L.
    - Topics vs. stories
    - By the end of class today submit two story proposals (brief) for major writing assignment number 1 (proposals are worth 10 percent of the grade for the assignment).
    - Current event presentation(s)

Week No. 6: (Sept 25 & 27) Working your story

- Sept. 25 – *no class* – Write a reflection piece on diversity in the newsroom and how that diversity impacts journalism. You must include a paragraph about the Emmett Till article in order to get full credit. You’ll put this reflection piece in a D2L dropbox created for the assignment, which will be due by Wednesday, September 26 at midnight.

- Sept 27
  - **Readings for the day:**
    - AP Punctuation Guidelines – AP Stylebook pp. 426-437
  - **Major activities for the day:**
    - AP style quiz on letters J, K & L (in-class group work)
    - *New York Times* news quiz
    - Roundtable discussions on how to approach your stories – suggestions, tips from instructor and peers
    - In-class work on major writing assignment #1
    - Focus your story ideas and decide on an event
- Background your event
- Identify possible sources
- Develop your reporting strategy
- Start interviewing or writing pre-event detail
- Review grading rubric for first major writing assignment

**Week No. 7: (Oct 3 & 5) Beyond breaking news: news features**

- **Oct 3**
  - **Readings for the day:**
  - **Major activities for the day:**
    - *New York Times* news quiz
    - Complete the readings and assignments posted in D2L.
    - In class activities on news features.
    - Current event presentation(s)

- **Oct 5**
  - **Readings for the day:**
    - AP Data Journalism – AP Stylebook pp. 332-337.
  - **Major activities for the day:**
    - Peer workshop on event story – after workshop revise your stories in class

**Week No. 8: (Oct 10 & 12)**

**Journalism ethics /news judgment /basic legal issues covering protests**

- **Oct 10**
  - **Readings for the day:**
    - Briefing on media law – AP Stylebook pp. 438-480
    - SPJ Code of Ethics – Link in D2L
    - NPPA Code of Ethics – Link in D2L
    - John Hersey’s “The Legend on the License” – in D2L
  - **Major activities for the day:**
    - *New York Times* news quiz
    - SPJ ethics discussions & activities
    - Conflicts of interest and evolving ethics in journalism – the William L. Laurence story

- **Oct 12**
  - **No Class – One-on-One meetings take the place of this class day.**
Week No. 9: (Oct 17 & 19)

Public records and other primary documents/ Verification and fact checking.

- **Oct 17**
  - **Readings for the day (in D2L):**
    - What does the term “Fake News” mean?
    - How to avoid getting punked by fake news sites.
    - How to know if your sources are reliable.
    - How to determine whether someone is really an expert.
  - **Major activities for the day:**
    - *New York Times* news quiz
    - Public record, verification and fact checking exercise
    - Fact checking UA information
    - Additional work on event story

- **Oct 18**
  - **Major writing assignment #1 due at the beginning of class today – turn in event story**
  - **Major activities for the day:**
    - AP style quiz on letters M, N, O & P
    - Complete any readings and assignments posted in D2L.
    - Additional in-class activities on public records and primary documents/verification and fact checking
    - Current event presentation(s)

Week No 10: (October 24 & 25)

More about feature and profile writing/sidebars and graphics/be a versatile journalist -- mini photography workshop

- **Oct 25**
  - **Readings for the day: on writing profiles (articles in D2L).**
  - **Major activities for the day:**
    - *New York Times* news quiz
    - Bring in a profile that you think is well-written and share it with the class
    - What is a sidebar? Create a sidebar to go with one of your stories.
    - Jazz up your stories - explore free online infographics programs
    - Pitch your profile story ideas to the class
• Oct 27 – No AP Style quiz today!!
  o Prepare for class by taking brief online course on elements of photography – info in D2L.
  o Bring in your cameras and smart phones
  o Explore leading lines, the rule of thirds and other photographic elements around campus
  o Return to class and upload your photos – show your best to the class.

Week No. 11: (Oct 31 & Nov 2)

Develop your next major stories – a profile and an in-depth story

• Oct 31

  o Readings for the day: on writing profiles (articles in D2L).
  o Major activities for the day:
    ▪ New York Times news quiz
    ▪ Round table discussion about profile and in-depth story ideas
    ▪ Develop a plan A and a plan B for both stories
    ▪ Write proposals in class and turn in by end of class. Proposals are 10% of story grades.
    ▪ If you have time, start backgrounding your story ideas

• Nov 1

  o Readings for the day: None
  o Major activities for the day:
    ▪ AP Style quiz on letters Q, R, S & T (in-class group work)
    ▪ Troubleshoot your stories with your classmates
    ▪ In-class activity on quotations and attribution
    ▪ Develop an idea for an environmental photo to go with your profile

Week No. 12: (Nov 6 & 8) Digital journalism/social media/Wordpress

• Nov 6

  o Readings for the day: None
  o Major activities for the day:
    ▪ New York Times News Quiz
    ▪ Additional activities TBA

• Nov 8

  o Readings for the day: None
  o Major activities for the day:
    ▪ AP Style Quiz for letters U, V, W, X, Y & Z (in-class group work)
    ▪ Additional activities TBA
    ▪ Current event presentation(s)
Week No 13: (Nov 14 & 16)

Workshop profiles, work on in-depth stories

- Nov 15
  - Readings for the day: None
  - Major activities for the day:
    - *New York Times* News Quiz
    - Bring in five copies of your draft profile for peer workshop

- Nov 16
  - Readings for the day – None
  - Major activities for the day:
    - Work on in-depth story

Week No 14 – Nov 21 (short week) – What is an enterprise project?

- Readings for the day: Enterprise journalism articles in D2L
- Major activities for the day:
  - *New York Times* news quiz
  - Work on your in-depth quiz
  - Other activities TBA
  - Turn in your profile

November 23 – THANKSGIVING!!

Week No 15 – Nov. 28 & 30

Broadcast & Digital Journalism
What is PR and how is it different from journalism?

- Nov 28
  - Readings for the day:
    - Harrower chapter 8 (Digital journalism) pp. 158-180
    - Harrower chapter 9 (Broadcast journalism) pp. 182-192
    - Harrower chapter 10 (Public relations) pp. 194-204
  - Major activities for the day:
    - Speakers on:
      - digital journalism
      - broadcast journalism
      - public relations
• Nov 30
  o Readings for the day: None
  o Major activities for the day:
    ▪ Story workshop - bring in five hard copies of your in-depth story for peer workshop
    ▪ After workshop, work on story revisions

Week No 16 -- Dec 5 – Safety planning for journalists – The James Foley Story
• Dec 5
  o Readings for the day: information about safety planning for journalists in D2L
  o Major activities for the day:
    ▪ In-depth story due
    ▪ Watch The James Foley Story
    ▪ Potluck, final fun activities
JOURNALISM 208 – Fall 2017
LAW OF THE PRESS

Time and place. Mondays, Wednesdays, 5 p.m. to 6:15 p.m. – Modern Languages 311.

Description of Course.
- News media law and the related law of free expression; history and current issues.
- Lecture. Content on D2L. Class discussion.

Course Prerequisites or Co-requisites.
- A grade of “B” in each semester of first-year English composition; grade of “B” in one semester of math; overall GPA of 2.5; sophomore standing; acceptance into major; or consent of the School of Journalism.

Instructor and Contact Information.
- James C. Mitchell, mitchell@email.arizona.edu.
- Office Hours: Wednesdays, 3 p.m. to 4:30 p.m., Marshall 344.
- The course website is on D2L.
- About the prof: Attorney. Former broadcast journalist in New York City, Los Angeles, and SPJ award-winning station in Louisville. Longtime faculty member here, now retired and teaching only this course. I have taught it most semesters since 1995.

Course Objectives and Expected Learning Outcomes.
When you successfully complete this course, assuming Herculean labors on your part, you should be able to:
- Recall the history of news media regulation and freedom in colonial America and the United States.
- Describe the unique protections provided to U.S. journalists by the First Amendment, and recognize the presence or lack of similar protections in other nations.
- Recognize the relationship between professional standards of journalism and the law.
- Identify ways to gather and report effectively without running afoul of laws concerning libel, privacy, and obtaining information.
- Describe how to use federal and state public records and public meeting laws, including use under circumstances when these uses are challenged.
- Recognize the basics of copyright law and its application to the use of copyrighted material for journalism purposes.
- Evaluate the importance of new legal questions being raised and settled as news technology advances.
- Link course learning outcomes to undergraduate program assessments listed for the program (see http://assessment.arizona.edu/academic_degree_programs)
Makeup Policy for Students Who Register Late After the First Class.

- If you register after the first day, any missed graded material cannot be made up, but won’t count against your grade. For example, if you miss a 10-point quiz, your grade will be based on 990 possible points instead of 1000.

Required Texts, Readings or Special Materials.

- No purchases of texts, materials, or special supplies. You will need a few #2 pencils to answer the computer-scored portions of exams. You do not need blue books.
- All required reading will be on D2L or linked from there.
- Recommended reading:
  - Fred Friendly, MINNESOTA RAG. Prohibition of most prior restraints.
- Recommended viewing:
  - SPOTLIGHT. The Best Picture Oscar-winning treatment of the Boston’s Globe exceptional series on sexual abuse by priests.
  - ALL THE PRESIDENT’S MEN. Film adaptation of the Watergate story by then-Washington Post reporters Bob Woodward and Carl Bernstein.

Required Extracurricular Activities (if any).

- None.

Attendance policy.

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. Attendance will be spot checked. Three unexcused absences will result in your being dropped from the class. If the third absence is after the drop deadline, then you will receive an E in the course.

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. 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 me regarding your absence. I am the only person who can excuse your absence, and determine if an 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.

Makeup work, late work, and extra credit policy.

Deadlines are crucial in journalism. Therefore, any assignment that is turned in late will receive a 0. Assignments, quizzes 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. Exams may not be retaken in an effort to improve your grade. You will receive the grade you earn on the original work.

Grading standards.

School of Journalism grades are based on results, not effort. I am always willing to discuss a grade and I will gladly change it if I have made an error. But an argument that “I really worked hard on this, so I deserve better” will not be a sufficient reason to reconsider the grade. If you wish to dispute a grade, please see me within two weeks of receiving it.

How your work is evaluated:

A  900 points and above. Superior in all or nearly all areas.
B  800-899 points. Good. Overall, sound work.
C  700-799 points. Competent.
D  600-699. Substandard.
E  Below 600. Fails to meet minimum expectations in most or all areas.

How your final grade will be determined, subject to adjustments noted below:

<table>
<thead>
<tr>
<th>Component</th>
<th>Weight</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exams 1, 2, 3</td>
<td>50%</td>
<td>500 (of 1000 points)</td>
</tr>
<tr>
<td>Quizzes</td>
<td>15%</td>
<td>150 points</td>
</tr>
<tr>
<td>Professionalism</td>
<td>5%</td>
<td>50 points</td>
</tr>
<tr>
<td>Final exam</td>
<td>30%</td>
<td>300 points</td>
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</table>

3
Adjusted scores. Every class has slightly different dynamics. Current events or student comments and questions may change the instruction emphasis from one course section to another. With respect to testing and grading, I try to allow for this in two ways.

- Applying a curve to scores on some exams. In general, the curve uses the top scores as a baseline. For example, if the highest score on an exam is 95 percent, I may add five percent to everyone’s score. This is based on my belief that a top student should be able to score 100 percent on a fair test. The curve will operate only in your favor; I will not subtract points from raw exam scores.

- Recognizing grade groups at the semester’s end. Suppose that you earn 899 points, and the next highest total score is 870. That 899 really belongs in the “A” group. When this happens, the letter grade threshold is lowered accordingly. As with the exam curves, this adjustment works only in your favor. No threshold will be raised.

Quizzes. The D2L quizzes will be announced in class. You will have 24 to 48 hours to take each quiz; I’ll give you the time limit when each is assigned. It’s essential that you check D2L’s “Quizzes” section daily. Failing to take more than one quiz will result in a five-point deduction from the professionalism grade for each quiz missed, starting with the second failure (that’s in addition to the foregone quiz points.)

Professionalism. See the “Quizzes” section above and the “Classroom Behavior” and “Electronic Devices” sections below.

Minimum grade for Jour 205 and 208.
You must earn a grade of C or above in this class to enroll in most of the school’s upper-division reporting and editing classes. If you earn a D or E, you may repeat this class, but be aware that the school makes no guarantee that the course will be available to you in the following semester. As a result, it is entirely possible that your progress could be set back not one, but two semesters.
Classroom behavior.

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 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. Five points will be deducted from the professionalism grade for each violation. 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.

To encourage this behavior, faculty members make professionalism a component of the evaluation of every student. It will count for 50 points (five 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. Requesting help from the course instructor, just as you would request assistance from an editor or producer in the newsroom.

- **Being respectful.** Being courteous in class and on assignments, such as avoiding distracting behavior such as electronics use, coming in late, leaving class early, talking.

- **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.

- **Following the Electronic Devices policy.** In a nutshell, don’t use them in class. See the policy below.

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.

Electronic Devices.

The use of personal electronics such as laptops, tablets, phones 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 and will have five points deducted from their course grade each time they do. Research indicates that human life can be sustained for 75 minutes without electronic distraction.

Please note that using any electronic devices contrary to instructions during an exam is cheating. As such, it will be covered by the academic integrity policy, below, and could lead to severe penalties, including expulsion from the university.
Academic Integrity.

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 an exam.
In this class, you are permitted to collaborate with fellow students and use your notes and study aids for the D2L quizzes. Please remember that this rule applies only to this course; don’t assume that other instructors will use the same procedure.

**Accessibility and Accommodations.**

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/.

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.

**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. Journalism needs people from different racial, gender, religious, socio-economic and political backgrounds. We encourage students here to participate in school clubs and activities that enhance diversity in journalism. For more on the school’s efforts, see https://journalism.arizona.edu/diversity or contact the diversity coordinator, Professor Maggy Zanger, at zanger@email.arizona.edu.

Incidentally, diversity-related issues have been important in the development of free expression and news media law. In our first unit, we’ll discuss *Brandenburg v. Ohio*, a U.S. Supreme Court case dealing with a Ku Klux Klan leader who was charged with incitement because of his statements at a KKK gathering. Later, we’ll study the most important case in American libel law history, *New York Times Co. v. Sullivan*. It was prompted by a public official’s potentially ruinous lawsuit over statements about police conduct during civil rights demonstrations.
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.
We’ll have some. This course is reality-based. Like life, it will include occasional discussion of unpleasant stuff. There’s no way around it. Journalists sometimes cover troubling events that present a clash of interests; you need to know about the events in order to understand the rules. You won’t understand why the Supreme Court of the United States overturned a hatemonger’s conviction for incitement unless you know what the guy said. Ditto for a young man who wore a jacket with a dirty word on it to protest a war. One famous court battle is known as the “Seven Filthy Words” case. So it goes.
A great topical comedian of my generation, Mort Sahl, used to end his act by asking, “Is there anyone we haven’t offended yet?” When I tell you about offensive material, it’s not to offend; it’s to help you understand the legal limits of expression. School policy is that students are not excused from interacting with such materials, but are certainly encouraged to express well-formed opinions that express those objections and their reasons for them.

Honors Credit.
Not available in this course.

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. If you are still reading this syllabus, please send me a quick email to let me know.

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

Topics of Study and Class Schedule.

A day-to-day schedule for the semester is on the next page. It’s also on the short form course information sheet.

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.
<table>
<thead>
<tr>
<th>Date</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mon Aug 21</td>
<td>Introduction to the course. Syllabus matters. Legal basics.</td>
</tr>
<tr>
<td>Wed Aug 30</td>
<td>Harm to audience claims against media (books, music, movies, television, Internet.)</td>
</tr>
<tr>
<td>Mon Sept 4</td>
<td>Labor Day holiday.</td>
</tr>
<tr>
<td>Mon Sept 11</td>
<td>Speech and journalism in schools. Tinker; Hazelwood.</td>
</tr>
<tr>
<td>Wed Sept 13</td>
<td>Case and statute analysis for this course. IRAC. Sample problems.</td>
</tr>
<tr>
<td>Mon Sept 18</td>
<td>Unit review.</td>
</tr>
<tr>
<td>Wed Sept 20</td>
<td>EXAM #1</td>
</tr>
<tr>
<td>Mon Sept 25</td>
<td>Basics of a libel case.</td>
</tr>
<tr>
<td>Wed Sept 27</td>
<td>Libel defenses.</td>
</tr>
<tr>
<td>Wed Oct 4</td>
<td>More on public officials and public figures.</td>
</tr>
<tr>
<td>Mon Oct 9</td>
<td>Intentional infliction of emotional distress. Hustler v. Falwell.</td>
</tr>
<tr>
<td>Mon Oct 16</td>
<td>Libel review.</td>
</tr>
<tr>
<td>Wed Oct 18</td>
<td>EXAM #2</td>
</tr>
<tr>
<td>Mon Oct 30</td>
<td>Newsgathering rights, including shield laws, access to news scenes, public records, FOIA.</td>
</tr>
<tr>
<td>Wed Nov 1</td>
<td>Newsgathering continued.</td>
</tr>
<tr>
<td>Mon Nov 6</td>
<td>Free Press-Fair Trial. Sheppard, Nebraska Press.</td>
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<tr>
<td>Wed Nov 8</td>
<td>TBA.</td>
</tr>
<tr>
<td>Mon Nov 13</td>
<td>Unit review.</td>
</tr>
<tr>
<td>Wed Nov 15</td>
<td>EXAM #3</td>
</tr>
<tr>
<td>Wed Nov 22</td>
<td>TBA.</td>
</tr>
<tr>
<td>Mon Nov 27</td>
<td>Broadcast, the Internet, and social media. ACLU v. Reno; Communications Decency Act.</td>
</tr>
<tr>
<td>Mon Dec 4</td>
<td>Commercial speech. Virginia Pharmacy; Central Hudson. Miscellany. Begin course review if there’s time.</td>
</tr>
<tr>
<td>Wed Dec 6</td>
<td>Course review.</td>
</tr>
<tr>
<td>Mon Dec 11</td>
<td>FINAL EXAM – 6 p.m. to 8 p.m.</td>
</tr>
</tbody>
</table>
Journalism 280: Broadcast Writing
Semester Year: Fall 2017
Meeting Times: Tues/Thurs, 9:00-10:50 am
Location: Marshall Building 350
Instructor: Lorraine (Rivera) Florez
520-621-7356/520-261-0727
Email: lflorez@email.arizona.edu
Twitter: @lorrainerivera
Office hours: by appointment only

About Lorraine: I am an adjunct professor at the UA School of Journalism. I have worked in commercial and public broadcasting for 13 years. Aside from this course, I serve as the producer/host of Arizona Week, a statewide news and public affairs program at the PBS affiliate in Tucson. I recently earned a master of education in educational leadership from the UA.

Course description: This course is an introductory class to broadcast news writing, focusing mainly on writing for television with some instruction on writing for audio/radio. You will spend the semester learning basic television and audio/radio writing formats. Ethics in broadcast journalism are introduced and discussed. Toward the end of the semester, students will work with other students in small groups to produce a TV news block.

Prerequisites include: Journalism major and C or better in JOUR205.

Course goals/objectives: This course has two fundamental goals:
1. To introduce you to, and to help you begin to master broadcast writing skills and techniques.
2. To strengthen and enhance solid writing, reporting, and ethical decision-making skills and critical thinking skills acquired in other journalism courses.

Student learning outcomes:
- Ability to write clear, concise broadcast news leads and stories under deadline pressure
- Communicate facts and ideas succinctly and accurately
- Write to video and audio and graphics
- Understand concepts in broadcast news production, including the use of various story templates and professional social media use.
- Increased understanding and appreciation of the diverse communities of Southern Arizona
Class design:
The class will be divided primarily between lectures, in-class discussions and writing exercises and assignments, with an emphasis on writing under deadline pressure. Lectures will cover a combination of material in the required texts as well as additional content related to the class. At times quizzes will be handed out at the beginning of class and will cover broadcast style, current events, and ethical questions. Occasionally, guest speakers will visit our class to give you a deeper understanding about the role of the broadcast/video journalist in contemporary society.

Class assignments & requirements:
- Write at least four exercises and five broadcast assignments in-class (on deadline)
- Report and write at least one podcast
- Voice at least one writing assignment
- Presentation of best audio or video news story
- Final Project (small group assignment): produce a news block script and rundown based primarily on stories written in class. Additional details will be provided later in the semester.
- Take quizzes on current events, required readings, broadcast style and vocabulary, and ethical and other journalism related questions.
- Professionalism/Participation: you are required to conduct yourself in a professional manner in class and contribute to class discussions.
- Keep up with readings and viewings

Required viewing/listening and texts:
- Watch/Listen to at least one local and national newscast daily.
- Listen daily to NPR (National Public Radio) and AZPM (Arizona Public Media).
- Download the NPR OneApp.
- Read at least one local and national newspaper daily.
- Occasionally, other readings and viewings will be handed out or announced or posted on d2l.

Recommended readings:

**Breakdown of points:**
1000-900 points = A  
899-800 points = B  
799-700 points = C  
699-600 points = D  
599-0 points = E  

*At least one extra credit assignment given at the end of the semester that is worth up to 30 bonus points.*

**The Work:**
4 Writing Exercises (25 points/exercise) = 100 points/10%  
6 Writing/Broadcast Assignments = 600 points/60%

- **The six are:**
  - RDR/Reader (:20-:25) /Assignment1 = 75 points  
  - VO/Voice-Over (:25-:30)/Assignment2 = 85 points  
  - VO/SOT/VO (:40-:50) /Assignment3 = 100 points  
  - PKG (1:45-2:00)/Assignment4 = 150 points  
  - Voicing the Story (1:45-2:00)/Assignment5 = 70 points  
  - Story Pitch Presentation (2:00 to 4:00) Assignment6 = 120 points  

- **The four are:**
  - conducted at random during the semester. may include news quizzes and writing to video exercises.

Grading criteria for writing exercises and writing assignments include: accuracy, grammar, story structure, word choice, writing style, ability to use the writing templates correctly, and reporting (i.e., ability to find the story, select most important facts, and present facts in a balanced form), ability to write to video and sound, and adherence to time constraints, and creativity.
Audio or Video News Story Presentation = 100 points/10%
Find one great video or audio news story, and show the story in class. Explain why this story worked, and what makes it great.

Grading rubric for presentation:
100-90 points: followed all instructions, provided a worthwhile example of an award winning video story. Writing in the example shown showed effort and linked the story to material covered in class, well-organized presentation. Provided interesting points to discuss.
89-80 points: followed instructions, showed effort and linked the story to material covered in class. Not quite the best example of great video journalism.
79-70 points: completed the assignment, but presentation is somewhat disorganized, story example not completely relevant to the assignment.
69-60 points: failed to follow instructions, example shown in class is not relevant to the class assignment.
59-0 points: did not turn in the assignment or failed to present in class and just sent by e-mail.

Final Project = 100 points/10%
This is a group assignment in which work should be divided evenly among members of each group. Each student will receive two grades for this project: an individual grade and a group grade. These two grades will be averaged for each student to obtain one final grade of up to 100 points for the project.

Grading rubric for final project (individual grade):
100-90 points: Followed instructions. Your portion of the newscast is very well-organized and accurate (E.g. No fact errors). Very strong writing throughout. Only a few errors of style. Participated well in the group. Finished your part of the project.
89-80 points: Followed instructions. Your portion of the newscast is well-organized and accurate (E.g. No fact errors). Some errors of broadcast style. Participated well in the group. Finished your part of the project.
79-70 points: Turned in the assignment, but did not finish all of your work on the newscast. Numerous errors of broadcast style.
69-60 points: Turned in partial assignment. Did not follow directions. Extensive errors of broadcast style. Created problems working in the group or unable to work in the group.
59-0 points: Failed to turn in any portion of the assignment.
Grading rubric for final project (group grade):
100-90 points: Entire newscast followed the style guidelines; rundown was accurate (matches the script) and included all necessary items. Overall, the newscast has a logical structure and flow, is accurate, and presented well.

89-80 points: The newscast followed almost all of the style guidelines, rundown was accurate (matches the script, with perhaps a couple of inconsistencies), and included most of the necessary items. Overall, the newscast has a logical structure and flow with a few places where the structure could be improved. The newscast has some errors, but is for the most part presented well.

79-70 points: The assignment was turned in, but the newscast failed to follow some of the style guidelines, parts of the rundown were missing or did not match the script.
69-60 points: The assignment was turned in, but the newscast included numerous shortcomings such as: failure to follow many of the instructions of the assignment, rundown filled with errors, and did not match the script in most places.

59-0 points: Assignment failed to follow the instructions. Large portions of the script were missing. The rundown was either not turned in or inaccurate in almost all places.

Professionalism/Participation = 100 points/10%
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 class, as they will be expected to at work. To foster a positive learning environment, 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).

Professionalism in JOUR280 adheres to the policy reflected in the UA journalism department’s Reporter’s Handbook, which states, “This conduct in the classroom includes participating in discussions, treating other students with respect and following the rules established by the department and your instructor. Your behavior is especially important outside of class. While you are working on assignments, you are perceived as representing the journalism department and the university.”

Mobile devices: Please keep mobile devices on silent mode and out of sight in the classroom. If must use your mobile device during class, please step out of the classroom, and do so in the hallway. Those who do not abide by this policy will have the professionalism grade reduced.
Grading rubric for professionalism/participation:
100-90 points: Comes to class on time and is prepared. Contributes to class discussions and stays on point during discussions. Student shows respect for the instructor and fellow classmates, and shows respect for others while on assignment outside of class.
89-80 points: Walks in late (a few times). Leaves class early (once or twice). Not always prepared for class discussion. Uses mobile devices when not part of classwork.
79-70 points: Frequently, student is not prepared, consistently walks in late, or leaves class early, is disruptive and/or disrespectful toward the instructor or students in the class, or is disrespectful while on assignment outside of class. Frequently uses mobile devices when not part of classwork.
69-0 points: Student is almost always not prepared, almost always walks in late, or leaves class early, is very disruptive and/or disrespectful toward the instructor or students in the class. Student is disrespectful or displays unprofessional behavior while on an assignment outside of class. Almost always is using mobile devices when not part of classwork.

The “Auto-E.” Grades of “E” will be given for each instance of a factual error, misspelled name, or misspelled proper noun.

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.

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.

Deadlines and late policy: If your story misses its slot, it’s as good as dead. At many news operations, if you miss your deadline more than once, you will be fired. Therefore, you should work as hard as you can to turn in your assignments on time. This also applies to any online quizzes or out of class assignments. If you are on a documented UA-sanctioned trip, and must miss class, you must make prior arrangements with the professor to turn in the assignment on the day that assignment is due or prior to the assignment’s due date. Late assignments will receive a two-grade deduction for every day (including weekends) that it is late. For example, if you turn in an assignment one day late, and you receive an “A” on that assignment, that assignment will be reduced to a “C.” If the assignment is more than three days late it will no longer be accepted for credit.

Make up work: If you have missed class because of illness or otherwise, it is your responsibility to get in touch with the instructor beforehand to find out how you might be able to make up work. If your absence is not excused, then you will not be able to make up the assignment. Please note that all of the writing exercises and almost all of the writing assignments are to be written in class. Therefore, if you miss class, and you have
Make up policy for students who register late (after the first class): Any student on the roster who is not present by the end of the first ten minutes of class may be dropped from the class if there are other students wanting to enroll in the class. No student will be admitted after the first week of class.

No hand written assignments: Unless it is a quiz that must be filled out in class, all other assignments must be typed. No credit will be given for handwritten assignments.

Extra credit: When offered, extra credit will be available for the entire class. No individual extra credit assignments will be allowed.

**Attendance and other class policies:** You are expected to attend every class. Only THREE unexcused absences will be permitted. Four unexcused absences may result in the student being dropped from the class. If the drop deadline has passed, the fourth unexcused absence may result in the student receiving a failing grade. If you miss a class, whether or not your absence is excused, you are responsible for finding out what you missed in class.

**Story ideas and attendance:** At the beginning of each class, you will be asked to hand in a story idea for the week. Story ideas will be used to check attendance, therefore, no story idea=no credit for attendance.

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 prior to the beginning of class. 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, 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

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 ethnic 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.

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, 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). See the university’s Non-discrimination and Anti-harassment policy at http://policy.arizona.edu/human-resources/nondiscrimination-and-anti-harassment-policy.

Academic Integrity
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 for 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.

You are required to abide by the University of Arizona’s Code of Academic Integrity. All provisions of the Code are incorporated into this syllabus. It is strongly recommended that you read the Code to understand the rights and responsibilities of all members of the university community.

Conduct prohibited by this Code consists of all forms of academic dishonesty, including, but not limited to:

1. Cheating, fabrication, facilitating academic dishonesty, and plagiarism as set out and defined in the Student Code of Conduct, http://azregents.asu.edu/rrc/Policy%20Manual/5-308-Student%20Code%20of%20Conduct.pdf
2. 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.
3. Violating required professional ethics rules contained or referenced in the student handbooks (hard copy or online) of undergraduate or graduate programs, or professional colleges.
4. Violating health, safety or ethical requirements to gain any unfair advantage in lab(s) or clinical assignments.
5. Failing to observe rules of academic integrity established by a faculty member for a particular course. 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.
6. Assisting or attempting to assist another to violate this Code.

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:
   1. making up sources for a story
   2. making up quotes for a story
   3. copying sentences or paragraphs from another person’s story and submitting them as one’s own work
   4. submitting the same story to fulfill assignments in two different classes (you must obtain prior permission from the instructors of both classes)
   5. using video and/or script material from an internship for a class assignment. Video filmed with TV station equipment is the Intellectual Property of that TV station.

Possible sanctions for violations of the code include; a warning, a reduction in grade for the assignment or the class, a failing grade for the class, or a recommendation of suspension or expulsion from the university. The code provides procedures to assure the integrity in matters arising under the code.

The Code of Academic Integrity may be accessed on-line at:
http://deanofstudents.arizona.edu/codeofacademicintegrity

The Student Code of Conduct is online at:
http://deanofstudents.arizona.edu/studentcodeofconduct

UA Policy regarding Student Disruptive Behavior:
University of Arizona policies prohibit disruptive behavior. “Disruptive behavior” means conduct that materially and substantially interferes with or obstructs the teaching or learning process in the context of a classroom or educational setting. Disruptive behavior includes conduct that distracts or intimidates others in a manner that interferes with instructional activities, fails to adhere to an instructor's appropriate classroom rules or instructions, or interferes with the normal operations of the University. Examples of minimally disruptive behavior are, being late to class, beepers and cell phones going off during class, reading the newspaper (except as part of an in-class assignment), packing up and leaving early.”
You may access the entire policy at: http://web.arizona.edu/~policy/disruptive.pdf
**Plagiarism:** The School of Journalism has a zero tolerance policy regarding plagiarism: The school’s handbook defines plagiarism as, “intentionally or knowingly representing the words or ideas of another as one’s own.” Plagiarism is also possible with video and audio. According to the Radio Television Digital News Association (RTDNA), the best way to avoid plagiarism is by attributing information. For more information on how to cite news sources and information see: the UA Academic Integrity Handbook and the School of Journalism Student Reporter’s Handbook at the following link:  
[http://journalism.arizona.edu/node/622](http://journalism.arizona.edu/node/622)

**Assignments must be typed:** All work must be typed, unless indicated otherwise. No credit will be given for handwritten assignments.

**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 the instructors 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, 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. Be aware that the accessible table and chairs in this room should remain available for students who find standard classroom seating not usable.

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, 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.

**Class notes:** 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 this and other course rules 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. This conduct may also constitute copyright infringement.
Additional Resources for Students
UA Non-discrimination and Anti-harassment policy:
http://policy.arizona.edu/sites/default/files/Nondiscrimination.pdf
UA Academic policies and procedures are available at:
http://catalog.arizona.edu/2014-15/policies/aaindex.html
Student Assistance and Advocacy information is available at:
http://deanofstudents.arizona.edu/student-assistance/students/student-assistance

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. 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. Do not check your personal e-mail accounts from school computers.
4. 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.
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. 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.

Religious observances
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

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 the instructors 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

Confidentiality of Student Records

The school values your privacy and we will do our 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.

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.

Notification of Objectionable Materials

Although some students may deem course content offensive, such materials are deemed important for the learning process. Students are not excused from interacting with such materials, but they are certainly encouraged to express well-formed opinions that express those objections and their reasons for them.

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.
JOURNALISM 306
ADVANCED REPORTING - FALL 2017

Section 003
Marshall 350
Tuesday & Thursday, 11 am to 12:50 pm
Prof. William Schmidt
917-873-9931 (cell, text)
520-621-5909 (office)
Office: Marshall room 335
Office hours: Tuesday & Thursday 1 – 1:45 pm, or by appointment
wschmidt@email.arizona.edu

COURSE DESCRIPTION AND OVERVIEW

Journalism is about story-telling, but what separates journalism from other forms of communication is its skeptical pursuit of what is true, reliable and verifiable. Journalism 306/Advanced Reporting is intended to develop and reinforce the core reporting skills of students, by assigning each student a distinct geographical beat – a neighborhood within Tucson – and requiring them to post blog items and report and write enterprise work that will illuminate people, issues and themes within those neighborhoods.

The curriculum for this section will be paired this fall will with Professor McKisson’s Jour 307 class, which will enable students to incorporate multimedia elements, wherever and whenever possible, in their reporting and story-telling. Among other things, students will learn how to build out and expand their narratives with the use of maps, photo streaming, audio, video and other tools.

Within this class, the focus will be on turning out cleanly-written and well-reported narrative stories that adhere to high journalistic standards. Class discussions and work will include developing story ideas and managing a beat. Students will be assessed on the accuracy of their reporting, the clarity of their writing, the command of their beat, the range and utility of their sources and -- importantly -- the stories they tell. The class will also include discussion of journalism's role in helping to shape the civic debate, as reflected in current events coverage at the local, national and global level. During the semester, there will be periodic one-on-one conferences to review students’ writing and reporting strategies.

LEARNING GOALS AND OBJECTIVES

• To affirm the importance of journalism in helping shape the civic debate
• To develop improved writing and storytelling skills
• To learn the fundamentals of enterprise reporting on a geographic beat, moving beyond breaking news by relying on key sources and other information resources to define and develop story topics
• To enhance observational and descriptive skills through field reporting and interviewing
• To demonstrate improved interviewing and research skills.

• To develop the ability to distinguish roles of stakeholders in various stories, and evaluate and articulate the value of their claims and evidence

• To reinforce critical thinking skills, as both a reporter and writer

• To understand the use of public access laws

• To demonstrate mastery of grammar, punctuation, spelling and AP Style

• To demonstrate more sophisticated math and database skills. as necessary for journalists, including the use of per capita rates, ratios, statistics and data, and the interpretation of poll results

• To learn to apply computer assisted reporting to the newsgathering process.

• To underscore the importance of collaboration between the reporter (the student) and the editor (the professor), grounded in mutual trust and a shared understanding of journalistic values and ethics.

REQUIRED MATERIALS

• Arizona Daily Star (online edition). You cannot cover a city if you are not aware of what is going on in that city. Read the Star. You will be quizzed on current events, and the quizzes represent 10 percent of your grade. You can access the digital edition of the Daily Star at no cost, using this URL: http://arizonadailystar.az.newsmemory.com/nie.php Username: journalism Password: uofa2012

Additional readings will be on D2L or distributed in class.

RECOMMENDED MATERIALS

• The New York Times (print or online. You can get unlimited digital access to NYTimes.com for 99¢ for first four weeks: nytimes.com/subscriptions/edu/lp1474.html?campaignId=384XW)

• The Elements of Journalism, by Bill Kovach and Tom Rosenstiel. Three Rivers Press, 2014 (Revised).

• Blur- How to Know What’s True in the Age of Information Overload, by Bill Kovach and Tom Rosenstiel. Bloomsbury, 2011.

• The Associated Press Stylebook. You can find it in the bookstore, or access the Stylebook online. Your work for class must conform to AP Stylebook standards.

QUIZZES

Journalists MUST be curious about the world around them. This means knowing what is going on, beyond your block and your campus. You will be expected to keep up with the news on the state, national and international level. There will be at least FOUR pop quizzes from time to time to measure awareness of current events, as well as the relevant geography of the news. You can assume there will be a quiz in early September; late September/early October; late October/early November, and late November. Quizzes are worth 10 percent of your grade.

WRITTEN WORK

Reported Enterprise Stories and blog postings (The stories and blogs are worth 60 percent of your grade)

You will be writing three substantial enterprise news/feature stories over the course of the semester -- at lengths described below -- as well as four blog postings of at least 200 words each. All of these will be drawn from reporting and research in your beat neighborhood. Every story and posting must include a separate listing of contact information for each of your quoted sources, as required (see below). Photographs must accompany each story and blog posting.
The first story will be about a business or activity in your neighborhood; the second and third stories will be reports about some social issue -- for example, crime, education, health or environment -- in the area to which you are assigned.

Each enterprise story will be submitted, according to the following process:

1) Story Idea. You will file into D2L, on the due date, a proposal for your story, describing the general theme of the piece you intend to write and providing a prospective list of sources. Remember that access is critical. An ambitious story idea is useless unless you know you are going to be able to reach and interview in advance the people and sources who are essential to telling the story. We will discuss the story ideas, in advance, in class.

2) Rough draft. We will schedule a one-on-one conference to go over the rough draft of the story you intend to submit. You must bring a PRINT OUT of the rough draft to conference, as well as file the rough draft into D2L, where a dropbox file will be set up. If you do not bring a rough draft to conference, there will be a deduction against your final grade for the story. The rough draft does not need to be the entire story, but at the very least I should be able to see more than half of what you intend to write. The rough draft must include quotes or interviews with at least two of the key sources.

3) Revision. The final draft of the story will be due several days after the conference. It should be a polished version of the rough draft, and it must adhere to AP style. Grammar counts. Accuracy counts. Spelling counts. The story should be filed, as if you were intending it for publication. You must bring a PRINT OUT of the final revised draft to class, on the day the story is due.

**Overnight essays and memos, and in-class writing exercise (these are worth 20 percent of your grade)**

You will be regularly assigned overnight writing work, as well as in-class writing assignments. I will set up a D2L dropbox folder for each assignment. These assignments are expected to conform to the basic rules of journalist performance. They must be double spaced, and adhere to the rules of journalistic style and sourcing, and good grammar, including accurate spelling, punctuation and basic syntax. You will generally be given a minimum word count for each assignment. Stories that are short of the word count will be subject to a grade deduction.

Unless otherwise noted, all written work -- except blog postings -- must be filed into the D2L dropbox. Please make sure the D2L connection in your laptop or desktop is functioning.

I will NOT accept assignments sent to me by email.

Blog postings and their accompanying photos should be posted directly to the Tucsonhoods.com blog. When the posting is due, you must also hand in a PRINT copy of your blog posting, as well as a PRINT copy -- black and white is OK -- of the photograph accompanying the blog posting and print copies of any tweets.

All of your work will be evaluated by me on the explicit assumption that the work is original and not plagiarized or recycled and that the sources with whom you spoke are DIRECTLY RELEVANT to the story and can be independently verified by me (and I do spot check sources, from time to time). You will not quote friends, sorority sisters, roomates or classmates. You will NOT borrow quotes or descriptions from other publications.

Honesty is not only the best policy. It is the ONLY policy. Dishonesty, fudging sources or stealing material will have very serious consequences. In journalism, TRUST is everything.

**DEADLINES AND LATE WORK**

This is a journalism class, so deadlines matter. Absent a discussion with me IN ADVANCE about why a story might be late, any assignment that is not posted to D2L or to the tucsonhoods.com blogsite on the due date will be subject to a grade deduction, up to a full grade. Any assignment that is more than a full day beyond deadline will be subject to a further deduction.

**GRADING STANDARDS**

All papers, quizzes and other work will be graded on a scale from 0-100. The number grades translate into letter grades according to the following scale:

\[
A = 90 - 100 \quad B = 80 - 89.9 \quad C = 70 - 79.9 \quad D = 65 - 69.9 \quad F = Below 65
\]
A -- Superior in all or nearly all areas. In-class discussion shows thorough understanding of concepts and issues. Written work requires little to no editing. In-class participation helps move the conversation forward, with an excellent understanding of key concepts. Strong command of current events and the news of the day.

B – Written work that is generally readable/usable and interesting, as well as well-reported and accurate, but it would require refinement before publication or broadcast. In-class discussion stays on point, and participation is above average in quality of comment and synthesis of ideas. Keeps up with current events and demonstrates curiosity about the world.

C -- Not ready for publication or professional presentation, needs significant additional reporting, or restructuring, or both. Beat work leaves unanswered questions and is thinly reported. Minimum or perfunctory participation in class discussion. Is not particularly conversant or curious about current events.

D -- Substandard. Demonstrates some effort but fails to meet competency standards because of mechanical errors, lack of clarity or lack of content. Does not participate in class discussion and shows little if any curiosity about their beat, current events or the world around them.

F -- Fails to meet minimum expectations in most or all areas.

HOW YOUR FINAL GRADE WILL BE DETERMINED

Your grade will depend largely on the quality of original papers, story ideas, reporting and writing, as well my evaluation of your professionalism and engagement, including participation in classroom discussion. You will be graded on the substance of your work -- not simply your effort -- but students who show little if any effort, enterprise or curiosity will see that lack of effort reflected in poor grades. And this goes without saying, but let me say it anyhow: grammar, spelling and consistency of journalistic style -- use the AP Style Book -- do count too.

- **45 percent of grade** -- Enterprise reporting and writing. Three stories, each due the first part of October, November and December, as assigned in class. Each story is worth 15 percent of your grade. ALL enterprise stories MUST include a source list with the names and phone numbers and email addresses of AT LEAST THREE ORIGINAL AND INDIVIDUAL SOURCES with whom you spoke. If your research is drawn in part from a website, you must furnish the URL of the website to which you refer. Stories that do not include a source list will suffer an automatic reduction of ONE grade level. I will spot check your sources, from time to time. Stories and any assigned drafts must be filed into D2L. A print copy must also be turned in to me in class. Context, accuracy, comprehensiveness and grammar all matter.

- **15 percent of grade** – Four original neighborhood blog postings of at least 200 words apiece filed to Tucsonhoods.com on deadlines assigned over the course of the semester. Each posting must be accompanied by a photograph. The information in the posting must be clearly sourced, and attributed to a person, an organization or a website. The postings are to show you are engaged with your neighborhood, curious about what is going on there and exercising sound news judgment about the people, activities and events occurring there.

- **20 percent of grade** – Various in-class or overnight writing assignments, including textbook exercises.

- **10 percent of grade** – Current events quizzes, geographical quizzes, numeracy quizzes. That being said, students who fail to maintain an average score of at least 70 on quizzes over the course of the semester will receive an additional 5 point reduction on their final overall class grade for the semester.

- **10 percent of grade** -- Attention to detail and professionalism, including class participation, timeliness, showing respect for others, meeting deadlines and communicating well.

**Total -- 100 percent**

For further information on University grading policies:


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 (Including assignments for Jour 307. This is tentative. Schedule, topics and deadlines may change...)

Week One

Tuesday, August 22

306 – Introduction to class and syllabus review. What is journalism? Outside work: Assigned essay for Thursday.

307 – Course introduction and syllabus review

Thursday, August 24

306 – Objectivity? How has journalism changed? What is objectivity? Assigned reading and essay for Tuesday.

307 – Interview audio and transporting listeners with natural sound. **Bring recorders for activity.**

A1: Audio slide show based on story in your neighborhood. Due with 306 blog on Sept. 12.

Week Two

Tuesday, August 29 –


307: Multimedia rubric development, audio and photo editing refresher

Thursday, August 31 –

306 - Intro to tucsonhoods.com and neighborhood blog posting. Outside work for Tuesday: neighborhood resource memo.

307 – Digital research tools

Week Three

Tuesday, September 5 –


307: Video editing in Final Cut Pro

Thursday, September 7 –

306: What is news and newsworthiness? In-class exercises on basic newswriting. Outside work: Post Blog Posting #1 due on Tuesday.
307: Intro to Five Shot Sequences (In class sequence activity shooting)

**Week Four**

**Tuesday, September 12 –**

306: **Blog post # 1 is due.** Basic newrsriting review. In-class writing exercises and drills. Outside work: Inverted pyramid news story.

307: Lab day to finish A1: Audio Slide Show

**Thursday, September 14**

306: In-class writing exercises and drills. Discussion of ideas for Story # 1. Outside work: Memo describing first story proposal.

307: In-class sequence shooting and editing

**Week Five**

**Tuesday, September 19**

306: **First story idea due.** Discuss newswriting, use of quotations, interviewing and researching.

307: Voice over and music in video. A2: Video Sequence with VO and music (Due for in-class editing Sept. 28)

**Thursday, September 21**

306: Newswriting discussion continued. Schedule conferences for next week. Outside work: Draft of first story due at conferences next week.

307: Introduction to 360-degree video shooting. Neighborhood 360 video due with blog #2 on Oct. 10

**Week Six**

**Tuesday, September 26**

306: One-on-one conferences scheduled. **Story # 1 draft is due.** NO CLASS.

307: Intro to drone journalism

**Thursday, September 28**

306: One-on-one conferences scheduled. **Story # 1 draft is due.** NO CLASS.

Outside work: Finish story # 1.

307: In class video editing lab time

**Week Seven**

**Tuesday, October 3**

306: **Final Story # 1 is due.** Math for journalists.
307: **Video sequence to accompany the story is due.** Video interviews (in-class activity)

**Thursday, October 5**


307: No class

**Week Eight**

**Tuesday, October 10**

306: Blog Post # 2 is due. Discussion of data journalism. In-class exercises.

307: Visualizing data using maps and graphs **A4 Due with story #2:**

**Thursday, October 12**

306: Guest lecture from Prof David Cuillier on Data Reporting. Outside work:

307: Guest lecture: Andrew Brown and producing videos **A5: AB video due in class for editing Oct. 31. Final video due Nov. 2**

**Week Nine**

**Tuesday, October 17**

306 Discussion of ideas for story # 2. Outside work: Idea for story #2 is due Thursday.

307: Field trip: Drone flying at Mercado San Augustin

**Thursday, October 19**

306: **Idea for story # 2 is due.** Schedule conferences for next week.

307: Live coverage of an event with twitter, Instagram stories or Facebook Live. **A6 due with Blog post 3 on Nov. 7.**

**Week Ten**

**Tuesday, October 24**

306: One-on-one conferences scheduled. **Draft of story #2 is due. NO CLASS**

307: HTML

**Thursday, October 26**

306: One-on-one conferences scheduled. **Draft of story # 2 is due. NO CLASS**

Outside work: Finish story # 2.

307: CSS
**Week Eleven**

**Tuesday, October 31 –**

306:

307: Video due in class for editing

**Thursday, November 2**

306: **Final Story # 2 is due.** Outside work: Blog Post # 3.

307: Story 2 video due. Analytics in journalism

**Week Twelve**

**Tuesday, November 7**

306: **Blog Post # 3 is due.**

307: Live event is due with blog. Guest speaker: Irene McKisson social media and news. A6: Video two due Dec. 5

**Thursday, November 9**

306: Discuss ideas for story # 3. Outside work: Story memo for story # 3.

307: Timelines Assignment Due on blog Nov. 28

**Week Thirteen**

**Tuesday, November 14**

306: **Idea for story # 3 is due**

307: Guest Speaker: Becky Pallack on product development in news

**Thursday, November 16**

307: Podcasting

**Week Fourteen**

**Tuesday, November 21**

306: Schedule conferences for Week 15. Outside work: reporting draft for story # 3.

307: No class

**Thursday, November 23 – THANKSGIVING**

**Week Fifteen**

**Tuesday, November 28**

306: One-on-one conferences scheduled. **Draft of story #3 is due.** NO CLASS

307: Lab day for final project
Thursday, November 30

306: One-on-one conferences scheduled. Draft of story # 3 is due. NO CLASS

307: Lab day for final project

Outside work: Finish story # 3.

Week Sixteen

Tuesday, December 5

306: – Final Story #3 is due.

307: Final video due for in-class screening party

CLASSROOM GUIDELINES FROM THE UNIVERSITY OF ARIZONA SCHOOL OF JOURNALISM

Attendance Policy

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 in most cases, you will not be permitted to make up missed assignments. Since this class meets twice a week, three unexcused absences can result in you being dropped from the class.

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, jury duty, religious observance, Dean’s excuse and military Reserve obligation.

If you have a reason for missing class that you think is valid, or if you believe you will not be able to make a deadline, it is your responsibility to notify me ahead of time and state the reasons you are asking for an excuse or an exception. My email address and my cell phone number are atop this syllabus – you can send me a note or a message.

If you are ill or in an accident, you need to supply a note from your doctor or the student health service. Absence excuses are subject to verification. Presenting a false excuse will be considered cheating, a violation of the academic integrity rules, with the same penalties possible.

If you are sick and will be absent, or are unable to make a deadline or class, call, email or text IN ADVANCE of class. Otherwise the absence will count as unexcused.

For further information on University attendance and participation policies, and administrative drops:

- 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
- Makeup work and extra credit policy
Assignments or tests can be made up only if you have a valid excuse for missing them. There is no opportunity for extra credit in this class.

**TurnItIn policy**

Students in this course agree to submit your papers online, when so instructed, and some papers will be scanned by a plagiarism-prevention program called TurnItIn.com. Please note that TurnItIn.com – always without your name or any personal information – will retain your paper as part of their database so that students who plagiarize from it can be detected. Because of this program, the vast majority of you who do your own work and cite your sources of information properly will not have to compete with students who commit undetected plagiarism.

**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/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.

In order to ensure 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.

To that end, **all cell phones, laptops, iPads and tablets should be turned off and put away during class**, unless you are specifically assigned to use these devices.

Students are also 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.

Faculty members make professionalism a component of the evaluation of every student. It will count for 10 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. Meeting deadlines. 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. Responding, within a reasonable period, to email or text messages from your professor, regarding classwork, attendance or other matters directly relating to your work or classroom performance.

- **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.

**University Policy Regarding Threatening Behavior**

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](http://policy.arizona.edu/education-and-student-affairs/threatening-behavior-students).

**Student Code of 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.

Every integrity violation is penalized, generally with a failing grade for the course, but severe or repeated violations can result in more severe penalties, including suspension from the school or even expulsion from the program or 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.

According to Section D (6) (a) of the University’s Intellectual Property Policy (which is available athttp://www.ott.arizona.edu/uploads/ip_policy.pdf), 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

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.

The 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.

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. You can download the Handbook by pasting this link into your browser: Http://journalism.arizona.edu/sites/journalism.arizona.edu/files/Reporters_Handbook_2011.pdf

Possible offensive content and objectionable material

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.

All enterprise work will be edited on the assumption it is intended for publication in a general interest newspaper, magazine or website. This means the content, tone and language of your work must meet the broader standards of a general readership, comparable to, say, the Arizona Daily Star, National Public Radio or other mainstream outlets, print or digital. We need to talk in advance, if you have any question about the acceptability of certain language or topics. Journalism is a collaborative process, but at the end of the day, the editor -- in this case, the professor -- decides what is publishable or not.

Diversity
The School of Journalism values diversity and attempts to communicate clearly the value of diversity in journalism to better represent society. Diverse views are crucial in journalism – including those from different racial, gender, religious, socio-economic and political backgrounds. A fundamental challenge of journalism is ensuring that all segments of our diverse society are fairly, accurately and credibly portrayed. Robert C. Maynard, the founder of the Maynard Institute for Journalism Education, put it this way: journalists, he said, must “understand every facet of the community they cover. It is in seeing ourselves whole that we can begin to see ways of working out our differences, of understanding our similarities.”

Students will be pressed to explore a diversity of viewpoints, content, sources and ideas in all classroom work and discussions. Students are also encouraged to participate in school clubs and activities that enhance diversity in journalism, including the student chapter of organizations such as the National Association of Hispanic Journalists, the National Association Black Journalists, the Asian-American Journalists Associations and the Native American Journalists Association, among others.

**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).

**Accessibility and Accommodations**

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/.

**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.

**Confidentiality of Student Records**

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

**Additional Resources for Students**
Anything else you want to require of students you must include in your syllabus. The bottom line is if you don’t cover it upfront then it can be challenged later. Also, it’s just courteous to be as complete and organized as possible, and even provide additional resources that might help students. That’s really what we are here for, and why they pay tuition – to help them learn.

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: 
   http://deanofstudents.arizona.edu/studentassistanceandadvocacy

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.

ABOUT YOUR PROFESSOR

I was a foreign and domestic correspondent for both Newsweek and The New York Times, working out of bureaus in Chicago, Miami, Denver, Atlanta and Chicago, as well as foreign postings to Cairo, Moscow and London. I have reported and written widely from the US and abroad, including Europe, the Middle East and parts of Africa. From 1995 to 2013, I was an editor at The Times, retiring as Deputy Managing Editor. As a senior editor at The Times, I oversaw a newsroom of 1,000 journalists. In 1987, I was among a team of six reporters and three editors at The New York Times awarded the Pulitzer Prize for National Reporting, for coverage of the explosion of the space shuttle Challenger. I am a graduate of the University of Michigan.
PROJECT FIFTY-TWO EIGHTY

JOUR 306, Sect. 01
Tuesdays and Thursdays, 1 to 2:15 p.m.
Dr. Terry Wimmer
Office Hours: 11 to 1 Tuesdays and Thursdays. Or by appointment
Phone:  520 981 5906
twimmer@email.arizona.edu

COURSE OBJECTIVES:
■ Develop enterprise assignments using multiple stakeholders.
■ Demonstrate sufficient data analysis skills and math competency.
■ Cover a geographical beat reporting on various topics.
■ Generate original story ideas, use proper style and grammar in writing.
■ Complete a final in-depth reporting project.
■ Re-write and re-report one story.

COURSE GOALS:
■ Learn how to develop a beat.
■ Develop interviewing techniques and research methods.
■ Elevate observational skills in research.
■ Elevate writing and storytelling skills.
■ Understand and apply public access and Freedom of Information laws in reporting.
■ Experience how to evaluate validity of claims and evidence.
■ Learn and practice deconstructed narrative story telling.

COURSE MATERIALS:
AP Stylebook and The Reporter's Handbook. A three-ring binder or like device to keep research materials.

COURSE WORK:
I designed this course so it will model an internship. You will be producing and writing five stories for credit that vary in topic. You will rewrite one of those stories for a grade change. You will produce an additional story, a final in-depth project on a topic of your choosing. Eight announced quizzes, including current events, will be given.

GRADING:
Each story will be graded twice: once for the reporting, and once for the writing and development. Quizzes will be graded on a 100-point scale. Your final grade will be based on these percentages:
60 percent for the stories.
25 percent for the final project.
10 percent for quizzes.
5 percent for professionalism.
Your reporting grade will follow this scale:
A: Excellent in all or nearly all areas, including topic selected, diversity and value of sources chosen, background research gathered, and questions asked to elicit information from those sources.
B: Good. Overall, sound work, but topic could be stronger, sources could be more varied, background could be richer, and questions could be sharper.
C: OK, but greater effort needed to develop sources, frame questions and zero in on a story topic.
D: Poor. Shows effort but does not meet fully minimum standards for reporting.
E: Fails to meet minimum standards in most areas.

Your writing and production grade will follow this scale:
A: Excellent in all or nearly all areas. Requires little to no editing. Uses multi-media narrative elements. Publishable.
B: Good. Overall, sound work, but editing required before publication. Generally readable and interesting.
C: Competent but not yet publishable. Generally good work, but may need more rewrite.
D: Fair. Demonstrates effort by writer 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.

Each story when submitted must include:
- Print outs of all background research used. These include peer-reviewed work, books and other journalistic publications. Full citations including full URLs must be given.
- Printouts of all data used with a written summary of the claims you made from the data.
- Your raw notes of interviews.
- A listing with email and phone numbers for all human sources.

Papers will be graded with pluses and minuses. For figuring your grade, an A+ is 99 percent, an A is 95 percent, and A minus is 91 percent, etc.

In this department, 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.

PROFESSIONALISM:
Professionalism means attending class regularly, meeting deadlines, coming to class prepared and on time, participating in discussions, applying the lessons from the class to your work, requesting individual help when needed, respecting the instructor and other students, and demonstrating an interest in learning rather than demonstrating boredom.
THOSE PESKY DEADLINES:
It's a real-world rule. Stories must be printed and delivered to me by the end of class when they are due. I will not accept stories after class ends, and you will receive an “E” for both the writing and reporting on that story.

CELL PHONES:
Turn them off. If your phone rings in class, you are required to stand and sing a song of your own choice, or one of mine.

OK, WHAT IS PROJECT 5280?
Each student will be assigned one mile of Tucson. That will be your working beat for the semester. You will produce stories leading up to a final project with that mile as your geographic reporting base.

- Those stories will be in these categories: environment; health; education; crime; business; and one rewrite.
- Each story must be a minimum of 600 words, and a maximum of 800.
- The final project will be a 1,200-word story with a minimum of five human sources.
- The first two stories must have a minimum of two diverse real-world sources, i.e. people you interview in real time. You may not cite the Web as a source.
- The next four stories plus the final project must have a minimum of four real-world sources.
- Face-to-face interviews are preferred. Phone interviews are second tier. E-mails interviews will be accepted only with permission from me beforehand.

YOUR RESEARCH DATA:
You must find data specific to your mile, compare that data to Tucson, the state and the nation. The topics you must research relate to story topics: history, crime, education, business, health and environment. Keep all these in a folder sorted by story topic. This folder also should include relevant source data: names, titles of officials and contacts in your community.

THE CODE OF CONDUCT:
The journalism department 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. Details are covered by the department's Academic Integrity Handbook, which you are required to read.

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.

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 from the school or even expulsion from the program or 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.

PLAGARISM:
Plagiarism is defined in terms of proscribed acts. Students are expected to understand that such practices constitute academic dishonesty regardless of motive. Those who deny deceitful intent, claim not to have known that the act constituted plagiarism, or maintain that what they did was inadvertent are nevertheless subject to penalties when plagiarism has been confirmed. Plagiarism includes, but is not limited to, the following:

1. Submitting as one's own work the product of someone else's research, writing, artistic conception, invention, or design; that is, submitting as one's own work any report, notebook, speech, outline, theme, thesis, dissertation, commercially prepared paper, musical piece or other written, visual, oral or electronic/computerized material that has been copied in whole or in part from the work of others, whether such source is published or unpublished;

2. Incorporating in one's submission, without appropriate acknowledgment and attribution, portions of the works of others; that is, failing to use the conventional marks and symbols to acknowledge the use of verbatim and near-verbatim passages of someone else's work or failing to name the source of words, pictures, graphs, etc., other than one's own, that are incorporated into any work submitted as one's own.

CHEATING:
Cheating and dishonest practices in connection with examinations, papers, and projects includes, but is not limited to:

1. Obtaining help from another student during examinations;
2. Knowingly giving help to another student during examinations, taking an examination or doing academic work for another student, or providing one's own work for another student to copy and submit as his/her own;
3. The unauthorized use of notes, books, or other sources of information during examinations;
4. Obtaining without authorization an examination or any part thereof.
I include fabrication of quotes as a form of cheating. Any student who presents work that knowingly, and without instructor approval, fabricates quotes of sources can be found guilty of cheating.

**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 their work or sharing information during a quiz or exam.

**Diversity:**
The School of Journalism values diversity and attempts to communicate clearly the value of diversity in journalism to better represent society. 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/).

**THE DEPARTMENT'S CURRICULUM:**
Journalism is a study of the theory and practice of reporting the news. The curriculum is sequential. Each course builds on the skills learned in the previous. The major requires nine courses, which build upward from the basic skills taught in our three foundation courses: two beginning reporting classes, 205 and 206, and a media law course, 208.

The major culminates in a final media practical course of your choosing. This class requires a “C” or better to advance in the journalism program. If you earn a D or E, you may repeat this class, but be aware that the department makes no guarantee that the course will be available to you the following semester. It is entirely possible your progress could be set back not one, but two semesters.

**ATTENDANCE POLICY:**
This class has the five-minute rule. I will shut the door promptly five minutes after class begins. If you are not there, it is an unexcused absence. Students who don't attend class miss a lot. This class is being taught without a textbook and is highly experiential in nature, making it difficult for absent students to make up work later. I will record attendance each session. Two unexcused absences and your final grade will drop one letter. On your third unexcused absence I will drop you from the course. Excused absences are granted only for valid, documented reasons and only if the reason makes your presence at the scheduled time impossible.

Acceptable excuses are limited to four: serious illness, jury duty, religious observance and military reserve obligation. If you have a reason for missing class that you think is legitimate, ask me ahead of time if at all possible. Absence excuses are subject to verification. Presenting a false excuse will be considered a violation of the academic...
integrity rules. If you miss a class where I am giving a quiz, I will not give a make-up until the semester’s end. At that time, I will offer a comprehensive make-up exam that can replace one missing quiz score or you can replace a higher score on the make-up with a lower quiz score from the semester.

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

**DISCRIMINATION:**
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:**
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/

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.

**STUDENT ACCOUNTABILITY:**
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.

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.
COURSE CONTENT:
In this course you will hear discussions about news coverage that some might find offensive, such as particular crimes, politics or religious beliefs. If any topics make you feel uncomfortable, you are welcome to discuss it with me.

COURSE SCHEDULE:
This schedule is tentative. If I feel a need to change lectures based upon class needs, I will do so, but you will have advance notice.

Aug. 23
Evaluation.

Aug. 28
Math to know.

Aug. 31
More math to know.
Polls and methodologies of polling.

Sept. 5
Math quiz
Birth of an idea through the SPIDER technique
Learning to identify stakeholders
Dissecting for claims and evidence.
The essential nut graf.

Sept. 7
QUIZ No. 1, Letters ABC from Stylebook
Observational research methods. The art of curiosity.
Multi-media story visualization.

Sept. 12
Qualitative and quantitative data
How to use charts and tables to express data.
How to write an interview guide.

Sept. 14
Neighborhood assignments
Research databases and skills.
Making a neighborhood profile via a demographic analysis.
Similarities and differences in writing for print and broadcast.

Sept. 19
QUIZ No. 2 Letters DEF from stylebook.
In class neighborhood profile writing.
Sept. 21
Neighborhood profiles due end of class.
The Macro and Micro of it All
How to cover Crime.

Sept. 26
Acceptable ways to resource.
How to find validity in past research. Building comparatives.
Source development with identified stakeholders.
Making a story pitch.
In class exercise: mining for the story in a data report.

Sept. 28
QUIZ No. 4 on letters G, H, I, J, K, L
Writing an interview guide for your stakeholders.
Crime story due

Oct. 3
Transitions, Voice
How to cover business

Oct. 5
QUIZ No. 5 Letters M, N, O, P from stylebook.
Note-taking strategies.

Oct. 10
BUSINESS STORY DUE
How to cover education
QUIZ No. 6 Letters QRSTU from stylebook.

Oct. 12
Individual conferences

Oct. 17
Individual conferences

Oct. 19
EDUCATION STORY DUE.
How to cover health

Oct. 24
QUIZ No. 7 Letters VWXYZ from stylebook.
Building beat structure.
Education print to broadcast.
Oct. 26
Sidebars/links/new media reporting.
In class writing

Oct. 31 Costumes required
HEALTH STORY DUE.
Interpersonal communication strategies
Health story from print to b’cast.

Nov. 2
How to rewrite and re-report.
How to cover science/environment.

Nov. 7
How to develop an indepth project

Nov. 9
Project pitches

Nov. 14
Individual conferences

Nov. 16
Individual conferences

Nov. 21
No class

Nov. 28
Make up overview.
REWRITE due.
In class project writing

Nov. 30
Make up overview
In-class project writing

Dec. 5
Last day of class
Make-up exam
Final projects due.
GLOSSARY OF TERMS FOR THE SEMESTER:

Central tendency: Statistics measures to see the norm. Use either the mean, the mode or the median. It allows a research to understand where most data gather or most viewpoints are based.

Claims and evidence: A claim is simply a position either a person or an entity makes. Evidence is data used to provide proof a claim is valid. Evidence is on a continuum. Some evidence is absolute while other forms of evidence come with caveats. Identifying those caveats is essential reporting.

Variance: A statistical term representing how data or circumstances may change depending upon various factors, both human and natural.

Qualitative: One of two primary methods of social science research. It is oral (what someone says) and written (what the record shows). It provides color and insight into situations. It CANNOT be generalized to other groups. It can express trends, but not prove trends. It is useful to identify story themes.

Quantitative: The second primary methodology of social science research. Valid polling is quantitative. The research involves large amounts of data that if gathered correctly can be used to make general points about a population of study.

Longitudinal: Research and data over time. Useful because it identifies trends.

Outlier: A point of data that is not the norm. Good to explore for reasons why, and to understand its impact on the norm.

Stakeholders: Some see this as sources, but stakeholders represent those who have a legitimate role in the story being pursued.

Peer reviewed: Research primarily conducted at the academic level that is examined by committee to value its authenticity and application. Current work can be a primary source for providing context to stories. Use Google Scholar and UA Library.

Primary source: A stakeholder with direct interest in a subject, a current non-fiction book on a subject or data derived from both public and private sources and records.

Secondary source: Information obtained from fliers, newspapers, web sites. It is considered of lesser standard because it has not been examined by independent authority.

Nut paragraph: The essential statement of a news story that summarizes why the story is relevant.
**Observational research:** Being a fly on the wall and observing human and institutional behavior, then forming questions to explore why the behavior occurs.

**Interview guide:** A basic shopping list of questions used in an interview that anticipates the perspective offered by the stakeholder. There are two primary types of questions: behavioral and attitudinal.

**Enterprise reporting:** A step above breaking news reporting. It is examining deeper into issues of society. Ideas are usually self generated, and frequently after a breaking-news event. Ideas develop from perspective, experience, observing and reading.

**Comparative data:** Statistics used to seek how one factor measures against the other. Old vs. young. Black vs. white. Males vs. female. Rich vs. poor.

**Mathematical literacy:** Understanding basics of poll methodology, including margin of error, sampling and phrasing, ratios, percent increase and percent decrease.

**Transitional phrasing:** Words used to link and connect an idea from one paragraph to the next. It’s an idea bridge.

**Behavioral questions:** What they do, what they would do, what they have done.

**Attitudinal questions:** What they feel. What people think about their experiences.

**Passive voice:** Sentence construction where the actor is being acted upon. Example: Her scream was heard by the neighbor. Active voice is: Her neighbor heard her scream. Another passive: The fence was painted by Huckleberry’s friends. Active: Huckleberry’s friends painted the fence.

**Biased language:** Wording that is either politically or institutional jargoned or wording that by its use demonstrates favoritism.

**Diversity:** Using demographic and cultural variable to fully represent various viewpoint and perspective.
THE COURSE

Who
I’m Tom Beal, retired last month from the Arizona Daily Star after 43 years in the news business, from copy boy to science writer, with stints as metro editor, editorial-page columnist and political writer. I have also taught a variety of course in the UA School of Journalism during my news-writing career, including Beginning News Writing, Reporting Public Affairs and Science Writing.

What
Advanced reporting: From the school of Journalism website: “Comprehensive and accurate news presentation with emphasis on interview techniques and coverage of major news stories.”

When
Mondays and Wednesdays
8 a.m. to 9:50 a.m.

Where
Marshall, room 342

Why
You have already mastered the mechanics of writing a news story and now it’s time to produce stories that are truly publishable. Let’s go through the five Ws once more and explain how we are going to do that together.
REPORTING AND WRITING GOALS

Who
You have learned to identify (and properly spell) the names and titles of the characters in your stories. Now it’s time to put them into a context that is relevant to your story.
That means conducting thorough background research, interviewing intelligently and weaving the appropriate details about your sources into your narratives.

What
The rapid pace of journalism sometimes requires us to report incomplete news, but never inaccurate, unfair or “fake” news. We will practice techniques for telling our readers what happened in as complete a fashion as possible.
You will learn the relevant background. You will “talk” to people instead of collecting quotes from them. You will vet their statements and claims for accuracy. You will seek other views. You will learn how to access legitimate sources of information and raw data. You will find out as much as you can before you write your story and then you will re-report it to fill in the holes we discover in class.

When
“Breaking news” does occur. Events such as natural disasters, elections or legislative decisions occur at discrete times. But most of the news we cover exists on a continuum. The news “breaks” when we report it. Your goal is to find stories, not simply report events.

Where
Be there. There is a huge difference between a story reported over the phone and one reported on site. Being there also provides the opportunity to have conversations with your sources, rather than simply collecting quotes or statements. It allows you to witness and report details that bring the story to life.

Why
Many meanings reside in this one word.
Why you are writing this story? To entertain? To inform? To alarm?
What is the purpose? Why did this happen? What can be done about it?
**How — are we going to do this?**
You are going to report and write, and I am going to help you re-report and rewrite, with a lot of help from your classmates.

**All writing is rewriting AND re-reporting**
You’ve heard that all writing is rewriting. You know it is true. Every story benefits from a final rewrite.
It also benefits from additional information. Often, the awkwardness of your sentences can be traced to confusion in your thinking process. You can’t write well unless you understand what it is you are trying to say. So, everything we write in this class will be re-reported and rewritten. The goal is to write with authority and that only comes when you fully grasp your subject matter.
Your stories are all due on Mondays. On the Wednesdays after you file your stories, you will share them with your classmates and receive feedback from me. We will look for holes and offer suggestions for improvement. You will then gather the information that allows you to clearly convey the import of your story and rewrite it. It will be due the following Monday.

**Course Goals: Enterprise**
* Demonstrate the fundamentals of enterprise reporting on a beat, moving beyond breaking news and event coverage
* Experience beat coverage, using geographic and/or thematic specialization
* Develop broader interviewing techniques and more expansive research skills
* Elevate observational skills by immersing in an aspect of community
* Use public access laws in reporting
* Find, interpret and use peer-reviewed research
* Polish writing and storytelling skills
* Develop the ability to distinguish roles of stakeholders in various stories, and evaluate and articulate the value of their claims and evidence

**Course Objectives**
* Storyboard enterprise assignments and build expansive stakeholder lists to fully represent stories
* Demonstrate sufficient math skills needed to make or evaluate effective claims in stories
* Build a range of different reporting experiences regarding various beats, including crime, business, health, education, environment
* Define a beat, in regard to identifying valuable sources, key players and story topics
* Generate and pitch story ideas
* Demonstrate good story management
* Integrate multiple sources and voices into stories
* Demonstrate use of AP style appropriate to story
* Develop a major reporting project
* Apply lede development, transitional phrasing and creating compelling conclusions
* Re-report and rewrite one story project
* Write clear, concise sentence structure and flow; demonstrate mastery of particular grammar skills

**GRADING STANDARD (RUBRIC)**
I will use the following standards to grade your assignments:

**Accuracy** (20 points)
A factual error (misspelled name, improper title, wrong address, vote tally, phone number, etc.) will result in zero points being awarded in this category. This is my version of the “auto E.” Ten points will be deducted for each additional mistake.
Accuracy does not mean simply not making mistakes. You must accurately convey the action that took place — in your headline, your lead and your story. Demonstrate that you understand your topic.

**Grammar, style and punctuation** (20 points)
Points will be deducted for mistakes in grammar, punctuation and newspaper style. Your guide to style is the Associated Press Style Book.

**Sources, quotes and attribution** (20 points)
Unless instructed otherwise by me, all of your stories need at least three human sources. All of the information in your story that is not accepted knowledge or personally witnessed by you must be properly attributed to those sources or to a documentary source.

**Completeness** (20 points)
Your story must answer any questions in the reader’s mind with accurate information. It must include all sides of an argument or debate. It must identify sources by their relevance to the discussion. It must provide background. What is the need for this action and how will it affect people?

**Readability** (20 points)
Does your lead invite me to read the story? Is your language rhythmic? Are your quotes accurate and lively? Are you selectively descriptive? Is each sentence easily understood? Do the sentences and paragraphs flow smoothly from one thought to the next? Is your story fun to read?

**ATTENDANCE**
Attendance in class is mandatory. You will be dropped from the class if you have three unexcused absences.
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

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

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

IF YOU MUST MISS A CLASS
Let me know in advance. Send me an email. If it’s a last-minute emergency, shoot me a text. Arrange with a classmate to be briefed on what you missed.

GRADING
You will earn your grade with a combination of class participation and scores on quizzes, class assignments and stories.

IN CLASS
Mondays, beginning Sept. 11, bring a printout or paper copy of a local, state or regional story you read in the Daily Wildcat, the Arizona Daily Star, or other local news source that interested you — preferably something that relates to your beat.
Topics discussed on Monday will often appear in news quizzes on Wednesday.

STORIES AND DEADLINES
News stories — 60 percent of your grade
You will write five news stories from your beat. You will revise each one after discussing it in class or with me personally and turn the rewritten story in a week after the story is due. Your grade will be the average of the story and the revision. Each story must include at least three human sources. More are preferred.

Deadlines:
Sept. 11 (story due); Sept. 18 (revision)
Sept. 25 — Oct. 2
Oct. 9 — Oct. 16
Oct. 23 — Oct. 30
Nov. 6 — Nov. 13

Enterprise/multi-media story — 25 percent of your grade
Deadline: Nov. 27; revision, Dec. 4
MAK EUP WORK, LATE WORK AND EXTRA CREDIT
Stories will not be accepted after deadline. Quizzes and class assignments cannot be taken or completed at a later date. No extra credit will be given.

HOW YOU WILL EARN YOUR GRADE:
60 percent — average from your five beat stories
25 percent — enterprise, multi-media story
10 percent — average of quiz grades and class assignments
5 percent — class assignments, participation and professionalism

Professionalism
You are expected to conduct yourself professionally in class and while on assignment.

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, 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 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.

Academic Integrity
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

Collaboration policy

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.

Accessibility and Accommodations

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/.

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.

Computer security rules

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 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).

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, but must do so in a civil and respectful manner.

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 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/faculty-and-advisors/contracts

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.
Schedule
Jour 306/Fall 2017
Tom Beal

This is a tentative and incomplete schedule. The deadlines will not change but the topics will be adjusted according to the needs of the class.

Week one (Aug. 21 and 23): On your own; choose a beat

Week two (Aug. 28 and 30):
Monday: Intro to the course and each other; beat assignments.
Wednesday: Beyond the Five Ws — how good reporting creates good writing; story pitch for Beat Story No. 1

Week three (Sept. 4 and 6):
Monday: Labor Day, no class
Wednesday: Story help for Story No. 1; writing leads that people will read

Week four (Sept. 11 and 13):
Monday: Story No. 1 due, in-class assignment on anniversary stories (9/11)
Wednesday: Story pitch for Story No. 2; rewrite help for Story No. 1; taking command of your story

Week five (Sept. 18 and 20):
Monday: Story No. 1 rewrite due; finding reliable sources and data
Wednesday: Story help; manipulating data

Week six: (Sept. 25 and 27):
Monday: Story No. 2 due; interviewing for conversation, not quotes
Wednesday: Story pitch for Story No. 3; topic TBD

Week seven (Oct. 2 and 4)
Monday: Rewrite of Story No. 2 due; topic TBD
Wednesday: Story help for Story No. 3; topic TBD

Week eight (Oct. 9 and 11):
Monday: Story No. 3 due
Wednesday: Story pitch for Story No. 4

Week nine (Oct. 16 and 18):
Monday: Story No. 3 rewrite due
Wednesday: Story help for Story No. 4

Week ten (Oct. 23 and 25):
Monday: Story No. 4 due
Wednesday: Story pitch for Story No. 5

Week 11 (Oct. 30 and Nov. 1):
Monday: Rewrite of Story No. 4 due
Wednesday: Story help for Story No. 5

Week 12 (Nov. 6 and Nov. 8):
Monday: Story No. 5 due
Wednesday: Rewrite help for Story No. 5

Week 13 (Nov. 13 and Nov. 15):
Monday: Rewrite of Story No. 5 due
Wednesday: The complete package; brainstorming ideas for enterprise/multi-media story

Week 14: (Nov. 20 and 22)
Monday: Progress report on enterprise story
Wednesday: No class (in anticipation of half of you flying home for Thanksgiving holiday)

Week 15 (Nov. 27 and 29):
Monday: Enterprise story due
Wednesday: Help with enterprise story rewrites

Week 16 (Dec. 4 and Dec. 6):
Monday: Enterprise/multi-media story due
Wednesday: Last class; everything you need to know to succeed in your career and you life (plus donuts)
JOURNALISM 306
ADVANCED REPORTING - FALL 2017

Section 002
Marshall 342
Tuesday & Thursday, 9 to 10:50 am

Prof. William Schmidt
917-873-9931 (cell, text)
520-621-5909 (office)
Office: Marshall room 335
Office hours: Tuesday & Thursday 1 – 1 to 2 pm or by appointment
wschmidt@email.arizona.edu

COURSE DESCRIPTION AND OVERVIEW

Journalism is about story-telling, but what separates journalism from other forms of communication is its skeptical pursuit of what is true, reliable and verifiable. Journalism 306/Advanced Reporting is intended to develop and reinforce the core reporting skills of students, by assigning each student a distinct geographical beat – a neighborhood within Tucson – and requiring them to post blog items and report and write enterprise work that will illuminate people, issues and themes within those neighborhoods. The course will incorporate multimedia elements, where possible, but the focus will be on turning out cleanly-written and well-reported narrative stories that adhere to high journalistic standards. Class discussions and work will include developing story ideas and managing a beat. Students will be assessed on the accuracy of their reporting, the clarity of their writing, the command of their beat, the range and utility of their sources and -- importantly -- the stories they tell. The class will also include discussion of journalism’s role in helping to shape the civic debate, as reflected in current events coverage at the local, national and global level. During the semester, there will be periodic one-on-one conferences to review students’ writing and reporting strategies.

LEARNING GOALS AND OBJECTIVES

• To affirm the importance of journalism in helping shape the civic debate
• To develop improved writing and storytelling skills
• To learn the fundamentals of enterprise reporting on a geographic beat, moving beyond breaking news by relying on key sources and other information resources to define and develop story topics
• To enhance observational and descriptive skills through field reporting and interviewing
• To demonstrate improved interviewing and research skills.
• To develop the ability to distinguish roles of stakeholders in various stories, and evaluate and articulate the value of their claims and evidence
• To reinforce critical thinking skills, as both a reporter and writer
• To understand the use of public access laws
• To demonstrate mastery of grammar, punctuation, spelling and AP Style
• To demonstrate more sophisticated math and database skills, as necessary for journalists, including the use of per capita rates, ratios, statistics and data, and the interpretation of poll results
• To learn to apply computer assisted reporting to the newsgathering process.
• To underscore the importance of collaboration between the reporter (the student) and the editor (the professor), grounded in mutual trust and a shared understanding of journalistic values and ethics.

REQUIRED MATERIALS

• Arizona Daily Star (online edition). You cannot cover a city if you are not aware of what is going on in that city. Read the Star. You will be quizzed on current events, and the quizzes represent 10 percent of your grade. You can access the digital edition of the Daily Star at no cost, using this URL: http://arizonadailystar.az.newsmemory.com/nie.php Username: journalism Password: uofa2012

Additional readings will be on D2L or distributed in class.

RECOMMENDED MATERIALS

• The New York Times (print or online. You can get unlimited digital access to NYTimes.com for 99¢ for first four weeks: nytimes.com/subscriptions/edu/lp1474.html?campaignId=384XW)
• The Elements of Journalism, by Bill Kovach and Tom Rosenstiel. Three Rivers Press, 2014 (Revised).
• Blur - How to Know What’s True in the Age of Information Overload, by Bill Kovach and Tom Rosenstiel. Bloomsbury, 2011.
• The Associated Press Stylebook. You can find it in the bookstore, or access the Stylebook online. Your work for class must conform to AP Stylebook standards.

QUIZZES

Journalists MUST be curious about the world around them. This means knowing what is going on, beyond your block and your campus. You will be expected to keep up with the news on the state, national and international level. There will be at least FOUR pop quizzes from time to time to measure awareness of current events, as well as the relevant geography of the news. You can assume there will be a quiz in early September; late September/early October; late October/early November, and late November. Quizzes are worth 10 percent of your grade.

WRITTEN WORK

Reported Enterprise Stories and blog postings (The stories and blogs are worth 60 percent of your grade)

You will be writing three substantial enterprise news/feature stories over the course of the semester -- at lengths described below -- as well as four blog postings of at least 200 words each. All of these will be drawn from reporting and research in your beat neighborhood. Every story and posting must include a separate listing of contact information for each of your quoted sources, as required (see below). Photographs must accompany each story and blog posting.

The first story will be about a business or activity in your neighborhood; the second and third stories will be reports about some social issue -- for example, crime, education, health or environment -- in the area to which you are assigned.

Each enterprise story will be submitted, according to the following process:

1) Story Idea. You will file into D2L, on the due date, a proposal for your story, describing the general theme of the piece you intend to write and providing a prospective list of sources. Remember that access is critical. An
ambitious story idea is useless unless you know you are going to be able to reach and interview in advance the people and sources who are essential to telling the story. We will discuss the story ideas, in advance, in class.

2) Rough draft. We will schedule a one-on-one conference to go over the rough draft of the story you intend to submit. You must bring a PRINT OUT of the rough draft to conference, as well as file the rough draft into D2L, where a dropbox file will be set up. If you do not bring a rough draft to conference, there will be a deduction against your final grade for the story. The rough draft does not need to be the entire story, but at the very least I should be able to see more than half of what you intend to write. The rough draft must include quotes or interviews with at least two of the key sources.

3) Revision. The final draft of the story will be due several days after the conference. It should be a polished version of the rough draft, and it must adhere to AP style. Grammar counts. Accuracy counts. Spelling counts. The story should be filed, as if you were intending it for publication. You must bring a PRINT OUT of the final revised draft to class, on the day the story is due.

Overnight essays and memos, and in-class writing exercise (these are worth 20 percent of your grade)

You will be regularly assigned overnight writing work, as well as in-class writing assignments. I will set up a D2L dropbox folder for each assignment. These assignments are expected to conform to the basic rules of journalist performance. They must be double spaced, and adhere to the rules of journalistic style and sourcing, and good grammar, including accurate spelling, punctuation and basic syntax. You will generally be given a minimum word count for each assignment. Stories that are short of the word count will be subject to a grade deduction.

Unless otherwise noted, all written work -- except blog postings -- must be filed into the D2L dropbox. Please make sure the D2L connection in your laptop or desktop is functioning.

I will NOT accept assignments sent to me by email.

Blog postings and their accompanying photos should be posted directly to the Tucsonhoods.com blog. When the posting is due, you must also hand in a PRINT copy of your blog posting, as well as a PRINT copy -- black and white is OK -- of the photograph accompanying the blog posting and print copies of any tweets.

All of your work will be evaluated by me on the explicit assumption that the work is original and not plagiarized or recycled and that the sources with whom you spoke are DIRECTLY RELEVANT to the story and can be independently verified by me (and I do spot check sources, from time to time). You will not quote friends, sorority sisters, roommates or classmates. You will NOT borrow quotes or descriptions from other publications.

Honesty is not only the best policy. It is the ONLY policy. Dishonesty, fudging sources or stealing material will have very serious consequences. In journalism, TRUST is everything.

DEADLINES AND LATE WORK

This is a journalism class, so deadlines matter. Absent a discussion with me IN ADVANCE about why a story might be late, any assignment that is not posted to D2L or to the tucsonhoods.com blogsite on the due date will be subject to a grade deduction, up to a full grade. Any assignment that is more than a full day beyond deadline will be subject to a further deduction.

GRADING STANDARDS

All papers, quizzes and other work will be graded on a scale from 0-100. The number grades translate into letter grades according to the following scale:

A = 90 – 100  B = 80 – 89.9  C = 70 – 79.9  D = 65 – 69.9  F = Below 65

A -- Superior in all or nearly all areas. In-class discussion shows thorough understanding of concepts and issues. Written work requires little to no editing. In class participation helps move the conversation forward, with an excellent understanding of key concepts. Strong command of current events and the news of the day.

B – Written work that is generally readable/usable and interesting, as well as well-reported and accurate, but it would require refinement before publication or broadcast. In-class discussion stays on point, and participation is above average in quality of comment and synthesis of ideas. Keeps up with current events and demonstrates curiosity about the world.
C -- Not ready for publication or professional presentation, needs significant additional reporting, or restructuring, or both. Beat work leaves unanswered questions and is thinly reported. Minimum or perfunctory participation in class discussion. Is not particularly conversant or curious about current events.

D -- Substandard. Demonstrates some effort but fails to meet competency standards because of mechanical errors, lack of clarity or lack of content. Does not participate in class discussion and shows little if any curiosity about their beat, current events or the world around them.

F -- Fails to meet minimum expectations in most or all areas.

HOW YOUR FINAL GRADE WILL BE DETERMINED

Your grade will depend largely on the quality of original papers, story ideas, reporting and writing, as well my evaluation of your professionalism and engagement, including participation in classroom discussion. You will be graded on the substance of your work – not simply your effort – but students who show little if any effort, enterprise or curiosity will see that lack of effort reflected in poor grades. And this goes without saying, but let me say it anyhow: grammar, spelling and consistency of journalistic style -- use the AP Style Book -- do count too.

• 45 percent of grade -- Enterprise reporting and writing. Three stories, each due the first part of October, November and December, as assigned in class. Each story is worth 15 percent of your grade. ALL enterprise stories MUST include a source list with the names and phone numbers and email addresses of AT LEAST THREE ORIGINAL AND INDIVIDUAL SOURCES with whom you spoke. If your research is drawn in part from a website, you must furnish the URL of the website to which you refer. Stories that do not include a source list will suffer an automatic reduction of ONE grade level. I will spot check your sources, from time to time. Stories and any assigned drafts must be filed into D2L. A print copy must also be turned in to me in class. Context, accuracy, comprehensiveness and grammar all matter.

• 15 percent of grade – Four original neighborhood blog postings of at least 200 words apiece filed to Tucsonhoods.com on deadlines assigned over the course of the semester. Each posting must be accompanied by a photograph. The information in the posting must be clearly sourced, and attributed to a person, an organization or a website. The postings are to show you are engaged with your neighborhood, curious about what is going on there and exercising sound news judgment about the people, activities and events occurring there.

• 20 percent of grade – Various in-class or overnight writing assignments, including textbook exercises.

• 10 percent of grade – Current events quizzes, geographical quizzes, numeracy quizzes. That being said, students who fail to maintain an average score of at least 70 on quizzes over the course of the semester will receive an additional 5 point reduction on their final overall class grade for the semester

• 10 percent of grade -- Attention to detail and professionalism, including class participation, timeliness, showing respect for others, meeting deadlines and communicating well.

Total -- 100 percent

For further information on University grading policies:


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 (This is tentative. Schedule, topics and deadlines may change...)

Week One

Tuesday, August 22 – Introduction to class and syllabus review. What is journalism? Outside work: Assigned essay for Thursday.

Thursday, August 24 – Objectivity? How has journalism changed? What is objectivity? Assigned reading and essay for Tuesday.
**Week Two**

Tuesday, August 29 – Journalism of Verification. Intro to enterprise reporting and assignment of neighborhood beats. Outside work: Essay on Journalism of Affirmation.

Thursday, August 31 – Intro to tucsonhoods.com and neighborhood blog posting. Outside work for Tuesday: neighborhood resource memo.

**Week Three**


Thursday, September 7 – What is news and newsworthiness? In-class exercises on basic newswriting. Outside work: Post Blog Posting #1 due on Tuesday.

**Week Four**

Tuesday, September 12 – Blog post #1 is due. Basic newswriting review. In-class writing exercises and drills. Outside work: Inverted pyramid news story.


**Week Five**

Tuesday, September 19. First story idea due. Discuss newswriting, use of quotations, interviewing and researching.


**Week Six**

Tuesday, September 26. One-on-one conferences scheduled. Story #1 draft is due. NO CLASS.

Thursday, September 28. One-on-one conferences scheduled. Story #1 draft is due. NO CLASS.

Outside work: Finish story #1.

**Week Seven**

Tuesday, October 3 – Final Story #1 is due. Math for journalists.

Thursday, October 5 – Math quiz. Surveys and margin of error. Outside work: Blog Post #2 due Tuesday.

**Week Eight**

Tuesday, October 10 – Blog Post #2 is due. Discussion of data journalism. In-class exercises.
Thursday, October 12 – Guest lecture from Prof David Cuillier on Data Reporting. Outside work:

**Week Nine**

Tuesday, October 17 – Discussion of ideas for story #2. Outside work: Idea for story #2 is due Thursday.

Thursday, October 19 – Idea for story #2 is due. Schedule conferences for next week. Guest lecture: Professor Mike McKisson, re interactive media.

**Week Ten**

Tuesday, October 24 - One-on-one conferences scheduled. **Draft of story #2 is due.** NO CLASS

Thursday, October 26 - One-on-one conferences scheduled. **Draft of story #2 is due.** NO CLASS

Outside work: Finish story #2.

**Week Eleven**

Tuesday, October 31 –

Thursday, November 2 – **Final Story #2 is due.** Outside work: Blog Post #3.

**Week Twelve**

Tuesday, November 7 – **Blog Post #3 is due.**

Thursday, November 9 – Discuss ideas for story #3. Outside work: Story memo for story #3.

**Week Thirteen**

Tuesday, November 14 – **Idea for story #3 is due**

Thursday, November 16 –

**Week Fourteen**

Tuesday, November 21 – Schedule conferences for Week 15. Outside work: reporting draft for story #3.

Thursday, November 23 – **THANKSGIVING**

**Week Fifteen**

Tuesday, November 28 -- One-on-one conferences scheduled. **Draft of story #3 is due.** NO CLASS

Thursday, November 30 - One-on-one conferences scheduled. **Draft of story #3 is due.** NO CLASS
Outside work: Finish story #3.

**Week Sixteen**

Tuesday, December 5 – LAST day of class

Thursday, December 7 – Final Story #3 is due.

**CLASSROOM GUIDELINES FROM THE UNIVERSITY OF ARIZONA SCHOOL OF JOURNALISM**

**Attendance Policy**

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 in most cases, you will not be permitted to make up missed assignments. Since this class meets twice a week, **three unexcused absences can result in you being dropped from the class.**

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, jury duty, religious observance, Dean’s excuse and military Reserve obligation.

If you have a reason for missing class that you think is valid, or if you believe you will not be able to make a deadline, **it is your responsibility to notify me ahead of time and state the reasons you are asking for an excuse or an exception. My email address and my cell phone number are atop this syllabus – you can send me a note or a message.**

If you are ill or in an accident, you need to supply a note from your doctor or the student health service. Absence excuses are subject to verification. Presenting a false excuse will be considered cheating, a violation of the academic integrity rules, with the same penalties possible.

If you are sick and will be absent, or are unable to make a deadline or class, call, email or text IN ADVANCE of class. Otherwise the absence will count as unexcused.

For further information on University attendance and participation policies, and administrative drops:

- 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
- **Makeup work and extra credit policy**

Assignments or tests can be made up only if you have a valid excuse for missing them. There is no opportunity for extra credit in this class.

**TurnItIn policy**

Students in this course agree to submit your papers online, when so instructed, and some papers will be scanned by a plagiarism-prevention program called TurnItIn.com. Please note that TurnItIn.com – always without your name or any personal information – will retain your paper as part of their database so that students who plagiarize from it can be detected. Because of this program, the vast majority of you who do your own work and cite your sources of information properly will not have to compete with students who commit undetected plagiarism.
**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/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.

In order to ensure 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.

To that end, **all cell phones, laptops, iPads and tablets should be turned off and put away during class**, unless you are specifically assigned to use these devices.

Students are also 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.

Faculty members make professionalism a component of the evaluation of every student. It will count for 10 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. Meeting deadlines. 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. Responding, within a reasonable period, to email or text messages from your professor, regarding classwork, attendance or other matters directly relating to your work or classroom performance.

- **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.

**University Policy Regarding Threatening Behavior**

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](http://policy.arizona.edu/education-and-student-affairs/threatening-behavior-students).

**Student Code of 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 integrity violation is penalized, generally with a failing grade for the course, but severe or repeated violations can result in more severe penalties, including suspension from the school or even expulsion from the program or 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.

According to Section D (6) (a) of the University’s Intellectual Property Policy (which is available at http://www.ott.arizona.edu/uploads/ip_policy.pdf), 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**

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.

**The 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.

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. You can download the Handbook by pasting this link into your browser: Http://journalism.arizona.edu/sites/journalism.arizona.edu/files/Reporters_Handbook_2011.pdf

**Possible offensive content and objectionable material**

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.

All enterprise work will be edited on the assumption it is intended for publication in a general interest newspaper, magazine or website. This means the content, tone and language of your work must meet the broader standards of a general readership, comparable to, say, the Arizona Daily Star, National Public Radio or other mainstream outlets, print or digital. We need to talk in advance, if you have any question about the acceptability of certain language or topics. Journalism is a collaborative process, but at the end of the day, the editor -- in this case, the professor -- decides what is publishable or not.

**Diversity**

The School of Journalism values diversity and attempts to communicate clearly the value of diversity in journalism to better represent society. Diverse views are crucial in journalism – including those from different racial, gender, religious, socio-economic and political backgrounds. A fundamental challenge of journalism is ensuring that all segments of our diverse society are fairly, accurately and credibly portrayed. Robert C. Maynard, the founder of the Maynard Institute for Journalism Education, put it this way: journalists, he said, must “understand every facet of the community they cover. It is in seeing ourselves whole that we can begin to see ways of working out our differences, of understanding our similarities.”
Students will be pressed to explore a diversity of viewpoints, content, sources and ideas in all classroom work and discussions. Students are also encouraged to participate in school clubs and activities that enhance diversity in journalism, including the student chapter of organizations such as the National Association of Hispanic Journalists, the National Association Black Journalists, the Asian-American Journalists Associations and the Native American Journalists Association, among others.

**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](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/](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](http://deanofstudents.arizona.edu)).

**Accessibility and Accommodations**

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/](http://drc.arizona.edu/).

**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.

**Confidentiality of Student Records**

Information on the confidentiality of student records is available at [http://www.registrar.arizona.edu/ferpa/default.htm](http://www.registrar.arizona.edu/ferpa/default.htm)
**Additional Resources for Students**

Anything else you want to require of students you must include in your syllabus. The bottom line is if you don’t cover it upfront then it can be challenged later. Also, it’s just courteous to be as complete and organized as possible, and even provide additional resources that might help students. That’s really what we are here for, and why they pay tuition – to help them learn.

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: http://deanofstudents.arizona.edu/studentassistanceandadvocacy

**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.

**ABOUT YOUR PROFESSOR**

I was a foreign and domestic correspondent for both Newsweek and The New York Times, working out of bureaus in Chicago, Miami, Denver, Atlanta and Chicago, as well as foreign postings to Cairo, Moscow and London. I have reported and written widely from the US and abroad, including Europe, the Middle East and parts of Africa. From 1995 to 2013, I was an editor at The Times, retiring as Deputy Managing Editor. As a senior editor at The Times, I oversaw a newsroom of 1,000 journalists. In 1987, I was among a team of six reporters and three editors at The New York Times awarded the Pulitzer Prize for National Reporting, for coverage of the explosion of the space shuttle Challenger. I am a graduate of the University of Michigan.
Description of Course
This course will introduce you to reporting and storytelling using several different digital mediums. You will use a combination of text, still photos, interactive graphics, audio, video and links to tell your story with context and depth. The use of each medium will complement each other. You will gain these skills through readings, class discussions, interactive exercises and assignments.

307 Course Goals: Multimedia
• Prepare 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 latest trends in multimedia storytelling and production.
• Build storytelling skills in each medium used for multimedia production.
• Learn how to use digital tools to collect and combine audio, still photographs, video, text and graphics to accurately tell a story for online distribution.
• Apply online publishing skills to disseminate work.

307 Course Objectives
• Integrate still images, audio, video, text and maps into a coherent journalistically interesting story with a beginning, middle and end.
• Identify and assess what is journalistically interesting and newsworthy by reviewing and studying current professional multimedia productions and trends.
• Explain what makes multimedia professional by evaluating content, techniques, audio, organization, writing, editing, style, graphics and ethics of a story.
• Distinguish the relevance and importance of quality production techniques for each medium used in a multimedia production, i.e., stills, audio, video, graphics and text.
• Solve technical problems that arise when using multimedia software, hardware, online storage and publishing sites.
• Apply editing skills used in multimedia production.
• Identify ethical issues that arise in the gathering and production of multimedia content.
• Collect audio files and demonstrate good interviewing and listening skills.
• Determine and solve production and hardware issues that arise in the field when gathering visual and audio content.

Contact information
Professor: Michael McKisson
Email: mckisson@email.arizona.edu
Office: Marshall 331
Office hours: Wednesday, 12-3 or by appointment. Also feel free to pop in when my door is open.
Website: michaelmckisson.com
Twitter: @mikeonline
Bio

I am an assistant professor of practice at the UA School of Journalism. Before coming the school, I worked as a digital content producer at the Arizona Daily Star. I completed my Masters of Business Administration from Eller in 2013. Aside from this class, I teach courses in digital journalism, mobile application development and news startups. I’m also the adviser for the Online News Association club at the University of Arizona. My work focuses on emerging trends in digital journalism. Our club has experimented with virtual reality storytelling, sensor journalism and drone journalism. Last year I earned my Part 107 certification from the FAA to fly drones commercially.

I prefer in-person conversations. I enjoy getting to know my students and the connections that face-to-face contact can make. If at all possible come see me about your questions or concerns. The next best and more immediate way to communicate is by email.

Course format, content and teaching methods

• Class will be a mix of lecture and hands-on work. Much of the work to complete assignments will happen outside of class time, but when the opportunity presents itself we will be able to work in class. A few classes we will meet outside of campus to work in teams.

Open lab: Open labs will be held in room 322.

Required and recommended texts

There is not a required text for this course, but you will be required to complete various readings in the form of online articles, downloads from D2L or in-class handouts. Please refer to the Reporter’s Handbook online: http://bit.ly/2jrMqDR and Academic Integrity Handbook: http://bit.ly/2iasngS

Required equipment

A digital camera that produces an 6 mega pixel file or larger, a digital audio recorder that saves files in WAV, WMA or MP3 format, a separate microphone and headphones that cover your ears, ear buds will work in the lab, but not during interviews. The recorder MUST have a MIC jack. The recorder must also be capable of uploading files to a computer via USB. An eight gigabyte SDHC memory card. A portable hard drive with a 500-gigabyte capacity or larger and is fire wire or USB compatible, however, a USB-only drive will suffice.

Course topics and 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.

• 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 is also posted separately on D2L.
• The deadline sheet and weekly schedule are subject to change by the instructor.

Quizzes: Quizzes will be based on readings and handouts during the semester. Quiz dates will be announced at the time the reading is assigned.

Homework & In-class assignments: Various homework assignments will be announced in class and on the d2l page for this course.

Blogs: You will be responsible to publishing 5 original blog posts during the semester. The blogs should cover something related to digital journalism. Examples include profiling a news application; critiquing a digital journalism package you find online or offering insight into an interesting article about digital journalism. Posting your finished multimedia projects will not count as a blog post. Due dates will be posted in the class schedule.

Some homework assignments may require you to use the blog, but they will NOT count toward the five required.

CLASS SCHEDULE (This is tentative. Schedule, topics and deadlines may change…)

Week One
Tuesday, August 22
306 – Introduction to class and syllabus review. What is journalism? Outside work: Assigned essay for Thursday.
307 – Course introduction and syllabus review

Thursday, August 24
306 – Objectivity? How has journalism changed? What is objectivity? Assigned reading and essay for Tuesday.
307: Multimedia rubric development, audio and photo editing refresher

Week Two
Tuesday, August 29 –
A1: Audio slide show based on story in your neighborhood. Due in class with 306 blog on Sept. 12.

Thursday, August 31 –
306 - Intro to tucsonhoods.com and neighborhood blog posting. Outside work for Tuesday: neighborhood resource memo.
307 – Digital research tools

Week Three
**Tuesday, September 5 –**
307: Video editing in Final Cut Pro

**Thursday, September 7 –**
306: What is news and newsworthiness? In-class exercises on basic newswriting. Outside work: Post Blog Posting #1 due on Tuesday.
307: Intro to Five Shot Sequences (In class sequence activity shooting)

**Week Four**

**Tuesday, September 12 –**
306: Blog post # 1 is due. Basic newsriting review. In-class writing exercises and drills. Outside work: Inverted pyramid news story.
307: Lab day to finish A1: Audio Slide Show

**Thursday, September 14**
306: In-class writing exercises and drills. Discussion of ideas for Story # 1. Outside work: Memo describing first story proposal.
307: In-class sequence shooting and editing

**Week Five**

**Tuesday, September 19**
306: First story idea due. Discuss newswriting, use of quotations, interviewing and researching.
307: Voice over and music in video. A2: Video Sequence with VO and music (Due for in-class editing Sept. 28, final version Due with story 2 on Oct. 3)

**Thursday, September 21**
306: Newswriting discussion continued. Schedule conferences for next week. Outside work: Draft of first story due at conferences next week.
307: Introduction to 360-degree video shooting. A3: Neighborhood 360 video due with blog #2 on Oct. 10

**Week Six**

**Tuesday, September 26**
306: One-on-one conferences scheduled. Story # 1 draft is due. NO CLASS.
307: Intro to drone journalism

**Thursday, September 28**
306: One-on-one conferences scheduled. Story # 1 draft is due. NO CLASS.
Outside work: Finish story # 1.
307: In class video editing lab time

**Week Seven**

**Tuesday, October 3**
306: Final Story # 1 is due. Math for journalists.
307: Video sequence to accompany the story is due. Video interviews (in-class activity)

**Thursday, October 5**
307: No class

**Week Eight**
**Tuesday, October 10**
306: Blog Post #2 is due. Discussion of data journalism. In-class exercises.
307: Visualizing data using maps and graphs. A4: Mapping due with story #2

**Thursday, October 12**
306: Guest lecture from Prof David Cuillier on Data Reporting. Outside work:
307: Guest lecture: Andrew Brown and producing videos A5: AB video due in class for editing Oct. 31. Final video due Nov. 2

**Week Nine**
**Tuesday, October 17**
306: Discussion of ideas for story #2. Outside work: Idea for story #2 is due Thursday.
307: Field trip: Drone flying at Mercado San Augustin

**Thursday, October 19**
306: Idea for story #2 is due. Schedule conferences for next week. Guest lecture: Professor Mike McKisson, re interactive media.
307: Live coverage of an event with twitter, Instagram stories or Facebook Live. A6 due with Blog post 3 on Nov. 7.

**Week Ten**
**Tuesday, October 24**
306: One-on-one conferences scheduled. Draft of story #2 is due. NO CLASS
307: HTML

**Thursday, October 26**
306: One-on-one conferences scheduled. Draft of story #2 is due. NO CLASS
Outside work: Finish story #2.
307: CSS

**Week Eleven**
**Tuesday, October 31 –**
306:
307: Video due in class for editing

**Thursday, November 2**
306: Final Story #2 is due. Outside work: Blog Post #3.
307: Story 2 video due. Analytics in journalism
**Week Twelve**

**Tuesday, November 7**
306: Blog Post # 3 is due.
307: Live event is due with blog. Guest speaker: Irene McKisson social media and news. Final: Video two due Dec. 5

**Thursday, November 9**
306: Discuss ideas for story # 3. Outside work: Story memo for story # 3.
307: Timelines: Assignment Due on blog Nov. 28

**Week Thirteen**

**Tuesday, November 14**
306: Idea for story # 3 is due
307: Guest Speaker: Becky Pallack on product development in news

**Thursday, November 16**
307: Podcasting

**Week Fourteen**

**Tuesday, November 21**
306: Schedule conferences for Week 15. Outside work: reporting draft for story # 3.
307: No class
Thursday, November 23 – THANKSGIVING

**Week Fifteen**

**Tuesday, November 28**
306: One-on-one conferences scheduled. Draft of story #3 is due. NO CLASS
307: Lab day for final project or Timelines

**Thursday, November 30**
306: One-on-one conferences scheduled. Draft of story # 3 is due. NO CLASS
307: Lab day for final project
Outside work: Finish story # 3.

**Week Sixteen**

**Tuesday, December 5**
306:
307: Final video due for in-class screening party

**Assignment deadlines:**

*Assignment #1:* Audio Slide Show w/ natural sound) (Due in class editing and on blog, Sept 12.)
Assignment #2: VOSOT with music (Due for in-class editing Sept. 28, final version Due with story 2 on Oct. 3)
Assignment #3: Neighborhood 360-degree video due with blog on Oct. 10)
Assignment #4: Mapping (Due with story #2 on Nov. 2)
Assignment #5: AB Roll (Due in class for editing Oct. 31. Final video due Nov. 2)
Assignment #6: Live event coverage (Due with Blog post 3 on Nov. 7)
Assignment #7: Timelines (Due on Nov. 28)
Final project: (Due in class Dec. 5 in class)

Attendance policy

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 you will not be permitted to make up missed assignments and will result in a lowered professionalism and attendance grade. **THREE** unexcused absences MAY result in your being dropped from the class. If the third absence is after the drop deadline then you will receive an E in the course.

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. 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.

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The best thing to do is for you to communicate directly with me regarding your absence. I am the only person 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.

**First-day attendance**

A student may be administratively dropped if they do not show up on the first day of class and fail to communicate with the professor beforehand.

**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. 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 cannot redo an assignment that you didn’t turn in. You must make an attempt to complete the assignment before being allowed to redo the assignment.

Students registering late will be allowed to make up missed work for up to one week after the start of the class.

**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:**

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Grading scale:
- A  90-100
- B  80-89
- C  70-79
- D  60-69
- E  59 and below

**Incompletes and Withdrawal**
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.

**Classroom behavior**
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 five 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, 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**
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.
Academic Integrity

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.
Accessibility and Accommodations

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/.

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. 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. Do not check your personal e-mail accounts from school computers.
4. 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.
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. 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.

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, 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). See the university’s Non-discrimination and Anti-harassment policy at http://policy.arizona.edu/human-resources/nondiscrimination-and-anti-harassment-policy

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, including the ethical responsibilities of journalists to, as the SPJ code of ethics says, “Give voice to the voiceless,” “Avoid stereotyping,” and “Boldly tell the story of the diversity and magnitude of the human experience.
Seek sources whose voices we seldom hear.” To find out more, check out the school’s diversity page at https://journalism.arizona.edu/diversity or contact the school’s diversity coordinator, Maggy Zanger, at zanger@email.arizona.edu.

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
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

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.

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 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

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
• 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.
The University of Arizona | School of Journalism
JOUR 307 | Principles of Multimedia
Fall Semester 2017 | Syllabus

Class Time: **Tuesday & Thursday, 4:45 p.m. – 12:30 p.m.**
Location: **Marshall 342**

Instructor: **Brett Fera**
Instructor bio:
- Director of the UA’s Arizona Student Media – home of the 118-year-old Daily Wildcat student newspaper, DailyWildcat.com (one of the first college newspaper websites to hit the web more than two decades ago), UATV-3 student-produced television and the always-eclectic KAMP Student Radio.
- Professional experience includes more than a decade as a news reporter, sports editor, multimedia journalist, page designer, and managing editor (most recently with the Phoenix-area’s East Valley Tribune)
- Two-time UA graduate (B.A. – Journalism/Communication, 2005 ... M.B.A. Business Administration, 2010)
- Teaching stints as an adjunct instructor at with the UA School of Journalism and as a faculty associate at Arizona State University’s Walter Cronkite School of Journalism & Mass Communication

Email: bfera@email.arizona.edu
(others than in-person communication, email is preferred method of contact)

Twitter: @brettfera

Office hours: **Friday, 9 a.m. – 11 a.m. (Park Student Union 109) and TBA (Marshall Building)**

Course Homepage: via D2L

Other ways to reach me:

I work full-time on campus, as the Director of Arizona Student Media (home to The Daily Wildcat, KAMP Student Radio, and UATV-3). My office is in Park Student Union, Room 109, located in the Arizona Student Media main offices (south part of the building, first floor). I’m regularly in my office or the Wildcat newsroom, so you’re welcome to try and find me there, too!

**A Request Before You Email:** Because of my respect for his knowledge and teaching style, the following is borrowed from UA School of Journalism Professor Mike McKisson, but something I’d like to echo: “We are in the business of asking questions. It’s what we do. I like questions, but I like questions even more when a student has attempted to solve their own problem before asking the question. I encourage students to look in the syllabus before asking course related questions or spend a few minutes using a search engine if it is a technology related question before shooting off an email. Students who find the answer themselves tend to have higher retention rates than those who ask a question via email. If you can’t find the right answer then please come see me or send me an email.”
Description of Course:

adjective | mul·ti·me·dia | \ˈmē-dē\ \[Merriam-Webster's Learner's Dictionary\]
using or involving several forms of communication or expression; using, involving or encompassing several media

Using a combination of text, photos, video, audio, graphics, maps, weblinks and other interactive elements, this course will introduce you to the practice of journalism in a digital environment – along the logic and theory behind it. Students will gain an understanding of how the elements complement each other, and how to best utilize each element in your journalistic efforts to tell engaging stories in their proper context.

Prerequisites:
JOUR 203, JOUR 205

Course Goals:
- Prepare 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 latest trends in multimedia storytelling and production.
- Build storytelling skills in each medium used for multimedia production
- Learn how to use digital tools to collect and combine audio, still photographs, video, text and graphics to accurately tell a story for online distribution
- Apply online publishing skills to disseminate work

Course Objectives:
- Integrate still images, audio, video, text and maps into a coherent journalistically interesting story with a beginning, middle and end
- Identify and assess what is journalistically interesting and newsworthy by reviewing and studying current professional multimedia productions and trends
- Explain what makes multimedia professional by evaluating content, techniques, audio, organization, writing, editing, style, graphics and ethics of a story
- Distinguish the relevance and importance of quality production techniques for each medium used in a multimedia production, i.e., stills, audio, video, graphics and text
- Solve technical problems that arise when using multimedia software, hardware, online storage and publishing sites
- Apply editing skills used in multimedia production
- Identify ethical issues that arise in the gathering and production of multimedia content
- Collect audio files and demonstrate good interviewing and listening skills
- Determine and solve production and hardware issues that arise in the field when gathering visual and audio content
Text and materials: You do not need to purchase a text for this class.

STRONGLY Recommended Equipment:

- **DSLR Digital Camera:** that produces an 8 megapixel file or larger (video capability a plus; microphone input even better)
- **Digital Audio Recorder:** The recorder should 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.
- **Separate Microphone:** A shotgun microphone is the most versatile, but isn’t the only option.
- **Headphones:** You’ll find it will be helpful to have the ability to plug the headphone in (not solely Bluetooth). Any standard headphone will work, however over-the-ear headphones will be helpful during both shooting video and the editing process.
- **Portable Hard Drive:** with a minimum 500-gigabyte capacity or larger and is USB Compatible (preferably compatible with both Mac and Windows machines)
- **SDHC Card:** To use the School of Journalism’s video cameras you will be required to provide your own 8 gigabyte or higher SDHC card. The card must be a Class 10 or higher to work with school DSLR cameras.

Classroom etiquette: Cell phones and all other mobile devices must be turned off during class (unless specifically directed by the instructor for purposes of an assignment). Classroom computers are to be used exclusively for classroom work, not for surfing the Internet or checking email. Please arrive on time and listen respectfully while the instructor, guest lecturer or other students are speaking.

Attendance and Assignment policy:

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. THREE unexcused absences will result in your being dropped from the class. If the THIRD unexcused absence is after the drop deadline then you will receive an E in the course.

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.

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. Presenting a false excuse will be considered cheating, a violation of the academic integrity rules.

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).

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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 cannot redo an assignment that you didn’t turn in. You must make an attempt to complete the assignment before being allowed to redo the assignment.

**Grading standards**
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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.

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Grading scale:
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- University policy regarding grades and grading systems is available at: [http://catalog.arizona.edu/policy/grades-and-grading-system](http://catalog.arizona.edu/policy/grades-and-grading-system).
- Requests for incompletes (I) and withdrawal (W) must be made in accordance with university policies which are available at the same link, just further down the page.

Makeup work, late work, and extra credit policy

Deadlines are crucial in journalism, and therefore any assignment that is turned in late will receive a 0. 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.

Classroom behavior

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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 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.

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**Electronic Devices**
Some learning styles are best served by using personal electronics, such as laptops and iPads. These devices can be distracting to some learners. The instructor will distinguish when taking notes via electronic devices is permitted, and when it is not, on a class-by-class, or discussion-by-discussion, basis. *[The safe approach: Be prepared to take notes by hand at all times.]* Unless part of that day’s discussion, phones must be on silent and put away.

**Academic Integrity**
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. To view/download the UA School of Journalism’s Academic Integrity Handbook, visit [https://journalism.arizona.edu/node/622](https://journalism.arizona.edu/node/622).

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. 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](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.

**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.

Accessibility and Accommodations

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/.

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.

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.
   All students MUST have updated anti-virus software on their personal 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. It is located under “no-cost software” on the “sitelicense” page on UA website. This is Sopos anti-virus software. It automatically updates itself periodically.

   http://softwarelicense.arizona.edu/sophos-anti-virus-endpoint-security-and-control
4. If you do not have high quality protection on your computer, you must download Sophos and install it immediately.
5. Watch out for scammers posing as UA computer IT or security, wanting your passwords.
6. 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.
7. No students are allowed in classrooms outside of class hours, except for students in capstone courses and then only with the instructor’s permission.
8. 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 grad 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, including the ethical responsibilities of journalists to, as the SPJ code of ethics says, “Give voice to the voiceless,” “Avoid stereotyping,” and “Boldly tell the story of the diversity and magnitude of the human experience. Seek sources whose voices we seldom hear.” To find out more, check out the school’s diversity page at https://journalism.arizona.edu/diversity or 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).

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.

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. To view/download the Reporter’s Handbook, visit https://journalism.arizona.edu/node/622.

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/faculty-and-advisors/contracts

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/policy-audience/undergraduate
- 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.

Course Topics and Schedule

Note: This schedule may change as the semester progresses to accommodate the needs of the class. You will be notified in advance of any changes. Also, in-class assignments, article readings and other sources of pertinent reading material may be added to the syllabus as required reading as the semester progresses.

Class 1: Tuesday, Aug. 22, 2017
- Discussion:
  - Introductions
  - You, me, and the syllabus
  - Expectations for this course
Class 2: Thursday, Aug. 24, 2017
- Discussion:
  o “Why we’re here…” – how the implementation of multidimensional, multi-format multimedia content is changing has already changed the landscape of journalism
  o The ethics of multimedia journalism (a starting point…)

Class 3: Tuesday, Aug. 29, 2017
- Discussion:
  o Blogging: What is a blog? Does “blogging” as we knew it in the mid-2000s even exist today? How have today’s news websites incorporated the 1990s/2000s practices and concepts of blogging into their everyday efforts?
- In class assignment (due by end of class):
  o Digital media skills assessment (What do you already know today?)
  o Read (and be ready to discuss): “You be the judge: Are bloggers journalists?”
     ▪  http://www.forbes.com/sites/davidcoursey/2012/01/02/you-be-the-judge-are-bloggers-journalists/#6c9a55b3742b
  o Read (and be ready to discuss): “U.S. Court: Bloggers are Journalists”

Class 4: Thursday, Aug. 31, 2017
- Discussion/Lab:
  o The technical side of blogging.
  o Announce teams for final “team” project and further discussion of project expectations, showcase sample projects, etc.
  o Brainstorm (as teams) topics you might be interested in tackling for final group projects
- Homework due Tu-9/5 (by 11:59 p.m.)
  o For your “team” project, brainstorm (at least) two “news” topics that you might be interested in blogging about this semester. Submit via D2L one paragraph (minimum five sentences) on each topic (so two paragraphs), explaining why the topic interests you, how you will report it, what multimedia opportunities the topic provides (i.e. video, audio slideshows, social, charts/graphs/maps, etc.), what you would called, and the blog’s news value to your (future) readers. Only one person in your group needs to submit, but please make sure ALL group member names are on the document!

Class 5: Tuesday, Sept. 5, 2017
- Discussion/Lab:
  o Blogging/Wordpress; Writing and structuring content for the Web; search engine optimization (SEO); Web Literacy
  o Get started with CMS engines; begin working on your personal portfolios; your portfolio will house all of your assignments (blog posts, video, audio
slideshow, visual/graphics, produced for this class) and serve as a starting point for something you can build on throughout your career

- **Homework for Th-9-7 (start of class):**
  - Read (and be ready to discuss): “RTNDA: Social Media & Blogging Guidelines”
    - [http://www.rtdna.org/article/social_media_blogging_guidelines](http://www.rtdna.org/article/social_media_blogging_guidelines)
  - Read (and be ready to discuss): “How to get started as a multimedia journalist”
    - [https://onlinejournalismblog.com/2012/08/21/how-to-get-started-as-a-multimedia-journalist/](https://onlinejournalismblog.com/2012/08/21/how-to-get-started-as-a-multimedia-journalist/)
  - Read (and be ready to discuss): “When journalists blog: How it changes what they do”

- **DUE: Team project ideas**

**Class 6: Thursday, Sept. 7, 2017**

- Discussion/Lab:
  - Web literacy: Determining the credibility of information on the Web
  - Intro to social media; understanding social media cultures; microblogging; how to develop a social media plan; discuss "Live Twitter" assignment

**Class 7: Tuesday, Sept. 12, 2017**

- Discussion/Lab:
  - Introduction to photo slideshows with audio: We will review some audio slideshows and cover adding audio to your images, including how to use video editing software (part I) to properly organize and showcase your visual/audio components ...
  - Teams meet to further brainstorm projects

**Class 8: Thursday, Sept. 14, 2017**

- Discussion/Lab:
  - Video Part I: Shooting video; how the camera works, setting up a camera, more with editing software (Final Cut Pro X, Adobe Premiere)

**Class 9: Tuesday, Sept. 19, 2017**

- Discussion/Lab:
  - Homework due Tu-9/26:
    - Photo Slideshow with Audio

**Class 10: Thursday, Sept. 21, 2017**

- Lab: Continue working Audio Slideshow projects (shooting photos, collecting audio, editing, etc.)
  - Homework due Tu-9/26:
    - Photo Slideshow with Audio
**Class 11: Tuesday, Sept. 26, 2017**
- Discussion/Lab:
  - Video editing Part II
  - Man on Street (‘Vox Pops’)
- **DUE: Photo slideshow with Audio**

**Class 12: Thursday, Sept. 28, 2017**
- Lab/Assignment:
  - Mobile, Mobile, Mobile: How your phone is changing the way we consume (and now gather) news

**Class 13: Tuesday, Oct. 3, 2017**
- Lab:
  - Mobile Media Assignment (group)
- **Homework due Thu-10/5:**
  - Mobile Media Assignment (group) (due in class, 12 p.m.)

**Class 14: Thursday, Oct. 5, 2017**
- Lab:
  - Mobile Media Assignment
- **DUE: Mobile Media Assignment (group) (due in class, 5 p.m.)**

**Class 15: Tuesday, Oct. 10, 2017**
- Discussion/Lab:
  - Video/Audio interview techniques, natural sound, more with A-Roll, B-Roll

**Class 16: Thursday, Oct 12, 2017**
- Lab:
  - ’Vox Pops’ (aka ‘Man on the Street’)
- **Homework for Tu-10/17:**
  - “Vox Pops

**Class 17: Tuesday, Oct. 17, 2017**
- Lab:
  - ’Vox Pops’
- **DUE: Vox Pops**

**Class 18: Thursday, Oct. 19, 2017**
- Lab:
  - Editing Video Packages
- **Homework for Tu-10/24**
  - Live Social Media Coverage
- **Homework for Th-10/26:**
  - Full Video Package #1
Class 19: Tuesday, Oct. 24, 2017
- Discussion:
  o Today’s multimedia journalist (guest speaker)
- DUE: Live Social Media Coverage
- Homework due Tu-10/26:
  o Full Video Package #1

Class 20: Thursday, Oct. 26, 2017
- Discussion:
  o Data Mapping
- DUE: Full Video Package #1

Class 21: Tuesday, Oct. 31, 2017
- Lab (w/ in-class assignment...):
  o Data Mapping

Class 22: Thursday, Nov. 2, 2017
- Lab: Film Analysis (Part 1)

Class 21: Tuesday, Nov. 7, 2017
- Lab:
  o Film Analysis (Part 2)
  o Finalizing Online Portfolio Site
- Homework due Th-11/14:
  o Film Analysis

Class 22: Thursday, Nov. 9, 2017
- Lab:
  o Finalizing Online Portfolio Site
- Homework for Tu-11/14:
  o Film Analysis

Class 23: Tuesday, Nov. 14, 2017
- Lab:
  o Editing Video Packages
- Homework for Th-11/16:
  o Full Video Package #2
- DUE: Film Analysis

Class 24: Thursday, Nov. 16, 2017
- Discussion:
Web traffic: what gets clicks, how to measure traffic, being nimble enough to change course midstream; includes introduction to Google Analytics, Chartbeat, etc.)

- Lab:
  - Editing Video Packages
- **DUE: Full Video Package #2**

**Class 25: Tuesday, Nov. 21, 2017**

- Lab:
  - Work on final team projects
- **Homework for Tu-11/28:**
  - Compile Aggregated Social Media Coverage
  - Work on Final Team Projects (Due Tu-12/5)
- **DUE: Online Portfolio Site**

**NO CLASS: Thursday, Nov. 23, 2017**

**Class 26: Tuesday, Nov. 28, 2017**

- Lab:
  - Continue work on final team projects
- **DUE: Aggregated Social Media Coverage**
- **Homework for Tu-12/5:**
  - Final Team Projects

**Class 27: Thursday, Nov. 30, 2017**

- Lab:
  - Continue work on final team projects
- **Homework for Tu-12/5:**
  - Final Team Projects

**Class 28: Tuesday, Dec. 5, 2017**

- Discussion:
  - final team project presentations in class
- **DUE: Final team projects due for grading by start of class (deadline: 4:45 p.m.)**
- **Homework for W-12/6:**
  - Final Project Peer Critiques (due 11:59 p.m.)
Welcome to Sports reporting 308. This is a journalism class with a focus on sports reporting. The course will include in-class work, out-of-class assignments, coverage in the field, alternative-presentation stories, profiles, quizzes and discussions.

Prerequisites for 308: C or better in 205, 306 and 208. Students may either have completed 306 or they can be enrolled concurrently in both 306 and 308. Note that if students are registered in this class but fail to get into 306, they have to drop this one as well. Please be prepared to cover games outside of class — many outside assignments occur on nights and weekends, so please plan accordingly. An interest in and a knowledge of sports is highly recommended for this class.

Instructor bio: Shannon Conner is a sports journalist with more than 20 years experience reporting and editing. She has worked in five newsrooms — both in sports and in news — across the country including St. Louis and Atlanta, and most recently she was the sports editor at the Arizona Daily Star.

308 Course Objectives: Reporting

- Understand basic style, form and guidelines followed in written coverage of sports events.
- Track and interpret statistics to inform sports event coverage.
- Identify and access sources vital to good sports reporting.
- Conduct interviews in a variety of settings, from sidelines to news conferences to locker rooms.
- Understand the concept of a second-day story angle and apply it to sports events and breaking news.
- Cover a sports event on deadline, using multiple platforms, including social media, photos and video.
- Produce every element of event coverage, from advances to running game stories to follows.
- Find, report and write a local, timely and interesting sports profile.

Makeup Policy for Students who Register Late After the First Class

Students may enroll in 308, space and pre-requisites allowing, no later than the second class meeting. Assignments made the first day of class must be completed within the same number of days given to those students who were present at the first class.

Required Reading/materials: I will post links to online reading assignments on the class website. Please check for updates at the beginning of every week. Unannounced reading quizzes might be given.

You must have a hard copy of the Associated Press Stylebook. You will use it during in-class assignments, so bring it to every class. If you have an AP Stylebook issued from within the past three years, you don’t need to buy a new one. Sometimes entries do change, but if you can show me what you did was correct according to your edition, that won’t count against your grade.

You must also read the Arizona Daily Star, which you can read in print or online in the electronic subscription format (this is important because we will discuss placement, design and differences between print and online presentation). You are also responsible for keeping on top of local, national and international current events. Check out The New York Times, Los Angeles Times, ESPN.com, The Ringer, The Big Lead, USA Today, Yahoo sports.
You must also have the University of Arizona School of Journalism’s Reporter’s Handbook and the Academic Integrity Handbook. Both the Reporter’s Handbook and the Academic Integrity Handbook are available online through the journalism school.

I may assign other reading throughout the semester.

**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.

**Required Extracurricular Activities:** This course will require some night and weekend work. When are some sports played? Nights and weekends. That means we will be at a soccer, volleyball, basketball game, cycling or running event, etc. on some nights and weekends. We will adjust our class schedule accordingly. Events will be held in and around the University of Arizona campus. If you do not have transportation, please see me. You should plan on four to five hours to report (including social media posts), cover, interview and then write a story off an event. All our events will be covered on DEADLINE.

**COURSE STRUCTURE:**

**Knowledge:** You are expected to keep up with local, national and world sports events. You are expected to keep up with local sports news, newsmakers and events. This means knowing when and what El Tour de Tucson is, for example.

**No fans:** While you are in class, and while you are representing the class, you are not a sports fan. Leave your loyalties at home. **Do not ask athletes, coaches or anyone associated with a team for an autograph. Do not take photos or videos of players or personnel. Do not take a selfie while on assignment. Do not wear team colors, team logos or any other sports-related clothing or other items to any event we attend or any interview you conduct for this class. You cannot cheer on press row or in the press box or on any sideline.**

**Conflicts of interest:** You may not work for, volunteer with or play on any of the teams/events we cover in this class. If you have an internship with a local/university/high school athletic team, I need to know.

**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.

**Deadlines:** All assignments and exercises are to be turned in by the designated deadline, unless I announce otherwise. I will not accept assignments turned in after deadline. If you miss deadline, you get a zero for the assignment. No exceptions, unless you provide documented proof of a major medical or other emergency. Problems with technology or other equipment do not constitute excusable emergencies. If we are working on a tight deadline, you are responsible for testing your equipment ahead of the deadline.

**Story length:** Your assignments must be written to the assigned length. I will deduct 10 percent from the assignment grade for stories that are more than 10 percent shorter or longer than the assigned length.
Style: Use AP style. I will deduct half a percentage point from your assignment grade for each style error.

Participate: I value class participation and look forward to active discussions. This is not a sit-there-and-be-lecture-to kind of class. I want to know what you think, why you think it and I expect you to ask questions.

Sporting events: I will arrange your entry with media relations officials at the sporting events. You must provide your own transportation to these events and pay for food and other expenses. You absolutely must follow the professionalism standards described in this syllabus while on these trips. Whom do you represent? In dealing with news sources and others in the community this semester, you may be asked, “For which media outlet do you work?” You should say that you are a journalist in a sports journalism course for the University of Arizona’s School of Journalism and that you could publish the material anywhere. Under no circumstances are you to represent yourself in connection with this class as working for the Arizona Daily Wildcat or other media outlets. Don’t do work for other outlets and turn it in for credit in my course. If your story is worthy of further publication or broadcast, you may approach those outlets later as a freelance journalist. You should assure your sources that you later will contact them for an accuracy check of the information you use from them for the story, if it is accepted for publication. And then keep that promise. You may give them my name and contact information as your editor/instructor and invite them to contact me. Failure to follow these guidelines could result in a zero for the assignment and possibly fail the course.

Sources: All your sources must be fully identified by first and last name, major, year and/or title or connection to the story. Unnamed or anonymous sources are not allowed. Email interviews are also not allowed – you must talk to your source on the phone or in person. You must include contact information (phone number and/or email) for all of your sources at the end of your stories. I will spot check your sources. Failing to include contact information will reduce your reporting grade by one letter.

Some housekeeping details: I only accept assignments that are typed, in black, double-spaced and in a legible font. I accept assignments electronically, ONLY in specific circumstances where I agree, in advance, to do so. I do not accept hand-written work, except for quizzes.

Check your UA email/D2L: I 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.

Course Schedule and Outline: Attached at the end of the syllabus. It is subject to change, with notice.

QUIZZES: Each class we will do a group sports quiz activity or a written sports quiz, which I will explain in class. The activity/quiz will cover current local, national and international sports news. Local news will be drawn from the Arizona Daily Star/Tucson.com, The Daily Wildcat.

Scores will be kept during the activity and will count toward your participation/professionalism grade.

Quizzes are handed out at the beginning of class and may happen on a Tuesday or a Thursday. If you are late to class after the quiz is handed out you will not be allowed to take it or make it up.

READ TUCSON.COM/ARIZONA DAILY STAR FOR FREE:
http://arizonadailystar.az.newsmemory.com/nie.php
username: journalism
password: uofa2012

ATTENDANCE: Attendance is required. Period. Attendance in class and at the outside events we cover is required. A large part of real life is meeting deadlines. It’s a skill you must have and this is a good place to get used to the mentality. You can’t know what’s going on if you don’t show up – this is true in school, and in the field.

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.

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. 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 me regarding your absence. I am the only person 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.

If you miss a class with an unexcused absence, you will miss the quiz, the homework assignment that is due that day and any in-class assignments. As a result, you will miss those points in your grade. I will not accept late assignments, give partial credit or give extra credit later. To do so is not fair to the people who attend class.

To be clear, leaving early for travel is not an excused absence.

If you miss a class with an unexcused absence, it is up to you to find out what we did in class, what the homework assignment is for the next class and complete it. Contact me and let me know what’s going on.

Make-up work is only allowed for excused absences.

Two or more unexcused absences may result in the reduction of your final course grade by one letter grade. Be advised that you may be dropped from the class after two unexcused absences, according to university policy.
I understand that you all have other classes, jobs and other responsibilities. I do too. I am sympathetic, but that does not change the requirement that you produce clean, quality work on time. I expect it and any future editor you have will too.

**Wildcat/work/class:** Missing class to cover a story for another class, the Wildcat or other job obligations (including other news outlets) is not an excused absence.

**Collaboration:** Part of being a good journalist is developing the ability to work with others effectively. But your work must be your own and you are not allowed to write stories together. A journalist would never ask a competing reporter for his or her notes or source information and you are not allowed to use quotes or information gathered by others, including other media sources or your classmates. A journalist would also never give a competing reporter access to her or his work.

**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 or conflicting religious beliefs. What you will not hear is your instructor presenting personal views on any of those subjects. Likewise, I expect you to refrain from making biased or partisan comments in class. If you have particular concerns about a subject, you are welcome to discuss them with me.

**In-class assignments** that require grading must be handed in before class is finished and out-of-class assignments must be handed in at the start of class on the due date. All assignments must be printed in black ink, in a legible font and double-spaced. I will not accept handwritten assignments.

**Excused absences:** 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 four: serious illness, jury duty, religious observance 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. 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. You have until the following class to present your excuse.

Make-up work is only allowed for excused absences.

**More than ONE unexcused absence** may result in the reduction of your final course grade by one letter grade, or, if the drop deadline is past, you may receive a failing grade for the semester.

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

I understand that you all have other classes, jobs and other responsibilities. I do too. I am sympathetic, but that does not change the requirement that you produce clean, quality work on time. I expect it and any future editor you have will too.

**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.
Collaboration: Part of being a good journalist is developing the ability to work with others effectively. But your work must be your own and you are not allowed to write or edit stories together, except as part of an in-class assignment as we direct. A journalist would never ask a competing reporter for his or her notes or source information and you are not allowed to use quotes or information gathered by others, including your classmates. A journalist would also never give a competing reporter access to her or his work.

ASSIGNMENTS AND GRADING:
Field assignments: In the classroom this semester, we will cover many of the things you need to know to effectively cover sports events. But only by putting that knowledge into practice in real-world conditions will you be able to grasp more fully the skills you need to be a sports reporter. At events such as UA games, high school football games, and community events you will keep statistics and play-by-play, Tweet, conduct interviews and write and produce coverage on deadline. The class schedule contains details on the field assignments. Please carefully check your schedule against the planned events within the class schedule, and let me know ASAP about any conflicts. Of the six possible in-the-field assignments, you must complete five. Keep in mind that our class assignments and schedules are affected by team schedules outside our control, and an alternate assignment may not be available.

All field assignments except the statistics exercise will be graded according to how much editing your work would need before being published by a professional media outlet, as outlined below.

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. I expect all students to try hard, ask for help and do their best. I am willing to discuss a grade I give you, and if I’ve made an error, I’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.

You will be evaluated on your news sense, your ability to identify and craft a solid sports story, your language, your critical thinking ability, the clarity and quality of your writings, as well as how well you integrate what we’ve covered in class.

I will evaluate your work on how close it is to being publishable/usable in the field, with the following guidelines:

A (90-100%): Excellent in all or nearly all areas. Requires little or no additional editing. Free of mechanical errors. Publishable.
B (80-89%): Good. Overall, sound work, but editing required before publication. Generally readable and interesting.
C (70-79%): Competent but not yet publishable. Generally good work, but may need more reporting or rewriting, fails to meet competency standards because of mechanical errors and lack of clarity.
D (60-69%): Fair. Demonstrates effort but fails to meet basic editing standards.
E (59% and below): Fails to meet minimum expectations in most or all areas.

Your final course grade will be calculated as:
Out-of-class Assignments: 50 percent
In-class Assignments: 25 percent
Quizzes: 5 percent (These include current sports events and AP style.)
Professionalism and Participation (in-class discussions and comments on assigned readings): 10 percent Profile: 10 percent (You will write a 800-word profile on a sports figure. The story must quote at least three sources in addition to the subject. The story must examine an aspect of the person’s life beyond his or her involvement in sports. A budget line is due Sept. 29. A story outline, including your planned sources, is due Oct. 27. The profile is due Dec. 6.)

I do not curve grades and I do not round up – this means if you earn a 79.7 percent final course grade, you have earned a C and I will not round up to a B.
Assignment grades: Written assignments will be graded using the follow method, in conjunction with the how-close-to-publishable criteria included in the full syllabus:

Points will be deducted as follows:
- 0.5 for a typo (teh instead of the, for example)
- 1 point for an AP style error (i.e. He lived at 525 N. Cannonbury Street)
- 1 point for a fragmented sentence or wording that does not make sense.

AUTO E: An error of fact – i.e. misspelled name or proper noun, an incorrect statistic or score, an incorrect date, dollar amount, title, address – will result in an AUTO E and ZERO points for the assignment.

Professionalism is evaluated in class, and takes into account any information I receive about your conduct while on an assignment for class (i.e. how you interacted with a source you are interviewing for a story). Everyone begins with a C in this area. You can earn professionalism points by participating in class discussion, quiz game or the stand-up mic. You can lose points by being disrespectful to other students, by talking out of turn, being on your phone or computer instead of paying attention, creating distractions or other conduct that would be unprofessional if you were in a newsroom or covering an event.

Professionalism means being on time, paying attention and respecting your classmates; not reading the newspaper, checking your phone or other device, texting, doing other assignments or chatting during class; be courteous and turn your devices off during class (unless you are monitoring a sick child or similar situation and let me know). You may be asked to leave the classroom, and will not earn points for the day, if you are texting or otherwise using technology in a manner not consistent with the class or behaving disruptively. Do not use the classroom computers for emailing, cruising the Internet or working on other assignments.

Journalism demands a high level of professionalism. Because the school’s professionally oriented undergraduate program is nationally accredited, each faculty member has a special obligation to ensure that students understand and engage in professional behavior. The behavior required in the classroom will be expected in the newsroom.

To encourage the development of professional behavior, faculty members make professionalism and participation a component of the evaluation of every student’s success in class.

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.
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.

**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 me. I want to help you understand the material.

**D2L and Turning in Assignments:** We will use D2L to turn in assignments by deadline. I also want you to turn in a hard copy to me in class when we finish them in class.

**Deadlines:** All assignments and exercises are to be turned in by the designated deadline, unless I announce otherwise. I will not accept assignments turned in after deadline. If you miss deadline, you get a zero for the assignment. No exceptions, unless you provide documented proof of a major medical or other emergency. Problems with technology or other equipment do not constitute excusable emergencies. If we are working on a tight deadline, you are responsible for testing your equipment ahead of the deadline.

**AUTO E:** This grade is designed to make sure you understand the absolute necessity of being accurate. You will receive an Auto E — worth 50 percent of available reporting points — if you make a factual error in an assignment, such as spelling a name incorrectly or getting a person’s job title wrong.

This includes using informal titles that may be commonly used, but incorrect and potentially confusing. For example, referring the UCLA or Duke on the first reference in a story – those are common ways to refer to two specific universities, but are not the actual names of the schools.

You may also receive an Auto E for multiple typos, misspellings, style errors and grammatical mistakes. I am confident that you will proof read your copy before turning it in, so this should not be a problem.

If you make a factual error in an assignment, you will receive an Auto E – and half the points you would have received for the grade you earned — for your reporting grade. If you make the other errors, you will receive the Auto E – half the points – for your writing grade.

The good news is the Auto E is entirely preventable. Read and re-read your assignments. Read them to yourself out loud from the end of the story to the beginning. Give your paper to someone else to read. Ask yourself “Is this correct?” after each sentence. **Don’t rely on spell-checkers.**

We will use peer editing on some assignments because you can benefit from another person’s perspective on your copy. These exercises are designed to help students grow by giving and receiving feedback, not as a chance to rip on each other.

**ACCESSIBILITY AND ACCOMMODATIONS:** If you have a disability that you need reasonable accommodation for, please talk to me about how we can work together to get you what you need to be successful. If you have a letter from the Disability Resource Center, please make sure I’ve received it early in the semester. Disclosure and accommodations are NOT retroactive.

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 us know immediately so that we can discuss op-
tions. You are also welcome to contact Disability Resources (520-621-3268) to establish reasonable accommoda-
tions. For additional information on Disability Resources and reasonable accommodations, please visit http://drc.ar-
izona.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 our course requirements and activi-
ties 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.

**Discrimination:** University and journalism department policy prohibits faculty, staff and students from discriminat-
ing 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/).

**Nondiscrimination and Anti-harassment Policy:** The University is committed to creating and maintaining an en-
vironment 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).

**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.

**In class:** Do not change anything on the computer, including its appearance or settings, or use it to play games. No
food or drink is allowed in the lab, and the Pulliam and Harelson labs are closed when classes are not using them. If
you need access to a computer outside of class you can use the computers in the open lab. I expect all students to
treat everyone else in the class with respect and courtesy, as I will. However, please know that classroom conduct
falls under the university’s policy on student disruptive behavior and continual problems can result in university
consequences.

I value class participation and look forward to active discussions. This is not a sit-there-and-be-lectured-to kind of
class. I want to know what you think, why you think it and I expect you to ask questions.

Please be aware that journalism is the practice of evaluating facts and opinions, synthesizing information, thinking
critically and learning new things. Sometimes information you hear in class, or situations or sources you encounter
in the field may seem offensive to you. Being a journalist requires us to stretch beyond ourselves and see the world
through others’ eyes – we don’t have to agree, of course, but we must be able to be professional and fairly cover sto-
ries, people and topics that we personally find distasteful, disturbing or offensive.

**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/edu-
cation-and-student-affairs/threatening-behavior-students.
ACADEMIC INTEGRITY: Your work must be your own. That’s not just a sacrosanct rule of journalism, it’s UA policy. And I do not mess around. Committing plagiarism, fabrication or falsification are offenses that will earn a failing grade in Jour 306, and you could end up with other university discipline issues. The School is extremely serious about this.

THIS MEANS YOU CANNOT TAKE QUOTES, FACTS, DETAILS OR ANY OTHER INFORMATION FROM STORIES PUBLISHED ELSEWHERE. IF YOU DIDN’T CATCH THE COACH’S QUOTE YOURSELF, YOU CAN’T JUST TAKE IT FROM ANOTHER SOURCE. YOU MUST DO ALL OF YOUR OWN WORK.

YOU MAY BE ASKED TO PROVIDE YOUR NOTES WITH YOUR STORY OR SEPARATELY, SO KEEP THEM UNTIL THE END OF THE SEMESTER.

You must read the UA School of Journalism’s Academic Integrity Handbook sign a form to show that you’ve read it and understand it.

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

The journalism department 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 School’s Academic Integrity Handbook, which you are required to read.

Plagiarism has another dimension when it comes to journalism. You are probably used to writing essays and citing secondary sources in your papers for other classes. This will not work in Journalism 306. Your work must be your own.

In a writing course, like 308, this means if you need a quote or fact from a source in a story you are writing, for example, you must contact the person and get the quote or fact yourself – you can’t take what the person said from the television news or in another newspaper. You must do your own reporting.

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, 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.

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.

Plagiarism is stealing. Fabrication is lying. Don’t do it. It is better to not hand in an assignment or to not include information in your story than to lie and steal. It’s never worth it.

You must read the School of Journalism’s Academic Integrity Handbook and sign a form to show that you’ve read it and understand it.

Story conflicts: Work done for another news outlet, including radio or television stations, the Arizona Daily Wildcat, the Arizona Daily Star, or Tucson Weekly, cannot be turned in for credit as an assignment for class. Writing or producing a story for another class and turning it in, or using any of that work without getting my approval first, for J308 is also not allowed. I will decide on a case-by-case basis if and how work done for another class can be used in J308. Talk to me in advance.

Your stories for class must be unrelated to your work or involvement elsewhere. This means if you cover a beat for the Arizona Daily Wildcat, you must disclose that to me and not cover stories on that beat for class. If you are involved in a club, you may not write about that club’s activities. Failure to do so will result in the elimination of those assignments from your grade – it will be like you never turned in the assignment.

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, including the ethical responsibilities of journalists to, as the SPJ code of ethics says, “Give voice to the voiceless,” “Avoid stereotyping,” and “Boldly tell the story of the diversity and magnitude of the human experience. Seek sources whose voices we seldom hear.” To find out more, check out the school’s diversity page at https://journalism.arizona.edu/diversity or contact the school’s diversity coordinator, Maggy Zanger, at zanger@email.arizona.edu.

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 or conflicting religious beliefs. What you will not hear is your instructor presenting personal views on any of those subjects. Likewise, I expect you to refrain from making
biased or partisan comments in class. If you have particular concerns about a subject, you are welcome to discuss them with me.

**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.

**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/faculty-and-advisors/contracts

**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

**Computer Security Rules:**

1) Use only your university email account to correspond with journalism faculty and staff.
2) Do NOT check your personal email accounts from department computers,
3) You may not connect your laptops to our networks or computers under any circumstances. Email material to your UA email 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, Room 312, are available for use outside of class.
7) Absolutely no food 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 Cat Card to the journalism office for approval and access.

**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.

Signed ___________________________ Date ___________________________

**J308 Schedule (Subject to change)**

You will conclude this class with a profile. (See above) There are three parts (with three separate grades): **A budget line is due Sept. 28. A story outline, including your planned sources, is due Oct. 26. The profile is due Dec. 5.**

**Coverage dates (Subject to change with notice):**

- UA soccer - Sept. 4 (Fri.) 7 p.m. vs. ASU, Texas Tech
- UA cross country - Sept. 15 (Fri.), 5 p.m. at Randolph South Golf Course
UA volleyball - Sept. 23, (Sat.) 6 p.m. vs. Washington State
Jim Click’s Run n’ Roll - Oct. 1 - (Sun.) 7 a.m. (UA Mall)
UA soccer - Oct. 8, noon, vs. UCLA *** LIVE BLOGGING ONLY
UA volleyball - Oct. 27 - (Fri.), 6 p.m., vs. Cal
UA women’s basketball - Nov. 6, (Mon.) TBD, vs. WNMU
UA volleyball - Nov. 12 (Sun.), noon vs. Oregon
El Tour de Tucson - Nov. 18 - (Sat.) 10:30 a.m. (finish line at Armory Park)

Week 1
Aug. 24: Quiz, Dissect a gamer.

Week 2
Aug. 29: Quiz, Great gamer ledes, dissect a box score
Aug. 31: Sports quiz, soccer prep.

Week 3
Sept. 4 - UA soccer, 7 p.m. vs. Texas Tech
Sept. 5 - Quiz,
Sept. 7 - Quiz, Interview/profile exercise

Week 4
Sept. 12 - Quiz, Cross country prep
Sept. 14 - NO CLASS
Sept. 15 - Dave Murray Invitational 4:30 p.m., UA x-try meet coverage, due 9 pm.

Week 5
Sept. 19 - Quiz, break down meet
Sept. 21 - Quiz, VB prep
Sept. 23 - UA volleyball, 6 p.m. vs. Washington State

Week 6
Sept. 26 - Quiz, what is a budget line? and peer editing
Sept. 28 - Quiz, Budgetline due. Run n roll prep

Week 7
Oct. 1 - Jim Click’s run n roll coverage, UA mall, 7 a.m.
Oct. 3 - Quiz, run n roll review, UA soccer mini prep (How to live blog, plus examples)
Oct. 5 - Quiz, featurized gamer - what is it, examples, how to write gamer + feature = featured gamer

Week 8
Oct. 8 - UA soccer LIVE BLOGGING
Oct. 10 - Quiz, Live coverage, unexpected event - slides.
Oct. 12 - sports quiz + discussion, Deadline lede exercise.

Week 9
Oct. 17 - GRADE CHECK - Quiz, 3 tweets - 30 seconds each
Oct. 19 - Quiz, Featurized gamer intro.
Oct. 21 - UA volleyball, 6 p.m. vs. Washington State

Week 9
Oct. 26 - Quiz, Profile OUTLINE DUE, including sources.
Oct. 27 - UA volleyball, 7 p.m. vs. Cal
Week 10
Oct. 31 - Quiz, Intro to previews.
Nov. 2 - Quiz, women’s basketball prep, preview examples due

Week 11 - Alt prez
Nov. 6 - UA women’s basketball, vs. WNMU, TBA
Nov. 7 - ELECTION DAY Quiz - Preview exercise.
Nov. 9 - Quiz, women’s basketball prep

Week 12
Nov. 12 - UA volleyball, vs. Oregon, noon
Nov. 14 - Quiz, El Tour prep, El Tour advance due
Nov. 16 - TBA
Nov. 18 - El Tour de Tucson, Armory Park, 10:30 a.m.

Week 13
Nov. 21 - conferences - 5-minute time blocks
Nov. 23 - NO CLASS - THANKSGIVING!

Week 14
Nov. 28 - Quiz, Alternative presentation - what is it? why do it? slides/examples
Nov. 30 - TBA

Week 15
Dec. 5 - PROFILE DUE, pizza and goodbye
REPORTING PUBLIC AFFAIRS 313-003  
Room 341 Marshall building - 845 N Park Ave - Tucson, AZ

Joe Ferguson  
T/Th 5-6:50 p.m. and various times TBA

Office hours: Th 4:30-5 p.m. and by appointment (preferred)  
520-289-7135  
jferguso@email.arizona.edu

Your Instructor
Joe Ferguson has been a political reporter with Arizona Daily Star for the last four years and previously, a City Hall Reporter with the Arizona Daily Sun in Flagstaff. He is a graduate of the University of Arizona, with degrees in Journalism, Political Science and History.

He has experience covering the White House, Congress, state government as well as local politics.

Ferguson taught Reporting Public Affairs at the UA Journalism School since 2016.

Course Goals
At the completion of the class you should:
- 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
- Write complete and accurate stories, reflecting others’ points and not just the majority view in government
- Understand there are may be more than two sides
- 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 Objectives
At the completion of the class you should:
- 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
- Focus on the effect of government of people’s lives, not just government process
- Write stories for people, not for government officials; avoid bureaucratese and insider reporting
- Apply fundamentals of access, including public records and open meetings laws
- Research and write on budgets, taxes, policy development, legal proceedings — always focused on how people’s lives are affected

COURSE STRUCTURE

This a learning-by-doing course. You will be busy. We will hold class in the Marshall building but you will also be required to attend public meetings off campus and outside of class time, including the Pima County Board of Supervisors, Tucson City Council and the Tucson Unified School Board. The anticipated schedule is included later in the syllabus, and may be adjusted or updated as necessary.

Most weeks, you will do one major assignment. Some meetings occur during our class time; some do not. The meetings are spread out as much as possible so you are not missing the same commitments in your life repeatedly. The class is a university-sanctioned requirement for your major. During the second half of the semester you will have some release time from class to work on the in-depth story and courts coverage.

You will also be required to attend public meetings off campus and outside of class time, including the Pima County Board of Supervisors, Tucson City Council and the Tucson Unified School Board.

The anticipated schedule is included later in the syllabus, and may be adjusted or updated as necessary.

You are responsible for attending these meetings IN PERSON. Many of the meetings are streamed online or on television, and they’re available afterward, too. This is convenient for verifying quotes, for example, but it does NOT MEAN YOU CAN SKIP THE MEETING.

I will often attend the same meetings.
You have the schedule of meetings now, so you should have plenty of time to make arrangements to attend the meetings. You can miss one of the scheduled meetings and related assignment and make it up at another meeting, but only if arrangements are made in advance of the meeting you want to miss and I approve of the change. You can’t miss a meeting and come to me afterward asking for a makeup assignment – it must be decided in advance.

You will be on deadline often in this class, and you will be expected to juggle short-term assignments with longer-term due dates. You’ll write news stories based on government meetings, come up with your own enterprise stories, write a profile and more.

D2L and Turning in Assignments: We will use D2L to turn in assignments by deadline.

FORMAT: Stories and assignments should be TYPED, DOUBLE-SPACED in at least 12-point type and black ink. Please include your name and email on the top of the first page (either corner is fine) and staple the pages together. Please include your name on every page and number pages.

Your source list and contact info should be on a separate page stapled to the end of your story.

REQUIRED READING:

You need the Associated Press Stylebook 2014 or later. If I mark something wrong on an assignment and you can show me where it’s correct in your stylebook, I will give you the point.

You must also read the Arizona Daily Star, which you can read in print or online in the electronic subscription format.

NOTE: DO NOT RELY ON THE ARIZONA DAILY STAR’S WEBSITE OR MOBILE (Tucson.com). QUIZZES WILL BE TAKEN FROM CONTENT IN THE PRINT NEWSPAPER, WHICH IS AVAILABLE IN A FREE ELECTRONIC VERSION ONLINE. I DO THIS BECAUSE THE DIGITAL CONTENT CHANGES OFTEN AND THE CONTENT IS NOT THE SAME AS IN PRINT.

READ THE ARIZONA DAILY STAR FOR FREE:

http://arizonadailystar.az.newsmemory.com/nie.php
username: journalism
password: uofa2012

This class is called Reporting Public Affairs for a reason – it is your responsibility to know what’s going on in the community, state, nation and world. You need to know who the players are, so be up to date on elected officials and top administrators.

GRADING: YOU WILL RECEIVE THE GRADE YOUR EARN. Your grade will be comprised of: stories (which will include memos, story idea assignments, and similar assignments) quizzes and professionalism/participation.

Grades are based on results, not simple effort. I expect all students to try hard, ask for help and do their best. I am willing to explain a grade I’ve given you, and if I’ve made an error, I’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.

QUIZZES: We will have a weekly current events/civics/identification quiz. Local news will be taken from the Arizona Daily Star front page and metro/region sections. Also expect questions like “what political party does the Arizona governor belong to?” and “who is the mayor of Tucson?” These will be a mix of written and class participation quizzes. 20 percent.

STORIES: Your assignments will be graded on news judgment, clarity, completeness and understanding, writing, grammar and AP style. You will receive a grade for reporting, another for writing and, if applicable, one for news judgement/story idea. Each story will need to include two Tweets (written out, not tweeted) and two story ideas for follow-ups or other stories from the assignment. The story ideas must include sources to talk to and a budget line. 60 percent

AUTO E: If you make a factual error – i.e. name misspelled, wrong vote tally, misquote, etc. – you will receive an AUTO E and receive a 0 for your reporting grade. You will still receive the story idea and writing grade. This is entirely in your control, so triple-check your work before turning it in.

All of your sources must be fully identified by first and last name, major, year and/or title or connection to the story. Unnamed or anonymous sources are not allowed.

You must include contact information (phone number and/or email) for all of your sources at the end of your stories. I will spot check your sources.

Deadlines: All assignments and exercises are to be turned in by the designated deadline, unless I announce otherwise. I will not accept assignments turned in after deadline. If you miss deadline, you get a zero for the assignment. No exceptions, unless you provide
documented proof of a major medical or other emergency. Problems with technology or other equipment do not constitute excusable emergencies. If we are working on a tight deadline, you are responsible for testing your equipment ahead of the deadline.

GRADING CRITERIA: I will evaluate your work on how close it is to being publishable/usable in the field, with the following guidelines:

A (90-100%): Excellent in all or nearly all areas. Requires little or no additional editing. Free of mechanical errors. Publishable.

B (80-89%): Good. Overall, sound work, but editing required before publication. Generally readable and interesting.

C (70-79%): Competent but not yet publishable. Generally good work, but may need more reporting or rewriting, fails to meet competency standards because of mechanical errors and lack of clarity.

D (60-69%): Fair. Demonstrates effort but fails to meet basic editing standards.

E (59% and below): Fails to meet minimum expectations in most or all areas.

Professionalism/Participation (20 percent) is evaluated in class and in the field, and takes into account any information I receive about your conduct while on an assignment for class (i.e. how you interacted with a source you are interviewing for a story).

You are representing the University of Arizona, the School of Journalism, and every other journalist when you are in the field. Dress appropriately – business casual, more on the business side than the casual – for outside assignments. Don’t create distractions by speaking audibly during meetings – if you need a source’s name, follow them outside after their remarks or whisper. And TURN YOUR PHONE RINGER OFF. If there is a problem, I will hear about it.

Professionalism means being on time to class and to outside assignments, paying attention and respecting your classmates; not reading the newspaper, checking your phone or other device, texting, doing other assignments or chatting during class; be courteous and turn your devices off during class (unless you are monitoring a sick child or similar situation and let me know). You may be asked to leave the classroom, and will not earn points for the day, if you are texting or otherwise using technology in a manner not consistent with the class or behaving disruptively. Do not use the classroom computers for emailing, cruising the Internet or working on other assignments.

The school’s undergraduate program is nationally accredited, each faculty member has a special obligation to ensure that students understand and engage in professional behavior. The behavior required in the classroom and in the field will be expected in the newsroom.

This 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.

FINAL PROJECT: This Course will include an in-depth story for a final project. We are going to start from a foundation of Tucson and Arizona’s rankings in education, poverty and other public affairs areas. The story will be eight to 12 pages, double--spaced, with more than 10 non-Web sources. Names and phone numbers of all sources used for the story must be submitted with the story. Computer-assisted reporting also may be incorporated into the project, as well as attention to possible graphics, maps, tables, photos, or multimedia. You will produce one memo on your progress during the project.

This will be 30 percent of your grade and is a required paper in order to pass this course.

ATTENDANCE: Attendance in class and at the outside events we cover is required. A large part of real life is meeting deadlines. It’s a skill you must have and this is a good place to get used to the mentality. You can’t know what’s going on if you don’t show up – this is true in school, and in the field.
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

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 me 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.

If you miss a class with an unexcused absence, you will miss the quiz, the homework assignment due that day and any in-class assignments. As a result, you will miss those points in your grade. We will not accept late assignments, give partial credit or give extra credit later. To do so is not fair to the people who attend class.

Leaving early for travel is not an excused absence.

If you miss a class it is up to you to find out what we did in class, what the homework assignment is for the next class and complete it. Do not miss class and expect us to take the initiative to make sure you are up to speed. Let us know what’s going on and ask us about what you missed.

I hand out quizzes at the beginning of class. If you come late to class after the quiz is handed out you will not be allowed to take it or make it up. I REALLY DO MEAN THIS.

Excused absences: 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 four: serious illness, jury duty, religious observance and military reserve obligation. You have until the next class to submit your excuse.

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.

Make-up work is only allowed for excused absences.

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 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.

Religious observances

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

I understand that you all have other classes, jobs and other responsibilities. I do too. I am sympathetic, but that does not change the requirement that you produce clean, quality work on time. I expect it and any future editor you have will, too.
Wildcat/work/class: Missing class to cover a story for another class, the Wildcat or other job obligations will be handled on a case by case basis (including other news outlets) but is generally an unexcused absence.

Collaboration: Part of being a good journalist is developing the ability to work with others effectively. But your work must be your own and you are not allowed to write or edit stories together, except as part of an in-class assignment as I direct. A journalist would never ask a competing reporter for his or her notes or source information and you are not allowed to use quotes or information gathered by others, including your classmates. A journalist would also never give a competing reporter access to her or his work.

Make sure you check your UA email – I 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.

DISABILITIES: If you have a disability that you need accommodation for, please talk to me now about how we can work together to get you what you need to be successful. Accommodations are not retroactive. If you have a letter from the Disability Resource Center, please make sure I’ve received it early in the semester.

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 us 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/.

If you have reasonable accommodations confirmed through the Disability Resource Center, please plan to meet with us by appointment or during office hours to discuss accommodations and how our 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.

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.

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 or conflicting religious beliefs. What you will not hear is your instructor presenting personal views on any of those subjects. Likewise, I expect you to refrain from making biased or partisan comments in class. If you have particular concerns about a subject, you are welcome to discuss them with me.

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.

ACADEMIC INTEGRITY: Your work must be your own. That’s not just a sacrosanct rule of journalism, it's UA policy. And I do not mess around.

Committing plagiarism, fabrication or falsification are offenses that will earn a failing grade in RPA, and you could end up with other university discipline issues. The School is extremely serious about this.
The journalism department 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 School’s Academic Integrity Handbook, which you are required to read.

Plagiarism has another dimension when it comes to journalism. You are probably used to writing essays and citing secondary sources in your papers for other classes. This will not work in Journalism 313. Your work must be your own.

In a writing course like 205 or 306 this means if you need a quote or fact from a source in a story you are writing, for example, you must contact the person and get the quote or fact yourself – you can’t take what the person said from the television news or in another newspaper. You must do your own reporting.

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, 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.

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.

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).

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).

Threatening Behavior Policy (required by UA):

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.
Accessibility and Accommodations Policy

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/.

Computer Security Rules:

1) Use only your university email account to correspond with journalism faculty and staff.

2) Do NOT check your personal email accounts from department computers.

3) You may not connect your laptops to our networks or computers under any circumstances. Email material to your UA email 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, Room 312, are available for use outside of class.

7) Absolutely no food 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 Cat Card to the journalism office for approval and access.

Confidentiality of Student Records

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

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 instructors.
FORMAT
All assignments must be typed, double- or triple-spaced.

THIS IS IMPORTANT. DO NOT SINGLE SPACE YOUR STORIES, EVEN WITHIN PARAGRAPHS.

HEADER FOR ALL STORIES

Skip down about halfway before beginning your story. This leaves room for notes and corrections.

Story text

### (always use symbol at the end of story)
COURSE PURPOSE
Reporting public affairs is a staple of American journalism. Whether you aspire to cover the White House for the *Los Angeles Times*, write social criticism for *Vanity Fair*, send press releases for Microsoft, produce multimedia reports for a web page, write a blog on a niche interest, report on Hollywood, or be an ESPN commentator, you must know how to maneuver in and around government. A free press is critical to democracy, and reporting public affairs is fundamental to a journalism degree.

This class will help you learn to find your way around any government office, agency or issue, as well as report breaking news and develop enterprise and depth thinking and writing on government and quality-of-life topics. The skills are useful in any communication/media job and real life. The communities we live in are diverse, and RPA skills help you figure out power structures and communication methods of multiple groups and organizations.

You will learn how to determine who has the power and how to interpret the impact of government on peoples’ lives — whether government action or inaction means a change in parking fees, where to place a toxic waste dump or the length of a murderer’s sentence. You will learn about who’s in charge and who pays, looking at elections and taxes, among other nitty-gritty in government accountability. 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. Public affairs reporting does not have to be dull bureaucratese; it should be the stuff of life.

While most of the assignments for class are written work, the experience you gain in gathering the right information, accuracy, fact checking, comprehensiveness, multiple voices, transparency and other journalistic principles will be the same skills used when telling stories in photos, audio, video and graphics.

COURSE GOALS
Understand the journalist’s duty to make government and its actions accessible to the general public
Understand that public affairs reporting is more than covering what was said in meetings
Understand that enterprise reporting brings meaning to government actions
Master a deadline-driven, multi-tasking workload
Report accurately how government actions affect individuals, business and community
Apply fairness and balance
Understand there are always more than two sides; meaning is in breadth and nuance
Report and cover the news, not meetings
Write for people, not for government officials; eschew bureaucratese
Show mastery in a variety of story styles: hard/breaking news; follow-up; feature; enterprise; in-depth
Focus on the quality of people’s lives, not just process
Consider ways that multimedia and alternative presentation can be used to better tell stories
PREREQUISITES:
To be in JOUR 313, you should have completed JOUR 105, 205, 208, 306, (and 307). You must have received a C or better in these classes. If you don’t meet these grade thresholds, see the undergraduate advisor.

READING
• The Arizona Daily Star and Arizona Daily Wildcat. Quizzes will cover college, university, local, state and some national government stories. (Think: City Council, County Board of Supervisors and other local governing boards; state and national government affecting local community; local school districts, college and university governance and education; cops and courts.)
• "Chicago Schools: Worst in America," a Chicago Tribune series turned into a book. Each student will turn in an essay/critical analysis. (Students will get this book on loan from me.)
• Assigned readings: A couple on D2L, occasionally some handouts or other sources, which include web sites for government agencies or organizations.
• “Academic Integrity Handbook” and “The Reporter’s Handbook.” These School of Journalism documents are available on the school web page.

RECOMMENDED READING
The Arizona Republic

YOUR PROFESSOR —
Professor Susan Knight was a reporter and editor for alternative/weekly and mainstream/daily newspapers, mostly as a public affairs reporter. During that time she won dozens of state and national awards for her education coverage, and she served as a board member of the national Education Writers Association, training education reporters around the country. She freelanced for Education Week and Chronicle of Higher Education. Knight 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 past 20 years she has been involved in curriculum development in the School of Journalism, where she oversees nine journalism clubs, mentors other faculty. She created The Apprenticeship, teaches Inside the Beltway: Politics, Policy and the Press in DC, and has a focus on teaching ethics via the journalist in American film.
CLASS FORMAT AND ASSIGNMENTS
This class draws on a variety of assignments, different types of reporting and writing — long and short, some news and some feature, enterprise reporting, deadline writing, business memo writing, essay, memos and story proposals. It combines techniques you've learned in other classes and builds on them. Similar to how journalists function, you'll work on more than one assignment at a time. The class is multifaceted with an expectation of your multitasking

As one part, you will attend meetings in the community and write breaking news stories, completing assignments on deadline, which usually falls at noon the day after the meetings. We emphasize education coverage in our public policy studies; your coverage likely will include exposure to Pima County Board of Supervisors, school boards, Arizona Board of Regents, Pima Community College Board of Governors, and Pima County Superior Court. Breaking news coverage may also include writing for social media, especially Twitter.

Some weeks, you will complete one major assignment based on outside meetings. Some meetings occur during class time; some do not. The meetings are spread out as much as possible so you do not miss the same commitments repeatedly. The class is a university-sanctioned requirement for your major, so if needed (which is rare) you can get a dean's excuse.

In addition to writing deadline news stories, you will produce story ideas and occasional memos. The memos will be assigned on readings, news stories, back-grounding or similar tasks. After most meetings, you will be assigned to write one or two fully developed story ideas, typically turned in on the same deadline as the story.

Story ideas must be typed (double-spaced) and turned in separately, i.e. not attached to the story. Story ideas will contain a brief (one- to two-line) description (called a budget line for print or a rundown line for broadcast) and detailed text outlining background, context, focus and the name and contact information of at least one source and their role in the issue.

You will write a critical analysis of a newspaper series on the Chicago Public Schools newspaper series by the Chicago Tribune; I will provide the class with hard copies. Your paper will evaluate the journalistic practices and ethics of the Tribe's report (6 pages, double-spaced).

Also, you maybe asked to enterprise stories, writing at least one follow-up story or advance story. Your idea for a follow-up story emerges from an idea you got in a meeting, then you enterprise all new reporting. Similarly, for the advance story you would enterprise reporting after finding an idea in the posted agenda.

Quizzes will call for short answers on local and state public affairs news, and occasionally on lectures and readings.

Finally, you will produce an in-depth story. The story will be 8-10 pages (about 2,000 words) double--spaced, with more than eight (8) human, non-Web sources. Names, ids and phone numbers of all sources used for the story must be submitted with the story. Computer-assisted reporting also may be incorporated into the project, as well as attention to possible graphics, maps, tables, photos, or multi-media. You may be asked to produce one memo on your progress during the project, and a number of in-class activities will focus on the project.
EMAIL

Please, type “313” at the beginning of every subject line for email, followed by your last name IN CAPS, and then 1-2 words you need to convey the subject or urgency of your email. I will try to answer email during business hours, depending on all of my duties. However, when you are on deadline on a story, I will check email throughout the night and early morning. If something comes to my attention while you are on deadline that I think the class should know, I will send out a class email via D2L. So check your email.

DEADLINES AND SUBMITTING WORK

• Deadline stories typically will be submitted in hard copy to the elevator box; be sure you put your paper in the correct box as I have multiple boxes.
• Other assignments typically will be turned in at class time.
• Turn in all work by deadline for full credit.
• If you have extenuating circumstances you should notify me ahead of deadline.
• Details for meeting deadlines will be announced in class for each deadline story (not on D2L). Consider our class sessions to be staff meetings.
• Stories due in the elevator box will be picked up at the deadline. Another sweep of the box will be made at day’s end. Otherwise, never turn in late work to the elevator box.
• For your enterprise stories (such as the in-depth) you will use the D2L dropbox for submission, in addition to the hard copy at class.

DEADLINES AND THE EMAIL EXCEPTION

Stories and story ideas often are due at noon on non-class days. I prefer that you bring your hard copy to the elevator box by noon. However, if you must email to make the deadline, you still must bring hard copy later, by 4 p.m. Consider:

• You do not have to clear this with me, as long as you bring hard copy by end of day.
• Hard copy must always be turned in after you email the story. I grade hard copy and will not grade email. Also printing out student emails is time consuming.
• Include the text of your story or other assignment/s in the text of the email AND in an attachment. (Per university rules, you must use updated virus software on your computer this semester.)
• You are allowed to email assignments (followed up by bringing in the hard copy) on days when the deadline is noon, but NOT on days when stories are due at 4 p.m.
• The in-depth story may not be emailed at all.

LATE WORK

• Any late work must be turned in within one week of the original deadline. No exceptions.
• A story turned in past deadline will be graded for writing only and will receive an E for reporting. (This E counts as a 50 percent.) A story not turned in at all will receive two Es, one for reporting and one for reporting. (These Es count as zeros, so 0 out of 200 points.)
• A passing grade in RPA is nearly impossible if two story assignments are missed.
• Other late work (besides stories, such as memos) will be docked 10 percent the first 24 hours past deadline and 20 percent after that, up until one week. A zero will be recorded after an assignment is one week late.
• Late work must be submitted in hard copy, not email, unless extenuating circumstances are cleared with me first.
• If you miss the first day of class, you will be able to make up one day of work, not more.
GRADING

In RPA, all stories will receive two grades: one for writing and one for reporting. Every factual error will result in an additional story grade, an E (which counts as a 50 percent). A story will receive the two grades if no factual errors. With each factual error, the story will receive an additional grade of 50 percent. For example, if you have three factual errors, you'd earn five grades: one for reporting, one for writing, and three for factual errors. Your total story points for the semester will be divided by the number of grades you have.

Story grades:
As — Stories that are reported comprehensively and written with publishable quality
Bs — Work that has minor reporting holes and/or is publishable with minor editing
Cs — Work that has more a few major or many minor reporting gaps and/or organizational or mechanical problems
Ds — work that would not be published because of reporting holes and/or significant writing problems
Es — (counting as 50 percent) work that fails to meet the assignment requirements (number of sources, focus, etc.)
Es — (counting as zeros) for work not turned in

You will receive points for quizzes, essays, memos, participation exercises and small assignments. Story grades are converted to point grades (e.g. an A- will equal 91 points). Your semester grade will be calculated based on up to 10 percent from the total is an A for the semester, and so on.

The semester grade will be based on the following:
15 percent: Professionalism, attendance
20 percent: Quizzes, memos, story ideas
15 percent: In-depth story
50 percent: Stories, book assignment, any other major assignments

The above grading schematic applies to students whose attendance is in good standing (3 or fewer absences in the semester).

UA GRADING POLICIES

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.

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.
ATTENDANCE

Students who miss class fail to learn and benefit from important content and experience. Reporting Public Affairs is highly experiential in nature, making it difficult to impossible for absent students to capture important content missed when not in class. Additionally, much of what we do in class will be participatory, with in-class assignments for points that cannot be made up. Attendance is mandatory.

Students who miss **THREE CLASSES** will be administratively dropped.

After the last day to drop a class per university rules, **four absences will result in the student’s semester grade being lowered by one letter grade** for each additional absence.

When a student has a university-sanctioned excused absence — for serious injury, jury duty, religious observance, a university-sanctioned activity with dean’s excuse, and/or military duty — every effort should be made to get assignments in before the absence. When that is not possible, a student with a documented excused absence may make up out-of-class work within one week. (In-class exercises and quizzes cannot be made up, but students will have their lowest quiz score dropped.) Students with circumstances leading to an excused absence must notify me and provide documentation at the earliest possible time if they want to make up a missed assignment. Again, any extension is granted only for valid documented university-sanctioned excused absences mentioned above and only if the reason makes your presence at the scheduled time impossible.

When meeting attendance is required, one class session during the week usually will be canceled. It’s critical in this class to keep your date book current. I will make updates, changes and announcements regularly in class.

UA ATTENDANCE POLICIES

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.

EXCUSED ABSENCE OR ILLNESS:

If you miss class because of illness or a schedule conflict, turn in all work via email by the deadline. In the subject line of email, type 313 LATE WORK and YOUR LAST NAME.

If you miss class, because of a university sanctioned excused absence or because you are injured or seriously ill, contact me within 48 hours of the deadline to make arrangements.

When you must turn in that late work later, turn it into the journalism office with a clear note to me that explains your absence. Have the folks in the office initial and date your note. **Do not put late work in the elevator boxes.**

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. THE BASICS

A few of our meetings fall outside of our class time. This class is a university-sanctioned activity for your major. Therefore you should not be penalized if you have to miss another class, as long as you make arrangements well ahead of time. Identify any class conflicts you might have early in the semester and communicate with me about them.

The first recommended step is to write a professional memo to your other professor/s about the conflict. (Offer to get notes, turn in an assignment early, etc.) If necessary, I can also write a letter explaining the circumstances. In rare cases, you might need a dean’s excuse. These letters take 10-14 days to process, so be sure to get a jump on it. Similarly, start early to arrange for coworkers to cover for you if a meeting falls during your work time.

B. MISSED MEETINGS/CONFLICTS:

Sometimes you just simply cannot miss another class or your job. You can make up a meeting story **ONCE** during the semester with **PRIOR APPROVAL**. If you find you have a class that cannot be missed (because of an exam, a performance or other one-time scheduled event) or a work shift that you cannot get covered, talk to me as early as possible.

For an instructor-approved conflict (i.e. you can make it up), students must talk to me, then put the agreement in writing after at least 48 hours before the meeting time. Choose your makeup carefully, as you are allowed **just one per semester**.

**SCHEDULE CONFLICTS CONT.**

Utmost attention will be given to whether maximum effort was made to avoid the class or work conflict. Check your schedule early against our meeting schedule to identify any conflicts you might have so we can plan comfortably.

If you miss a meeting attended by the class, the responsibility will fall to you to find another meeting of equal circumstance and setting; be sure to run that by me for approval before attending your make-up meeting.

Emergencies do arise, such as car accident or a serious illness. Be sure to communicate with me as soon as possible if an assignment is missed because of an emergency.

**ACADEMIC INTEGRITY IN JOURNALISM**

**Journalism is about truth, accuracy and fairness. Therefore, all journalism students should maintain the highest level of academic integrity and journalistic ethics.**

In the journalism profession, plagiarizing, fabrication or duplication of work are abhorrent offenses that may rightly get a person fired and blackballed from working in journalism again. At the UA, such infractions are covered under the university’s Code of Academic Integrity.

I have a zero-tolerance policy for plagiarism, fabrication or any other type of cheating. Such cheating will result in a report to the Dean of Students Office and my recommendation to fail you on an assignment or in the class or to suspend you from all classes. Students must sign the oath of academic integrity, after reading the department’s Academic Integrity Handbook. Failure to do so will result in an administrative drop from the class.
LAPTOPS, CELL PHONES, SMART PHONES, IPADS, AND ALL SUNDRY PDAS

Rarely will we do anything in class that requires your cell phones (we might have cell phone quizzes). And we will never need your laptops or tablets in class. Face it, cell phones are too much of a temptation in your hand, on your lap, or in your purse or pocket. One person texting sucks the energy out of class. At the start of each class, we will place our devices in the middle of the table and leave them there.

PROFESSIONALISM

My approach in this upper-division class is to consider all students beginning professionals. I think you will come to enjoy the editor-reporter relationship that evolves, as well as the collegial relationships you develop with the other RPA students. In keeping with this approach, I’ll have some workplace expectations. **Attendance and punctuality** are virtues in most offices and will be considered for your grade in RPA. Show up, on time. Plan to stay the entire class. Don’t make appointment or set up interviews during class.

Class time will be used to edit and learn but also to engage and interact as a learning community around the content. We will use class to brief and debrief on the agencies you’ll cover, work on writing techniques, learn critical background on public policy and agencies, and analyze stories you’ve written. Missing class is akin to missing a staff briefing, a meeting with your editor or a press conference. In addition to attendance and punctuality, I also will assess your professionalism on follow-through, willingness to learn, attitude, respect for others, attention to corrections on stories and enterprise.

Some professionalism tips: Show a willingness to work during class and on assignment, complete all stories by deadline, and demonstrate attention to my corrections in your work. Treat the instructor and your colleagues with respect. Carry out your duties just as you would on a reporting job, i.e. conduct yourself in public with pride in your profession and confidence.

To foster a positive learning environment, students may not text, chat, make phone calls, play games, pass notes, 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.

Minimum expectations for School of Journalism professionalism include:

- **Being responsible**. Be punctual and attending all classes. Be prepared for class and participating actively. Avoid disruptive behavior. Approach your assignments with resourcefulness and with the goal of completing them as thoroughly as possible. Do your share when working on group projects. Request help from the course instructor when you need it, just as you would request assistance from an editor or producer in the newsroom. Communicate with me when you have schedule issues, miss class, etc.

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

- **Being accountable**. Remember that when you are on assignment, your behavior, attitude and dress reflect not only 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.

- **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).
STUDENT CODE OF 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. See: http://deanofstudents.arizona.edu/codeofacademicintegrity.

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 from the school or even expulsion from the program or 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.

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 from the school or even expulsion from the program or 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.

PLAGIARISM:

Plagiarism is defined in terms of proscribed acts. Students are expected to understand that such practices constitute academic dishonesty regardless of motive. Those who deny deceitful intent, claim not to have known that the act constituted plagiarism, or maintain that what they did was inadvertent are nevertheless subject to penalties when plagiarism has been confirmed. Plagiarism includes, but is not limited to, the following:

- Submitting as one's own work the product of someone else's research, writing, artistic conception, invention, or design; that is, submitting as one's own work any report, notebook, speech, outline, theme, thesis, dissertation, commercially prepared paper, musical piece or other written, visual, oral or electronic/computerized material that has been copied in whole or in part from the work of others, whether such source is published or unpublished;
- Incorporating in one's submission, without appropriate acknowledgment and attribution, portions of the works of others; that is, failing to use the conventional marks and symbols to acknowledge the use of verbatim and near-verbatim passages of someone else's work or failing to name the source of words, pictures, graphs, etc., other than one's own, that are incorporated into any work submitted as one's own

CHEATING:

Cheating and dishonest practices with examinations, papers and projects include:
- Obtaining help from another student (or giving help to another) during examinations
- Knowingly giving help to another student during examinations, taking an examination or doing academic work for another student
- Obtaining without authorization an examination or any part thereof
- Using notes, books, or other sources of information during examinations
* Providing one's own work for another student to copy and submit as his/her own
* Using material from sources without clear attribution; presenting others' work yours
* Fabrication of quotes

**COLLABORATION POLICY**

Students often work in close proximity of each other. All assignments require individual effort to be of any benefit. Unless otherwise stated, all work is expected to be from the individual student. While you are encouraged to talk to each other about assignments, meetings, government agencies and other content, *do your own reporting and writing.* Do not use others’ interviews or notes. You may be in groups when interviewing, but do not have one student conduct an interview then provide notes for others. Get your own spellings, facts, etc.

**ACCOMMODATIONS 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 at the *beginning of the semester.*

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.

**ACCESSIBILITY**

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/).

Accessible table and chairs in this room should remain available for students who find that standard classroom seating is not usable.

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

**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.
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.

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).

REPORTING IN MEXICO

The University of Arizona and the School of Journalism have new policies on students traveling and working in Mexico. If you will be working in Mexico, please let Professor Knight know. You will be asked to fill out forms confirming that you have read the policies, which are on the School of Journalism Web site.

OFFENSIVE MATERIAL POLICY

At times, when working in journalism and journalism education you may hear or witness material that is offensive to you. No matter how disturbing or offensive material might be for you, as a good journalist you should be able to cover all sorts of events, actions and behaviors. Inherent to good journalism is the ability to evaluate facts and opinions effectively. It is my hope that all of the material you encounter in this class will help you to grow as a person and as a journalist.

COMPUTER SECURITY

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

- Use only your university e-mail account to correspond with journalism faculty and staff.
- Do not check your personal e-mail accounts from school computers.
- 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.
- You can connect a laptop to the video inputs (only) on the projection monitors if you are making a class presentation.
- No students are allowed in classrooms outside of class hours, except for students in capstone courses and then only with the instructor’s permission.
- Computers in the student reading room, 312, are available for use outside of class.
- Absolutely no food items or drinks are allowed in any lab or near any computer.
- 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.
CONFIDENTIALITY OF STUDENT RECORDS

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

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.

STORY ASSIGNMENT FORMAT

- **Staple** multiple pages; no paper clips or folded corners.
- If you are turning in multiple assignments at once (e.g. story and story ideas), turn them in separately, not stapled together.
- Place your name, date and slug info flush **right, upper right-hand corner** of first page.
- Skip down a half page before you begin any assignment, leaving me room for notes.
- Put last name and page number on each page for assignments longer than three pages.
- Type a -30- at the end of every assignment.
- Attach a list of your sources to each story, *including* name, title and contact information.
- Any time you include an editor’s note, place it **above** the story.
- See last page for assignment format template.

FORMAT FOR ASSIGNMENTS:
Leave a half-page before beginning the story. This leaves room for my grading and editor notes. All assignments must be typed, double- or triple-spaced.

Also, be sure to indent paragraphs.

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-30- (Always use this or ### or another end symbol at the end of your story.)
Description of Course
Welcome to Editing, Journalism 320. The goal in this class is for students to master the basics of copy editing, to develop, direct and edit stories and news coverage on multiple platforms. The course will include in-class work, out-of-class assignments, quizzes and discussions.

Course Prerequisites or Co-requisites
Prerequisites for 320: C or better in 205, 306 and 208. Students may either have completed 306 or they can be enrolled concurrently in both 306 and 320A. Note that if students are registered in this class but fail to get into 306, they have to drop this one as well.

Instructor and Contact Information
Office Hours: Monday/Wednesday 6:15-6:45 p.m. after class, Marshall 350 and during the week by appointment.
Contact: Sarah Gassen: 520-573-4117 (desk), sgassen@email.arizona.edu
Course has site on D2L. Assignments must be turned in on D2L, and, as instructed, in hard copy form in class.
Please use the emails above to communicate with us outside of class; emails should be sent to both of us. We will respond as quickly as we are able to within business hours (9 a.m. to 6 p.m.)

Sarah Garrecht Gassen is the Editorial Page Editor and columnist at the Arizona Daily Star, where she has worked for 20 years with stints on the news, features and opinion desks. She also manages the newsroom portion of the Arizona Daily Star Apprentice Program partnership with the UA School of Journalism. She’s taught editing, RPA, reporting, opinion writing and the apprentice class and has served on the New York Times Student Journalism Institute faculty.

Course Objectives and Expected Learning Outcomes
320 Course Goals
* The basics of effective copy editing to improve your own editing and writing
* Write strong, accurate headlines and titles for stories on multiple platforms
* Optimize news and information for various social media platforms to drive traffic
* Learn better news judgment, critical thinking
* Ethical decision-making

320 Course Outcomes

Content Editing
Make solid news judgments, assessing whether a story is fair, clear, concise and without reporting holes; fix problem stories for content issues.
Fix structural flaws, including weak ledes, faulty transitions, poor organization and weak kickers
Revise stories to eliminate problems of libel, ethics, fairness, tone, taste
Develop speed in editing and rewrite whether for print or online; demonstrate strong handling of
breaking news coverage
Edit features without harming writer’s voice, style

Copy Editing
Copy edit news stories using proper grammar, punctuation, spelling and Associated Press style.
Fact-check stories, maps, graphics, headlines and cutlines for accuracy, including basic
geography
Spot calculation errors, apples v. oranges comparisons, put numbers into context, with clarity.
Use correct style on using numbers (addresses, years, ages, dates, measurements, etc.) Identify
the misuse of numbers, ranges of numbers, relativity, risk, directional, area and volume
measurements, metric, weather stats
Write headlines for newspaper articles, titles for magazine stories

Design and Visual Editing
Create an information graphic from a data set, including pie chart, bar chart and fever chart.
Recognize the basic principles of print and web page design and layout
Edit a simple iMovie video for web publication
Edit a broadcast script for style, clarity, conciseness and color
Write and edit accurate, informative, concise cutlines (captions) using information from
photographers

Social Media and Digital Editing
Demonstrate an understanding of how content management systems work, including posts, edits,
categories, etc.
Write social media posts for journalistic articles and photography, demonstrating understanding
of the best uses of Facebook, Twitter, Pinterest, YouTube and other platforms (A/B editing
headlines)
Write SEO heds and information boxes for the Web

If we go over something in class that you don’t understand or something that I expect you to
have learned in other classes but you didn’t, let us know so I can help you catch up. I won’t
spend a lot of time reviewing the basics in Editing 320, so if you’re lost, it’s up to you to let me
know so we can get you on the right track.
Speaking up when you don’t understand is a key quality in an editor, because you are not only
improving comprehension for yourself, but you are learning to identify areas of confusion in
how information has being shared.

You are building the solid journalism foundation that is necessary no matter if your goal is
written, visual, online or broadcast work, because all platforms require the ability the
communicate clearly and concisely.
I will hold you to the expectations you will find in a newsroom. I expect you to do your best, to be open to suggestions and learning, to ask questions and to be an active participant in your own education.

The journalism program is a competitive environment in which students are expected to maintain high standards of academic excellence. Students should be aware that they are preparing themselves for a career with the even more competitive news field. Even more important than academic achievement is the knowledge students bring from the classroom to the newsroom. Employers expect college graduates to possess the understanding and skills that follow.

- Understand the role of the press in a democracy. This requires knowledge of the historical and contemporary relationship among the press, the public and the government, and the relevance of journalism to individuals, institutions and society.
- Understand the relationship between information and core democratic values. Be able to think critically about the ways in which political, economic, cultural, and social factors influence, and are influenced by, the information that the news media present.
- Understand the legal framework in which the role and responsibilities of the press have evolved, including the Constitution, Bill of Rights, and federal and state court decisions concerning the news media.
- Understand the regulatory and policy issues on the state, federal and international levels that affect the norms, practices and public perceptions of the news media in the United States.
- Understand the relationship among journalism, information technology and society, and the ways in which technological developments affect the content and dissemination of news.
- Understand the integrative nature of journalism, including cross-disciplinary contributions to other fields in the social and behavioral sciences, such as history and political science.
- Understand the processes through which knowledge is generated in the field of journalism. Be able to use research methodologies for locating and evaluating information and sources, including principles of mathematics and statistical analysis.
- Be able to organize research findings into verbal, written, or visual reports that utilize appropriate print, video, and Web technologies to provide the public with information about the causes and consequences of events and issues.
- Be able to function as a member of, and leader of, a team working to produce reports in a journalistic context.
- Understand and be committed to the highest ethical standards, as articulated by professional journalism organizations.
- Understand how to work as a journalist serving diverse, multicultural communities.
- Be able to analyze and critically evaluate news coverage on the local, national, and international levels.
- Be able to self-initiate opportunities for learning and discovery.
☐ Be able to transfer knowledge and skills to other professions, and to assume leadership roles in an increasingly technological and knowledge-based society.

**Makeup Policy for Students who Register Late After the First Class**
Students may enroll in 320-002, space and pre-requisites allowing, no later than the second class meeting. Assignments made the first day of class must be completed within the same number of days given to those students who were present at the first class.

**Required Texts, Readings or Special Materials**
Required Reading: You must have a copy of the Associated Press Stylebook. You will use it during in-class assignments, so bring it to every class. If you have an AP Stylebook issued from within the past three years, you don’t need to buy a new one. Sometimes entries do change, but if you can show what you did was correct according to your edition, that won’t count against your grade.
The University of Arizona School of Journalism’s Reporter’s Handbook and the Academic Integrity Handbook. Both the Reporter’s Handbook and the Academic Integrity Handbook are available online through the journalism school.
You must also read the Arizona Daily Star, which you can read **in print or online in the electronic subscription** format (this is important because we will discuss placement, design and differences between print, tablet and online presentation).
**NOTE: DO NOT REly ON THE ARIZONA DAILY STAR’S website, MOBILE (Tucson.com) or social media feeds.**

**QUIZZES WILL BE TAKEN FROM CONTENT IN THE PRINT NEWSPAPER, WHICH IS AVAILABLE IN A FREE ELECTRONIC VERSION ONLINE. THE DIGITAL CONTENT CHANGES OFTEN AND THE CONTENT IS NOT THE SAME AS IN PRINT.**

**READ THE ARIZONA DAILY STAR FOR FREE:**
You are also responsible for keeping on top of local, national and international current events. Check out the sites and apps for New York Times, Los Angeles Times, Washington Post, Christian Science Monitor, CNN, the Arizona Republic, The Guardian and international publications.
I may assign other reading throughout the semester.
Suggested textbook: I don’t require a textbook in this class, but if you would like one as a guide, I recommend Contemporary Editing by Cecilia Friend, Don Challenger and Katherine C. McAdams. It is available for rent or purchase through Amazon.

**COURSE DETAILS:**
You are expected to keep up with local, national and world events. We understand that some of you may not be from Tucson, but you are still expected to keep up with local news, newsmakers and events. This means knowing who the mayor of Tucson is, for example.
I expect all students to treat everyone else in the class with respect and courtesy, as I will. However, please know that classroom conduct falls under the university’s policy on student disruptive behavior and continual problems can result in university consequences.

I value class participation and look forward to active discussions. This is not a sit-there-and-be-lectured-to kind of class. I want to know what you think, why you think it and I expect you to ask questions.

All of your sources must be fully identified by first and last name, major, year and/or title or connection to the story. Unnamed or anonymous sources are not allowed in your work. You must include contact information (phone number and/or email) for all of your sources at the end of your stories. I will spot check your sources.

Make sure you check your UA email – I 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.

QUizzes: You will have two types of quizzes/activities each week, in addition to other assignments:
**News/current events:** The quiz will cover current local, national and international news. Local news will be drawn from the Arizona Daily Star. NOTE THAT I WILL USE THE PRINT VERSION (AVAILABLE AT TUCSON.COM IN PDF) FOR QUESTIONS.

**Associated Press style/spelling/grammar/usage:** You may use your Associated Press Stylebook on this quiz. Bring your stylebook to class, even if you have an online or app account. We do not have an extra to give you and you cannot use your phone, tablet, computer or other device to access an electronic version.

**Attendance policy**
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.

A large part of life is meeting deadlines. It’s a skill you must have and this is a good place to embrace the mentality. You can’t know what’s going on if you don’t show up – this is true in school, and in the field.

If you miss a class with an unexcused absence, you will miss the quiz, the homework assignment due that day if you do not turn it in via D2L by the beginning of class, any in-class assignments and the professionalism/participation points for that day. As a result, you will miss those points in your grade.
I will not accept late assignments, give partial credit or give extra credit later. To do so is not fair to the people who attend class.

If you miss a class, for any reason, it is your responsibility to contact us. Do not miss class and expect us to make sure you are on track with what you missed and any assignments. You are expected to be an active participant in your own education.

I hand out quizzes at the beginning of class. If you come late to class after the quiz is handed out you will not be allowed to take it or make it up. I REALLY DO MEAN THIS.

THREE unexcused absences will result in your being dropped from the class. If the third absence is after the drop deadline then you will receive an E in the course.

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 me 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.

I understand that you all have other classes, jobs and other responsibilities. I do, too. I am sympathetic, but that does not change the requirement that you produce clean, quality work on time. I expect it and any future editor you have will too.

Make-up 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.

**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. I expect all students to try hard, ask for help and do their best. I am willing to discuss a grade, and if I’ve made an error, I’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.** Come to class with your assignments ready to turn in, not print out during class.

In-class assignments that require grading must be handed in before class is finished and out-of-class assignments must be handed in at the start of class on the due date. All assignments must be printed in black ink, in a legible font and double-spaced. I will not accept handwritten assignments, or emailed assignments without prior permission.

**GRADING STANDARDS:**
You will be evaluated on your news sense, your ability to identify, craft and edit various kinds of story, your language and editing skills, your critical thinking ability, the clarity and quality of your writing and direction to others, as well as how well you integrate what we’ve covered in class.

I will evaluate your work on how close it is to being publishable/usable in the field, with the following guidelines:

A (90-100%): Excellent in all or nearly all areas. Requires little or no additional editing. Free of mechanical errors. Publishable.

B (80-89%): Good. Overall, sound work, but editing required before publication. Generally readable and interesting.

C (70-79%): Competent but not yet publishable. Generally good work, but may need more reporting or rewriting, fails to meet competency standards because of mechanical errors and lack of clarity.

D (60-69%): Fair. Demonstrates effort but fails to meet basic editing standards.

E (59% and below): Fails to meet minimum expectations in most or all areas.

**Your final course grade will be calculated as:**

**Assignments (in-class and out-of-class): 60 percent**

**Quizzes: 20 percent**

**Professionalism and Participation:** 20 percent

Each week has the potential for 20 points of professionalism/participation. Each student will begin the class with 15 points (which is a C) and that will be adjusted up or down based on the quality and quantity of your professionalism and participation.

We will not have a final exam in the traditional sense, but assignments on the last day of class will be geared toward evaluating the skills and abilities you have learned over the semester.
FINAL GRADE CALCULATION:
A (90-100 percent)
B (80-89 percent)
C (70-79 percent)
D (60-69 percent)
E (59 and below)

I do not curve grades and I do not round up – this means if you earn a 79.7 percent final course grade, you have earned a C and I will not round up to a B.

Our usual practice is to not allow students to revise their work for a higher grade, although we may decide to allow it for the entire class on an assignment-by-assignment basis during the semester. If that occurs, students will be notified verbally and in a post on D2L. We do not drop any assignments from the grade calculation.


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. I want to help you understand the material.

Assignment grades: Written assignments will be graded using the follow method, in conjunction with the how-close-to-publishable criteria included in the full syllabus:
Points will be deducted as follows:
0.5 for a typo, incorrect punctuation or misspelling (except proper nouns, as explained below)
1 point for an AP style error (i.e. He lived at 525 N. Cannonbury Street)
1 point for a fragmented sentence, subject/verb problems, missing information or wording that does not make sense.

AUTO E: An error of fact – i.e. misspelled name or proper noun, an incorrect date, dollar amount, title, changing details of a story (even when you think you’re correcting an error), getting an address wrong – will result in an AUTO E and ZERO points for the assignment. DO NOT ASSUME INFORMATION WHEN EDITING OR WRITING.

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.
Classroom behavior

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 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 and Participation are evaluated in class, and take into account any information I receive about your conduct while on an assignment for class (i.e. how you interacted with a source you are interviewing for a story).

Professionalism means being on time, paying attention and respecting your classmates; not reading the newspaper, checking your phone or other device, texting, doing other assignments or chatting during class; be courteous and turn your devices off during class (unless you are monitoring a sick child or similar situation and let us know). You may be asked to leave the classroom, and will not earn points for the day, if you are texting or otherwise using technology in a manner not consistent with the class or behaving disruptively. Do not use the classroom computers for emailing, cruising the Internet or working on other assignments.

To encourage the development of professional behavior, faculty members make professionalism and participation a component of the evaluation of every student’s success in class. Details are found in the Grading portion of this syllabus.

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.

**Electronic Devices**

The use of personal electronics such as laptops, iPads and other such mobile devices is distracting to the other students and the instructors. Their use can degrade the learning environment. Therefore, students are not permitted to use these devices during the class period, without my approval, and will be deducted points from their course grade if they do.

**Academic Integrity**

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.

Accessibility and Accommodations

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/.

If you have reasonable accommodations, please plan to meet with us by appointment or during office hours to discuss accommodations and how our 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.

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 disability, 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, including the ethical responsibilities of journalists to, as the SPJ code of ethics says, “Give voice to the voiceless,” “Avoid stereotyping,” and “Boldly tell the story of the diversity and magnitude of the human experience. Seek sources whose voices we seldom hear.” To find out more, check out the school’s diversity page at https://journalism.arizona.edu/diversity or 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 contract 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 I deem appropriate.

Course topics and schedule – This is an overview, and is subject to change as the need arises.
- Week 1 - Welcome
- Week 2 - Breaking it down: Methods of editing
- 8/5 - NO CLASS: Labor Day
- Week 3 - Accuracy
- Week 4 - Hardcore grammar
- Week 5 - Alerts/Updating stories
- Week 6 - Headlines/captions
- Week 7 - Breaking news scenario
- Week 8 - News judgment
- Week 9 – Broadcast writing
- Week 10 - News judgment cont/Fake news
- Week 11 - Fake news/Holes
- Week 12 - Work ethic
- Week 13 - Alt prez
- Week 14 – Speaker
- Week 15 - Wrap-up
- Week 16 – Review and pizza; non-final
I, ___________________________, have read, understand and will abide by the complete syllabus for Journalism 320-002 in Fall 2017 with instructor Sarah Garrecht Gassen.

Signed:

Date
The strongest drive is not love or hate; polish
∧

it is one person's need to change another's copy.

320 EDITING
Friday, 10-12:30 a.m.
Professor Susan Knight
smknight@email.arizona.edu
Phone: 621-3191

FALL 2017
Classroom: Marshall 342
Office: Marshall 330
Office hours: 4-5:15 p.m. Tuesdays;
2:30-4:30 p.m. Wednesdays
My office hours are busy, so appointments are recommended.

COURSE PURPOSE:
It's been said that editors are "the last line of defense" for keeping errors and libel from being published. Whether writing or editing for broadcast, print or online, journalists must always seek to communicate information that is clear, accurate, fair and comprehensive. Editors play a significant part in ensuring this. An editor's role is: massaging words in a way that makes them more concise, readable, engaging.

JOUR 320 will strengthen students' skills in AP style, grammar, punctuation and usage, as well as teach them how to make writing better. We will learn about nuance, meaning, fairness, tone, matters of taste, and judgment as we consider a variety of editing environments. Writing and editing are a lifelong journey; this class will help you begin to think like an editor. The skills you learn in 320 will also make you a better writer, reporter, producer, PR practitioner or other in journalism and communication.

Deadlines are key in editing, so you will gain practice working under time constraints. To be successful, you also will want to read, and read some more. Read incessantly. Also, be curious. Be dubious. Question. Think critically.

PREREQUISITES:
To be in JOUR 320, you should have completed JOUR 105, 205 and 208. You must have received a C or better in these classes. If you don't meet these grade thresholds, see the undergraduate advisor.

GOALS (what we teach):
Basics of copyediting
Duties of different kinds of editors
The editor's mindset and responsibilities
The most common errors that copy editors fix
Standard copy editor references
How to edit stories for fairness, accuracy, consistency, grammar, punctuation and readability
The role of the editor in avoiding libel
Standard proofreader marks
Headlines, cutlines, summaries, and content for graphics
Overview of typography, page design and layout
Critical thinking for taste and news judgment
Editing in multi-cultural, global environment
OBJECTIVES (what you will be able to do by the end of the course)

- Copyedit news stories for grammar, punctuation, spelling and Associated Press style
- Edit features without harming writer’s voice, style
- Fact-check stories for accuracy, including basic math and geography
- Correct errors and inconsistencies in print and online text by effectively using reference material and style guides
- Make solid news judgments, assessing whether a story is fair, clear, concise and thorough enough for publication and, if not, how to fix it
- Perform basic math essential to news stories
- Employ critical thinking to make intelligent and principled editing decisions
- Assess stories for libel, ethics, fairness, tone, and taste
- Recognize and fix weak ledes, faulty transitions, poor story structure and other problems
- Develop speed in editing and rewrite whether for print or online
- Demonstrate strong understanding of breaking news coverage
- Recognize the basic principles of info-graphics, typography, page design and layout
- Write headlines, including SEO application, for various publications
- Write and edit accurate, informative, concise cutlines

CLASS FORMAT:

Class is a lecture/lab combination. We meet once a week, and the work you do between class sessions will be critical to being successful. During nearly every class session you will use computers in the lab for writing, editing, assigned surfing and headline writing, typically under deadline pressure. We often will simulate copydesk conditions, and you will be expected to edit on computers as well as hard copy. In class, we will have individual lab time on assignments, group participation and presentations, review and debriefing and some lecture. Your learning will continue outside of class week with reading, memos, exercises and assigned surfing. You also will be asked to write brief essays about readings, errors, news judgment, taste, design decisions or other topics.

The class requires participation. You will be presenting on your work frequently in varied ways — prepared presentation, reporting on editing/fixes in exercises, game show quizzes and other activities.

Keep track of assignments carefully, as some will be turned in via D2L drop box while others will be due at class. A handful of assignments will be VIA D2L ON NON-CLASS DAYS.
READING:
This class focuses on writing and editing, so it should come as no surprise that we will READ. We will use a variety of materials, including three textbooks available via ebooks from the UA Main Library.

REQUIRED TEXT AND MATERIALS:
• Associated Press Stylebook and Libel Manual. Bring to every class (or subscribe to the online app).
• School of Journalism Academic Integrity Handbook
• School of Journalism Reporter’s Handbook
• Articles, tip sheets and other resources in D2L, via PDFs and links

RECOMMENDED REFERENCE READING:
On Writing Well, by Zinsser The Elements of Editing, by Plotnik
The Writer's Friend, by Gibson The Elements of Style, by Strunk and White
Working with Numbers and Statistics, by Livingston and Voakes

EMAIL:
When you email me, please type 320 in the subject line, plus your last name IN ALL CAPS, plus a word or two about the nature of your email. If I were emailing about this policy, my subject line would be “320 KNIGHT email policy.”

ELECTRONIC DEVICES:
Turn them off. The ONLY time you may use a cell phone is if you have the AP app on your phone. The only time you may use a laptop is when we are doing individual lab time. You typically will use the lab computers during class time, though some students prefer to use their own laptops, then email the assignments to themselves to print off in the lab. When using the classroom computers, use them for editing work only.

More on phones: While I know most of you are pros at multi-tasking, any person texting sucks the energy out of class. We will place our devices in the middle of the table out of reach. You may retrieve them during breaks. I do not have people leave them in their pockets, laps, etc., because they end up in use too often. I will deduct points from your attendance and professionalism grades for violations. Upon a repeat violation, I will ask you to leave the class. If further violations, I will report you to the Dean of Students Office.

HOMEWORK:
UA standards call for six to nine hours of homework weekly for a three-unit course.

At each class I will give you a weekly sked, which includes: in-class work for that Friday, assignments to complete before the next class, and deadlines (which vary, with some assignments turned in via D2L before the next class and some due at the next class). This sked will later be available on D2L.

All out-of-class assignments must be typed, double-spaced. When you have multiple pages to turn in, staple them. (No folded corners or paper clips.) Have your assignments printed and ready to go at the beginning of class. When multiple assignments are due on the same day, please do not staple assignments together keep them separate.

I will not print out and grade any emailed assignments. If you are absent/ill and have to email an assignment to make deadline, you must follow up with bringing me hard copy to be graded. Leave the hard copy in the office, with a note about your absence. DO NOT put these in elevator boxes.
LATE WORK:
    No late assignments will be accepted, except in extreme situations, such as car accident or serious illness. Check with me; don’t assume. When you are absent, you should come make an appointment to see me before the next class. Please do not come to the next class and expect to make up any work.

    The reason we don’t accommodate late work in JOUR 320 (again, except for extreme situations) is that I grade multiple (!) assignments for this class each week. Allowing late work creates organization nightmares. If you miss a deadline in the real world, you lose out on the opportunity. The same will apply for this class. Missed deadlines will result in a zero on the assignment (except when you have an excused absence or are injured or seriously ill). Be careful if you are not getting work done on time; some assignments are worth 10 or 20 points, and some are worth hundreds.

    Most work will be turned in during class. Some assignments (writing quiz questions based on AP style, mostly) will be turned into the drop box on D2L; once the deadline passes for the drop box, it will not be reopened to accommodate late work.

GRADING:
    15 percent — Attendance (150 points: 10 points per class; deductions for tardies and leaving early)
    15 percent — Participation and professionalism
    70 percent — Quizzes, exercises, memos and take-away points

    Quizzes and exercises in my class are often open book. You are encouraged to use your resource books and notes on all assignments. However, you must bring your own stylebook to class, not rely on others’ books. Take-away points will be required as homework for most readings, to demonstrate you are mastering that portion of the class. More detailed instructions will accompany your first take-aways assignment.

    Throughout the semester, you will take concerted note of useful references for editing. You will write up a blog-like entry about the resource. More detailed instructions will follow with the first set of annotated bookmarks assignment. You also will be asked to share from these with the class.

    Point totals will vary for quizzes, exercises, memos and take-aways, depending on the amount of work required. I will always write your score as the points earned over the points possible, such as 76/80. You are encouraged to keep track of your totals throughout the semester. Start a document, and each time graded work is returned, record the assignment name, date, the score possible and your score earned. Considering the quantity of graded assignments, I do not record grades on D2L; it’s time consuming and I’d rather spend time preparing and grading work. It’s up to you to keep track.

    Your final grade will be via straight percentage: 90-100 percent of the total points is an A, 80-89 percent of the total points is a B, and so on. Keep all of your returned work until the end of the semester.

MORE ON 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.

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.
ATTENDANCE:

Attendance is mandatory in JOUR 320. Students who miss class miss out on critical content instruction and experiential learning. This is a participatory class, and when you miss class you miss exercises and content that cannot be made up easily. My 320 attendance policy, because this is a once-a-week classes with only 15 classes in one semester: **Two strikes and you are out.**

Upon a third absence you will be administratively dropped from the course, if that occurs before the administrative drop deadline. If a third absence occurs after the drop deadline, your semester grade will be lowered one semester grade for each absence you incur beyond the threshold. (3 absences: 1 grade lower; 4 absences: 2 grades lower; 5 or more absences: You fail the course). This policy is typical in School of Journalism’s classes that meet only once a week.

Communicate promptly and directly with me regarding any absences or conflicts.

Excused absences (meaning some make-up work might be permitted) are granted only for university-sanctioned, documented reasons. Per university rules, acceptable excused absences include: official university business, jury duty, religious observance, military duty, and serious injury or illness (not cold or virus, but more like car accident). If you have a reason for missing class that you think is legitimate, ask me. No more than two excused absences will be allowed, as again, you miss a significant portion of the activity and content.

The DRC does not consider absences to be a reasonable accommodation in journalism.

UA ATTENDANCE POLICIES:

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

EXCUSED ABSENCE OR ILLNESS:

If you miss class, because of a university sanctioned excused absence or because you are injured or seriously ill, you have until Monday 4 p.m. to turn in all of the work that was due during the previous week. Turn it into the journalism office with a clear note to me that explains your absence. Have the folks in the office initial and date your note. Do not email the assignments; do not put them in the elevator boxes.

RELIGIOUS OBSERVANCES:

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

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

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.
PROFESSIONALISM AND CLASSROOM BEHAVIOR:

Journalism demands a high level of professionalism. The expectations in our classroom will be the same as those in a professional environment. 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.

My approach is to consider all students beginning professionals. I think you will enjoy the editor-colleague relationship that evolves, as well as the collegial relationships you develop with other students.

In keeping with this approach, I have some workplace expectations. Punctuality is a virtue in most offices — and in our class. Show up on time. Plan to stay the entire class. Class time will be used to edit and learn but also to engage and interact as a learning community around the content. I assess your professionalism based on attendance, timeliness, journalism ethics, follow-through, willingness to learn, attitude, respect for others, attention to corrections and enterprise.

The School of Journalism’s minimum expectations for professionalism:

- **Being responsible.** Be punctual and attend all classes. Be prepared for class and participating actively. Avoid disruptive behavior. Approach your assignments with resourcefulness, and with the goal of completing them as thoroughly as possible. Do your share when working on group projects. Request help from the course instructor when you need it, just as you would request assistance from an editor.

- **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, email and the like. 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 IN JOURNALISM:

Journalism is about truth, accuracy and fairness. Therefore, all journalism students should maintain the highest level of academic integrity and journalistic ethics.

In the journalism profession, plagiarizing, fabrication or duplication of work are abhorrent offenses that may rightly get a person fired and blackballed from working in journalism again. At the UA, such infractions are covered under the university's Code of Academic Integrity.

I have a zero-tolerance policy for plagiarism, fabrication or any other type of cheating. Such cheating will result in a report to the Dean of Students Office and my recommendation to fail you on an assignment or in the class or to suspend you from all classes. Students must sign the oath of academic integrity, after reading the department's Academic Integrity Handbook. Failure to do so will result in an administrative drop from the class.

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)
UA STUDENT CODE OF 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. See: http://deanofstudents.arizona.edu/codeofacademicintegrity.

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 from the school or even expulsion from the program or 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.

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 from the school or even expulsion from the program or 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.

PLAGIARISM:

Plagiarism is defined in terms of proscribed acts. Students are expected to understand that such practices constitute academic dishonesty regardless of motive. Those who deny deceitful intent, claim not to have known that the act constituted plagiarism, or maintain that what they did was inadvertent are nevertheless subject to penalties when plagiarism has been confirmed. Plagiarism includes, but is not limited to, the following:

1. Submitting as one's own work the product of someone else's research, writing, artistic conception, invention, or design; that is, submitting as one's own work any report, notebook, speech, outline, theme, thesis, dissertation, commercially prepared paper, musical piece or other written, visual, oral or electronic/computerized material that has been copied in whole or in part from the work of others, whether such source is published or unpublished;

2. Incorporating in one's submission, without appropriate acknowledgment and attribution, portions of the works of others; that is, failing to use the conventional marks and symbols to acknowledge the use of verbatim and near-verbatim passages of someone else's work or failing to name the source of words, pictures, graphs, etc., other than one's own, that are incorporated into any work submitted as one's own.

CHEATING:

Cheating and dishonest practices with examinations, papers and projects include:

* Obtaining help from another student (or giving help to another) during examinations
* Knowingly giving help to another student during examinations, taking an examination or doing academic work for another student
  * Obtaining without authorization an examination or any part thereof
  * Using notes, books, or other sources of information during examinations
  * Providing one's own work for another student to copy and submit as his/her own
  * Using material from sources without clear attribution; presenting others’ work as one’s own
* Fabrication of quotes

COLLABORATION POLICY:

Students often work in close proximity of each other. All assignments require individual effort to be of any benefit. Unless otherwise stated, all work is expected to be that of an individual student. While you are encouraged to talk to each other about assignments and content, be sure to do your work.
ACCESSIBILITY:
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/).

Accessible table and chairs in this room should remain available for students who find that standard classroom seating is not usable.

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

CLASS ACCOMMODATIONS 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. Whether you have a diagnosed learning disability or a hunch or a challenge, let's work together to figure out ways that enable you to master the work in this class and in the future.

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. The University is committed to creating and maintaining an environment free of discrimination, [http://policy.arizona.edu/human-resources/nondiscrimination-and-anti-harassment-policy](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/](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](http://deanofstudents.arizona.edu)).

COMPUTER SECURITY:
It is important that students observe the following rules that help protect the security of our computers:

- Absolutely no food items or drinks are allowed in any lab or near any computer.
- Use only your university e-mail account to correspond with journalism faculty and staff.
- Use free virus protection software, provided by the UA.
- Watch out for scammers posing as UA computer IT or security, wanting your passwords.
- 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.
- No students are allowed in classrooms outside of class hours, except for students in capstone courses and then only with the instructor’s permission.
- 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.

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.
YOUR PROFESSOR —
Professor Susan Knight was a reporter and editor for alternative/weekly and mainstream/daily newspapers, mostly as a public affairs reporter. During that time she won dozens of state and national awards for her education coverage, and she served as a board member of the national Education Writers Association, training education reporters around the country. She freelanced for Education Week and Chronicle of Higher Education. Knight 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 past 20 years she has been involved in curriculum development in the School of Journalism, where she oversees nine journalism clubs, mentors other faculty. She created the The Apprenticeship, teaches Inside the Beltway: Politics, Policy and the Press in DC, and has a focus on teaching ethics via the journalist in American film.

FORMAT FOR MOST ASSIGNMENTS:
• Please place your name, date and slug info flush right, upper right-hand corner of first page.
• Skip down a half page before you begin any assignment, leaving me room for notes and grading
• Put last name and page number on each page.
• Type a -30- at the end of every assignment.
Leave a half-page before beginning an essay or memo or reflection (You don’t have to for reading take-away points.). This leaves room for editor's notes. Nearly all assignments must be typed, double- or triple-spaced. Take-aways, however, can be single-spaced, as long as you leave space between take-away points.

---------------- Text ----------------

--------- Text ---------

-30-

(Always use an end code at the end of your work.)
Editors work behind the scenes. We help writers say what they mean to say. We represent the interest of readers. We uphold the standards of our publication. You will leave the classroom more confident in your ability to write and to self-edit, more respectful of the language, more insightful about various journalistic platforms and better prepared for a career in journalism.

Prerequisites for this class are JOUR105, 205 and 208. The course provides the key component of the overall journalism curriculum in language, usage, organization, style, design, layout and platforms. We are primarily concerned with the presentation of journalistic material and with helping you become better self-editors. Here are the course goals and outcomes, as developed by the School of Journalism.

320 Course Goals (what we teach)
• The basics of effective copy editing, preparing student for an entry-level position at a newspaper, magazine or media website, and to become a better writer and editor
• Strong, accurate headlines and titles for stories on multiple platforms
• News judgment and critical thinking
• Ethical decision-making

320 Course Outcomes (what you will be able to do by the end of the class)
• Copy edit news stories using proper grammar, punctuation, spelling and Associated Press style.
• Edit features without harming writer’s voice, style
• Fact-check stories for accuracy, including basic math and geography
• Use social media platforms for distribution.
• Correct errors and inconsistencies in print and online text by effectively using reference material and style guides
• Make solid news judgments, assessing whether a story is fair, clear, concise and thorough enough for publication and, if not, how to fix it
• Evaluate correct platform (audio, video, multimedia, traditional) for various story types and content.
• Assess stories for libel, ethics, fairness, tone, and taste
• Recognize and fix weak ledes, faulty transitions, poor story structure and other problems
• Develop speed in editing and rewrite whether for print or online; demonstrate strong understanding of breaking news coverage
• Select, tone, size and crop photos for publication
• Stay current on events: city, state, nation and world
• Write headlines for newspaper articles
• Write titles for magazine stories
• Write headlines that are search engine optimized (SEO) for the Web
• Write and edit accurate, informative, concise cutlines (captions)

COURSE FORMAT: The course is a lecture/lab combination. Most weeks, we will have a lecture and discussion of some aspect of editing – assigning, copy editing, SEO, design, web layout, headlines, etc. Then you will have some lab experience on deadline. We will be using D2L to post reading materials, take quizzes, hold discussions, and we will use the dropbox function for filing your edited stories and assignments.

REQUIRED TEXTS:

*The Associated Press Stylebook.* You can buy the most recent print edition, or you can purchase an online subscription which includes access to the stylebook online, a smartphone app or e-book, for about $26 a year.

All readings will be posted on D2L. Some will also be passed out in class.

ASSIGNMENTS FOR TERM: Weekly quizzes, drills and editing. Check D2L for updated assignments and due dates.

**Homework (check D2L for dates):**

Week 1: Real-world jobs assignment
Week 2: Job fair story to edit
Week 4: Writing ledes activity
Week 4: Wildcat Cash story to edit
Week 5: Headline writing activity
Week 6: Style vs. Voice assignment
Week 9: Audience exercise
Week 10: Social Media report
Week 12: The Hardest Test online plan assignment
Week 13: Breaking news log
Week 14: Writing a breaking news update
Week 15: Extra credit or one makeup assignment for partial credit
NO CLASS: Sept. 4, Oct. 4 and Nov. 22, 27

Final exam: Dec. 4 and 6

**Extra Credit:**
The school policy is that extra credit be allowed only if it is available to the entire class. One extra credit will be available.

**Grading Standards**
Here is how I evaluate your work:
A — Superior in all or nearly all areas. In-class discussion shows thorough understanding of concepts and issues. Written work requires little to no editing. Achieves perfect or near-perfect scores on grammar, style and current events quizzes.
B — Professional quality/publishable or presentable. Overall, sound work, that is generally readable/usable and interesting, but would require refinement before publication or broadcast. Written work is engaging, interesting and accurate in fact and presentation. In-class discussion stays on point, and participation is above average in quality of comment and synthesis of ideas. Goes beyond minimum requirements of course.
C — Competent but not ready for publication or professional presentation.
D — Substandard. Demonstrates effort by the student, but fails to meet competency standards because of mechanical errors, lack of clarity or lack of content. Does not participate in class discussion.
E — Fails to meet minimum expectations in most or all areas.

A = 90 – 100  B = 80 – 89.9  C = 70 – 79.9  D = 65 – 69.9  E = Below 65

**How your final grade will be determined:**
Quizzes, quality of original papers, quality of deadline editing, and the quality of the final editing assignment will be combined for the final grade. Professionalism includes class participation and on-time attendance. The standard for writing and for editing is the same: engaging, well-written, stylish, accurate, interesting and complete.

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.

Time period for grade disputes on assignments:
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

Incompletes and withdrawals (from UA):
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.
Grading:
In-class quizzes: 15%
In-class assignments: 25%
Homework: 30%
Exams: 20%
Professionalism: 10%
Total: 100%

Classroom guidelines, from the University of Arizona School of Journalism

Accessibility and accommodations
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/.

Student accountability
The journalism department has professional standards for students, with written policies and procedures. This information comes to you through class syllabi, your instructors, the department listserv, our bulletin boards and the academic advisors. Because of these multiple communication channels, we believe 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 policy
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 in most cases, you will not be permitted to make up missed assignments.

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 these: serious illness with doctor’s note, jury duty, religious observance, dean’s excuse and military reserve obligation. If you have a reason for missing class that you think is valid, it is your responsibility to ask your instructor ahead of time. If you are ill or in an accident, you need to supply a note from your doctor or the student health service. Absence excuses are subject to verification. Presenting a false excuse will be considered cheating, a violation of the academic integrity rules, with the same penalties possible. If you are sick and will be absent, call or text me IN ADVANCE of class. Otherwise the absence may be counted as unexcused – even if you do have a legitimate doctor’s note.

Students who do not attend the first day of class and do not submit documentation from their
healthcare provider or other relevant, professional third parties, will be dropped if there are students on the waiting list who did attend the first day of class.

- 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

**Makeup work and extra credit policy**
Assignments or tests can be made up only if you have a valid excuse for missing them. One extra credit opportunity will be available.

**Professionalism**
Journalism demands a high level of professionalism. Because our undergraduate program is professionally oriented, students are expected to behave in class as they will be expected to behave in the workplace.

This means you may not text, chat, make phone calls, play games, read the newspaper or surf the web during lecture and discussion. You should refrain from disruptive conversations with people sitting around you during lecture. Anyone 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.

Professionalism is a component of the evaluation of every student. It will count for 10 percentage points 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. See: [http://deanofstudents.arizona.edu/codeofacademicintegrity](http://deanofstudents.arizona.edu/codeofacademicintegrity).

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 from the school or even expulsion from the program or 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://www.ott.arizona.edu/uploads/ip_policy.pdf](http://www.ott.arizona.edu/uploads/ip_policy.pdf)), 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.

**Threatening behavior**

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](http://policy.arizona.edu/education-and-student-affairs/threatening-behavior-students).

**Collaboration policy**

Students are expected to do their own work — including interviews, writing, editing and producing — except when express instructions for collaboration are given by the instructor.
**The Reporter’s Handbook**

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.

**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.

**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](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/](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](http://deanofstudents.arizona.edu)).

**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.

**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.

**Antivirus Software:** All students MUST have updated anti-virus software on their personal 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 Sophos anti-virus software. It automatically updates itself periodically. [http://softwarelicense.arizona.edu/sophos-anti-virus-endpoint-security-and-control](http://softwarelicense.arizona.edu/sophos-anti-virus-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.

**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](http://www.registrar.arizona.edu/ferpa/default.htm)

**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.
Course Description and Goals: Welcome to Journalism 385! This very hands-on course has four fundamental goals: 1. develop your broadcast writing and video news reporting and production skills; 2. strengthen solid writing, reporting, and ethical decision-making skills acquired in other journalism courses; 3. develop the reporting and production skills necessary for success in JOUR390, Arizona Cat’s Eye; 4. develop professionalism necessary for working in the broadcast industry.

Prerequisites for this course—JOUR 205 and JOUR 280.

In this class you will learn how to become a MMJ (multi-media journalist) by:

- producing video news reports (VOs, VOSOTs and PKGs)
- conducting on camera interviews
- reporting in the field
- shooting video sequences
- writing scripts to match video
- editing video news
About the professors:

Rogelio Garcia—I am an Assistant Professor of Practice at the UA School of Journalism. I have worked as an editor, videographer, multimedia journalist for commercial networks and public broadcasting. My specialty is broadcast production and post-production. In addition to teaching broadcast classes, I also work as documentary filmmaker.

Chris Conover—I am a reporter at Arizona Public Media. I have been working in broadcast news for nearly 30 years as a radio reporter, TV reporter, TV anchor, and documentary producer. I have worked for local stations, national broadcast networks, and international broadcast networks. My specialty is political news and breaking news. I am the winner of the Sigma Delta Chi award from the National Society of Professional Journalists, the national Edward R. Murrow award from RTDNA, and five Emmy nominations.

Class Design

Class time is generally divided into two parts: lecture and lab. Generally, the first part of class will include lecture and possibly a quiz. Lectures will cover material related to the editorial as well as production sides of video newsgathering, as well as additional content related to the goals of the course. Quizzes will be at the beginning of class and may cover a myriad of subjects from broadcast style, current events, ethical questions, and other issues relevant to the class discussions.

Generally, the second part of the class period will include a lab. During labs, you will learn how to: improve broadcast style writing; develop and set-up stories; shoot; report; edit stories using Final Cut Pro X.

Because the lab is designed to be highly flexible, it is your responsibility to stay on the production schedule to make good use of this time.

Throughout the semester we will be watching and discussing student work. This is meant to be part of a constructive coaching process, not to embarrass anyone. We will identify good points, so that you continue to repeat what you’re doing right, and we’ll point out some pitfalls, so that you can avoid them in the future.

Guest speakers may be brought in to complement issues covered in the course.

Class Assignments and Requirements

- Four short in-class writing and video assignments
- Five original television reports (includes story development, shooting, reporting, writing, and video editing) in written and video form
- Group Project: One 30-minute news program, using material produced during the semester
- The UA School of Journalism has some gear available for students in J385 and other courses. Because of the limited number of cameras it is recommended that you obtain access to (or own) a camera, tripod, headphones, and one external
microphone and cable. An external mic and cable will be necessary for you to conduct interviews with good sound quality.

- Portable hard drive (Mac compatible, 500 Gb minimum recommended), SD memory card (16 GB Class 10 minimum recommended), and headphones.
- Generate and develop your own story ideas, ALL subject to professors’ approval based on the story treatment forms.
- Get sponsored and certified through OSCR (Office of Student Computing Resources) on the first day of class.
- Take quizzes/exams
- Professionalism/Participation-begins with attending class on-time, every time. Disruptive behavior will jeopardize your professionalism grade.
- Active participation in class and labs
- Keep up with any reading, viewing or audio assignments, and this includes checking e-mail messages from the professors
- Stay on the production schedule to meet all deadlines.

**Original Reports/Assignments**

You will hand in a total of five reporting assignments/reports (1 VO; 1 VO/SOT/VO; 3 PKGs). Reports are to be written in standard broadcast style, using the templates provided.

You will hand in a Story Treatment Form for each reporting assignment that must be approved by one of the professors. It is your responsibility to get approval before you begin shooting the story. Failure to turn in a story treatment form by the deadline will result in a 50-point deduction from your overall grade.

1. **Length**
   - VO, no longer than: 30
   - VO/SOT/VOs, no longer than: 50
   - PKGs, no longer than 2:00, unless prior approval is obtained from the professor.

2. **Coverage**
   Think of yourself as an enterprise and features reporter in this class. We will follow a beat system that will include the following four areas of news coverage:
   - **Economy and Inequality**;
   - **Science, Environment and Health**;
   - **Education** (pre-K through Higher Education and life-long learning);
   - **Arts and Culture**; and
   - **Sports News**.

Each student will follow one beat at a time for a few weeks before moving on to the next beat. By the end of the semester you will have covered four of the five beats. All stories must be newsworthy. Newsworthiness is a subjective term, but there are certain conditions that you should look for, such as: impact to the community; timeliness; social, political, economic, historical, and cultural relevance and significance.
We give you a great deal of flexibility to cover what you want because we believe the best stories are those that you are interested in. However, there are some subjects that you will not be allowed to cover. These include: events, sports highlights; any Greek-sponsored events (any sorority/fraternity); store/business openings, public relations stories, etc. The PKGs that you produce will be hard news features and in-depth reports that will help prepare you for the types of stories you will be covering in JOUR390 (Arizona Cat’s Eye).

3. Source requirements
VOs – at least one interview/source (not on camera)
VO/SOT/VO – one or two interviews on camera
PKG – at least three interviews on camera.
An important note about sources: You are not permitted to interview friends, roommates/housemates (including sorority sisters or fraternity brothers), or family members for news reports. Interviewing close friends and family results in a conflict of interest and therefore is considered an unethical practice in the field of journalism. Those caught violating this policy may suffer by having their grade reduced or a more severe punishment including academic integrity violations may be imposed. If you have any doubts or concerns about a source, please see the professors before you conduct the interview.

4. Deadlines
Reporting assignments are due no later than 4:50 pm (end of class) on day the story is due, unless another deadline is specified. Assignments must include: 1. All Raw video files 2. a text copy of the script in broadcast form in the appropriate JOUR 385 folder; 3. your video file/edited report in the JOUR 385 folder. Please review your video after the transfer. Missing videos and scripts, as well as un-viewable videos, will result in a grade reduction.

Grading
Grading (required by UA):
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.

Your final grade will be based on 1100 total possible points to equal 100% of your total grade.

Four In-Class Writing and Video Assignments = 100 pts. (25 pts each).

Five Reporting Assignments = 575 pts. (60% of total grade). Grading criteria for reporting assignments include: accuracy, grammar, story structure, writing style, reporting (i.e., ability to find the story, select most important facts, and present facts in a
balanced form), ability to write to video and sound, adherence to time constraints, video shooting and editing skills, and creativity.

You will be given two grades for each assignment: one for reporting and writing and one for video and editing. A writing/reporting and video production checklist will be used to determine the two components of your grade (see grading checklist). Writing/reporting and video production grades will then be averaged into one grade per assignment. The last two stories will be split into three separate assignments for grading.

In addition, you will also receive a grade for handing in all RAW video for each assignment.

All reporting assignments must use the appropriate script templates, which will be provided in class, and on d2l. For VOSOT and PKG scripts, students are required to have their scripts approved by one of the professors PRIOR to editing the story. Failure to do so will result in an automatic 25-point deduction from the VOSOT grade and a 50-point deduction from the PKG grade.

1 VO = 25 total possible
1 VO/SOT/VO = 50 total possible
PKG1 = 100 total possible
PKG2 = 100 total possible
PKG3 = 100 total possible

RAW video points
VO = 25
VO/SOT = 25
PKG1 = 50
PKG2 = 50
PKG3 = 50

How to get an “A” on a report?
A=Almost ready for air. Covered the bases (solid video, sound and interviews) and in a creative way. Very little or no (re-)editing required.
B=Three solid interviews and solid video and sound. A well-structured story, that is focused, well written, and well-shot.
C=Basic elements of the story are there, might have some structural flaws. Might be missing key facts and information. Some errors in writing, grammar and video editing (e.g. jump cuts, black holes).
D=Showed very little effort on the part of the student, unfairly reported, poorly written, fact errors.
E=Failed to follow directions of the assignment, or did not turn-in assignment, fact errors.

The “Auto-E.” Grades of “E” will be given for each instance of a factual error, misspelled name, or misspelled proper noun. Reporting assignments that contain one or more
**factual errors** (including misspelled names and misspelled proper nouns) will receive “Auto Es.”

**Web story** = 25 pts. You will rewrite one of your PKG assignments as an online web story. Online stories are written print style, not as broadcast style.

**Studio Assignments** = 100 pts. We will spend several classes in the new SBS TV studio on campus. We will have several exercises on camera including anchoring, live shots and standups.

**Ten Quizzes/Exams** = 100 pts. Quizzes usually will be given at the beginning of class. They will be based on material covered in class, writing, editing or current events. No make up quizzes will be permitted, under any circumstances. A Midterm exam and Final exam may be given in lieu of quizzes.

**Final Show** = 100 pts. This will be a group project or an individual one at the end of the semester, in which you will rewrite scripts from your 5 Reporting assignments, edit and produce a newscast. The grade will be split into two parts: 50 points for the rundown and script; 50 points for the edited segment. Students will submit a written log detailing the amount of work that they did on the show.

**Professionalism/Participation** = 100 pts. Professionalism in JOUR 385 adheres to the policy reflected in the UA School of Journalism’s *Reporter’s Handbook*, which states, “This conduct in the classroom includes participating in discussions, treating other students with respect and following the rules established by the department and your instructor. Your behavior is especially important outside of class. While you are working on assignments, you are perceived as representing the Journalism School and the University of Arizona.”

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.

Points will be deducted from the students’ professionalism/participation grade for the following reasons:
- late to class
- leaving class early without notifying the instructors ahead of time
- failing to notify the instructors of an absence prior to class
- texting, talking on the phone, using laptop during class
- failing to participate in class discussions or activities
- failing to follow instructions
- being disrespectful or disruptive in class or outside of class
- being unprofessional in class or while on assignment

Extra Credit = 20-30 pts. Throughout the semester, you will be given opportunities for extra credit. The extra credit opportunities may include attending a journalism related activity/event outside of class. To receive credit, you must turn in a typed two-page (double-spaced, 12 point font, 1 inch margins) critique of the event/activity. These will count as bonus points toward your final grade.

Final Grade Breakdown
1100-990 points = A
989-880 points = B
879-770 points = C
769-660 points = D
659-0 points = E

Deadlines and Late policy: Make your deadline, Assignments that are handed in late will be reduced one letter grade per day. For example, if you receive a “B” on an assignment, and you turn it in two days late, you will receive a “D” for that assignment. If you know ahead of time that you will miss a class in which an assignment is due, you must make arrangements to hand in your work before the deadline.

Time period for grade disputes on assignments:
If you have a dispute with your grade for an assignment, please schedule an appointment with the instructors within 2 weeks of receiving your grade.

Incompletes and withdrawals (from UA):
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.
Attendance and Other Class Policies

Make up policy for students who register late: Any student on the roster who is not present by the end of the first 10 minutes of class may be dropped from the class if there are other students wanting to enroll in the class. No student will be admitted after the first week of class.

Attendance:
Attendance, participation, administrative drop (required by UA):

- 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

Like many skills courses, your abilities and knowledge will develop and improve in class and over the course of the semester, and therefore it is imperative that you attend class. Only three unexcused absences will be permitted. Four unexcused absences may result in the student being dropped from the class. If the drop deadline has passed, the fourth unexcused absence may result in the student receiving a failing grade. If you miss a class, whether or not your absence is excused, you are responsible for obtaining missed material and completing missed assignments. If you must miss class, you are required to contact the professors about your absence prior to the beginning of 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. 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.

Attendance, participation, administrative drop (required by UA):

- 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
Story ideas and attendance: At the beginning of each class, you will sign your name and write a one-sentence description of your current story idea on an attendance sheet. This is separate from the story treatments you will hand in, although the story idea and story treatments will most likely be the same. *These should be real story ideas that you plan to cover, not something that you have merely pulled from the front page of a local newspaper or news website.* Story ideas will be used to check attendance. **No story idea = no credit for attendance.**

E-mail policy: You may contact the professors via email. Your emails should be written in a professional and respectful style. If you do email the professors, keep in mind that we will try to respond to your email as soon as possible, but sometimes we work on deadline and might not be able to get to your email right away. If it is an urgent matter, you may contact the School of Journalism staff and they will contact us.

**Required Viewing/Listening and Texts**
- Watch/Listen to at least one local and national (or international) newscast daily
- Read the *Arizona Daily Star* daily
- *NPR* (National Public Radio); found locally at, 89.1 F.M., or news.azpm.org, reports and newscasts also online at npr.org
- Other readings and viewings will be handed out or announced in class.

**Recommended Viewing/Listening and Texts**

**Other good news sources and films:**
- *Good Night and Good Luck*
- *The Los Angeles Times*
- *The New York Times*
- CCJ (Committee of Concerned Journalists) [http://www.concernedjournalists.org/](http://www.concernedjournalists.org/)
- SPJ (Society of Professional Journalists) [http://www.spj.org/](http://www.spj.org/)
- Autobiographies written by broadcast journalists

**Laboratory Rules and Security**
The following measures will help to ensure your personal safety, reduce the risk of theft, and maintain our video lab in good working condition.

- **No food or drinks** are allowed inside the editing suites or sound booth.
• To ensure the highest level of security in the lab, **DO NOT:** 1. Let students who are not enrolled in the course enter the lab; 2. Leave doors propped open or ajar to allow other students inside; 3. Open other students’ projects

• **DO lock the door** to the lab and other doors inside the lab upon leaving

• **Disregarding any of these rules may result in the revocation of lab privileges and/or hurt your grade in the course**

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**Academic Integrity and Student Conduct**

**UA School of Journalism Culture:**

The UA School of Journalism has a **zero-tolerance** policy regarding academic integrity. Details of the journalism school’s academic integrity guidelines are written in the Journalism Department Academic Integrity Handbook.

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 student enrolled in the department must be familiar with and understand the department’s guidelines written in the Academic Integrity Handbook. You may review the document online at:  
https://journalism.arizona.edu/sites/journalism.arizona.edu/files/Academic%20Integrity%202014.pdf

Students must sign the Oath of Academic Integrity, after reading the department’s Academic Integrity Handbook. Failure to do so will result in an administrative drop from the class.

**The University:**

You are required to abide by the University of Arizona Code of Academic Integrity. All provisions of the Code are incorporated into this syllabus. It is strongly recommended 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; making up quotes for a story; copying sentences or paragraphs from another person’s story and submitting them as one’s own work; submitting the same story 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. Using video or scripts from an internship or job is also an example of plagiarism.

The Code of Academic Integrity is online at:
http://deanofstudents.arizona.edu/sites/deanofstudents.arizona.edu/files/code_of_academic_integrity.pdf

The Student Code of Conduct is online at:
https://public.azregents.edu/Policy%20Manual/5-308-Student%20Code%20of%20Conduct.pdf

Important: The professors may use programs such as Turnitin.com or other methods to check the veracity and originality of a student’s work.

Possible penalties for violations of the U.A. Code of Academic Integrity and/or the School of Journalism’s Academic Integrity Handbook are:
• Failing grade for the assignment
• Reduced or failing grade for the class
• Recommendation of suspension or expulsion from the university

Disruptive Behavior: (from: Guidelines for University of Arizona Faculty and Staff) As defined by the University of Arizona Student Code of Conduct, disruptive behavior, “interferes with university or university-sponsored activities, including but not limited to classroom related activities, studying, teaching, research, intellectual or creative endeavors, administration, service or the provision of communication, computing or emergency services. Examples of minimally disruptive behavior are: being late to class; beepers and cell phones going off during class; reading the newspaper (except as part of an in-class assignment); packing up and leaving early.”

Disruptive Behavior and Threatening Behavior

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.
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.

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.

Reuse of assignments
The use of assignments prepared for one class in another class without prior permission of the second instructor is a violation of the academic integrity policy. Without that permission, the prohibition also covers any work performed for the Wildcat, UATV, an internship or any other employment or extracurricular activity. If you are unsure, contact the professors.

Accommodations for Students with Disabilities
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/.

Discrimination 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 instructors, 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 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, including the ethical responsibilities of journalists to, as the SPJ code of ethics says, “Give voice to the voiceless,” “Avoid stereotyping,” and “Boldly tell the story of the diversity and magnitude of the human experience. Seek sources whose voices we seldom hear.” To find out more, check out the school’s diversity page at https://journalism.arizona.edu/diversity or contact the school’s diversity coordinator, Maggy Zanger, at zanger@email.arizona.edu.

Dealing with Sources

Journalists deal with people in all sorts of situations and 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 professors.

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. We 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 us to voice concerns and to provide feedback.

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
Additional 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

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.

Final Note
At times, information in class or what you witness in the field might seem offensive or  
disturbing. In the process of experiencing challenges in the field, most journalists  
become stronger individuals and professionals. It is our hope that this class will help  
you to grow as a person and as an aspiring journalist.

# # #
J385 Fall 2017 Syllabus Agreement

I (please print name)________________________________________ have read the syllabus for Journalism 385, fall 2017, and understand all of its contents.

Signed_____________________________________________________________________

Date_______________________________________________________________________
JOUR 390 –Arizona Cat’s Eye
Syllabus (FALL 2017)

Professors: Lorraine (Rivera) Florez & Rogelio Garcia
Office Hours: By Appointment
lrivera@azpm.org, 520-261-0727
rgarcia3@email.arizona.edu, 520-465-8329

Class/Lab Time
- Wednesdays 11:00 a.m.-12:50 p.m. in Marshall 350
- Fridays 11:00 a.m.-12:50 p.m. in Marshall 350 & 360
- Ten hours +/-week production time (outside of class)

Course Description
This course is designed to enhance and further develop your video news writing, reporting and production skills. Through extensive hands-on experience, you will write, report, shoot, produce, and edit hard news feature and in-depth stories for broadcast and the web. By the end of the semester you will have produced several broadcast quality news reports that you can include on your résumé reel.

Course Goals
- Strengthen skills in television writing, reporting and production
- Strengthen skills in the areas of story development, enterprise, and in-depth news
- Develop your interests and understanding of sound and ethical broadcast journalism practices
- Develop your understanding of the Tucson metro area and Southern Arizona
- Incorporate concepts of diversity, multiculturalism, and history
- Develop your critical thinking skills and visual literacy
- Develop professionalism
- Develop good social media skills

Student Learning Outcomes
- Improved video writing, reporting and production skills
- Improved abilities to develop, write, report and produce video hard news features on deadline
- Enhanced understanding of broadcast journalism ethics
- Enhanced understanding and knowledge of the Tucson and Southern Arizona community

Class Design
To the greatest extent possible, the classroom is designed to function like a television newsroom. Your professors act as your news directors and coaches. You serve as producers, assignment editors, reporters, videographers, editors and social media coordinators. We meet once a week for lectures, viewings, critical discussions, story critiques, coaching, and workshops. Instructors and students will critique student work.
Just as in any newsroom, you are expected to be professional inside and outside the classroom. This includes proper attire when you are reporting in the field.

**News Team Positions**

At the beginning of the semester you will be required to apply for important news team positions. These positions include: executive producer, producer, online editor, promo producers, graphics editor (Photoshop experience), visual/sound editor and social media coordinators. All students must apply for at least one position. You may apply for more than one. The professors will select students for positions, based on the students’ interests and experience.

**Camera Gear**

You will share Panasonic cameras every week, and other media with one another. You are responsible for the equipment you check out. Camera checkouts are for 48 hours. Equipment will be available to reserve on a Google doc. You are responsible for any broken and/or missing equipment. *Please treat all Journalism equipment with great care and report any missing and broken equipment to the instructors immediately.*

**Class Requirements, Assignments, and Deadlines**

1. The third class meeting, September 6, you are required to turn in a *typed* list of five possible story ideas. The story ideas should be specific and in complete sentences. One line is sufficient per story idea. If your list includes, “underage drinking” or “university faculty” you should know that these are not story ideas. They are topics. There is a difference. The best types of stories for this class are going to be hard news feature, in-depth reports and investigative. You must be prepared to present your story ideas. Be prepared to take questions (and criticisms) from your classmates and professors.

2. You will individually produce a total of at least **three** video news stories. The stories must fall into one of the following categories: health/science, education, government, economy/inequality and current event/breaking news. The run time for the stories will be 1:10 to 1:30.

All stories must be approved by the professors, to obtain approval you will turn in a story treatment form that must be signed by the professors ***prior to shooting***. **Failure to do so will result in a deduction of 50 points.** The story treatment form addresses the who, what, when, where and why. The deadline for reports is at the beginning of class on the due date, and they must be ready for viewing at the start of class which is 11 a.m., ***late assignments will be deducted 100 points***. You must email your package script to both instructors no later than 11 a.m. on the due date. The subject heading in the email must have your last name and package number. For example: Garcia, PKG #1. The script must include an anchor intro, with super names, titles, contact phone numbers, times for supers, and TRT (total running time). You must also place your package in the class folder by 11 a.m. Any late submissions will be penalized.
3. Write web versions of ALL video news stories. These must be submitted to the course folder at the beginning of your Friday lab. Each story must have a photo and headline.

4. Actively participate in class discussions, critique sessions, workshops, quizzes, and all other class activities.

5. Meet ALL deadlines.

6. The School of Journalism has a very limited number of cameras and equipment for students in 390, therefore it is imperative that you handle and use all video and editing equipment with extreme care. Treat video and editing equipment as if it came out of your own pocket, because it has – through program fees, etc. Any damaged or stolen equipment must be reported immediately to the instructors and the School of Journalism director. In cases of neglect and abuse of video or editing equipment, your grade may suffer. Moreover, when equipment is damaged mid-semester this means that the rest of the class will suffer, because less equipment will be available.

Required Reading and Viewing

At least one national and local newscast a day
At least one national and local newspaper a day
Keep up to date on social media sites and news websites

Reports

By the end of the semester each student will have submitted at least three video news reports. You will work as an MMJ on these reports and be responsible for all aspects of the report from story development, setting up interviews, conducting and shooting interviews, filming standups, writing, reporting and editing the report. You will communicate with assignment editors and producers from your team to make sure that the same stories are not being covered. Keep in mind that if you want your story to air, you should cover a story that will not be dated by airtime. Sometimes keeping a story fresh is more about how you approach and write the story than the story itself.

Script Approval

Reporters must have their scripts undergo editorial review BEFORE you can begin editing video. *Script submission deadline is Monday at 5 p.m., this is the Monday before your Wednesday assignment is due; failure to do so will result in a point deduction.* E-mail your scripts to Lorraine Rivera and Rogelio Garcia in order to receive script approval. In order to write a draft of your script, you will need to: 1) have your all of your interviews and footage shot; 2) log video and pull (three interviews) SOTs prior to sending the script.
Story Length
While the standard format for commercial broadcast PKGs ranges from approximately 1:15-1:30, you have some flexibility with respect to story length. The length should range from 1:15-1:45, depending on content (visual and editorial) and newsworthiness. Stories over 2:00 must receive prior approval from either professor or risk penalization.

Story Ideas and Development
In this class, you should think of yourselves as special projects producers/reporters. Your stories will not be based on event coverage, but will focus on issues, problems, and people. Your stories must be newsworthy, but not time-sensitive. You are required to produce three stories from each of the following categories economy/inequality; science/health; political/government.

Off Limits Stories
Although we also you a great deal of flexibility to pursue stories that you find interesting, there are some subjects and events that you should avoid. These include: sports highlights; PanHellenic activities and events; store and business openings; farmers’ markets; general campus stories and public relations stories. If you have a conflict of interest with a particular story, you will not be able to work on that story. You may, however, pass that story to one of your class mates.

How to get your stories on air
Just because you have turned in your story, your work is not done. All stories can be improved. You may receive a decent grade for a report, but that does not necessarily mean it will be included in Arizona Cat’s Eye. Each story must be re-edited (scripts and videos) in order to be published on the web and the TV show. Only the best stories (usually about 12-13) will be included in the final program. Depending on the size of the class and the quality of reports, we expect to produce at least two programs: one 15-minute news bulletin by mid-semester; and one 30-minute program at the end of the semester.

Time Commitment
Reporting, field production, and editing are time consuming. Be prepared to work 10 to 15 hours/week outside of the classroom. This is true especially at the beginning of the semester because you will be learning how to use the new camera equipment as well as the video editing software.

Most of your course work will be completed outside of class. Please keep track of the work you do on each story and your newsroom duties, e.g.; writing, editing, shooting, reporting, and interviewing, producing, anchoring, etc.

Camera Gear and Equipment
Gear: You will be given directions about where, when, and how to checkout and signup for camera gear. You will be given a check-out/in schedule. Please set up your stories ahead of time to ensure a camera will be available that day.

External hard-drive (mac compatible): You are required to purchase an external hard-drive on which you should always save your “raw footage” and “copies of your working and edited projects.” You will need to save all of your footage from the entire semester. DO NOT DELETE any of your footage.

You will also need a good pair of headphones, 4 AA batteries (for wireless mics), a class 10 SDHC card (minimum size 16Gb).

Building Access and Security Rules
You will have the privilege of 24-hour, seven days a week, access to the video lab. To ensure the highest level of security, DO NOT: 1. let “tailgaters” enter the building behind you; 2. leave doors propped open or ajar to allow other students inside. DO lock lab carrel doors before you leave. These measures will help to ensure your personal safety and reduce the risk of theft. Failure to comply with these rules may result in the revocation of lab privileges.

Grading Policy – Total points possible for the Course=1000

- 1000-900 pts. = A (90%)
- 899-800 pts. = B (80%)
- 799-700 pts. = C (70%)
- 699-600 pts. = D (60%)
- 599- below = E (59%)

Course work will be evaluated according to grading guide sheets:

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 watchable and interesting.
C Competent but not ready for publication. Generally acceptable work, but may need more sources or rewriting/re-editing.
D Barely passing. Might be suitable for a part-time job at a station in the 199th market where the paychecks often bounce. Needs extensive improvement because of mechanical errors, lack of clarity/focus or lack of content.
E Fails to meet minimum expectations in most or all areas.
How your final grade will be determined:

Assignments 500 points
Lab grade 200 points
Re-edit Packages & upload to website 100 points
Newsroom position 100 points
Professionalism/Participation 100 points
Total 1000 points

Three Reports = Fifty percent (500 pts.) of your grade will be based on a portfolio of three “ready-to-air” stories. You will receive an editorial content grade (100 pts) and a video production (100 pts) grade for each story. The editorial content and video production grades will then be averaged, so that the final grade for each report=100 pts.

Grading criteria for your reports are split into two basic categories; editorial content and video production/post-production. A grading checklist will be used to determine your grade. The grading checklist is based on the criteria below:

Editorial content grading criteria
Reporting: accuracy, balance, fairness, news value, depth, quality of interviews, creativity, and originality. Any fact errors result in an Auto “E” for that assignment.
Writing: grammar, story structure, word choice, clarity, flow, ability to write to video, creativity, and originality. Misspellings of names and places are treated as fact errors and result in an Auto “E.”

Video production criteria
Videography: composition, audio, color balance, storytelling w/ pictures, use of sequences, lighting, use of tripod, and video and audio quality of interview.
Editing: choice and placement of shots, storytelling w/ pictures, continuity w/ script, use of audio (including natural sound), and pacing.

Lab Grade = Twenty percent (200 pts) of your grade will be based on lab assignments, meeting deadlines and lab attendance.

Web Stories = Ten percent (100 pts) of your grade will be based on uploading your final revised packages and web stories to the Arizona Cat’s Eye YouTube channel. When the instructors return your assignments, you will receive a grading sheet and comments. Final packages will need to be rewritten, re-voiced and re-edited based on the comments you receive. You will submit a revised script for approval. Once approved, you will be able to start finalizing your package for the web and final show.

Newsroom Position = Ten percent (100 pts) of your grade will be based on your performance for at least 1 newsroom position. See handout for more info on newsroom positions.
Professionalism/Participation = Ten percent (100 pts) of your grade will be based on professionalism/class participation: This includes; class and lab attendance, meeting deadlines, contributing insightfully to class discussions, participation and performance in “building the shows,” and your ability to work in a professional manner with classmates and instructors in the classroom and out in the field.

How to get an “A” in professionalism/participation:
1. Do not read in-class, unless it is part of an in-class assignment.
2. Do not text, tweet, or consult email during class.
3. Do not “visit,” “chat,” or otherwise be disruptive when the instructor or another student has the class’s attention.
4. Do treat everyone in class with respect.
5. Do come to class, labs and coaching sessions on time.
6. Do inform the instructors when you will not be on time or when you will be absent (before class or lab). Please send both instructors an e-mail ahead of time.
7. Do meet all deadlines.
8. Conduct yourself in a professional manner.

Deadlines, late assignments, make up policy
If you have a late (after 11 a.m. on Wednesday) assignment, your grade will be dropped one letter grade for each day that it is late. (E.g. a story that receives a “B” and is two days late will drop to a “D.”). If the assignment is turned in more than 3 days after the deadline, the assignment will no longer be accepted and you will receive a zero (0) for that assignment. Quizzes will not be allowed to be “made-up,” but if you know that you are going to be absent, arrangements can be made for you to take the quiz prior to the day of the quiz.

Using work from other classes
A student may use work from another class ONLY WITH PRIOR PERMISSION from the professors. This includes the use of video from another class or from any source other than this class, including internships. You must shoot ALL your own footage for this class.

Student Behavior and Integrity- Classroom behavior
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 a professional job.
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.

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, 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

**Academic Integrity**

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.

You are required to abide by the University of Arizona’s Code of Academic Integrity. All provisions of the Code are incorporated into this syllabus. It is strongly recommended that you read the Code to understand the rights and responsibilities of all members of the university community.

Conduct prohibited by this Code consists of all forms of academic dishonesty, including, but not limited to:

1. Cheating, fabrication, facilitating academic dishonesty, and plagiarism as set out and defined in the Student Code of Conduct, http://azregents.asu.edu/rrc/Policy%20Manual/5-308-Student%20Code%20of%20Conduct.pdf
2. 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.
3. Violating required professional ethics rules contained or referenced in the student handbooks (hard copy or online) of undergraduate or graduate programs, or professional colleges.
4. Violating health, safety or ethical requirements to gain any unfair advantage in lab(s) or clinical assignments.
5. Failing to observe rules of academic integrity established by a faculty member for a particular course. 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.
6. Assisting or attempting to assist another to violate this Code.

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:
1. making up sources for a story
2. making up quotes for a story
3. copying sentences or paragraphs from another person’s story and submitting them as one’s own work
4. submitting the same story to fulfill assignments in two different classes (you must obtain prior permission from the instructors of both classes)
5. using video and/or script material from an internship for a class assignment. Video shot with TV station equipment is the Intellectual Property of that TV station.

Possible sanctions for violations of the code include; a warning, a reduction in grade for the assignment or the class, a failing grade for the class, or a recommendation of suspension or expulsion from the university. The code provides procedures to assure the integrity in matters arising under the code.

The Code of Academic Integrity may be accessed on-line at:
http://deanofstudents.arizona.edu/codeofacademicintegrity

The Student Code of Conduct is online at:
http://deanofstudents.arizona.edu/studentcodeofconduct

UA Policy regarding Student Disruptive Behavior:
University of Arizona policies prohibit disruptive behavior. “Disruptive behavior” means conduct that materially and substantially interferes with or obstructs the teaching or learning process in the context of a classroom or educational setting. Disruptive behavior includes conduct that distracts or intimidates others in a manner that interferes with instructional activities, fails to adhere to an instructor's appropriate classroom rules or instructions, or interferes with the normal operations of the University. Examples of minimally disruptive behavior are, being late to class, beepers and cell phones going off during class, reading the newspaper (except as part of an in-class assignment), packing up and leaving early.”
You may access the entire policy at: http://web.arizona.edu/~policy/disruptive.pdf

Plagiarism: The School of Journalism has a zero tolerance policy regarding plagiarism: The school’s handbook defines plagiarism as, “intentionally or knowingly representing the words or ideas of another as one’s own.” Plagiarism is also possible with video and audio. According to the Radio Television Digital News Association (RTDNA), the best way to avoid plagiarism is by attributing information. For more information on how to cite news sources and information see: the UA Academic Integrity Handbook and the School of Journalism Student Reporter’s Handbook at the following link:
http://journalism.arizona.edu/node/622

Mobile devices: Please keep mobile devices off and out of sight in the classroom. If must use your mobile device during class, please step out into the hallway do so. Those who do not abide by this policy will receive a poor professionalism grade.

Assignments must be typed: All work must be typed, unless indicated otherwise. No credit will be given for handwritten assignments.

Attendance Policy. Only two unexcused absences will be permitted. This includes
absences from class and labs: two total. Each unexcused absence will result in a 25-point deduction from your professionalism grade. **Three unexcused absences will result in the student being dropped from the class.** If the drop deadline has passed, the third unexcused absence may result in the student receiving a failing grade. If you miss a class, whether or not your absence is excused, you are responsible for: 1) letting the professor know of your absence prior to the beginning of class via telephone, email, or in person; 2) finding out what you missed in class. Note: Prof. Rogelio Garcia will keep track of your lab attendance and will factor this into your participation and lab grade.

**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 the instructors 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, 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. Be aware that the accessible table and chairs in this room should remain available for students who find standard classroom seating not usable.

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, 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.

**Class notes:** *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 this and other course rules 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. This conduct may also constitute copyright infringement.

**Additional Resources for Students**

UA Non-discrimination and Anti-harassment policy:
[http://policy.arizona.edu/sites/default/files/Nondiscrimination.pdf](http://policy.arizona.edu/sites/default/files/Nondiscrimination.pdf)
UA Academic policies and procedures are available at: http://catalog.arizona.edu/2014-15/policies/aaindex.html
Student Assistance and Advocacy information is available at: http://deanofstudents.arizona.edu/student-assistance/students/student-assistance

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. 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. Do not check your personal e-mail accounts from school computers.
4. 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.
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. 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.

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, 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). See the university’s Non-discrimination and Anti-harassment policy at http://policy.arizona.edu/human-resources/nondiscrimination-and-anti-harassment-policy

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.

Religious observances
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

Notification of 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.

Although course content may be deemed offensive by some students, such materials are deemed important for the learning process. Students are not excused from interacting with such materials, but they are certainly encouraged to express well-formed opinions that express those objections and their reasons for them. If you have particular concerns about a subject, you are welcome to discuss them with me.

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 the instructors 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

Confidentiality of Student Records
The school values your privacy and we will do our 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 syllabus, 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.

**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.

**Story Treatment Form**

Name:  
PKG Due Date:  
PKG #:  

What is the story about?

Who do I plan to interview:

Why am I interviewing this person(s)

Where am I going to shoot the broll

Why will the average person care

What is the tentative lead for the anchor intro. One to two sentences, please.

What will standup look like

Describe the visual elements of this story

Ask yourself:  
- Why do I want to do this story?  
- Is there value?
-How will my storytelling make people want to care?
-Will most people care about the content of this package?
-Do I anticipate any challenges?
390 Statement of Understanding and Agreement

I, (please print name)__________________________ have read the syllabus for J390 Cat’s Eye, for (Fall 2017). I understand the syllabus’s contents and what is expected of me as a student enrolled in this course.

Signed_____________________________________________

Date_______________________________________________

-----------------------------------------------------------------------------------------------------------

Student Profile

(Please print as legibly as possible)

Name:___________________________________

Date:____________________________________

Course:__________________________________

Hometown:_______________________________

Major:_______________________Minor:__________________

Email:___________________________________

Phone number:____________________________

Reason taking this course?

Goals and expectations for this course?

Favorite news program?

Favorite news personality?

Where do you hope to be in five years?

Dream job?
JOUR 393, 493 AND 593 SYLLABUS

Instructor:
Renée Schafer Horton, Coordinator; Internship and Career Development
Louise Foucar Marshall Bldg., Room 323A;
520-626-9219; rshorton@email.arizona.edu
Office hours: Tues/Wed/Thurs 8:30 a.m. – 3:30 p.m.

COURSE OBJECTIVES:
There are four course objectives in JOUR 393/493/593, Journalism Internship. You must demonstrate you can be successful at these things or you cannot pass the course.

1. **Understanding and meeting deadlines.** This is key to any job, but especially journalism or media communications jobs, and is demonstrated in internship by meeting the deadlines for turning in materials.

2. **Understanding organization and information management.** This is also keenly important to journalism jobs. One way to demonstrate mastering this course objective is by reading the requirements for production of work samples, gathering those work samples ahead of deadline, and saving them throughout the semester for the final. Also, downloading content for upload to your website shows you understand information management.

3. **Demonstrating the basic skills of journalism and professionalism.** This is accomplished through production of content for a media organization, showing up on time for your internship, and meeting with me when required.

While not a direct course objective, we also hope that through the completion of internship you will be able to clarify your interest in a particular media (print, online, broadcast, radio, etc.) to help you target your job search.

HOW TO MEET THE COURSE OBJECTIVES:

**Course objective #1:** There will be no reminders of the deadlines listed in the syllabus. Put deadlines in your calendar now. The deadline times listed are Mountain Standard Time, which is the time in Tucson. If you’re in NY or CA or anywhere else outside of Mountain Standard Time, you need to make sure the documents hit my email, or are delivered to the School administrative assistant to be put into my regular mailbox, by MST.

**Course objective #2:** Save this syllabus and all the material attached and follow directions in the materials and syllabus. I would suggest printing everything out and keeping it in a folder that you can easily access. As mentioned above, I will not resend any of this material.

**Course objective #3:** Produce the appropriate number of work samples, turn in the completed Mid-Semester Meeting Form, and your final one-page summary paper on your particular internship. Details on requirements for your particular internship – JOUR 393, JOUR 493 or JOUR 593 (check UACCESS for enrollment confirmation) – are attached, as are the Mid-Semester Meeting Form and the Acceptable Work Samples document.

*NOTE: (If you are working 8 to 10 hours/week, you are in part-time internship, JOUR 493. If you are working 16 or more hours/week, you are in full-time internship, JOUR 393. If you are a grad student, you are in JOUR 593 and your requirements are the same for JOUR 493. Check your UACCESS enrollment if you have questions about which internship you are in.)*
GRADING:

Please note: S,P,E grades in a pass/fail-graded course such as Internship do not affect your GPA, but they do go on your transcript, and national internships and fellowships, as well as jobs, will often ask to see your transcript for this very reason – to see how you did in internships. Passing is what most students get and is perfectly acceptable for job applications and other internships. Superior can sometimes give you a leg up, and failing or incomplete is a red flag to recruiters or employers.

Grades are based upon:

- Meeting deadlines for submission of material
- Quality and quantity of your work related to the internship
- Supervisor's Evaluation
- Submitting complete packages (i.e. Semester Meeting Form, work samples, final one-page summary paper, all mentioned above and described in the attached documents.)

1. If your one-page summary paper is superior, your work samples outstanding, you turn in everything by deadline, you get all 5s on your supervisor's evaluation and he or she writes narrative comments that illuminate superior work, you will earn a grade of S for superior.

2. If your portfolio is complete, turned in on deadline, your one-page summary paper is completed, and you receive an average or above-average supervisor evaluation, you will pass with a P.

3. If your on-site supervisor gives you failing marks or you turn in your portfolio after the deadline listed in this syllabus email, or do not meet the basic hours and requirements of the class, you will fail the internship and be awarded a grade of F. Journalists must meet deadlines. Plan accordingly.

4. Incompletes will be granted on a specific case-by-case basis and have to be arranged prior to the mid-term.

REQUIREMENTS AND DEADLINES

It is important that you accumulate all the necessary materials listed below as you progress through your internship. If you wait until your internship is almost over, it may not be possible to get the materials (e.g., your work may have been purged from a file server). This gathering of material is a demonstration of course objectives #2 above.

I encourage you to meet with your on-site internship supervisor at the beginning of your internship and go over the requirements document so they understand that you have to do real work at the internship. If they cannot provide real work at the internship, you will need to do the research paper.

Midterm report (DATE DUE INSERTED HERE EACH SEMESTER) which must include:

1. Three work samples (five for JOUR 393) or, if you are in a position that requires you to complete the research paper/presentation, you must bring your topic in for approval, including three sources you'll be using to research the topic.
   a. See attached Acceptable Work Samples document for details on work samples and positions that allow the research paper/presentation option
2. The Mid-Semester Meeting Form, printed out and filled out.
   o Unless you are doing internship out of town, you must bring me these materials in person by setting up an appointment through the Wise Advise online system.

Final portfolio, (DATE DUE INSERTED HERE EACH SEMESTER) which must include:

1. Six work samples (10 for JOUR 393) or a pre-approved research paper/presentation
a. To know what qualifies as a work sample or research paper, please, see attached *Acceptable Work Samples* document
b. If you are doing a broadcast internship, you **must** upload your clips to YouTube or Google Drive, and bring your laptop to show me the clips. If you are doing an out-of-town internship, you must upload the clips to YouTube or Google Drive and send me a link I can access. YouTube is preferred method.

2. A one-page summary paper about what you did and learned at the internship to be shared with students in the Internship Binder in reading room. This can be anonymous or you can put your name on it. For examples of these papers, please see the *What I Did at my Internship Binder* in the Reading Room (room 312 Marshall building)

3. Completed Supervisor evaluation
4. Completed Student evaluation
   a. Note: The supervisor and student evaluation forms will be emailed to you a couple weeks prior to when they are due. Check your email daily!
   b. **Unless you are doing internship out of town, you must bring me these materials in person by setting up an appointment through the Wise Advise online system.**

Questions or concerns? Contact me immediately a phone call or set up an appointment to see me. If you are having problems in your internship, come see me **immediately. Do not wait until the midterm or the end of the internship to tell me about a problem.**

Make an appointment by through the *Wise Advise online system*, following the prompts to get to “journalism, internships”. In the system, the School of Journalism is under the College of Social and Behavioral Sciences.
Welcome to the course! It is an interesting and important time to be looking at media and terrorism. Take some time to check out our course site in D2L the first week of class. And do not hesitate to be in touch if you have any questions.

A. THE ONLINE PLATFORM

The D2L site will be easy to navigate. The tentative course schedule for readings is posted toward the top left side of the “Content” section under “Course Schedule.” A module for each new week will be posted every Monday morning by 8 a.m. (if not earlier) under “Table of Contents” in the “Content” section of D2L. The “Discussion” and other “Assignment/s” will be noted in each module. You will upload briefing papers and other work under “Assignments” in D2L. The syllabus outlines the “how to” for each of those projects. Course grades will be posted on the course site under “Grades.” It will be important to complete all of the readings and assignments during the week that they are due. The beauty of the online platform is that you can fit this work around your schedule.

B. PURPOSE AND ORGANIZATION

There are no prerequisites for this course. The course is a three-credit course that on campus would require almost three hours of in-class work and at least four hours outside of class on study and other
activities each week over the course of the entire semester. Students taking this course online should plan on spending at least seven hours a week on this course.

To minimize the number of uncertainties in the class, we will follow a consistent schedule of deadlines. The first day of the semester is Aug. 21, a Monday. I will post Module No. 1 on that date at 8 a.m. (Tucson time). That will be the routine every week. You will work through the readings, listening, viewing, and assignments each week through Sundays at 11:30 p.m. So, for example, Module No. 2 will be posted on Monday (Aug. 28) at 8 a.m. and so forth. Assignments for posts under “Discussions” will be due Thursdays at 11:30 a.m. (always Tucson time) with reactions/responses to colleague’s posts, when part of the assignment, due by Sundays at 11:30 p.m., the lock date on the assignment folder. The reaction essay assignments related to the readings, viewings and audio content of the course will be due by 11:30 p.m. on Sundays each week.

C. COURSE DESCRIPTION

The aim of the course is to develop your ability to understand how terrorism is mediated across different media platforms and to think critically about how media and terrorism is communicated globally.

D. COURSE GOALS

Our goal is to investigate how news media and other media portray terrorism and terrorists, and the effects of terrorism and media portrayal of terrorism on the public.

You should keep up-to-date with developments in terrorism around the world, primarily through news reports. If events related to the course occur, be sure to bring the real-world perspectives into class discussions.

E. COURSE LEARNING OBJECTIVES

You should keep up-to-date with developments in terrorism around the world, primarily through news reports. If events related to the course occur, be sure to bring the real-world perspectives into class discussions in D2L and other assignments.

To develop an understanding of “terrorism” and how it is used by state and non-state actors.

To develop research and critical thinking competencies that allow for in-depth understanding of global terrorism.
To develop an understanding of how news coverage of terrorism issues shapes public perception.
To identify how the international media can better cover terrorism issues in the future.
To develop critical thinking skills in relation to the interwoven topics of terrorism and media.
To identify the various state and non-state actors and their roles in response to terrorism.
Provide an opportunity to explore diverse cultures and perspectives.
To pose questions, to research, to experiment, to be curious, to solve problems, to assume responsibility, and to be creative and construct meaning related to terrorism, international news gathering and dissemination.
To identify and articulate journalism’s guiding principles in an international setting and in hostile environments.

F. COURSE MATERIALS

Digital subscription to The New York Times at student rate or another news outlet on the suggested list: useful websites for research.doc
Readings not found through e-books (links will be provided) at the library will be posted on D2L under “Content” by module number and week.
Links to audio reports, interviews, multimedia presentations, and documentaries will be posted in D2L.

Listserv: We will use the listserv from D2L.

Email: The best way to get in touch with me is by email: jrelly@email.arizona.edu. Put Jour 402 in the subject line so I know your email is regarding this course.

G. COURSE CONTENT

In this course you might read discussions about news coverage of war and terrorism that you may find offensive. If any topics make you feel uncomfortable, you are welcome to discuss it with me.

H. COURSE MODULES
Module 1 (Aug. 21): Introduction/s and Defining Terrorism
Module 2: (Aug. 28): News Coverage of Terrorism
Module 3 (Sept. 4): Propaganda, Terrorism, and the News Media
Module 4 (Sept. 11): News media and framing terrorism
Module 5 (Sept. 18): International Perspectives on Terrorism
Module 6 (Sept. 25): National Identity and Patriotism
Module 7 (Oct. 2): Islamophobia, Muslim Americans, and Arab Media
Module 8 (Oct. 9): Women and Terrorism
Module 9 (Oct. 16): Martyrdom and Terrorism
Module 10 (Oct. 23): Visual Reporting and Terror
Module 11 (Oct. 30): "Eco-terrorism" and other groups
Module 12 (Nov. 6): "Narco-terrorism"
Module 13 (Nov. 13): Online Communication and Terror
Module 14 (Nov. 20): Work on Briefing Paper and Final Presentation / Thanksgiving break

Module 15 (Nov. 27): Communication, Government, and Public Opinion
Module 16 (Dec. 4): Presentations and Discussion

I. ONLINE DISCUSSIONS

There will be discussion boards for you to interact among one another about different aspects of the course, and I may participate in the discussions when it is appropriate. I encourage you to communicate together throughout the course. For example, you may use the discussion board to post your own questions beyond the assignments and to ask for responses from your class colleagues.

Note this course covers a contemporary subject dealing with controversial social and political matters, so your colleagues in this course may not always agree. Your class colleagues come from a variety of backgrounds, so realize that they may look at these issues from different perspectives. Therefore, expect to disagree with what others say during online discussions. Debate is not just welcome, it is strongly encouraged. Your responsibility is to be civil to others and to any opinions that differ from your views. Listening, questioning and debate are encouraged; personal attacks are not. Consider the course
discussion boards as a forum to exchange ideas, not to go after fellow students. Bottom line – be open-minded and civil during class discussion.

J. NETIQUETTE: INTERNET ETIQUETTE GUIDELINES

Students in our class will have a range of skills and abilities related to online learning and Internet usage. Without belaboring the concept of "Netiquette," or etiquette for using the Internet as it pertains to our online learning environment, let me just offer a few basic reminders:

It is generally bad form to type your messages IN ALL CAPITAL LETTERS. In addition to proper capitalization (first words of sentences, proper nouns, names, etc.), a majority of online students have reported that complete sentences and punctuation make online text communication easier to read.

It is much better to not post inflammatory or accusatory remarks than it is to "get it off of your chest." Profanity and personal attacks will have no place in this course. If you discover such remarks, please notify me immediately, and I will personally address the source of those remarks.

K. CONTACT ME AND YOUR CLASSMATES

Best way to contact me is via email (top of syllabus). Please refer to Meet Dr. Relly for information about me (email address is there, too). Regarding contacting your classmates, in D2L there will be a button entitled "class list" that you can click for the names and email addresses of everyone in the class. When you edit your D2L profile on Monday, each of you should have a picture and/or additional biographical information such as a link to a personal home page, that would be available to your classmates.

L. COURSE WORK

You are expected to complete each activity by the due date detailed in each module. You are therefore required to:

Complete all the readings and watch any assigned material by the due date of each module.

Contribute compelling, captivating and engaging comments to online discussion boards for each module.

Submit writing assignments and/or activity assignment each week D2L by the deadlines (either as requested under "Assignments" or under "Discussion."

Complete two briefing papers and present an overview in a final presentation (up to 10 minutes with a PowerPoint with audio or another multimedia platform) by deadlines.

M. SPECIFICATIONS FOR SUBMITTING ALL ASSIGNMENTS, ACTIVITIES, AND OTHER WORK.
Most assignments, activities and final projects, with the exception of “Discussion,” are to be posted in the D2L drop-box under “Assignments” by the due date. The folder will be programmed to only accept work for a grade up to the deadline. The filename for your uploaded PDF or DOC file should contain your surname (family name) and an indicator of the assignment (for example: surname-assignment 4). Submissions will not be accepted after 11:30 p.m. Tucson Time on the stated Sunday due date.

N. POLICY ON LATE OR MISSING ASSIGNMENTS It is important that you maintain the proper pace in this course. For that reason, discussions and other assignments are expected to be submitted on time. Exceptions may be made for extraordinary circumstances, but these are on an individual basis. By university policy, acceptable excuses are limited to four, including: serious illness, jury duty, military reserve obligation and religious observance. All holidays or special events observed by organized religions will be honored for those students who show affiliation with that particular religion. If you have a reason for missing deadlines that you think is legitimate, it is your responsibility to ask me ahead of time. This is expected even if you are ill.

O. ASSESSMENT / GRADING

A 90% or higher
B 80% or higher
C 70% or higher
D 60% or higher
E less than 60%

Grade distribution is as follows:

Discussion / Discussion leader / Other activity posts: 20%
Weekly reactions / analytical essays / reading memos: 30%
Briefing paper No. 1: 15%
Briefing paper No. 2: 15%
Final presentation: 15%
Participation and professionalism: 5%

Assessment of “Discussion” points will be decided upon based on the following variables:

- How knowledgeable were you about the topic being discussed?
- Was your contribution to the discussion substantial in detail and depth of perspective?
- Were pertinent examples from course reading and current events used to support your comments?
- Were your arguments presented in discussion grounded in evidence?
Written assignments will be in 12 point Times New Roman, with 1½ inch margins and should adhere closely to the specified word count. Single spaced. Please type your full name, the course number (Jour 402), the date, and the assignment title (Essay 2, for example) in the top left corner.

While content is paramount, this is a journalism class, and quality and clarity of writing counts and assignments with misspellings, badly worded sentences, verbosity, repetition and errors of grammar, will be deducted points accordingly.

Discussion posts always will have a Thursday at 11:30 a.m. deadline with reactions/responses to these posts (when requested in the directions) due by Sunday at 11:30 p.m. A grading rubric outlines how the work is evaluated.

Reaction essays are responses to the readings and follow the question/s of the week. For a top grade, the readings and other material of the week would be incorporated/cited. These essays are due each week on Sunday in D2L under assignments by 11:30 p.m. A grading rubric outlines how the work is evaluated.

Briefing Paper No. 1 (Due Oct. 29 at 11:30 p.m.): 1,500 words (not including references). Will cover the history, socio-economic, ethnicity issues and geopolitical information on the terrorist group. In short, the background of the group and how and why they came to be. Minimum of 10 references.

Briefing paper No. 2 (Due Dec. 3 at 11:30 p.m.) 1,500 words (not including references). Will cover the operation of the group: Goals, tactics, recruitment and methods leadership, life inside the organization. What has been the response of relevant state actors to the group and how does the news media cover? How effective have efforts been? Minimum of 10 references.

Major good quality media sites also provide useful reports that can be used. If you are uncertain about a source, please ask. Note that a number of the topics are too current to have been treated in formal academic peer-reviewed journals. For these topics, you will want to consult some high-end journalistic sources (e.g., New York Times, Washington Post, New Yorker, Los Angeles Times, BBC, The Associated Press, The Guardian, The New Yorker, etc. Lexis-Nexis is a very useful database on the UA library site that provides excellent coverage of such sources at http://new.library.arizona.edu. The source lists provided each week also offer excellent potential sources. Please let me know if you need any more ideas for periodicals or other sources.

Final presentation (Due Dec. 3 at 11:30 p.m.): The last week of class, you will post an up to 10 minute presentation that summarizes the most interesting findings from your briefing papers. You will use
PowerPoint slides with audio or create a multimedia presentation that will be posted in our “Discussion” section for the class to see. You may embed video or any other interesting artifacts to make the presentation engaging. There should be up to 16 slides (the first with your name and the title of the project / the last slide should have one question for the class to consider).

In addition, the following is required by the university and the School of Journalism:

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

Religious holidays. All holidays or special events observed by organized religions will be honored for those students who show affiliation with that particular religion. 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 the classroom in the manner in which the instructor sees fit and would be the only ones who may determine what constitutes an excused absence. Therefore, the Dean of Students is unable to provide excused absences for students, grant extensions, require that professors allow students to make-up missed work, or to ensure that students may miss class and submit late work without penalty, etc.

The best thing to do is 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.

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, including the ethical responsibilities of journalists to, as the SPJ code of ethics says, “Give voice to the voiceless,” “Avoid stereotyping,” and “Boldly tell the story of the diversity and magnitude of the human experience. Seek sources whose voices we seldom hear.” To find out more, check out the school’s diversity page at https://journalism.arizona.edu/diversity or contact the school’s diversity coordinator, Maggy Zanger, at zanger@email.arizona.edu.

Collaboration Policy

Though the program’s classes often involve you working on team projects and peer reviewing, the majority of assignments in this course require your individual attention and effort to be of any benefit. Unless I state otherwise, all work is expected to be that of your work alone, without consultation with others. Prohibited activities include asking other students for access to their work, asking other students for help during lectures or writing labs, or sharing information during an exam.

The Code of Conduct

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, misrepresentation and facilitating academic dishonesty by others. The Turnitin software is turned on for all of the assignments and available for you to see, as well. Any student who plagiarizes anything will receive an E for the class and will be reported to the university. Please review the School of Journalism Academic Integrity Handbook during the first week of class. If you are unsure of the standards, please consult me before submitting the work that you are unclear about and I would be happy to offer input or respond to your question/s.

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. Details are covered by the department's Academic Integrity Handbook, which you are required to read.


School Of Journalism: Academic Honesty

The School of Journalism subscribes to the University Of Arizona Code Of Academic Integrity: <http://deanofstudents.arizona.edu/codeofacademicintegrity>. 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. Prohibited conduct covers all forms of academic dishonesty, including cheating, resubmitting assignments from other classes or other projects, plagiarism, fabrication and facilitating academic dishonesty by others. Most assignments will automatically be checked through Turnitin.com, a plagiarism detection tool used at the university.

Plagiarism

Plagiarism is defined in terms of proscribed acts. You are expected to understand that such practices constitute academic dishonesty regardless of motive. Those who deny deceitful intent, claim not to have known that the act constituted plagiarism, or maintain that what they did was inadvertent are nevertheless subject to penalties when plagiarism has been confirmed. Plagiarism includes, but is not limited to, the following:

1. Submitting as one's own work the product of someone else's research, writing, artistic conception, invention, or design; that is, submitting as one's own work any report, notebook, speech, outline, theme, thesis, dissertation, commercially prepared paper, musical piece or other written, visual, oral or electronic/computerized material that has been copied in whole or in part from the work of others, whether such source is published or unpublished;

2. Incorporating in one's submission, without appropriate acknowledgment and attribution, portions of the works of others; that is, failing to use the conventional marks and symbols to acknowledge the use of verbatim and near-verbatim passages of someone else's work or failing to name the source of words, pictures, graphs, etc., other than one's own, that are incorporated into any work submitted as one's own.

While you are encouraged to share intellectual views and discuss freely the principles and applications of course materials, graded work/exercises must be the product of independent effort unless otherwise instructed. You are expected to adhere to the UA Code of Academic Integrity as described in the UA General Catalog. See: http://deanofstudents.arizona.edu/codeofacademicintegrity.
Additional Information

The 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://www.ott.arizona.edu/uploads/ip_policy.pdf), 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.

Information contained in this course syllabus, other than the grade may change with advance notice, as deemed appropriate by the instructor. Changes will be communicated on the Course Home page and through an email to each class participant.
JOUR 405/505
Fall 2017
Study of News: The Newspaper Apprenticeship
In Partnership with the Arizona Daily Star
Wednesday 3-4:50 p.m. room 340

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

Shannon Conner
sconner@email.arizona.edu
520-991-5749 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 our UA email addresses: sgassen@tucson.com and sconner@email.arizona.edu and check your UA email frequently, as that is how we will 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 once a day a week and will be run much like a meeting among colleagues.

Your apprentice position and classes begin Aug. XX, and end Dec. XX.

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 us 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.

**Industry Trends presentation:** Each student will pitch, research and present to the class on a trend or topic connected to journalism as an industry. 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.

<table>
<thead>
<tr>
<th>Percentage</th>
<th>Assignment</th>
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<tbody>
<tr>
<td>25%</td>
<td>Memos/short assignments/story lists (see above)</td>
</tr>
<tr>
<td>15%</td>
<td>Industry Trends presentation</td>
</tr>
<tr>
<td>10%</td>
<td>Attendance/participation in class</td>
</tr>
</tbody>
</table>

**Class Time**

We will have a news meeting to open each class. We will go over story ideas, address concerns and hear about your week. We will then cover a topic that’s relevant to your growth as a journalist. This will likely include a class speaker. If you have a topic that you’d like to address, please let us know.

**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 we must approve the revised deadline. We expect you to make class deadlines, 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 Labor Day 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. 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: We are 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/

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. *Our policy is that students and us 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.
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 us), 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:** We 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](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](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.

**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 schedule**

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<tr>
<th>Date</th>
<th>Topic</th>
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<tbody>
<tr>
<td>Aug. 23</td>
<td>Intro, syllabus, expectations, assignment</td>
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<tr>
<td>Aug. 30</td>
<td>Newsroom orientation</td>
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<tr>
<td>Sept. 6</td>
<td>Finding story ideas</td>
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<tr>
<td>Sept. 13</td>
<td>Art of the interview</td>
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<tr>
<td>Sept. 20</td>
<td>Alternative Presentation</td>
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<tr>
<td>Sept. 27</td>
<td>Public records/data reporting</td>
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<tr>
<td>Oct. 4</td>
<td>Resume, cover letter, bio</td>
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<tr>
<td>Oct. 11</td>
<td>Industry trend project idea pitch</td>
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<td>Oct. 18</td>
<td>Covering mental health and disabilities</td>
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<td>Oct. 25</td>
<td>Diversity reporting</td>
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<td>Nov. 1</td>
<td>Covering LGBTQ communities</td>
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<td>Nov. 8</td>
<td>Covering grief and trauma</td>
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<td>Nov. 15</td>
<td>TBA</td>
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<tr>
<td>Nov. 22</td>
<td>THANKSGIVING - NO CLASS</td>
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<tr>
<td>Nov. 29</td>
<td>TBA</td>
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Dec. 6 Presentations and pizza
Welcome to world of feature writing. From magazine exposés to intimate personal profiles, features are among the most popular of journalistic forms. Think of the most memorable stories you have read – online, in magazines, in newspapers or elsewhere. They’re probably features – the literature of journalism.

Learning outcomes
By the last day of our class, you should have written four major stories of 700 to 2,000 words and a dozen other pieces that will help you reach the level of reporting/observation and writing techniques to find your voice and report and write compelling feature stories. You will experiment with voice, style, form and subject. You will write standard turn-around features that would run in a newspaper or online news site, as well as longer, more indepth narrative pieces. Here’s the thing: Nothing is out of bounds. I will challenge you, push you, cajole you and encourage you to take risks. You will not be penalized for doing so. Take off your safety helmet; we’re going all in.

You’ll also be reading a lot in this class because the best writers are great readers. I will post weekly readings on D2L — some of them from myself and my colleagues all to make specific writing points — and you will be required to read them and be prepared to discuss them.

You also will learn to frame and pitch a feature story, and to give feedback to other students who are pitching stories. You will deepen your interviewing techniques and your reporting so that you can include dialog, scene reconstruction, physical detail, emotion and intimacy with subject. You are likely to find that the reporting of a feature story takes much longer than reporting a news story, so be prepared to spend time in the field to gather your material. Thinly reported features simply do not work.

Here are the learning outcomes formally adopted by the School of Journalism for this class:

- Organize and write complex stories in an entertaining, compelling manner
- Conduct in-depth interviews that go beyond “just the facts” and delve into human motivations and internal conflicts
- Explain the difference between a feature story and standard news story
- Identify and describe underlying structures that writers use to shape their feature stories
- Integrate the use of various narrative structures into their own writing assignments
- Apply various literary techniques to factual feature writing
- Constructively critique the strengths and weaknesses of your own work and your classmates’ work
- Identify markets for feature stories and learn how stories are sold; write an effective query letter
- Write clear, concise sentence structure and flow; demonstrate mastery of particular grammar skills (see chart for grammar/all classes)

Readings:
Recommended is “Telling True Stories; A Nonfiction Writer’s Guide from the Nieman Foundation at Harvard University,” edited by Mark Kramer and Wendy Call, 2007. Note that you may buy this on Amazon for about $10.

You should also plan to read one significant magazines a week, choosing from The New Yorker, Sports Illustrated, The New York Times Magazine (Sunday), Harpers, Vanity Fair, Conde Nast Traveller, Longreads.com, Wired, Rolling Stone (articles, not reviews), https://longreads.com/ and others
You will also be required to read feature stories that we will post online in D2L each week.

And finally, since you are journalists and need to know what the heck is going on in the world, we will have four unannounced current events quizzes through the semester.

**Assignments**

**Feature stories** --- You will write or produce four (4) major features this semester, including one that is exclusively multimedia. The remaining three will be text stories, with photos. You will write one each on things, places, people and ideas. (For written work, please double space your work and put your name, date, specific assignment and title at the top of the first page.)

**Rewrite points?** No. In this class there is no option to revise a story, since you already are submitting a proposal, then a draft, then a final version. You will need to budget enough time to revise before the deadline. The drafts of most stories will be due one week before the final, and your draft should be completely sourced or you will lose points.

IF your story is published by a nationally known professional publication (not a student or school publication) you will receive an automatic rise of one grade level for the piece. If you had a B-, for example, you’d get an A-. You will need to bring in the URL and copy of the piece to get the improved grade.

**Meeting deadline:** If you miss deadline, you will automatically get HALF OFF what you would have received otherwise, so that an 85 becomes a 42.5.

**Sources:** During the semester each story becomes more complex. The first story requires three sources, the second four and the third five. The multimedia piece requires AT LEAST three sources other than yourself, and they must be recorded live and in person, with attention to the audio quality. All sources must be relevant; each must have something to contribute to the piece you are writing.

Get into the habit of getting your sources on the record. You must tell them that your story might be published. Only under rare circumstances will an anonymous source be allowed, on a story so sensitive that the reporting would be impossible to attain. You cannot pursue a story with an anonymous source until and unless I approve it in advance, and I follow professional practices here, so you must share the name and contact information with me, strictly on a confidential basis.

**Story proposals:** For each major feature you will be required to submit a story proposal and present it to the class for feedback. You will be judged both on your own story and on the suggestions and feedback you give to others. Not all story proposals will be approved. Generally, you will find in the early days of feature writing, you will research four or five proposals before settling on one that works. And remember: A subject is not an idea!!! These proposals, when filed, need to be well-sourced and at least 300 words. The proposal format is posted in D2L, along with a rubric describing the standards.

**The draft:** For each major feature, you will be required to submit a rough draft of the story, and you will bring it to a one-on-one meeting with me to review. Most (90 percent) of the reporting needs to be complete for this draft; otherwise you will not be able to write it. That means all your major sources should be included. The final version will be your revision. The process of developing voice and style depends on rewriting and revision. And note that a rough draft is NOT a high school outline or a sketch of what you might get from sources. It is a thoroughly reported first full version of the final story. The rough draft will be graded on content, structure, narrative flow and sourcing. A rubric for this is included on the D2L site. The revision of this rough draft is perhaps the most important part of the class, since you will learn techniques to sharpen your storytelling.

**Final draft:** The final revision will be graded according to professional standards of readability, interest level, completeness, narrative flow, structure, mechanics, photography and sourcing. If you do well on
your rough draft you should do well on the final. Attached to each story, include a page with ALL your source information – names, titles, phone numbers and emails. I will randomly spot-check this source information. NO STORY WILL BE ACCEPTED WITHOUT THIS SOURCE LIST. You will receive an Auto E for the assignment.

**Publication memo, with query letter, including the pitch:** In this two-part exercise, you will be asked to research a publication or webzine and write a memo about its audience, politics, writer specs and other details. You will then craft a story pitch that you would submit to that publication.

**Freewriting:** At various points in the semester, you will do a freewriting exercise to help you find your own voice and personal style. In these exercises, you will begin writing and keep writing until I tell you to stop. You will not go back and self-edit your work. The aim is to get your creative brain engaged in the writing and, in the process, quiet that annoying copy editor in your head that keeps trying to make little corrections and fixes.

**Grading Standards:**

A -- Superior in all or nearly all areas. In-class discussion shows thorough understanding of concepts and issues. Written work requires little to no editing. In class participation helps move the conversation forward, with an excellent understanding of key concepts. 90-100

B – Needs modest editing. Sound work that is generally readable/usable and interesting, as well as well reported and accurate, but it would require refinement before publication or broadcast. In-class discussion stays on point, and participation is above average in quality of comment and synthesis of ideas.

C -- Not ready for publication or professional presentation, needs significant additional reporting, or restructuring, or both. Has too many unanswered questions and is thinly reported. Weak participation in class discussion.

D -- Substandard. Demonstrates effort by the student, but fails to meet competency standards because of mechanical errors, lack of clarity or lack of content. Does not participate in class discussion.

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

A = 90 – 100   B = 80 – 89.9   C = 70 – 79.9   D = 65 – 69.9   E = Below 65

**How your final grade will be determined:** Quality of original papers, story ideas, reporting and writing (engaging, stylish, accurate, novel, interesting and complete).

**Grading:**

Four feature stories, including multimedia -- 25%
Four rough drafts – 25%
Story proposals for the four major stories and MM piece -- 10%
Inside stories, writing exercises -- 20%
Current events quizzes — 10 percent
Professionalism -- 10%
Total -- 100%

**Deadlines (Please note: these dates are subject to change.)**

Outside story No. 1
• Story idea: Aug. 28.
• Rough draft: Sept. 13.
• Final draft: Sept. 25.
Outside story No. 2:
• Story idea: Sept. 18
• Rough draft: Oct. 9.
• Final draft: Oct. 23.

Outside No. 3
• Story idea: Oct. 16.
• Rough draft: Nov. 1.
• Final draft: Nov. 13.

Outside No. 4 — multimedia
• Story idea: Nov. 8.
• Outline of shoots and text.
• Final project: Nov. 29.

Classroom guidelines, from the University of Arizona School of Journalism

Attendance policy: 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 in most cases, you will not be permitted to make up missed assignments. Since this class meets twice a week, three unexcused absences will result in your being dropped from the class.

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, jury duty, religious observance, dean’s excuse and military reserve obligation. If you have a reason for missing class that you think is valid, it is your responsibility to ask your instructor ahead of time. If you are ill or in an accident, you need to supply a note from your doctor or the student health service. Absence excuses are subject to verification. Presenting a false excuse will be considered cheating, a violation of the academic integrity rules, with the same penalties possible. If you are sick and will be absent, call or text us IN ADVANCE of class. Otherwise the absence will count as unexcused.

Following is the required language from the Dean of Students on attendance:
• "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 me ahead of time by voicemail, phone or email. 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. 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: http://uhap.web.arizona.edu/policy/appointed-personnel/7.04.02
"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. Faculty members manage 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 the faculty member regarding your absence. He or she is the only person 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."

**Makeup work and extra credit policy:** Assignments or tests can be made up only if you have a valid excuse for missing them. There is no opportunity for extra credit in this class.

**TurnItIn policy:** Students in this course agree to submit your papers online, when so instructed, and some papers will be scanned by a plagiarism-prevention program called TurnItIn.com. Please note that TurnItIn.com – always without your name or any personal information – will retain your paper as part of their database so that students who plagiarize from it can be detected. Because of this program, the vast majority of you who do your own work and cite your sources of information properly will not have to compete with students who commit undetected plagiarism.

**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/ContractRequestForm.pdf](http://www.honors.arizona.edu/documents/students/ContractRequestForm.pdf).

**Classroom behavior**

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 10 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).

**Student Code of 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. See: http://deanofstudents.arizona.edu/codeofacademicintegrity.

Every integrity violation is penalized, generally with a failing grade for the course, but severe or repeated violations can result in more severe penalties, including suspension from the school or even expulsion from the program or 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.

According to Section D (6) (a) of the University’s Intellectual Property Policy (which is available at http://www.ott.arizona.edu/uploads/ip_policy.pdf), 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.

**Possible offensive content**

This class is a free-speech zone. Every day journalists deal with extremes of good and bad. 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. If 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.”

**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 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. Offenses include 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, 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, sharing information during a quiz or exam, or looking at someone else’s work and copying their answers. If you are unsure of whether you are about to violate an academic integrity policy, check with me first to clear up any misunderstandings that you might have.

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.

**Accessibility and accommodation**
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/. 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.

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).

Classroom behavior/UA Code of Conduct

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.

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

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

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

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, including the ethical responsibilities of journalists to, as the SPJ code of ethics says, “Give voice to the voiceless,” “Avoid stereotyping,” and “Boldly tell the story of the diversity and magnitude of the human experience. Seek sources whose voices we seldom hear.” To find out more, check out the school’s diversity page at https://journalism.arizona.edu/diversity or contact the school’s diversity coordinator, Maggy Zanger, at zanger@email.arizona.edu.
Final Note: This syllabus is subject to change. Journalism is a dynamic field. Opportunities arise because of news. Notice will be given in class and on D2L of any changes.
Journalism 422/522
Publication Design
Monday, 6-8:30 p.m. — Room 342

Fall Semester 2017
Instructor: Daniel Ramirez
Office hours: 8:30–9:30 p.m. Monday (immediately after class),
or by appointment
Phone number: 520-621-7556
e-mail: danramirez@email.arizona.edu

About myself
I got my start working in newspapers in 1999 at my hometown newspaper, The Nogales
International, as an Advertising Designer. I left Nogales to work in the IT department of the
Arizona Daily Star in 2001. After about a year of missing working with deadlines, I was recruited
to work in the Arizona Daily Star’s Design Department in 2002. In 2005, I was promoted to
Features Designer and got a chance to work on the Arizona Daily Star’s weekly entertainment
magazine, Caliente and other Features pages. Between 2005 and 2014, I worked on every
possible page the newsroom produces, including many special projects. I earned various
Arizona Press Club Awards and a Society of News Designers Award. In 2014, I left Arizona to be
the A1 and Features Designer at the South Florida Sun-Sentinel. Shortly after, I left South
Florida when I realized it was too expensive for my young family.
I’m currently a Project and Production Project Coordinator at Learning A-Z. I’m in charge of
leading various Spanish book translation and book creation teams.

What this course will cover
This class is designed to teach you the basic principles of design for newspapers and magazines.
We’ll cover topics such as typography, photo editing, page design, Web-first publishing in the
newsroom and current trends in the industry. We will also explore story/package planning and
how it pertains to not only design, but also publishing in multiple media. The course emphasizes
hands-on training in a real-world, newsroom-style environment. The first few classes will be
devoted to learning InDesign, which is a publishing application used extensively in newsrooms
today. DO NOT MISS THESE CLASSES! Students who are experienced InDesign users will be
given alternative assignments during this time. During this semester, you may be required to
help with the layout and design of The Tombstone Epitaph and/or El Independiente. More
details to follow. Graduate students taking 522 will have a more intensive roll in the production
of Epitaph and El Inde with multiple production night duties. We will also be making some flyers
during the semester for various events in the Journalism School, such as the Internship Fair.

Course goals:
• Understand the fundamentals of good design in visual communication and be able to articulate what works and doesn't work for any given newspaper or magazine page under analysis
• Be proficient in designing a News, Features and Sports broadsheet page using InDesign
• Be proficient in designing a magazine spread using InDesign
• Understand the fundamental building blocks of news design and how these elements work hand-in-hand with the written word.
• Understand and use the "Maestro Concept" with stories to promote reporting with presentation in mind from the start
• Understanding for the role presentation plays in the delivery of editorial content for publications

Course objectives:

• Students will learn to use InDesign desktop publishing software to design basic news, feature and sports broadsheet pages under deadline
• Students will design multi-page magazine spreads using InDesign
• Students will learn to evaluate news content and art in order to prioritize, size and design pages using InDesign
• Students will employ basic design fundamentals to design news pages, magazine spreads and informational flyers for School of Journalism functions
• Students will design pages on deadline for The Tombstone Epitaph and El Independiente outside of normal class time.

How this course fits into overall journalism curriculum:
This course will help you see the bigger picture of the role that you as a reporter, editor, photographer or designer play in the final print product that goes into the hands of your consumers. You can be more marketable and more effective in any one of these roles if you have a basic understanding of how all the components come together in a publication. We are producing content on multiple platforms everyday and the better you understand the big picture the more success you will have.
This syllabus is a guide to the course and will likely be modified during the semester to adjust for class pace. The syllabus will be updated in D2L if there are any significant changes.

Required course materials:
• UACBT (Computer-Based Training) for Adobe InDesign desktop publishing software: uits.arizona.edu/services/uacbt

Additional resources:

• http://www.mhhe.com/harrower7
• Society for News Design Website: www.snd.org
• www.newseum.org
• www.newspagedesigner.com
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.
Here is how I evaluate your work:

- **A** Superior in all or nearly all areas. Requires little to no editing. All basic design principals met with no design modifications required for publication and a clear design concept and creative presentation.
- **B** Professional quality/publishable. Overall, sound work, but editing/revision required before publication. Generally meets design principals with some minor revisions needed.
- **C** Competent but not ready for publication. Generally acceptable work, but may need more reworking. A number of minor issues may be present that need fixing before publication ready.
- **D** Substandard. Demonstrates effort by the student, but fails to meet competency standards because of mechanical errors, lack of clear design and demonstrates a lack of understanding for basic design principals.
- **E** Fails to meet minimum expectations in most or all areas.

How your final grade will be determined

<table>
<thead>
<tr>
<th>Component</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>In-class assignments</td>
<td>35%</td>
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<tr>
<td>Homework &amp; Quizzes</td>
<td>25%</td>
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<tr>
<td>Mid-term exam</td>
<td>15%</td>
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<tr>
<td>Final exam</td>
<td>15%</td>
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<tr>
<td>Professionalism</td>
<td>10%</td>
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<tr>
<td><strong>Total</strong></td>
<td><strong>100%</strong></td>
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</tbody>
</table>

Grading scale

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

Weekly assignments:

- Most weeks you will have a homework and/or reading assignment to complete. You will also have InDesign assignments for practice. You will have some time to work on these in class and you can also work on InDesign on the computers in the production lab or during open lab time.

Attendance and Participation:

From the UA Catalog: “Students are expected to be regular and punctual in class attendance. The University believes that students themselves are primarily responsible for attendance.
Instructors will provide students with written statements of their policies with respect to absences.”

Attendance of this class is mandatory. Because we meet only once a week and because of the hands-on nature of this course, missing a class can set you far behind. Two unexcused absences will result in the loss of a full letter grade. You are expected to participate in class discussions and encouraged to ask questions during lectures and lab time. **Assignments turned in after the set deadline and unexcused missed assignments will receive a ZERO.** Makeup assignments will be granted only for valid documented excused absences. Acceptable excuses are limited to four: serious illness, jury duty, religious observance and military reserve obligation. If you have a reason for missing class that you think is legitimate, ask your instructor ahead of time if at all possible. "Absence excuses are subject to verification. Presenting a false excuse will be considered a violation of the academic integrity rules.” Tardiness will count against your Professionalism grade. Covering a meeting or sporting event for another class or for a job is not an excusable absence.

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 [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: [http://uhap.web.arizona.edu/chapter_7 - 7.04.02](http://uhap.web.arizona.edu/chapter_7 - 7.04.02)

**Classroom behavior**

   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 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.

   To encourage this behavior, faculty members make professionalism a component of the evaluation of every student. It will count for [10 points or 10 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, 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)

### Electronic devices

Students may use laptops or tablets to take notes during class. These devices are not to be used for non-class related purposes during class. Phones should be turned off or silenced during class.

### 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](http://policy.arizona.edu/education-and-student-affairs/threatening-behavior-students).

### Academic Integrity

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. See: [http://deanofstudents.arizona.edu/academic-integrity/students/academic-integrity](http://deanofstudents.arizona.edu/academic-integrity/students/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. The University Libraries have some
excellent tips for avoiding plagiarism available at:

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.

**Accessibility and Accommodations**

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/.

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.

**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. 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. Do not check your personal e-mail accounts from school computers.
4. 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.
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. 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.

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, 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).

Our classroom is a place where everyone is encouraged to express well-formed opinions and their reasons for those opinions. We also want to create a tolerant and open environment where such opinions can be expressed without resorting to bullying or discrimination of others. http://policy.arizona.edu/human-resources/nondiscrimination-and-anti-harassment-policy

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, including the ethical responsibilities of journalists to, as the SPJ code of ethics says, “Give voice to the voiceless,” “Avoid stereotyping,” and “Boldly tell the story of the diversity and magnitude of the human experience. Seek sources whose voices we seldom hear.” To find out more, check out the school’s diversity page at https://journalism.arizona.edu/diversity or contact the school’s diversity coordinator, Maggy Zanger, at zanger@email.arizona.edu.

Religious observances
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

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.

Reporters’ 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 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/faculty-and-advisors/contracts

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
- UA Academic policies and procedures are available at: http://catalog.arizona.edu/2015-16/policies/aaindex.html
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.

Class 1
Attendance. Department business. Academic integrity form.

Signing on to computers & server:
Please make sure right now that you can sign on to the computers. Use your UA Net ID for both your username and password if this is the first time you have signed in.
Course overview & design overview. Review syllabus.

Saving your work: Make sure that you save any files that you want to KEEP in our class folder in your personal folder. All computer desktops will be cleared weekly.
Submitting your work: You will submit a number of design assignments and short papers. For the design assignments, you will export your InDesign documents to a PDF format and submit them to the D2L dropbox folder for that assignment. For reports, you should submit Word or PDFs to D2L as well.

D2L
Look at www.newseum.org
Review daily front pages. Review how to download pages from websites.
Review placing pages in Word and turning them in that way.
Intro to InDesign. Make personal profile page with photo, name, where you are from, major, year in school, design experience, InDesign experience, journalism experience, hobbies and what you hope to get out of this class.

Homework!
Read for next class: “Introduction” & Chapter 1 in Harrower.

Computer Based Training -- Adobe Indesign CC Course Complete the Introduction (first file only); InDesign Basics (all files except the "Mac vs. PC Interfaces") and Navigation (all)

Homework due beginning of next class: On any day between now and Sunday, go to newseum.org or any other source where you can look at a newspaper’s front page and chose 3 front pages to compare/contrast. I want you to pick each of the papers from different areas of the U.S. Download the 3 front pages you chose and write a few paragraphs discussing similarities and differences in how each of the papers present their front pages. Submit the pages and your observations to me electronically via the D2L drop box as a PDF or Word doc. Turn homework assignment into D2L.

Class 2
More InDesign! Importing and working with text, formats, typography.
In-class design exercise: Pizza & Portfolios flyer.

Homework!
Read for next class: Chapter 2 in Harrower.

Computer Based Training -- Adobe InDesign CS5: Beginners: Complete Page Setup & Guides & Pages & Masters sections

Homework due beginning of next class: Using newseum.org or other newspaper sites, choose a large daily U.S. paper front page and compare it to 2 front pages from two other countries. Write a few paragraphs about the differences and what you like or dislike about the different papers' approach to design.

Class 3
Discuss Harrower Chapter 2.
More InDesign! Pictures and picture boxes, multiple items, lines, wrapping text.
In-class design exercise: News Design
Homework!
Read for next class: Chapter 3 in Harrower.
Computer Based Training -- Adobe InDesign CS5: Beginners: Complete Drawing Tools and Selecting & Manipulating sections prior to next class

Homework due beginning of next class: For the next class, bring a magazine page or multi-page layout that you like the design of. This needs to be Editorial content, NOT advertisement. Write a paragraph discussing the design and explaining why you feel the way you. You will turn this in for credit. Be prepared to discuss your submission with the class. You may submit pages and paragraphs electronically via e-mail or D2L to me prior to class.

Class 4
Discuss Harrower Chapter 3.
And, more InDesign! Selecting objects; fitting, moving, scaling, rotating, aligning, grouping, etc.
Story design & Page design exercise.

Midterm assignment. Discuss midterm assignment.
Homework!
Read for next class: Read Chapter 4 in Harrower.
Layout:
Computer Based Training -- Adobe InDesign CS5: Beginners: Complete Working With Objects; Working With Text and Paragraph Formatting

Class 5
News page design with multiple stories. Practice, practice, practice.
Homework!
Read for next class:
Computer Based Training -- Adobe InDesign CS5: Beginners: Complete Working With Frames; Adding Color & Working With Graphics prior to next class

Homework due beginning of next class: During the next week, take photos of an event (sports, party, outing, class, etc) or photos on a theme (studying, leisure, play, pets, etc) and bring in between 6 and 10 digital images. It would be best if you put them on a USB Flash Drive or e-mailed them to yourself. We will use these images in class next week. These can also be images taken on a trip sometime in the past year.
Class 6
Review Chapter 4 in Harrower
Photo spread in class.
Photo spread. Photo editing.
Homework!
Read for next class: Harrower, Chapt. 5
Work on Midterm.
Computer Based Training -- Adobe InDesign CS5: Beginners: Complete Basic Styles & Printing
& Export to PDF prior to next class
Homework due beginning of next class: Find and bring in one example of each of the
following from a newspaper section front:
Most or all of the page is dominated by a single photo
Most or all of the page is dominated by an illustration
Most or all of the page is dominated by LARGE typography used as art
Large chart or graphic on front page of a section

Class 7
Review Chapter 5 in Harrower
Magazine design.
Read for next class: Harrower, Chapt. 6 & 7.
Computer Based Training -- Adobe InDesign CS5: Advanced: Complete Customizing the
Interface & Pages & Masters prior to next class
Homework due beginning of next class: Balloon Fiesta magazine spread. Work on mid term
story and design.

Class 8
Magazine Design continued. Helvetica!
Review Chapt. 6 & 7.
In-class design assignment
Homework!
Read for next class: Harrower, Chapt. 8
Homework due next class: TBA.

Class 9
Midterm due at 6pm.!!!!!!!!!!!!!!!!!!
Review Chapt. 8.
Homework!
Read for next class: Harrower, Chapt. 9
Computer Based Training -- Adobe InDesign CS5: Advanced: Effects & Advanced Text Features
Homework due beginning of next class:

Class 10
Review Chapter 9
Making something out of nothing.
In-class design assignment
Homework!

Computer Based Training -- Adobe InDesign CS5: Advanced: Advanced Text Styles & Tables

Homework due beginning of next class: Bring in 5 different types of sidebars/boxes/graphics as described in Chapter 6.

Class 11
Simple charts and graphics.
In-class assignment magazine design and PhotoShop.

Homework!

Computer Based Training -- Adobe InDesign CS5: Advanced: Interactive PDFs & Interactive Flash

Homework due beginning of next class: Select one day over the next week to write a report comparing/contrasting a print newspaper with its news website. Look closely at each section front in the print product and then look at the corresponding section online. In your paper discuss how the editorial and visual content is presented in each media. Discuss pros and cons to each. Discuss which you think has a better design. Which is more user friendly from a design perspective. What is lost or gained from each medium? Please include screen shots of the site you review and visuals of the print version. You do not have to include EVERY page from print and web, just some to support your points.

Class 12
In-class magazine assignment.
Design class flyer.

Homework!

Computer Based Training -- QuickStart! - Adobe Photoshop CS5: "Overview", "Getting Started", & "Navigating Within Images"

Homework due beginning of next class: TBA.

Class 13
Photoshop cutout training and in-class assignment.

Class 14
Final discussion and prep..
In-class design assignment.

Class 15
Final exam in class.
Purpose and Overview —

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 to apply ethical theories and principles to situations you may encounter as a journalist. These theories and principles also will help you judge the ethical implications of the news you consume as a citizen. Besides the professional importance, journalism ethics is innately interesting because there are no easy answers. Once you get past the obvious question of whether a reporter should accept a $1,000 “gift” from the mayor, journalists often disagree philosophically about the proper action in ethical decision-making. This course will help you articulate and act on ethical decisions, rather than randomly venturing into prickly territory.

Ethics in journalism has never been more important than today, when reporters such as Jayson Blair and Stephen Glass have sullied the profession by making up stories and plagiarizing other journalists’ work. Disgraced former NBC News anchor Brian Williams even lied about being under fire. Cable TV’s appetite for news events 24/7 pushes journalists to chase a boy in a balloon (or not) for hours on end; bloggers and cable commentators spew opinions as if they were facts. Credibility is journalism’s sole currency. Journalists’ claim that their profession is the bedrock of a democracy is a joke if the public believes they lie, scheme and care only about selling newspapers, electing politicians, or boosting ratings. And with prevalent allegations of Fake News, it behooves journalists to understand why they hold certain values, how those values came to be, and how to act in a way that exercises and protects press freedoms. Just because it’s legal, doesn’t mean it’s ethical.

The mission of this class is to provide students with a vocabulary and 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’s golden mean and Immanuel Kant’s categorical imperative to John Rawls “veil of ignorance,” these principles offer guidelines for making ethical journalistic choices. You also will gain experience with ethical decision making processes.

Course Goals

• Become careful consumers of news media.
• Understand classic ethical principles for ethical dilemmas in journalism.
• Learn about professional media standards, such as those described by the Society for Professional Journalists Code of Ethics and others.
• Gain knowledge about contemporary issues in journalism ethics, such as debates on online ethical standards and infotainment.
• Learn ethical decision-making practices and gain experiences using them.
• Consider the role of diversity and representation in providing a fair picture of American society.
• Analyze case studies about journalism ethics.
• Acquire skills to make ethical arguments regarding journalism practice.
Email Policy —  
For each email, please write the course number and your LAST NAME in all caps in the subject line plus a word or two about the subject of the email. If I were sending myself an email on this policy, my subject line would be “439 KNIGHT email policy.”

Your Professor —  
Professor Susan Knight was a reporter and editor for alternative/weekly and mainstream/daily newspapers, mostly as a public affairs reporter. During that time she won dozens of state and national awards for her education coverage, and she served as a board member of the national Education Writers Association, training education reporters around the country. She freelanced for Education Week and Chronicle of Higher Education. Knight 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 past 20 years she has been involved in curriculum development in the School of Journalism, where she oversees nine journalism clubs, mentors other faculty. She created the The Apprenticeship, teaches Inside the Beltway: Politics, Policy and the Press in DC, and has a focus on teaching ethics via the journalist in American film.

Reading  
You will use textbooks that are ebooks in the University of Arizona Library, as well as multiple readings posted on our D2L site, as PDFs or linked. You will often write take-away points to earn credit for actually doing the required reading to keep class relevant and keep you all engaged in topics.

Finding and Using Ebooks at UA Library: http://new.library.arizona.edu/find/ebooks  
Following are several ebooks we will use:  
The Ethical Journalist: making responsible decisions in the digital age, by Gene Foreman, 2010 or 2016  
Journalism Ethics, by Christopher Meyers, 2010  
The Ethics of Journalism: individual, institutional and cultural influences, by Wendy Wyatt, 2015

Attendance  
As announced in class, I will not take attendance. However, each class will typically have some participation or writing/thinking points, ranging from 5-25 points. The total for those points will be about one-fourth to one-fifth of your semester grade. Also material will be presented in class that may be critical for writing essays and doing the Potter Box and Debate projects.

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.

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.
Grading continued

The point totals column is estimated; totals can change but the categories will remain.

<table>
<thead>
<tr>
<th>Assignment Category</th>
<th>Point Totals</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Essays, Memos, Reflections</strong></td>
<td></td>
</tr>
<tr>
<td>Essays (5-6 essays; 25-75 points each) (individual)</td>
<td>300</td>
</tr>
<tr>
<td><strong>In-class Point Generators from Participation</strong></td>
<td></td>
</tr>
<tr>
<td>Varied (10-25 points each) (individual)</td>
<td>400</td>
</tr>
<tr>
<td><strong>Take-Away Points on Readings</strong></td>
<td></td>
</tr>
<tr>
<td>Accountability for reading/preparation (individual)</td>
<td>600</td>
</tr>
<tr>
<td><strong>Ethical Decision-Making Frameworks/The Potter Box</strong></td>
<td></td>
</tr>
<tr>
<td>Essay (individual)</td>
<td>100</td>
</tr>
<tr>
<td>Working a decision (individual)</td>
<td>100</td>
</tr>
<tr>
<td>Team presentation (group)</td>
<td>100</td>
</tr>
<tr>
<td>Peer evaluations (group)</td>
<td>100</td>
</tr>
<tr>
<td><strong>Ethical Issues and Cases/Debate Project</strong></td>
<td></td>
</tr>
<tr>
<td>Essay/Memo: Ideas (individual)</td>
<td>75</td>
</tr>
<tr>
<td>Research document (individual)</td>
<td>125</td>
</tr>
<tr>
<td>Preparation plan (group)</td>
<td>100</td>
</tr>
<tr>
<td>Debate team performance (group)</td>
<td>100</td>
</tr>
<tr>
<td>Peer evaluations (group)</td>
<td>100</td>
</tr>
<tr>
<td><strong>Exam</strong></td>
<td></td>
</tr>
<tr>
<td>Final Exam/Take-Home Essays and/or (individual)</td>
<td>200</td>
</tr>
<tr>
<td>Due 12/12/17 5:30 p.m.</td>
<td></td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>2200</td>
</tr>
</tbody>
</table>

School and University Policies

**Attendance, participation, administrative drop, 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
**Academic Integrity:** You will abide by the highest professional integrity standards, utilizing the University of Arizona’s Code of Academic Integrity and the journalism school’s Academic Integrity Handbook. Violations in a 400-level class will not be tolerated and likely will result in failure in the class and/or suspension or expulsion from the major.

In the journalism profession, plagiarizing, making up sources or duplication of work (even one’s own) are abhorrent offenses that may get a person fired and blackballed from working in journalism again. At the UA, such infractions are covered under the university’s Code of Academic Integrity. Students should read the code.

For every class, I have a zero-tolerance policy for plagiarism, fabrication or any other type of cheating. Such cheating will result in a report to the Dean of Students Office and my recommendation to fail you in the class or suspend or expel you from the journalism major. Students must sign the oath of academic integrity, after reading the department’s Academic Integrity Handbook. Failure to do so will result in an administrative drop from the class.

Per the UA: 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)

**Accommodations 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/](http://drc.arizona.edu/).

**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 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, 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).

Offensive Material Policy: Journalism is a vital part of the democratic process. We deal every day with what happens in the world, both good and bad. You may hear discussions about news coverage that could be offensive to you, such as heinous crimes, political controversies, sexual situations, or conflicting religious beliefs. At times, when working in journalism and journalism education you may hear or witness material that is offensive to you. When possible, 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. No matter how disturbing or offensive material might be for you, as a good journalist you should be able to cover all sorts of events, actions and behaviors. Inherent to good journalism is the ability to evaluate facts and opinions effectively. It is my hope that all of the material you encounter in this class will help you to grow as a person and as a journalist. People might disagree in class, but please do so in a civil and respectful manner.

**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 “sitelicence” page on the UA Web site. HYPERLINK "https://sitelicence.arizona.edu/sophos/"

https://sitelicence.arizona.edu/sophos/ For assistance with installing, configuring or updating Sophos, call 621-HELP.
FORMAT FOR 439/539 ASSIGNMENTS:

Your Name (flush right)
JOUR 439 (or 539)
Sept. 18, 2017 (date due)
Slug (e.g. Potter Box Memo)

Leave a half-page before beginning the assignment. This leaves room for my notes. All assignments must be typed and double-spaced.

Leave a half-page before beginning the assignment. This leaves room for my notes. All assignments must be typed and double-spaced.

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-30- (use an end mark)
**Tentative schedule for fall 2017**

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. It’s important to come to class to learn about possible changes. Any story, photo, infographic or multimedia project produced for this class may be published in a student publication.

Complete all readings and assignments before class, and be prepared for a lively discussion. The assignments for Monday, Aug. 28, for example, are due before class on Monday, Aug. 28. Readings, handouts, rubrics, assignments and other materials will be linked to or posted in Content on the class D2L site: [d2l.arizona.edu](http://d2l.arizona.edu)

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**COURSE SCHEDULE FALL 2017**

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Bring to class</th>
<th>Post to d2L</th>
<th>Reading</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>MON. 8.21</strong></td>
<td>What’s ahead?</td>
<td></td>
<td></td>
<td>Syllabus</td>
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<tr>
<td><strong>WED. 8.23</strong></td>
<td>Science essay free-writing</td>
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<td>Hancock, Ch. 1</td>
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<tr>
<td><strong>MON. 8.28</strong></td>
<td>Science essays</td>
<td>Double-spaced printout of essay draft</td>
<td></td>
<td>Handbook, Ch. 1, NYT Reader, Ch. 9, Essay guidelines, At least 3 essays</td>
</tr>
<tr>
<td><strong>WED. 8.30</strong></td>
<td>Story ideas &amp; pitches</td>
<td>Guest: Daniel Stolte</td>
<td>Polished essay</td>
<td>Sign up for <a href="http://www.uanews.org">UA News</a></td>
</tr>
<tr>
<td><strong>MON. 9.4</strong></td>
<td>NO CLASS</td>
<td></td>
<td></td>
<td>Happy Labor Day!</td>
</tr>
<tr>
<td><strong>WED. 9.6</strong></td>
<td>From journal article to press release to print story</td>
<td>2 ideas for disco story, Comparison table</td>
<td></td>
<td>Hancock, Ch. 2, Handbook, Ch. 2, 5, 6, NYT Reader, Ch. 1, Disco guidelines</td>
</tr>
<tr>
<td><strong>MON. 9.11</strong></td>
<td>Interviewing &amp; disco stories</td>
<td>10 questions on “Tortoise Hibernaculum”</td>
<td>Proposal for disco story</td>
<td>“Tortoise Hibernaculum,” Hancock, Ch. 3, 4, Handbook, Ch. 4</td>
</tr>
<tr>
<td><strong>WED. 9.13</strong></td>
<td>Interview a scientist</td>
<td>Typed list of questions</td>
<td></td>
<td>Article by scientist you’re interviewing</td>
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<tr>
<td><strong>MON. 9.18</strong></td>
<td>Writing: The nitty gritty</td>
<td>Revised essay, Research article summary</td>
<td></td>
<td>Hancock, Ch. 5, Handbook, Ch. 7</td>
</tr>
<tr>
<td><strong>WED. 9.20</strong></td>
<td>Reptile Day</td>
<td>Camera or smartphone</td>
<td>Email “Language of the Image”</td>
<td>Sign up for one-on-one conference <a href="http://www.sign-up.com">SignUp.com</a></td>
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<tr>
<td><strong>MON. 9.25</strong></td>
<td>Spice it up; don’t dumb it down</td>
<td>Guest: Kevin Bonine</td>
<td>Reptile Day photos, captions, Polished disco story</td>
<td>Hancock, Ch. 5, Handbook, Ch. 7, <a href="http://www.bioview.com">BioView</a>, Other B2 info</td>
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<tr>
<td><strong>WED. 9.27</strong></td>
<td>One-on-one conference</td>
<td>2 ideas for B2 story</td>
<td></td>
<td>Hancock, Ch. 5, Handbook, Ch. 7, <a href="http://www.bioview.com">BioView</a>, Other B2 info</td>
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<tr>
<td><strong>MON. 10.2</strong></td>
<td>One-on-one conference</td>
<td>2 ideas for B2 story</td>
<td>Q&amp;A with scientist</td>
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<tr>
<td><strong>WED. 10.4</strong></td>
<td>Explanatory stories, B2 prep, Reptile Day feedback</td>
<td>Exploratory passage, Proposal for B2 story</td>
<td></td>
<td>NYT Reader, Ch. 3</td>
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<tr>
<td>Date</td>
<td>Topic</td>
<td>Bring to class</td>
<td>Post to d2l</td>
<td>Reading</td>
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<tr>
<td><strong>Fri. 10.6 &amp; Sat. 10.7</strong></td>
<td>Biosphere 2</td>
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<tr>
<td><strong>Mon., 10.9</strong></td>
<td>NO CLASS</td>
<td></td>
<td>● 5 best B2 photos and captions</td>
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<td>● Extra credit: Email “Cleaning Your Copy”</td>
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<tr>
<td><strong>Wed. 10.11</strong></td>
<td>NO CLASS</td>
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<tr>
<td><strong>Mon. 10.16</strong></td>
<td>Query letters B2 photo feedback</td>
<td>3 translated jargon passages</td>
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<td>Handbook, Ch. 3, 10, 23</td>
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<tr>
<td><strong>Wed. 10.18</strong></td>
<td>Revise, revise, revise</td>
<td>B2 draft</td>
<td>● Hancock, Ch. 6</td>
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<td></td>
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<td>● Handbook, Ch. 8</td>
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<td><strong>Fri. 10.20</strong></td>
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<tr>
<td><strong>Mon. 10.23</strong></td>
<td>Titles, Zoo story ideas Workshop B2 stories</td>
<td>Written comments on B2 stories in your group</td>
<td>Query letter</td>
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<tr>
<td><strong>Wed. 10.25</strong></td>
<td>Reid Park Zoo Meet director</td>
<td>Camera or smartphone</td>
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<td>Handbook, Ch. 11</td>
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<tr>
<td><strong>Mon. 10.30</strong></td>
<td>Story focus</td>
<td>Back grounder for zoo story</td>
<td>Revised query letter</td>
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<tr>
<td><strong>Wed. 11.1</strong></td>
<td>Story pitches for director</td>
<td>Well-rehearsed 1-minute story pitch</td>
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<tr>
<td><strong>Mon. 11.6</strong></td>
<td>Story structure Infographics</td>
<td>2 ideas for zoo infographic</td>
<td>Revised B2 story</td>
<td>“Mrs. Kelly’s Monster”</td>
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<td><strong>Wed. 11.8</strong></td>
<td>Infographics</td>
<td>Material to work on zoo infographic</td>
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<tr>
<td><strong>Mon. 11.13</strong></td>
<td>Lab Day</td>
<td>Work on zoo stuff</td>
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<tr>
<td><strong>Wed. 11.15</strong></td>
<td>Lab Day</td>
<td>Work on zoo stuff</td>
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<tr>
<td><strong>Fri. 11.17</strong></td>
<td></td>
<td>Draft of zoo story or photos, captions</td>
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<td><strong>Mon. 11.20</strong></td>
<td>Workshop zoo stories, photos</td>
<td>Written comments on zoo stories in your group</td>
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<tr>
<td><strong>Wed. 11.22</strong></td>
<td>NO CLASS</td>
<td>Happy Thanksgiving!</td>
<td>Polished zoo story</td>
<td>Sign up for one-on-one conference <a href="#">SignUp.com</a></td>
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<td><strong>Mon. 11.27</strong></td>
<td>One-on-one conference</td>
<td>Optional: Handbook, Part II</td>
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<tr>
<td><strong>Wed. 11.29</strong></td>
<td>One-on-one conference</td>
<td>● Photos, captions</td>
<td>Optional: Handbook, Part III</td>
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<td>● Infographic</td>
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<td><strong>Mon. 12.4</strong></td>
<td>Workshop zoo photos, infographics</td>
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<td>Extra credit: Online course evaluation</td>
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<tr>
<td><strong>Wed. 12.6</strong></td>
<td>Flandrau Planetarium</td>
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<td>Extra credit: Online course evaluation</td>
<td></td>
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<tr>
<td><strong>Fri. 12.8</strong></td>
<td></td>
<td>Revised zoo story, photos, infographic</td>
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</table>
JOUR 472/572: SCIENCE JOURNALISM
Fall 2017

Mondays and Wednesdays: 3 to 4:30 p.m.
Marshall 350

Professor Carol Schwalbe and Dr. Cecil Schwalbe
520.300.0693 and 520.907.8513
cschwalbe@email.arizona.edu and cecils@email.arizona.edu

Office hours: Mondays and Wednesdays 4:30 to 6:30 p.m. and by appointment
Office: Marshall 337

We’ll make an overnight class field trip to Biosphere 2 on Friday, Oct. 6, and Saturday, Oct. 7. If the trip conflicts with other classes, you’ll receive a dean’s excuse. We’ll be back in Tucson by noon on Saturday.

Course description
This hands-on course covers the basics of writing compelling, substantive stories about science news, discoveries, personalities and issues. It also touches on shooting photos and making an infographic. Readings, discussions and speakers explore key issues involved in communicating with the public about science, such as balance, scientific uncertainty, accuracy, ethical codes for science journalists and the differences between science journalism and science communication.

Course goals (what we teach)
- Communicate science clearly and accurately to the public without dumbing it down.
- Gather, evaluate and organize information and produce accurate, impartial science stories for newspapers, magazines and digital publications.

Course objectives (what you’ll be able to do by the end of the semester)
Science journalism calls for skills that can take years to hone and polish. This course is a first step in that process.
- Understand the differences between science journalism and science communication.
- Understand the ethical responsibilities of the science journalist.
- Recognize excellence in science journalism.
- Analyze how news articles differ from feature stories.
- Explore different techniques for finding, framing, focusing and structuring science stories.
- Carry a story from concept to publication using research, interviewing and observation skills. Conceive, research, report, write and revise several types of science stories on deadline for newspapers, magazines and digital publications.
- Apply literary techniques to factual feature stories.
- Shoot, edit and tone publishable photographs to illustrate science stories.
- Conceptualize, collect data for and create a simple infographic to accompany a science story.
- Constructively critique the strengths and weaknesses of your own work and your classmates’ work.
- Identify markets for science journalism and learn how stories are sold. Write an effective query letter.
- Publish as many stories as possible in class-produced or professional publications!
**Required books & materials**

The more you read, the better you will write. As you read, analyze how the writer handles the topic, focus, information, insight, organization and writing (lean prose, vivid nouns, strong verbs, details, sensory description and so forth).


- **FREE E-BOOK. DO NOT BUY!** Elise Hancock. *Ideas Into Words: Mastering the Craft of Science Writing*. Baltimore and London: Johns Hopkins, 2003. For online access, go to the UA Libraries site, type “Elise Hancock” in the search box and click on the first entry to access the e-book.

- Audio recorder or cell phone with a built-in recorder

- Reporter’s notebook

- *The Reporter’s Handbook*, UA School of Journalism: [journalism.arizona.edu/node/622](https://journalism.arizona.edu/node/622)

- *Academic Integrity Handbook*, UA School of Journalism: [journalism.arizona.edu/node/622](https://journalism.arizona.edu/node/622)

> Before you go to sleep at night, drink a big, warm glass of really good fiction to help you sleep.

**Suggested books & materials**

- Membership in NASW (National Association of Science Writers) [https://www.nasw.org/](https://www.nasw.org/)


- Other good reads include the *Science Times*, *Discover*, *New Scientist*, *Science News*, *National Geographic* and *Scientific American*. 
**Class routine**

**Course format**  In this hands-on class, you’ll learn by doing. Class exercises and homework assignments will hone your skills in journalistic research, reporting, interviewing and writing. You’ll write different types of stories, do a little photography and produce an infographic. Most classes will consist of brief lectures and activities. As deadlines approach, we’ll do one-on-one coaching or small group workshops.

**D2L**  Handouts, readings and other materials are posted under “Content” on our class D2L site: [http://d2l.arizona.edu](http://d2l.arizona.edu) Check D2L every day or two for announcements.

**AP style & grammar**  All writing in this course follows Associated Press style and “The Reporter’s Notebook” [http://journalism.arizona.edu/node/622](http://journalism.arizona.edu/node/622) You’ll be expected to turn in work with correct style and grammar. Otherwise, you’ll lose points.

**Time management**  Time management is a key to success in this course. Schedule time on your calendar for assignments. Do not procrastinate. Start working on a story as soon as it’s assigned. You need time to do background research, find people to interview, make appointments and meet sources before you start writing. Most sources will be available during the usual workweek, which might conflict with classes. After gathering information and interviews, you need enough time to write.

**Graduate students**  To receive graduate credit, you’ll (1) write longer out-of-class stories and (2) play a leadership role on our class magazine.

**Honors credit**  If you’d like to contract this course for honors credit, email us to set up an appointment to discuss your plans and sign the Honors Course Contract Request Form. See [https://www.honors.arizona.edu/honors-contracts](https://www.honors.arizona.edu/honors-contracts)

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"Susan Sontag started at eight and wouldn’t answer the phone until noon. Simone de Beauvoir didn’t write before 10 a.m. Hemingway, of course, wrote standing up. And William Gibson: “As I move through the book it becomes more demanding. At the beginning, I have a five-day workweek, and each day is roughly ten to five, with a break for lunch and a nap. At the very end, it’s a seven-day week, and it could be a twelve-hour day."

—Maria Popova, NASW

"
Main assignments

Out-of-class stories

Over the course of the semester, you’ll write four original articles, starting with a personal essay and moving on to more complex stories. You may write about science, technology, natural history, the environment, medicine, health or social science (history, linguistics, sociology and so forth). You’ll find and focus story ideas, then research, report, write and revise your articles for a higher grade and possible publication.

The personal essay analyzes and reflects on an aspect of science in order to understand it in a fresh way and convey that understanding to others. Every writer has a unique voice, just as every singer sounds slightly different. Your writing voice reflects the way you express yourself through word choice, sentence flow (short/choppy vs. long/smooth), paragraph density (a scholarly article vs. a mystery), tone (dark vs. light, humorous vs. serious, reflective vs. satirical) and other stylistic devices. This is the only time you may write in first person this semester.

- **Number of points:** 50 for final essay and revision
- **Length:** 300-500 words (or longer with permission)
- **Interviews:** None
- **Grading criteria:** You’ll be rewarded for a clear, compelling essay that analyzes and reflects on a topic in a fresh way. Include an epiphany at the end. All names, places, facts and figures must be accurate. As with all assignments, correct grammar and word usage count.
- **Places to publish:** The Blue Guitar Magazine, published by the Arizona Consortium for the Arts: [http://www.theblueguitarmagazine.org/](http://www.theblueguitarmagazine.org/)

The discovery story demonstrates your ability to find new/continuing research and translate a journal article into clear, concise English that helps readers understand cutting-edge science. Look at UA News, PubMed, EurekaAlert! and other resources that track scientific discoveries (see page 2).

- **Number of points:** 75 for proposal, final discovery story and revision
- **Length:** 500-750 words (or longer with permission); grad students 750-1,000 words
- **Interviews:** For this assignment, most information will be gathered from a journal article and other written sources, but interviews with at least two sources are required. No single-source pieces will be accepted.
- **Grading criteria:** You’ll be rewarded for a clear, concise story that helps readers understand cutting-edge science. Include information about context, caveats and, if important, history and/or method. All names, places, facts and figures must be accurate.
- **Place to publish:** Arizona Sonora News, Tucson Weekly, The Daily Wildcat

The explanatory story, along with five photos and five captions, explains a scientific subject based on research, reporting, interviewing and observations at Biosphere 2. Techniques include familiar comparisons, clear definitions, visualization, vivid details and quotable quotes.

- **Number of points:** 100 for proposal, draft, revision and photos with captions
- **Length:** 750-1,000 words (or longer with permission); grad students 1,000-1,250 words
- **Interviews:** Interview at least three sources. One of those interviews must be in person. No single-source pieces will be accepted.
- **Grading criteria:** We will consider how well you researched, organized and wrote an accurate, compelling story. All names, places, facts, figures and quotes must be accurate.
- **Place to publish:** The Daily Wildcat, Northwest Explorer, Tucson Weekly

The feature story, along with photos, captions and an infographic, covers a Reid Park Zoo project, animal or person, such as a keeper or veterinarian. A feature story isn’t necessarily related to a current event, but it appeals to readers because of its topic, angle and/or writing style. Here are some tips for gathering information for a lively story: Observe closely (all senses) in the field; take thorough notes; paraphrase most of the experts’ words and save quotes for the best comments; add context. Use a structure other than the inverted pyramid. Incorporate background research from
journals, online sources and/or public records. Proofread carefully, run your story through the Hemingway app and read it aloud before you turn it in.

- **Number of points:** 125
- **Length:** 1,000-1,500 words (or longer with permission); grad students 1,500-2,000
- **Interviews:** Interview at least three sources. One of those interviews must be in person. No single-source pieces will be accepted.
- **Photos and captions**
- **Infographic**
- **Grading criteria:** You will be rewarded for solid research and reporting, strong quotes (or, preferably, dialogue), active verbs, on-the-spot description, color and sensory details. All names, places, facts, figures and quotes must be accurate.
- **Places to publish:** ZooView. You can enter your infographic in NSF’s Vizzies Visualization Challenge: [https://www.nsf.gov/news/special_reports/scivis/](https://www.nsf.gov/news/special_reports/scivis/) An infographic by one Science Journalism student made it to the Vizzies finals!

**Alternatives:** We are open to the production of short documentaries, photo essays, audio slideshows or other digital projects. If you want to produce a multimedia project, you must have taken a journalism course that gives you the necessary photo, audio, video and software skills.

- Portraits of scientists, such as [http://mashable.com/2015/11/05/wild-researchers-photos/](http://mashable.com/2015/11/05/wild-researchers-photos/)
- Photo story, such as [https://apps.npr.org/lookatthis/posts/brazil/](https://apps.npr.org/lookatthis/posts/brazil/) and [https://apps.npr.org/lookatthis/posts/whales/](https://apps.npr.org/lookatthis/posts/whales/)

**Formatting**

Unless otherwise specified, all written assignments must be typed, double-spaced and submitted in D2L Assignments. Formatting instructions are posted in D2L Content > Course Materials.

“Failure is a big part of success…. If you’re not failing all the time, you’re not creating a situation where you can get super lucky…. You have to go into (a story) knowing that you’ve got to get rid of a lot of crap before you’re going to get to anything that’s special. And you don’t want to be making mediocre stuff.

—Ira Glass, This American Life (PRI)
Grading

Grading criteria In the journalism school we grade on results, not effort. We are always willing to discuss a grade and will gladly change it if we 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 a grade.

Four main stories Grades on the four main stories will be based on accuracy, fairness, depth of research, quality of writing, originality, photos (for two stories) and an infographic (for one story). Stories will be graded with pluses and minuses. An A+ is 98 percent, an A is 95 percent, an A- is 92 percent and so forth.

Total points Grades on the four main stories, other assignments and participation will comprise the final grade.

<table>
<thead>
<tr>
<th>Points</th>
<th>Description</th>
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<tr>
<td>350</td>
<td>Four main stories</td>
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<tr>
<td>125</td>
<td>Other assignments</td>
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<td>25</td>
<td>Professionalism and participation</td>
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<td>500</td>
<td>Total</td>
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Final grade Here’s how your final grade will be calculated:

A 450-500 points Superior in all or nearly all areas. Class discussions show thorough understanding of concepts and issues. Work requires little to no editing.

B 400-459 points Professional quality/publishable. Overall, sound work that is clear, engaging, accurate and interesting but would require editing/revision before publication or broadcast. Class discussions are above average in quality of comments and synthesis of ideas. Goes beyond minimum requirements of course.

C 350-399 points Competent work, but it isn’t ready for publication or broadcast. Class discussions are average in quality of comments and synthesis of ideas.

D 300-349 points Substandard work that fails to meet competency standards in many areas, such as mechanical errors, lack of clarity or thin content. Does not participate in class discussions.

E Below 300 points Poor effort. Work fails to meet minimum expectations in most or all areas.

Revisions You’ll have a chance to revise the four main stories based on feedback. A strong revision can raise your grade by as much as one letter—from a C+ to a B+, for example. Articles selected for publication will likely require multiple revisions.

“I believe the best students want to be challenged, not coddled. They want more adventure and less lecture. They want to test their endurance, not endure tests. Alas, not many adults agree.”

—Michael Koretzky, co-organizer

Will Write For Food
Professionalism & participation

Professionalism & participation

Professionalism

Journalism demands a high level of professionalism. These elements of good work behavior factor into your final grade. To foster a positive learning environment, 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, texting, web surfing and so forth).

Students are asked to refrain from disruptive conversations with people sitting around them during lectures and discussions. 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 the lecture or discussion and may be reported to the Dean of Students.

The university’s no-smoking policy applies in our classrooms. 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 the goal of completing them as thoroughly as possible. Doing your share when working on group projects. Requesting help from us when you need it, just as you would request assistance from an editor or a 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. Avoiding distracting behavior, such as texting, coming in late, leaving class early, talking, checking Facebook and so forth. Being sensitive to the needs of 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 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](http://policy.arizona.edu/education-and-student-affairs/threatening-behavior-students)

Accuracy

Accuracy is a key rule to live by in this class. Never ever make assumptions about anything you can’t verify. If you run across something you don’t think is right or needs to be corrected but you can’t fact-check despite your best efforts (and you need to make the effort), make a note in brackets, with a footnote or a highlighter.

Any work that contains an error of fact, such as a misspelled name or proper noun, wrong or incomplete address, transposed numbers or incorrect age, will receive a lower grade. You’ll receive one Get of Jail Free card during the semester.

Deadlines

Deadlines rule the world of journalism. The pace of this course is quick, and that means frequent deadline pressure. The presses roll whether you overslept, have a cold or didn’t back up your data. Professional journalists make contingency plans for late nights, illnesses and eaten files. The only way to teach this is to require it of you.
**Attendance**

Attendance in journalism classes is mandatory. We’ll move quickly, so you need to be present to prosper. Classes often feature activities and thus can’t be made up. 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.

**Unexcused absences**

Unexcused absences will have a major impact on your grade, because in most cases, you will not be permitted to make up missed assignments. **Three unexcused absences will result in your being dropped from the class.** If the third unexcused absence is after the drop deadline, you’ll receive an E in the course.

**Excused 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, which must be documented:

- Serious illness
- Jury duty
- Religious observance: The UA policy regarding absences for any sincerely held religious belief, observance or practice will be accommodated where reasonable: [deanofstudents.arizona.edu/policies-and-codes/accommodation-religious-observance-and-practice](http://deanofstudents.arizona.edu/policies-and-codes/accommodation-religious-observance-and-practice)
- Military reserve obligation
- Absences pre-approved by the UA Dean of Students (or dean designee) will be honored: [deanofstudents.arizona.edu/absences](http://deanofstudents.arizona.edu/absences)

**UA policy**

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

**False excuses**

Excused absences are subject to verification. Presenting a false excuse will be considered cheating, which is a violation of the academic integrity rules.

**Excuses you can’t give me**

Allowable excuses do **NOT** include things such as the following (this list is **NOT** exhaustive):

- Finishing an assignment for another class
- Doing work for another professor
- Interviewing a source or attending a meeting or an event
- Waiting for a plumber or fixing a flat tire
- Oversleeping
- Missing your ride to school or waiting for a parking spot
- Picking up your parents at the airport

**Dean’s Excuse**

A Dean’s Excuse provides excused absences for *university-sponsored events/activities for academic, non-academic and recognized student organizations.* If you 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 and scheduled vacations.

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, the Dean of Students is unable to excuse absences for students, grant extensions, require that professors allow students to make up missed work or ensure that students may miss class and submit late work without penalty.
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 provides 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.

If you have a reason for missing class that you think is legitimate, it is your responsibility to ask us ahead of time if at all possible—via email or a phone call—and the reason why. This is expected even if you are ill. We’ll let you know if the excuse is acceptable and if you’ll be given a makeup assignment. Sending an email or calling after a missed class won’t do you any good. Assignments or quizzes can be made up only if you have a valid excuse and if pre-approved before your absence.

Late or missing work Written assignments are due before class begins. As a rule, late work will not be accepted except in the case of a documented emergency or illness. Let us know if you feel that you have a compelling reason for turning work in late. If you miss an assignment, you’ll receive a zero. There’s no penalty for turning assignments in early!

Makeup work The school policy is that extra credit be allowed only if it is available to the entire class. 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.

Incompletes/withdrawals University policy regarding grades and grading systems is available at http://catalog.arizona.edu/policy/grades-and-grading-system. Requests for incompletes (I) and withdrawal (W) must be made in accordance with university policies, which are also available at http://catalog.arizona.edu/policy/grades-and-grading-system.

Notes & handouts If you miss class, you’re responsible for getting notes, handouts and announcements from a classmate. Your assignments are still due at their scheduled times.

Punctuality Punctuality is a virtue in most offices—and in our class. You’re expected to be here on time with your work done and both sides of your brain engaged. Arriving late—no matter how late or for whatever reason—counts as an absence. We begin on time and often present critical information at the beginning of class.

Leaving early If you leave class early without telling us, you’ll be counted as absent that day.

"Two roads diverged in a woods, and I—
I took the one less traveled by,
And that has made all the difference."

—Robert Frost

"
Computers

Electronic devices

Three-word policy on electronic devices: Turn them off! In addition, don’t read *The Daily Wildcat* or other non-course related reading materials during lectures and discussions. The use of personal electronics, such as laptops, tablets and other mobile devices, is distracting to the other students and the instructors. Their use can degrade the learning environment. Therefore, students are not permitted to use these devices during the class period and will have points deducted from their course grade if they do. Any student in violation of these rules will be asked only once to turn off electronic devices and/or put the materials away before being asked to leave the classroom. By the way, research shows that taking notes by hand improves learning and retention: [npr.org/2016/04/17/474525392/attention-students-put-your-laptops-away](npr.org/2016/04/17/474525392/attention-students-put-your-laptops-away)

If your phone rings in class, you are required to stand and sing a song of your own choice or one selected by your classmates.

Email

Contact us with questions at any time during the semester. We’re happy to meet you during office hours or by appointment. The fastest way to reach us is by email. Please feel free to email us about anything at any time. We check email all too frequently and will get back to you within a day. We want you to be successful in this class and will do our best to help you succeed.

Signature

Create a professional-looking signature at the end of your emails. Some students include their full name and email address as well as their major/program of study, media affiliation or leadership position in student organizations. We don’t answer emails that lack names.

Security

Please observe the following rules, which help protect the security of the journalism servers:

- Absolutely no food items or drinks are allowed in any lab or near any computer.
- Use only your university email account to correspond with journalism faculty and staff.
- Watch out for scammers posing as UA computer IT or security, wanting your passwords.
- You may not connect your laptops to our networks or computers. Email material to your UA email 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.
- No students are allowed in classrooms outside of class hours, except for students in capstone courses and then only with the instructor’s permission.
- Computers in the student reading room (Marshall 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.
- All students MUST have updated anti-virus software on their personal computers to protect UA computers from viruses that may be introduced from files copied from home computers to a data storage device (i.e., memory card, CD, jump drive) and then to UA computers. *The UA supplies this software free for all students.* You can easily download and install it on your computer from [http://softwarelicense.arizona.edu/sophos-anti-virus-endpoint-security-and-control](http://softwarelicense.arizona.edu/sophos-anti-virus-endpoint-security-and-control) For assistance with installing, configuring or updating Sophos, call 621-HELP.
Policies

Accessibility
Our goal in this classroom is to make learning experiences as accessible as possible. If you anticipate or experience physical or academic barriers based on disability, please let us 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/

If you have reasonable accommodations, please plan to meet with us by appointment or during office hours to discuss accommodations and how our course requirements and activities may affect 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 isn’t usable.

Academic integrity
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 career. 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 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 from the school or even expulsion from the program or 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. Most assignments will automatically be checked through Turnitin.com, a plagiarism detection tool used at the university.

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, the University Libraries have some excellent tips for avoiding plagiarism available at http://new.library.arizona.edu/research/citing/plagiarism

According to Section D (6) (a) of the university’s Intellectual Property Policy (http://policy.arizona.edu/research/intellectual-property-policy), faculty own the intellectual property for their course notes and course materials. The instructor holds the copyright to 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. In addition, 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 Although journalism classes often involve team projects and peer reviewing, most assignments require individual attention and effort to be of any benefit. Unless we state otherwise, all work is expected to be yours 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, sharing information during a quiz and recycling material from another class.

Discrimination 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 your instructor, 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 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, socioeconomic and political backgrounds. As the SPJ code of ethics says, “Give voice to the voiceless,” “Avoid stereotyping” and “Boldly tell the story of the diversity and magnitude of the human experience. Seek sources whose voices we seldom hear.” 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. To find out more, check out the school’s diversity page at https://journalism.arizona.edu/diversity or contact the school’s diversity coordinator, Maggy Zanger, at zanger@email.arizona.edu

Notification of objectionable material 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, respectful manner. We 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 us to voice concerns and provide feedback.

Confidentiality The school values your privacy, and we will do our 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/personal-information/family-educational-rights-and-privacy-act-1974-ferpa

Accountability The journalism school goes to great lengths 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 advisers. 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 UA Academic Policies and Procedures: http://policy.arizona.edu/

Student Assistance: deanofstudents.arizona.edu/student-assistance/students/student-assistance
**Meet your instructor: Carol Schwalbe**

In 2002 I migrated west from Washington, D.C., after a long career at National Geographic. Over the years I wrote and edited articles and book chapters on subjects ranging from geology and natural history to anthropology and archaeology. I was a senior text editor for *National Geographic* magazine, a senior producer for nationalgeographic.com, a senior articles editor for *National Geographic Traveler* and an editor-writer in the National Geographic book division, where I wrote chapters for five books. I was also the assistant editor of two books and the editor of three—*The Adventure of Archaeology, Our World’s Heritage* and *Discover America*. I have a B.A. in American Studies from Smith College and an M.A. in Anthropology from George Washington University.

For eight years—from 2002 until 2010—I commuted between Tucson and Tempe/Phoenix, where I taught at ASU’s Walter Cronkite School of Journalism and Mass Communication. My courses ranged from editing and advanced editing to magazine writing and advanced online media. Now I’m happy to be living in Tucson with my husband, a.k.a. The Snakeman.

The great teachers I’ve known have had three things in common: deep knowledge of a subject, passion for that subject and an intense desire to communicate that knowledge and passion to others. My goal is to emulate those masters. I encourage you to think in terms of possibilities, both in school and on the job. Believe that you can do what you want to do.

**Meet your instructor: Cecil Schwalbe**

I’m a faculty member with UA’s Wildlife and Fisheries Resources program in the School of Natural Resources and the Environment. I recently retired from my position as an ecologist for the USGS Sonoran Desert Research Station. For more than two decades I’ve been involved in research on and conservation of amphibians and reptiles in the southwestern U. S. and northwestern Mexico. My graduate students and I have been working on a variety of research projects, including the causes of recent declines in native ranid frogs in the Southwest, dispersal of invasive bullfrogs, estimating population sizes of desert-breeding amphibians, and the ecology and conservation genetics of desert tortoises. Before joining USGS, I served as the state herpetologist for Arizona. I received a B.A. from Rice University in Mechanical Engineering, an M.S. from Washington State University in Environmental Science and Ecology, and a Ph.D. in Zoology with a minor in Physiology from UA.

We live near Saguaro National Park East. Our front yard is home to two desert tortoises, and part of our garage is full of snakes and Gila monsters (in cages!).

**Email**

More than anything, we want you to enjoy this class, to learn and to be inspired. If you have a question or concern, please let us know.

Please feel free to contact us with questions at any time during the semester. The fastest way to reach us is by email. We’re happy to meet with your during office hours or by appointment.

"Choose your heroes, and go and do likewise."

—John Seigenthaler, Journalist

"
REPORTING IN THE US/MEXICO BORDERLANDS
JOUR/LAS 473/573 - FALL 2017 SYLLABUS

PROFESSOR
Dr. Celeste González de Bustamante
Contact info: celesteg@email.arizona.edu
Office phone: (520) 621-3189
Cell phone: (520) 271-7402
Twitter: @celestegdb

OFFICE HOURS
During free time when we are in Ambos Nogales, and by appointment.

CLASS LOCATION/TIME
Nogales News Bureau
Nogales Community Development Corporation
250 N. Grand Ave.
Nogales, AZ 85621
Office number: (520) 397-9219
Mondays, 8:00 a.m. – 4:30 pm
(return time to Tucson is approximate, depending on traffic)

ABOUT YOUR PROF:
I believe that it’s more imperative than ever to have solid and ethical journalists working around the world. For the past decade, I’ve been an associate professor at the UA School of Journalism and an affiliated faculty of the Center for Latin American Studies. I worked as a TV news reporter, anchor and producer, for more than 15 years in commercial and public broadcasting networks before earning a doctorate in history at the University of Arizona. Aside from this class, I have taught a variety of courses in broadcast journalism, and press in Latin America. My research focuses on the history and contemporary issues about news media in Latin America and the US-Mexico border region, and for the past several years, I’ve been examining violence against journalists in Mexico. Students inspire me, and it is my hope that I can also inspire you and help you reach your professional goals and aspirations!

**COURSE DESCRIPTION and GOALS**
This is an intensive, highly focused, and experiential course with unique opportunities for students to learn about and engage with the diverse communities that make up the Arizona-Sonora borderlands. One of the main goals of the course is to help upper-division undergraduate and graduate students develop skills and knowledge necessary for work and research as journalists or other related professions in international settings. Another fundamental goal of the course is to increase intercultural competence, and to deepen students’ appreciation of the social, cultural, historical, and environmental diversity of the U.S.-Mexico borderlands.

The first part of the course students will study the ways in which news media have constructed images and understanding about the U.S.-Mexico borderlands from both a historical and contemporary context, and examine some of the research that has been published about border journalism. The second part of the course students will work to produce multi-platform journalism or a research project (e.g. academic paper). High-quality journalism projects will be published online on the Border Journalism Network/La red de periodismo de la frontera, ASN (Arizona Sonora News) and professional journalism news outlets.

Additional goals of the course are to provide peer-to-peer training opportunities between graduate and undergraduate students, and cross-cultural educational experiences with students from the University of Arizona and Universidad de Sonora. Critical thinking and ethical practices in research and reporting are emphasized. Strong Spanish language skills and/or experience in news production are recommended for students interested in taking the course.

**LEARNING OUTCOMES**
• Increased global and intercultural comprehension, and increased knowledge of the US-Mexico borderlands
• Increased understanding of journalistic concepts and approaches from both historical and contemporary contexts
• Obtained hands-on international journalism experience in Nogales, Sonora
• Increased knowledge of the ethics of border reporting and research
• Increased skills, ability and comfort working and researching in a cross-national environment such as the US-Mexico border
• Increased skills and innovation using multimedia tools and concepts

COURSE FORMAT AND THEMES
Throughout the semester, the class will travel to our Nogales News Bureau once a week for the entire day. We will be “on the road,” taking trips to communities on both sides of the Arizona-Sonora border, and meet at the Nogales News Bureau for class discussions. Student travel from Tucson-Nogales will be funded by the university. These excursions are intended to be reporting trips, giving students the opportunity to cover the issues and events that we experience while out in the field.

Throughout the course we will focus on a particular transnational theme. Some examples include: migration, labor, and the environment. This semester (fall 2017), we will explore the U.S.-Mexico border by focusing on security and militarization (broadly defined).

Our goal – By examining issues related to this theme and through the lenses of a journalism, history and anthropology, our understanding of the border will be deepened and we will have a greater appreciation of the region and its complexity. In 473/573, we will concentrate more on journalism and history.

A tentative date has been set to take a group trip to the El Paso/Ciudad Juárez from October 13-16. Additional details of the trip will be forthcoming.

COURSE REQUIREMENTS
• Attend class regularly
• Participate actively in activities and discussions in class and in the field
• Meet all production and assignment deadlines
• Read and view required materials
• Follow all safety and security protocols
• Attend border safety workshop on the first day of class
• Sign Academic Integrity form
• Graduate students are required to take on a leadership role in the class. Graduate students may also be assigned additional readings and duties, such as: increased research, writing, and organizing responsibilities. These additional responsibilities will be designated during the first weeks of class.
COURSE RECOMMENDATION
- Possess a valid passport or passport card. This is needed if you plan to travel across into Mexico.

COURSE UNITS
3-6 units, depending on the design of the class. This class may be held in conjunction with an anthropology class focused on the U.S.-Mexico border.

UNDERGRADUATE STUDENT REQUIRED READINGS

All students are required to read and be familiar with the UA School of Journalism Reporters Handbook

*In addition to the texts above, you also will be required to read journalism and academic articles, news reports and watch some videos related to the course material. These will be listed on the schedule of activities. Readings will be shared via d2l, e-mail or handed out in class.

GRADUATE STUDENT REQUIRED READINGS
Readings for the class are included in the schedule of activities. One main text that we will consult throughout the semester is: Alfredo Corchado, *Midnight in Mexico: A Reporter’s Journey through the Country’s Descent into Darkness* (New York: Penguin, 2014).

All students are required to read and be familiar with the UA School of Journalism Reporters Handbook

*In addition to the texts above, you also will be required to read journalism and academic articles, news reports and watch some videos related to the course material. Graduate students are required to read additional materials that are not required for undergraduates. These will be listed on the schedule of activities, or will be announced in class. Readings will be shared via d2l or e-mail.

CLASS ASSIGNMENTS
Undergraduate students

- Two individual multimedia reports. Each report should correspond to one of the overarching themes of the class (security and militarization broadly defined. Multimedia elements include: text, photos, audio, video, infographics, maps, interactive tools, or other form you would like.

- Closed group discussions on FB

- In class and public presentation at the end of the semester. This might be a small group or individual exercise depending on the reports that are produced.

Additional instructions and deadlines for each of the above assignments will be handed out and discussed in class.

Graduate students

- Two individual multimedia reports. Each report should correspond to one of the overarching themes of the class (security and militarization broadly defined. Multimedia elements include: text, photos, audio, video, infographics, maps, interactive tools, or other form you would like.

- Closed group discussions on FB

- In class and public presentation at the end of the semester. This might be a small group or individual exercise depending on the reports that are produced.

- Theorizing Moral Geography and Analysis of Border News Outlet (Individual written assignment).

Additional instructions and deadlines for each of these assignments will be handed out and discussed in class.

STORY APPROVAL

Each multimedia story should be pre-approved by the professor and include:
- A well-developed theme
- Two or more links (e.g. to organizations, governmental offices, places where readers can find more information)
- Sources (3 or more preferred; 2 sources acceptable. You must get pre-
approval if you only have one source for your story, e.g. in the case of a profile. Contact information for sources should be turned in with the assignment.

GUIDELINES FOR MULTIMEDIA STORIES

<table>
<thead>
<tr>
<th>Multimedia Story Types and Requirements</th>
<th>Audio Slide Show or Podcast</th>
<th>Video news piece</th>
<th>Photo Essay</th>
<th>News/Feature Story</th>
</tr>
</thead>
<tbody>
<tr>
<td>Audio</td>
<td>The length of audio slide shows and audio podcasts or reports will depend on the story, but generally between 4-6 minutes for podcasts/reports and 1-1:30 for slide shows.</td>
<td>Required (at least two on camera sources, unless a profile)</td>
<td>Optional</td>
<td>Optional</td>
</tr>
<tr>
<td>Video</td>
<td>2-4 minutes</td>
<td>Optional (Stills can be used in video)</td>
<td>5-8 or more</td>
<td>Optional</td>
</tr>
<tr>
<td>Photos</td>
<td>Required</td>
<td>Optional (Stills can be used in video)</td>
<td>5-8 or more</td>
<td>1 or more</td>
</tr>
<tr>
<td>Links</td>
<td>2 minimum</td>
<td>2 minimum</td>
<td>2 minimum</td>
<td>2 minimum</td>
</tr>
<tr>
<td>Text</td>
<td>Stand-alone intro required (2-3 grafs)</td>
<td>Stand-alone intro required (approx. 1 graf)</td>
<td>Stand-alone intro. and cutlines/captions</td>
<td>800-1000</td>
</tr>
<tr>
<td>Extras (map, interactive quiz, infographic, chart, Q&amp;A, fast facts, vox pop)</td>
<td>Encouraged!</td>
<td>Encouraged!</td>
<td>Encouraged!</td>
<td>At least one of the elements on the far left.</td>
</tr>
</tbody>
</table>

STORY PROPOSALS

Ideally, the instructor and the student will go over the story proposals in class. If that is not possible, proposals can be e-mailed. Stories must be approved prior to the student beginning to report on the subject. Keep in mind that unforeseen circumstances (e.g., a better story opportunity or lack of access to sources) might cause your idea to change once you are on site. If that is the case, please get pre-approval from me for your new idea or angle.

A recommended format for story ideas will be on d2l and handed out. Whatever format you use, grammar, spelling and punctuation will be graded, as will overall completeness – the type of story or piece you are doing, clarity of your idea and an expected angle (again, this could change), and possible sources. *Failure to turn in a story proposal will result in an automatic 20% reduction in your grade.*
**Revisions (Coaching Sessions)**
Students will have the opportunity and *should* revise all stories before a final grade is given for each story. I consider the revision process as a coaching opportunity that is meant to help you strengthen your reporting and writing skills. Ideally, coaching sessions will happen during informal one-on-one meetings with the reporter (student) and the editor (professor).

**GRADING POLICIES AND RUBRICS FOR UNDERGRADUATES AND GRADUATES**
The grading scale for the final grade for undergraduates and graduates shall be as follow:
- 1000-900 points=A
- 890-800 points=B
- 790-700=C
- 699-600=D
- 599-0=E

Here is a breakdown of grading criteria for each assignment.

**Undergraduates:**

A total of 1000 points (100%) are possible in this class. Each assignment is worth a certain number of points and percentage of your grade.

- 50 points/5% - Story Proposal 1
- 50 points/5% - Story Proposal 2
- 250 points/25% - Multimedia report 1
- 250 points/25% - Multimedia report 2
- 100 points/10% - Facebook discussion board posts
- 100 points/10% - Class presentation
- 100 points/10% - Public presentation
- 100 points/10% - Participation/Professionalism

1000 points/100%
Grading criteria for multimedia reporting assignments:
A (250-225 points) Ready for publication, or very little work needed for publication or posting. The assignment was revised per the instructor’s suggestions. Assignment includes all required elements. All instructions were followed and included in the assignment.

B (224-200 points) = Little editing or work is needed in order for the assignment to be published, but is not ready for publication. Assignment includes all required elements. All instructions were followed and included in the assignment.

C (199-173 points) = Assignment was completed, but still needs considerable editing in order for it to be published. Important elements are missing from the assignment. Some instructions were not followed and not all suggestions were included in the revision of the assignment.

D (172-148 points) = Assignment is incomplete. Assignment includes grammatical and other errors. Assignment is missing key components. Instructions were not followed and suggestions were not included in revision. Assignment was not revised for improvement.

E (147-0) = Assignment is not turned in or incomplete. Assignment shows little or no effort. Assignment is missing key components. Instructions and suggestions were not included. Assignment was not revised for improvement. Assignments that include one or more fact errors will receive an Auto “E.” It is the student’s responsibility to double and triple check the accuracy of information that is included in reporting assignments. Fact errors include but are not limited to the following: a misspelled name or proper noun, wrong or incomplete address, transposed numbers, erroneous words, or incorrect age, errors in math.

Undergraduate Grading Criteria for In-Class and Public Presentations (worth 100 points each)

100-90 points: followed instructions, showed effort and information provided to material being covered in class, well-organized presentation.
89-80 points: did the assignment, but presentation is somewhat disorganized, examples and information not completely relevant to the assignment.
79-70 points: failed to follow some instructions, some examples not relevant to the class assignment.
69-60 points: evidence of little effort, failed to follow many of the instructions, most of the examples not relevant to the assignment, assignment was late.
59-0 points: failed to follow all instructions, did not turn in the assignment or failed to present in class/public and perhaps just sent by e-mail.
Grading Criteria for the Story Proposal, and Discussion Board Posts:
Will be handed out and discussed sometime after the first day of class.

Undergraduates Grading Criteria for Participation and Professionalism
Participation/Professionalism in JOUR473/573 follows the policy reflected in the UA School of Journalism’s Reporter’s Handbook, which states, “This conduct in the classroom includes participating in discussions, treating other students with respect and following the rules established by the department and your instructor. Your behavior is especially important outside of class. While you are working on assignments, you are perceived as representing the journalism department and the university.”

Students should act as good ambassadors of the school and university. Those who are not good representatives should expect to see their participation and professionalism grade reduced. Students will receive a 10-point deduction for the following: failure to notify professor prior to absence or tardy (excluding emergencies), being tardy, disruptive behavior in class or out in the field, disrespectful comments or behavior in the class or out in the field.

Mobile devices: Please keep mobile devices on silent mode and out of sight in the classroom. If must use your mobile device during class, please step out of the classroom, and do so in the hallway. Those who do not abide by this policy will have the professionalism grade reduced.

Grading rubric for professionalism/participation:
100-90 points: Comes to class on time and is prepared. Contributes to class discussions and stays on point during discussions. Student shows respect for the instructor and fellow classmates, and shows respect for others while on assignment outside of class.
89-80 points: Failure to notify instructor before class of absence or tardy. Leaves class early (a few times). Not always prepared for class discussion. Uses mobile devices when not part of classwork.
79-70 points: Failure to notify instructor before class of absence or tardy. Frequently unprepared for class, consistently walks in late, or leaves class early, is disruptive and/or disrespectful toward the instructor or students in the class, or is disrespectful while on assignment outside of class. Frequently uses mobile devices when not part of classwork.
69-60 points: Failure to notify instructor before class of absence or tardy. Student is almost always not prepared, almost always walks in late, or leaves class early, is very disruptive and/or disrespectful toward the instructor or students in the class.
59-0 points: Failure to notify instructor before class of absence or tardy. Student is disrespectful or displays unprofessional behavior while on an assignment outside of class. Almost always is using mobile devices when not part of classwork.

The “Auto-E.” Grades of “E” will be given for each instance of a factual error (including errors in math), misspelled name, or misspelled proper noun.

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.

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.

Graduate students

A total of 1000 points (100%) are possible in this class. Each assignment is worth a certain number of points.

- 50 points/5% - Story Proposal 1
- 50 points/5% - Story Proposal 2
- 250 points/25% - Multimedia report 1
- 250 points/25% - Multimedia report 2
- 100 points/10% - Facebook discussion board posts
- 50 points/5% - Class Presentation
- 50/points/5% - Public Presentations
- 100 points/10% - Theorizing Moral Geography and Analysis of Border News Outlet
- 100 points/10% - Participation/Professionalism

1000 points/100%

Grading criteria for mapping and reporting assignments and audio assignments:

A (250-225 points) = Ready for publication, or very little work needed for publication or posting. The assignment was revised per the instructor’s suggestions. Assignment includes all required elements. All instructions were followed and included in the assignment.
A (224-200 points) = Little editing or work is needed in order for the assignment to be published, but is not ready for publication. Assignment includes all required elements. All instructions were followed and included in the assignment.

C (199-173 points) = Assignment was completed, but still needs considerable editing in order for it to be published. Important elements are missing from the assignment. Some instructions were not followed and not all suggestions were included in the revision of the assignment.

D (172-148 points) = Assignment is incomplete. Assignment includes grammatical and other errors. Assignment is missing key components. Instructions were not followed and suggestions were not included in revision. Assignment was not revised for improvement.

E (147-0) = Assignment is not turned in or incomplete. Assignment shows little or no effort. Assignment is missing key components. Instructions and suggestions were not included. Assignment was not revised for improvement. Assignments that include one or more fact errors will receive an Auto “E,” or an automatic 50% deduction in the grade. It is the student’s responsibility to double and triple check the accuracy of information that is included in reporting assignments. Just because a source tells you something, it might not be factual. Factual errors include any errors of fact, including mathematical errors, misspelled names, and misspelled proper nouns.

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.

**Grading Criteria for the Story Proposal, Discussion Board, and Theorizing Moral Geography Assignment:** Will be handed out and discussed after the first day of class.

**Graduates Grading Criteria for Participation/Professionalism**
Participation/Professionalism in JOUR473/573 follows the policy reflected in the UA School of Journalism’s *Reporter’s Handbook*, which states, “This conduct in the classroom includes participating in discussions, treating other students with respect and following the rules established by the department and your instructor. Your behavior is especially important outside of class. While you are working on assignments, you are perceived as representing the journalism department and the university.”
Graduate students’ professional/participation grades include the leadership roles that they undertake in class. Students should act as good ambassadors of the school and university. Those who are not good representatives will see their participation/professionalism grade suffer. Students will receive a 10-point deduction for the following: failure to notify professor prior to absence or tardy (excluding emergencies), being tardy, disruptive behavior in class or out in the field, disrespectful comments or behavior in the class or out in the field.

Mobile devices: Please keep mobile devices on silent mode and out of sight in the classroom. If must use your mobile device during class, please step out of the classroom, and do so in the hallway. Those who do not abide by this policy will have the professionalism grade reduced.

ALL STUDENTS

STORY APPROVAL
Each multimedia story should be pre-approved by the professor and include:
● A well-developed theme
● Two or more links (e.g. to organizations, governmental offices, places where readers can find more information)
● Sources (3 or more preferred) Contact information for sources should be turned in with the assignment).

STORY PROPOSALS
Ideally, the instructor and the student will go over the story proposals in class before they are submitted on d2l. Stories must be approved prior to the student reporting on the subject. Keep in mind that unforeseen circumstances (e.g., a better story opportunity or lack of access to sources) might cause your idea to change once you are on site. If that is the case, please get pre-approval from me for your new idea or angle.

A recommended format for story proposals will be on d2l and handed out. Whatever format you use, grammar, spelling and punctuation will be graded, as will overall completeness – the type of story or piece you are doing, clarity of your idea and an expected angle (again, this could change), and possible sources.

Revisions (Coaching Sessions)
Students will have the opportunity and should revise all stories before a final grade is given for each story. I consider the revision process as a coaching opportunity that is meant to help you strengthen your reporting and writing skills. Ideally, coaching sessions will happen during informal individual meetings with the reporter (student) and the editor (professor). However, given time constraints some of the revision communication with have to be via email or Google docs.
FACT CHECKING POLICY
All students are responsible for fact-checking all of the information in all of their assignments. Fact errors in any of the required assignments may result in an automatic “E” for that assignment.

For information on how to properly fact-check assignments see page 10 of the UA School of Journalism Reporters Handbook:


LATE ASSIGNMENTS AND EXTENSIONS
Assignments that are handed in late will be reduced one letter grade per day that the assignment is late. For example, if you receive a “B” on an assignment, and you turned it in two days late you will receive a “D” for that assignment. Depending on the circumstances (i.e. an unforeseen work commitment, serious illness, family emergency), extensions may be granted prior to the deadline. If extensions are not approved by the professor before the assignment deadline, the late assignment policy will be applied.

ATTENDANCE POLICY/ADDING AFTER FIRST DAY
Being present for weekly lectures, discussions and field trips is essential for student success. Only two unexcused absences will be permitted. Three or more unexcused absences may result in the student being dropped from the class. If the drop deadline has passed, the third unexcused absence may result in the student receiving a failing grade. If you have to miss class for whatever reason, even if it is because of an illness, you are required to notify the professor before the class. As matter of professionalism, you should always notify the professor prior to class, if you are going to be tardy or absent. A student may add the class if the student misses the first day of the course, but not after the first week. If a student was not present on the first day of class, the student must make up any work handed out on the first day of class (or before) within five days of adding the class.

- 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
In short, 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.

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 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.

MAKE UP WORK AND EXTRA CREDIT
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 individual students. If credit opportunities arise, they will be offered to the entire class. Students will not be able to turn in more than two extra credit assignments during the course of the semester. Exams may not be retaken in an effort to improve your grade. You will receive the grade you earn on the original work. If you have a medical emergency or other emergency, please speak with the instructor.

USING WORK FROM OTHER CLASSES OR PREVIOUSLY USED WORK
A student may use work from another class only with prior permission. This includes the use of video or content from another class or from any source other than this class, including internships or jobs. Students who are found to have violated this policy may be penalized, which could include failing the assignment and/or the class.

SOURCE INTERACTION
Journalists deal with all kinds of 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. This includes dressing appropriately. Set a tone that's courteous and pleasant, and not too informal. 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 professor. If you feel that you might be in an unsafe situation you should remove yourself from the situation and place as soon as possible.

**DISRUPTIVE BEHAVIOR**

Journalism and academic research demand a high level of professionalism. 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, including e-cigarettes.

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)

**THREATENING BEHAVIOR**

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](http://policy.arizona.edu/education-and-student-affairs/threatening-behavior-students).

**ACADEMIC INTEGRITY**

- You are required to abide by the University of Arizona’s Code of Academic Integrity. All provisions of the Code are incorporated into this syllabus. It is strongly recommended that you read the Code to understand the rights and responsibilities of all members of the university community. [http://deanofstudents.arizona.edu/policies-and-codes/code-academic-integrity](http://deanofstudents.arizona.edu/policies-and-codes/code-academic-integrity)
- Academic Integrity also includes those policies and guidelines outlined in the School of Journalism’s Academic Integrity Handbook: [https://journalism.arizona.edu/sites/journalism.arizona.edu/files/Academic%20Integrity%202014.pdf](https://journalism.arizona.edu/sites/journalism.arizona.edu/files/Academic%20Integrity%202014.pdf)

Conduct prohibited by this Code consists of all forms of academic dishonesty, including, but not limited to:

1. Cheating, fabrication, facilitating academic dishonesty, and plagiarism as set out and defined in the Student Code of Conduct.
2. 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.
3. Violating required professional ethics rules contained or referenced in the student handbooks (hard copy or online) of undergraduate or graduate programs, or professional colleges.

4. Violating health, safety or ethical requirements to gain any unfair advantage in lab(s) or clinical assignments.

5. Failing to observe rules of academic integrity established by a faculty member for a particular course. 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.

6. Assisting or attempting to assist another to violate this Code.

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; making up quotes for a story; copying sentences or paragraphs from another person’s story and submitting them as one’s own work; submitting the same story 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; using material from a job or internship for a class assignment.

Possible sanctions for violations of the code include; a warning, a reduction in grade for the assignment or the class, a failing grade for the class, or a recommendation of suspension or expulsion from the university. The code provides procedures to assure the integrity in matters arising under the code.

The 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.

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/.

DIVERSITY AND DISCRIMINATION
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.

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).

COMPUTER, AUDIOVISUAL EQUIPMENT POLICIES
In this class, you will be allowed to use various types of audiovisual equipment and computers that will enable you to complete your assignments. We only have a limited amount of equipment, so it is important that it remain in good working condition. Your access to the equipment is a privilege. You will be given a list of instructions for using and protecting the equipment. Failure to follow equipment policies may result in the revocation of your equipment privileges.

Computers in the student reading room, Marshall 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.
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 having an informed society. 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 all right, but let’s communicate and behave in a civil and respectful manner. If you have particular concerns about a subject, you are welcome to discuss them with me.

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.

A CLOSING THOUGHT
This is your class. I want you to get as much out of it as possible and would like you to learn as much as possible. I’ll do everything that I can to make that happen. If you have material or ideas that you would like us to cover that you don’t see on the syllabus, please come see me. I am always very interested and happy to hear your ideas, and if appropriate, I’ll try to work them into the course!

###
I, (please print name)__________________________have read the syllabus for J473/J573 (LAS473/573), Reporting in the US-Mexico Borderlands for fall 2017. I understand the syllabus’s contents and what is required and expected of me as a student enrolled in this course.

Signed_____________________________________________

Date_______________________________________________
Purpose

This is your final course to complete your minor in journalism. Now is the time to demonstrate the concepts you learned in your previous classes by producing a professional journalism project. This course will be a hands-on class in which you research and develop an idea for a journalistic website related to your field of interest, and begin implementing the necessary steps to see your idea become a real website. By the end of the class you should have a website, which you can launch and begin publishing content to help the world and maybe even start generating revenue. If you prefer, you may produce an in-depth package, which will include a website, in-depth article, and multimedia package.

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 how to purchase domains, server space and how to link them together
- Learn basic web coding to tweak your site’s appearance
- Develop a business plan and begin marketing your website
- Learn blogging techniques

Course learning outcomes

- Produce a website and upload stories and multimedia to that site
- Use social media skills to promote the site and its content
- Learn how to gather in-depth information and news in your area that will be of interest to others, incorporating all the different kinds of media you have learned in your courses
Contact information
Professor: Michael McKisson
Email: mckisson@email.arizona.edu
Office: Marshall 331
Office hours: By appointment
Website: michaelmckisson.com
Twitter: @mikeonline

I prefer in-person conversations. I enjoy getting to know my students and the connections that face-to-face contact can make. If at all possible come see me about your questions or concerns. The next best and more immediate way to communicate is by email.

Course format, content and teaching methods
- Class will be a mix of lecture and hands-on work. Much of the work to complete assignments will happen outside of class time, but when the opportunity presents itself we will be able to work in class.

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.

Class 1: Monday, Aug. 21
Activity: Introduction and Syllabus review
Discussion: How did we get here?

Class 2: Wednesday, Aug. 23
Discussion: What is Entrepreneurial journalism?
Discussion: Product Development and Ideas

Class 3: Monday, Aug. 28
Discussion: Effective presenting
Discussion: What is an elevator pitch
Assignment 1: Write a proposal outlining your idea and who will create the content, how it will be created and what the content will be. The paper must be submitted to dropbox by Sunday, Sept. 10 at 11:59 p.m.

Prepare a 3-minute presentation outlining your idea and content. (Elevator pitch)

Class 4: Wednesday, Aug. 30

Brainstorming session and team formation if applicable

Class 5: Monday, Sept. 4

NO CLASS

Class 6: Wednesday, Sept. 6


Discussion: Copyright issues

Activity: Prepare to present

Class 7: Monday, Sept. 11

Presentations 1-7

Class 8: Wednesday, Sept. 13

Presentations 8-14

Class 9: Monday, Sept. 18

Discussion: Webhosts; what to look for

Discussion: Website platforms and URLs
Assignment: Begin creating content for your site. One post each week. Your post post should have a minimum of three sources, include photos and or video that you take.

Class 10: Wednesday, Sept 20

Discussion: Business models: Profit, non-profit or for fun

Discussion: Themes, and plugins

Activity: URL brainstorming

Class 11: Monday, Sept. 25

Activity: Webhost acquisition and CMS installation

Class 12: Wednesday, Sept. 27

Discussion: Journalism ethics and ethical dilemmas

Discussion: Revenue: Making Money. Who is your customer?

Assignment #2 Write a paper outlining which business model you will use and why. Detail your potential customers and how you will make money. Outline your news coverage plan. Paper must be submitted to dropbox by Monday, Oct. 9 at 11:59 p.m.

Class 13: Monday, Oct. 2

Discussion: Basic web design

Activity: Web design

Class 14: Wednesday, Oct. 4

No Class: Work on sites remotely

Class 15: Monday, Oct. 9
Introduction to CSS

Class 16: Wednesday, Oct. 11

Presentation 8-14

Class 17: Monday, Oct. 16

Presentations: 1-7

Class 18: Wednesday, Oct. 18

Discussion: Marketing your startup

Discussion: Sales and rates

Assignment 3: Create a marketing plan document. Paper must be submitted to dropbox by Sunday, Oct. 29 at 11:59 p.m.

Class 19: Monday, Oct. 23

Discussion: Tracking your readers and analytics

Activity: Add tracking.

Class 20: Wednesday, Oct. 25

Discussion: Communicate and connect with your readers

Activity: Launch Website

Class 21: Monday, Oct. 30

Presentations 1-7

Class 22: Wednesday, Nov. 1

Presentation 8-14

Class 23: Monday, Nov. 6
Discussion: SWOTT

Assignment #4: Create a SWOTT analysis for your project. Paper must be submitted to dropbox by Sunday, Nov. 12 at 11:59 p.m. Prepare for presentations.

Class 24: Wednesday, Nov. 8

Discussion: Protecting your content

Discussion: Set benchmarks

Class 25: Monday, Nov. 13

Discussion: Iterate?

Class 26: Wednesday, Nov. 15

Work on sites

Discussion about final business plan due Dec. 7 at 11:59 p.m.

Class 27: Monday, Nov. 20

Optional Class

Class 28: Wednesday, Nov. 22 No Class

Class 29: Monday, Nov. 27

Discussion: Successes, failures and learning

Class 30: Wednesday, Nov. 29

Work day

Class 31: Monday/Wednesday, Dec. 4/6

Final Presentations
Attendance policy

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. Three unexcused absences will result in your being dropped from the class. If the third absence is after the drop deadline then you will receive an E in the course.

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/2015-16/policies/classatten.htm
- 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
- Absences pre-approved by the UA Dean of Students (or Dean designee) will be honored. See: http://uhap.web.arizona.edu/chapter_7#7.04.02

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 me regarding your absence. I am the only person 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.

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.

**Grading standards**

- **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:**

<table>
<thead>
<tr>
<th>Component</th>
<th>Weight</th>
</tr>
</thead>
<tbody>
<tr>
<td>Quizzes &amp; Homework</td>
<td>10%</td>
</tr>
<tr>
<td>Papers</td>
<td>20%</td>
</tr>
<tr>
<td>Website content</td>
<td>20%</td>
</tr>
<tr>
<td>Presentations</td>
<td>20%</td>
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<tr>
<td>Professionalism</td>
<td>5%</td>
</tr>
<tr>
<td>Final project and pitch</td>
<td>25%</td>
</tr>
<tr>
<td>Total</td>
<td>100%</td>
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</tbody>
</table>

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
Classroom behavior

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, 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

Academic Integrity

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.

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.

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. 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. Do not check your personal e-mail accounts from school computers.
4. 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.
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. 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.

**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, 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). See the university’s Non-discrimination and Anti-harassment policy at http://policy.arizona.edu/human-resources/nondiscrimination-and-anti-harassment-policy

**Diversity & 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, including the ethical responsibilities of journalists to, as the SPJ code of ethics says, “Give voice to the voiceless,” “Avoid stereotyping,” and “Boldly tell the story of the diversity and magnitude of the human experience. Seek sources whose voices we seldom hear.” To find out more, check out the school’s diversity page at https://journalism.arizona.edu/diversity or contact the school’s diversity coordinator, Maggy Zanger, at zanger@email.arizona.edu.

**Religious observances**

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

**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.

**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 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

**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**

- 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.
JOUR 490
Arizona Sonora News

Fall 2017
Mondays and Wednesdays, either 1 to 2:50 or 3:10 to 2:50. Tuesdays and Thursdays 11 to 12:50.

Dr. Terry Wimmer  Marshall 324  twimmer@email.arizona.edu  520-981-5906 (c)
Office Hours: 11 to 1 Tuesdays and Thursdays; 11 to 1 Mondays and Wednesdays. Or by appointment.

Course overview:
The objective of this class is to develop, report, write and publish original news, feature and enterprise/investigative stories through Arizona Sonora News, the Tombstone Epitaph and El Independiente.

Your work will be published also by commercial news organizations – great clips for internships and job hunting. Among the skills that will be stressed are reporting stories fully, writing them in a professional manner, and copy-editing others’ work (as well as preparing your work, and yourselves, for video, audio and other multimedia presentations). I will stress enterprise reporting, including but not limited to beat coverage, with an emphasis on creating stories that have statewide interest.

Pre-requisites for this course are successful completion of 306 and 307. It is preferred that students have completed Reporting Public Affairs.

Course materials
AP Stylebook and The Reporter's Handbook, a digital camera, and a map of Arizona.

How the class will work:
During the first day of class every student will fill out a survey to assess interests and experience. Students will be given editing and beat assignments. The class will operate like a newsroom where everyone is expected to chip in and do his or her part, even though those duties might vary significantly.

We will coordinate a news budget online. This address tinyurl.com/asnsbudget is where students will post a budget line for their stories. This address tinyurl.com/asnsresponses is where all can view budgeted stories. Conflicts develop when someone posts a budget line with a like story already budgeted. The first person who budgets the idea owns the idea.
Deadlines will be staggered by editors throughout the semester. First drafts of stories are due on Wednesdays before Monday publication. You must shoot photos and create graphics for your own stories. You must push your stories in social media.

**Epitaph Publication Dates:**
Sept. 22
Oct. 20
Nov. 17
Dec. 8

**Class schedule:**
Group assignment will determine your deadline dates.

- **WEEK OF AUG. 21:** Beat and group assignments made. Story idea generation.
- **WEEK OF AUG. 28:** Word Press training/beat development.
- **WEEK OF SEPT. 4:** No class on Labor Day. In class story development.
- **WEEK OF SEPT. 11:** First story drafts due and then completed.
- **WEEK OF SEPT. 18:** Design. Story development. Design week. Epitaph published.
- **WEEK OF SEPT. 25:** Story development and editing.
- **WEEK OF OCT. 2:** Story drafts due.
- **WEEK OF OCT 9:** Story development and editing.
- **WEEK OF OCT 16:** ONE STORY MUST BE PUBLISHED OR Dropped FROM CLASS. Design week. Epitaph published.
- **WEEK OF OCT. 23:** Story development and editing.
- **WEEK OF OCT. 30:** Story development and editing.
- **WEEK OF NOV. 6:** Story development and editing.
- **WEEK OF NOV. 13:** Story development and editing. Design week. Epitaph publication.
- **WEEK OF NOV. 20:** Class only on Monday Nov. 20.
- **WEEK OF NOV. 27:** Story development and editing. All students must have their third story ready for publication this week or they will fail the class.
- **WEEK OF DEC. 6:** Final stories due. Portfolios due. Last class Dec. 8. Design week. Epitaph publication.

**The Tombstone Epitaph:**
The school has published this 138-year-old historic newspaper since 1976. I have expanded its reporting mission to be enterprise stories focusing on counties in Southeastern Arizona, and in particular Cochise County. We will still cover government, business, crime and education issues on a local basis in Tombstone, but many assignments will expand throughout the region. The drive is slightly over one hour. You will make multiple trips, alone or in teams. It is boots-on-ground experience. And having such a recognizable name on your resume turns heads. Students now working at L.A. Times, Wired, Washington Post and other major publications keep the Epitaph on their resume.
El Independiente:
The school has produced this publication for 40 years, first as a newspaper covering South Tucson and now as a magazine reporting on Latino social/political issues.

Duties and structure:
Every student will have an assigned beat and is expected to produce publishable copy from that beat. Expect to report, write then re-report and rewrite. The goal of this service is to produce stories with statewide, and in particular Southeastern Arizona focus. Many stories will be printed in the Tombstone Epitaph, and some reporters will be assigned specifically to that region of the state. I will be assigned duties as editors, photographers, designers, production, social media and a Spanish editor who coordinates with the Spanish and Portuguese Department. Story credit is offered based upon the complexities of those duties.

Grading:
Each story must be publishable to earn credit. To be publishable a story must meet the following standards.

Text components: grammar, spelling, syntax, punctuation, active verbs and transitions. Must require little to no editing.

Reporting components: representative stakeholders; claims and evidence placed in perspective; proper names and nouns; comparative data; broad-ranging perspective; commanding lede; comprehensive nut paragraph(s).

Visual components: multiple photographs with proper framing, perspective and lighting; audio components clear and concise, relevant video, including narrated scenes; graphics with appropriate data and perspective.

Production components: Headline, cutline, byline style; SEO keywords numerous and relevant; headline uses active verbs; active links where needed; social media components executed.

This class will be graded on a 100-point scale. Here’s how that will work.
Produce four publishable stories that meet the standards addressed above and earn 85 points.
Three publishable stories equal 75 points.
Fewer than three publishable stories equal 50 points.
I will award up to 15 points for professionalism: meeting deadlines, attending class, communicating with the professor, providing quality art and adhering to publication standards.

Some stories are more complex than others. Multiple credit will be given for projects at the professor’s discretion. Group deadlines are to facilitate copy flow, but if you wish to complete your projects early then you are free to do so.
If no publishable stories have been produced by OCT. 16 you will be dropped.

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.

Time period for grade disputes on assignments:
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.

Incompletes and withdrawals (from UA):
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.

**Student travel:**
There will be times when students will need to travel throughout Arizona and possibly into Mexico. This will require transportation (and a passport if you travel into Mexico). We will provide gas money but you must save your receipts.

**Attendance:**
Attendance is mandatory. The first two weeks of class attendance is crucial so you can learn the online publication system (Word Press) and its quirks. The first two weeks are also when story ideas for the semester will be pitched and discussed.

Once we are in the publication groove, students will be excused from class for reporting. But you must communicate your intentions to me BEFORE class. Failure to do so will count as an unexcused absence. Three unexcused absences mean you fail the course.

Stories are due on either Monday or Tuesday by group designation at the beginning of class, but earlier is better. I will do first reads and make suggestions for re-reporting and re-writing. Photos and graphics are due at that time.

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

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

**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: 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

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.

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 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.

To encourage this behavior, faculty members make professionalism a component of the evaluation of every student. It will count for 15 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, 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 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 (required by UA):
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.

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.

Collaboration policy:
Newsrooms work in teams, and it is essential students learn to play nice and collaboratively. So collaboration is encouraged in this newsroom. Students will be helping students, editing each other, and making each other better. It is important, though, that no student mooches off another or presents someone else’s work as his or her own. That is a violation of the academic integrity policy. When in doubt, ask a professor.

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

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/.

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.

**Computer use:**
You are required to use your UA e-mail account. 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. It is located under “no-cost software” on the “site license” page on UA website. This is Sophos anti-virus software. It automatically updates itself periodically.

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

For assistance with installing, configuring or updating Sophos, call 621-HELP.

**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.

**Source interactions:**
Journalists deal with 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, call me immediately.

Resources for Students
UA Non-discrimination and Anti-harassment policy:
http://policy.arizona.edu/sites/default/files/Nondiscrimination.pdf
UA Academic policies and procedures are available at:
http://catalog.arizona.edu/2013-14/policies/aaindex.html
Student Assistance and Advocacy information is available at:
http://deanofstudents.arizona.edu/studentassistanceandadvocacy

Confidentiality of Student Records:
Information on the confidentiality of student records is available at
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.

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 deemed appropriate by the instructor.
Jour 502: MEDIA AND TERRORISM

COURSE SYLLABUS

Fall 2017

INSTRUCTOR:

JEANNINE RELLY, Ph.D.

The University of Arizona
School of Journalism
jrelly@email.arizona.edu / 01.520.250.1603

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WELCOME TO CLASS

Welcome to the course! It is an interesting and important time to be looking at media and terrorism. Take some time to check out our course site in D2L the first week of class. And do not hesitate to be in touch if you have any questions.

A. THE ONLINE PLATFORM

The D2L site will be easy to navigate. The tentative course schedule for readings is posted toward the top left side of the “Content” section under “Course Schedule.” A module for each new week will be posted every Monday morning by 8 a.m. (if not earlier) under “Table of Contents” in the “Content” section of D2L. The "Discussion" and other "Assignment/s" will be noted in each module. You will upload briefing papers and other work under "Assignments" in D2L. The syllabus outlines the "how to" for each of those projects. Course grades will be posted on the course site under “Grades.” It will be important to complete all of the readings and assignments during the week that they are due. The beauty of the online platform is that you can fit this work around your schedule.

B. PURPOSE AND ORGANIZATION

There are no prerequisites for this course. The course is a three-credit course that on campus would require almost three hours of in-class work and at least four hours outside of class on study and other
activities each week over the course of the entire semester. Students taking this course online should plan on spending at least seven hours a week on this course.

To minimize the number of uncertainties in the class, we will follow a consistent schedule of deadlines. The first day of the semester is Aug. 21, a Monday. I will post Module No. 1 on that date at 8 a.m. (Tucson time). That will be the routine every week. You will work through the readings, listening, viewing, and assignments each week through Sundays at 11:30 p.m. So, for example, Module No. 2 will be posted on Monday (Aug. 28) at 8 a.m. and so forth. Assignments for posts under “Discussions” will be due Thursdays at 11:30 a.m. (always Tucson time) with reactions/responses to colleague’s posts due by Sundays at 11:30 p.m., the lock date on the assignment folder. The assignments related to the readings, viewings and audio content of the course will be due by 11:30 p.m. on Sundays each week.

C. COURSE DESCRIPTION

The aim of the course is to develop your ability to understand how terrorism is mediated across different media platforms and to think critically about how media and terrorism is communicated globally.

D. COURSE GOALS

Our goal is to investigate how news media and other media portray terrorism and terrorists, and the effects of terrorism and media portrayal of terrorism on the public.

You should keep up-to-date with developments in terrorism around the world, primarily through news reports. If events related to the course occur, be sure to bring the real-world perspectives into class discussions.

E. COURSE LEARNING OBJECTIVES

You should keep up-to-date with developments in terrorism around the world, primarily through news reports. If events related to the course occur, be sure to bring the real-world perspectives into class discussions in D2L and other assignments.

To develop an understanding of “terrorism” and how it is used by state and non-state actors.

To develop research and critical thinking competencies that allow for in-depth understanding of global terrorism.

To develop an understanding of how news coverage of terrorism issues shapes public perception.
To identify how the international media can better cover terrorism issues in the future.

To develop critical thinking skills in relation to the interwoven topics of terrorism and media.

To identify the various state and non-state actors and their roles in response to terrorism.

Provide an opportunity to explore diverse cultures and perspectives.

To pose questions, to research, to experiment, to be curious, to solve problems, to assume responsibility, and to be creative and construct meaning related to terrorism, international news gathering and dissemination.

To identify and articulate journalism’s guiding principles in an international setting and in hostile environments.

F. COURSE MATERIALS

Digital subscription to The New York Times at student rate or another news outlet on the suggested list: useful websites for research.doc


Readings not found through e-books (links will be provided) at the library will be posted on D2L under “Content” by module number and week.

Links to audio reports, interviews, multimedia presentations, and documentaries will be posted in D2L.

Listserv: We will use the listserv from D2L.

Email: The best way to get in touch with me is by email: jrelly@email.arizona.edu. Put Jour 502 in the subject line so I know your email is regarding this course.

G. COURSE CONTENT

In this course you might read discussions about news coverage of war and terrorism that you may find offensive. If any topics make you feel uncomfortable, you are welcome to discuss it with me.

H. COURSE MODULES

Module 1 (Aug. 21): Introduction/s and Defining Terrorism
Module 2 (Aug. 28): News Coverage of Terrorism
Module 3 (Sept. 4): Propaganda, Terrorism, and the News Media
Module 4 (Sept. 11): News media and framing terrorism
Module 5 (Sept. 18): International Perspectives on Terrorism
Module 6 (Sept. 25): National Identity and Patriotism
Module 7 (Oct. 2): Islamophobia, Muslim Americans, and Arab Media
Module 8 (Oct. 9): Women and Terrorism
Module 9 (Oct. 16): Martyrdom and Terrorism
Module 10 (Oct. 23): Visual Reporting and Terror
Module 11 (Oct. 30): "Eco-terrorism" and the other groups
Module 12 (Nov. 6): "Narco-terrorism"
Module 13 (Nov. 13): Online Communication and Terror
Module 14 (Nov. 20): Work on Briefing Paper and Final Presentation / Thanksgiving break
Module 15 (Nov. 27): Communication, Government, and Public Opinion
Module 16 (Dec. 4): Presentations and Discussion

I. ONLINE DISCUSSIONS

There will be discussion boards for you to interact among one another about different aspects of the course, and I may participate in the discussions when it is appropriate. I encourage you to communicate together throughout the course. For example, you may use the discussion board to post your own questions beyond the assignments and to ask for responses from your class colleagues.

Note this course covers a contemporary subject dealing with controversial social and political matters, so your colleagues in this course may not always agree. Your class colleagues come from a variety of backgrounds, so realize that they may look at these issues from different perspectives. Therefore, expect to disagree with what others say during online discussions. Debate is not just welcome, it is strongly encouraged. Your responsibility is to be civil to others and to any opinions that differ from your views. Listening, questioning and debate are encouraged; personal attacks are not. Consider the course discussion boards as a forum to exchange ideas, not to go after fellow students. Bottom line – be open-minded and civil during class discussion.

J. NETIQUETTE: INTERNET ETIQUETTE GUIDELINES
Students in our class will have a range of skills and abilities related to online learning and Internet usage. Without belaboring the concept of "Netiquette," or etiquette for using the Internet as it pertains to our online learning environment, let me just offer a few basic reminders:

It is generally bad form to type your messages IN ALL CAPITAL LETTERS. In addition to proper capitalization (first words of sentences, proper nouns, names, etc.), a majority of online students have reported that complete sentences and punctuation make online text communication easier to read.

It is much better to not post inflammatory or accusatory remarks than it is to "get it off of your chest." Profanity and personal attacks will have no place in this course. If you discover such remarks, please notify me immediately, and I will personally address the source of those remarks.

K. CONTACT ME AND YOUR CLASSMATES

Best way to contact me is via email (top of syllabus). Please refer to Meet Dr. Relly for information about me (email address is there, too). Regarding contacting your classmates, in D2L there will be a button entitled "class list" that you can click for the names and email addresses of everyone in the class. When you edit your D2L profile on Monday, each of you should have a picture and/or additional biographical information such as a link to a personal home page, that would be available to your classmates.

L. COURSE WORK

You are expected to complete each activity by the due date detailed in each module. You are therefore required to:

Complete all the readings and watch any assigned material by the due date of each module.

Contribute compelling, captivating and engaging comments to online discussion boards for each module.

Submit writing assignments and/or activity assignments each week in D2L by the deadlines (either as requested under "Assignments" or under "Discussion."

Complete two briefing papers and present an overview in a final presentation (up to 10 minutes with a PowerPoint with audio or another multimedia platform) by deadline.

Complete reading one book of your choice and write a book review. Please check with me about your book choice.

Write one op-ed/opinion piece, op-doc, op-audio or short analytical research paper related to one of the topics/issues covered in this course. Directions are listed under course materials.

M. SPECIFICATIONS FOR SUBMITTING ALL ASSIGNMENTS, ACTIVITIES, AND OTHER WORK.

Most assignments, activities and final projects, with the exception of “Discussion,” are to be posted in the D2L drop-box under “Assignments” by the due date. The folder will be programmed to only accept
work for a grade up to the deadline. The filename for your uploaded PDF or DOC file should contain your surname (family name) and an indicator of the assignment (for example: surname-assignment 4). Submissions will not be accepted after 11:59 p.m. Tucson Time on the stated Sunday due date.

N. POLICY ON LATE OR MISSING ASSIGNMENTS It is important that you maintain the proper pace in this course. For that reason, discussions and other assignments are expected to be submitted on time. Exceptions may be made for extraordinary circumstances, but these are on an individual basis. By university policy, acceptable excuses are limited to four, including: serious illness, jury duty, military reserve obligation and religious observance. All holidays or special events observed by organized religions will be honored for those students who show affiliation with that particular religion. If you have a reason for missing deadlines that you think is legitimate, it is your responsibility to ask me ahead of time. This is expected even if you are ill.

O. ASSESSMENT / GRADING

A  90% or higher
B  80% or higher
C  70% or higher
D  60% or higher
E  less than 60%

Grade distribution is as follows:

Discussion / Discussion leader / Other activity posts: 20%
Weekly reactions / analytical essays / reading memos: 30%
Briefing paper No. 1: 15%
Briefing paper No. 2: 15%
Final presentation: 5%
One book reading assignment with a review: 7.5%
Short analytical research paper or an op-ed, op-doc, op-video, op-audio: 7.5%
Discussion items / activity posts / memos / reaction essays

Assessment of “Discussion” and reaction essay points will be decided upon based on the following variables:
- How knowledgeable were you about the topic being discussed?
- Was your contribution to the discussion substantial in detail and depth of perspective?
- Were pertinent examples from course reading and current events used to support your comments?
- Were your arguments presented in discussion grounded in evidence?

Written assignments will be in 12 point Times New Roman, with 1½ inch margins and should adhere closely to the specified word count. Single spaced. Please place your name, the course number, the date and assignment title (for example, Essay 1) in the top left corner of the first page.

While content is paramount, this is a journalism class, and quality and clarity of writing counts and assignments with misspellings, badly worded sentences, verbosity, repetition and errors of grammar, will be deducted points accordingly.

Discussion posts will follow the prompt of the week and always will be due on Thursdays at 11:30 a.m. Response/reactions to colleague’s posts, when requested, will be due Sundays at 11:30 p.m., when the discussion for the week will be closed. A grading rubric for discussion posts and responses is posted in D2L.

Reaction essays are responses to prompts/question/s each week by Sundays at 11:30 p.m. in D2L. Turnitin will be used and available for you to see for each essay. Readings and other course materials should be incorporated into the reaction essay in some way and cited. The grading rubric for these essays is posted in D2L.

No exams.

Briefing papers and final presentation guidelines on “terror” group project. See separate handout under "Course Materials" at the top of the “Content” section of D2L.

Briefing Paper No. 1 (Due Oct. 29 at 11:30 p.m.): 2,000 words (not including references). Will cover the history, socio-economic, ethnicity issues and geopolitical information on the terrorist group. In short, the background of the group and how and why they came to be. Minimum of 15 references.

Briefing paper #2 (Due Dec. 3 at 11:30 p.m.): 2,000 words (not including references). Will cover the operation of the group: Goals, tactics, recruitment and methods leadership, life inside the organization.
What has been the response of relevant state actors to the group and how does the news media cover? How effective have efforts been? Minimum of 15 sources.

Major good quality media sites also provide useful reports that can be used. If you are uncertain about a source, please ask. Note that a number of the topics are too current to have been treated in formal academic peer-reviewed journals. For these topics, you will want to consult some high-end journalistic sources (e.g., New York Times, Washington Post, New Yorker, Vanity Fair, etc. Lexis-Nexis is a very useful database on the UA library site that provides excellent coverage of such sources at http://new.library.arizona.edu. The source lists provided each week also offer excellent potential sources. Please let me know if you need any more ideas for periodicals or other sources.

Final presentation (Due Dec. 3 at 11:30 p.m. Location TBA): The last week of class, you will post an up to 15 minute presentation that summarizes the most interesting findings from your briefing papers. You will use PowerPoint slides with audio or create a multimedia presentation that will be posted in our “Discussion” section for the class to see. You may embed video or any other interesting artifacts to make the presentation engaging. There should be up to 16 slides (the first with your name and the title of the project / the last slide should have one question for the class to consider).

Graduate assignments (15 percent total)

Graduate students (500-level enrollees).

1. Read at least one additional book related to terrorism. It can be something you need for the graduate thesis or project (not something you have already read!). You will write a short review/report summarizing the book with an analysis that utilizes readings from the course. The review should be two to four single-spaced pages. Due Nov. 26 at 11:30 p.m. in D2L under "Assignments."

AND

2. Write an additional, short analytical research paper on a specific group, a recent news event, or an aspect of terrorism or counterterrorism practices. (Approximately 2,000 words with at least 15 references). OR, write an op-ed/opinion piece for a newspaper/broadcast/on-line outlet on a topic relating to one of the topics covered in this class. (About 800-1,000 words) Handout with instructions here. Due Dec. 6 at 11:30 p.m. in D2L under "Assignments."

I am flexible to meet specific graduate student needs. Write or talk to me early in semester.
In addition, the following is required by the university and the School of Journalism:

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

Religious holidays. All holidays or special events observed by organized religions will be honored for those students who show affiliation with that particular religion. 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 the classroom in the manner in which the instructor sees fit and would be the only ones who may determine what constitutes an excused absence. Therefore, the Dean of Students is unable to provide excused absences for students, grant extensions, require that professors allow students to make-up missed work, or to ensure that students may miss class and submit late work without penalty, etc.

The best thing to do is 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.

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, including the ethical responsibilities of journalists to, as the SPJ code of ethics says, “Give voice to the voiceless,” “Avoid stereotyping,” and “Boldly tell the story of the diversity and magnitude of the human experience. Seek sources whose voices we seldom hear.” To find out more, check out the school’s diversity page at https://journalism.arizona.edu/diversity or contact the school’s diversity coordinator, Maggy Zanger, at zanger@email.arizona.edu.

Collaboration Policy

Though the program’s classes often involve you working on team projects and peer reviewing, the majority of assignments in this course require your individual attention and effort to be of any benefit. Unless I state otherwise, all work is expected to be that of your work alone, without consultation with others. Prohibited activities include asking other students for access to their work, asking other students for help during lectures or writing labs, or sharing information during an exam.

The Code of Conduct

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, misrepresentation and facilitating academic dishonesty by others. The Turnitin software is turned on for all of the assignments and available for you to see, as well. Any student who plagiarizes anything will receive an E for the class and will be reported to the university. Please review the School of Journalism Academic Integrity Handbook during the first week of class. If you are unsure of the standards, please consult me before submitting the work that you are unclear about and I would be happy to offer input or respond to your question/s.

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. Details are covered by the department's Academic Integrity Handbook, which you are required to read.

School Of Journalism: Academic Honesty

The School of Journalism subscribes to the University Of Arizona Code Of Academic Integrity: <http://deanofstudents.arizona.edu/codeofacademicintegrity>. 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. Prohibited conduct covers all forms of academic dishonesty, including cheating, resubmitting assignments from other classes or other projects, plagiarism, fabrication and facilitating academic dishonesty by others. Most assignments will automatically be checked through Turnitin.com, a plagiarism detection tool used at the university.

Plagiarism

Plagiarism is defined in terms of proscribed acts. You are expected to understand that such practices constitute academic dishonesty regardless of motive. Those who deny deceitful intent, claim not to have known that the act constituted plagiarism, or maintain that what they did was inadvertent are nevertheless subject to penalties when plagiarism has been confirmed. Plagiarism includes, but is not limited to, the following:

- Submitting as one's own work the product of someone else's research, writing, artistic conception, invention, or design; that is, submitting as one's own work any report, notebook, speech, outline, theme, thesis, dissertation, commercially prepared paper, musical piece or other written, visual, oral or electronic/computerized material that has been copied in whole or in part from the work of others, whether such source is published or unpublished;

- Incorporating in one's submission, without appropriate acknowledgment and attribution, portions of the works of others; that is, failing to use the conventional marks and symbols to acknowledge the use of verbatim and near-verbatim passages of someone else's work or failing to name the source of words, pictures, graphs, etc., other than one's own, that are incorporated into any work submitted as one's own.

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

Additional Information

The 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://www.ott.arizona.edu/uploads/ip_policy.pdf), 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.

Information contained in this course syllabus, other than the grade may change with advance notice, as deemed appropriate by the instructor. Changes will be communicated on the Course Home page and through an email to each class participant.
Course description
This course develops your ability to recognize news, gather the facts to report across platforms and write factual, credible news articles and feature stories. The course focuses on synthesizing, analyzing and organizing information; interviewing and reporting; and writing mechanics and style. These skills—whether applied to print, broadcast, online or mobile platforms—are grounded in the journalistic tenets of accuracy, fairness, completeness and news judgment. In this hands-on class, you learn by doing.

Course goals
• Critically examine news coverage of current events across media platforms.
• Learn professional standards for reporting, writing and publishing your work.
• Build the critical thinking skills necessary to collect, evaluate, organize and disseminate news and other information.
• Develop reporting and writing skills for online, mobile, print and broadcast platforms, with attention to accuracy, fairness, completeness and news judgment.

Expected learning outcomes
Reporting and writing call for skills that can take years to hone and polish. This course is a first step in that process. By the end of the semester, you should be able to do the following:
• Recognize local, state and national news angles and approaches across media platforms.
• Recognize excellence in news and feature writing.
• Employ the news-gathering techniques of research, interviewing and observation.
• Gather background information from reliable sources.
• Be familiar with online resources and use FOIA to pursue reporting goals.
• Find and interview diverse sources.
• Write clear, concise news and feature stories using the inverted pyramid and other forms.
• Outline the key components for a data-driven journalism project, including documents and sources for interviews.
• Master the basics of Associated Press style, grammar and math for journalists.
• Constructively critique the strengths and weakness of your work and your classmates’ work.
**Required materials**

The more you read, the better you will write. As you read, analyze how the writer handles the topic, focus, information, insight, organization and writing (lean prose, vivid nouns, strong verbs, details, sensory description and so forth).

- “The Reporter’s Handbook.” School of Journalism, University of Arizona [http://journalism.arizona.edu/node/622](http://journalism.arizona.edu/node/622)
- “Academic Integrity Handbook.” School of Journalism, University of Arizona [http://journalism.arizona.edu/node/622](http://journalism.arizona.edu/node/622)
  - username: journalism
  - password: uofa2012
- Audio recorder or cell phone with a built-in recorder
- Reporter’s notebook

“Before you go to sleep at night, drink a big, warm glass of really good fiction to help you sleep.”

**Suggested reading**

**Class Routine**

**Course Format**  Be a news hound! Read, watch and listen to as much news as possible so we can discuss recent coverage. Think critically about how the news is reported by various outlets on different platforms. Generally, one class each week will begin with a quiz or a critique and discussion of news coverage. The current events portion of the quiz will be taken from The New York Times and the Arizona Daily Star. The questions will cover news since the last quiz, AP style questions (bring your book to class) and the week’s readings.

The remainder of most classes will consist of brief lectures, discussions and activities. I’ll either get together for one-on-one coaching or conduct peer workshops of the main stories you write outside of class. Occasionally, you may be asked to report outside of the classroom during a portion of the class meeting time and then return to the lab to write a story on deadline. **Bring “The Associated Press Stylebook” to every class** so you’ll have it for quizzes and writing assignments. You can access “The Reporter’s Handbook” at [http://journalism.arizona.edu/node/622](http://journalism.arizona.edu/node/622). All writing in this course should follow these guidelines and Associated Press style.

**Guests**

At times, we’ll have guest speakers or you’ll attend a speech, meeting or event. You’ll interview speakers, much like at a press conference. Writing assignments will follow. I welcome your suggestions for events and speakers. We might also cover spot news events during class time.

**D2L**

Assignments, readings and other course materials are posted under “Content” on our class D2L site: [d2l.arizona.edu](http://d2l.arizona.edu). Sign in at the top left side of the page with your UA NetID login and password. **Read all the material before class** so you’ll be prepared for discussions, assignments and quizzes.

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"Choose your heroes, and go and do likewise."

—John Seigenthaler, Journalist

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**Out-of-class stories**

You’ll develop story proposals and then research, report and write several original articles over the course of the semester. **The deadlines are posted at the end of the syllabus.** You’ll receive written guidelines. One of our goals this semester is to write articles for your portfolio and possibly publish your work. Writing is a process, so you’ll revise each out-of-class story.

1. **News story (500-750 words):** An article that reflects news values, addresses the 5Ws and H, adheres to an expository writing style and uses the conventional inverted pyramid structure. This story reflects your ability to find current research and background information, interview TWO independent, relevant sources and write clear, concise English for a general audience.

2. **Profile (750-1,000 words):** A type of feature story that uses observations, description and in-depth interviewing to paint a picture of someone noteworthy and capture what makes that person tick. The story must include at least THREE quoted sources.

3. **Feature (1,000-1,200 words):** A story on people, trends or issues that uses a structure other than the inverted pyramid. A feature story isn’t necessarily related to a current event, but it appeals to readers because of its topic, angle and/or writing style. A feature incorporates solid research and reporting, active verbs, strong quotes, on-the-spot description, color and
Process

Here is an outline of the process you’ll follow for the out-of-class stories described above.

1. Story idea and coverage plan: You’ll present your story idea and coverage plan to the class. You’ll be judged both on your own story and on the suggestions and feedback you give others. Based on the feedback, you’ll prepare a proposal. Not all proposals will be approved. You might research several ideas before settling on one that works. Be persistent!

2. Draft: You’ll bring a draft to a one-on-one meeting with me or to a class workshop. Most of the reporting needs to be complete for this draft; otherwise, you won’t be able to write it. Include all your sources. You may not quote relatives, friends, sorority sisters, roommates or classmates. The draft will be graded on content, structure, flow and sourcing. If you do well on your draft, you should do well on the revision.

3. Revision: The revision of the draft is perhaps the most important part of the class, since you’ll learn techniques to sharpen your storytelling. The revision will be graded according to professional standards of readability, interest level, completeness, flow, structure, writing mechanics and sourcing. At the end of each story, list contact information for ALL your sources—name, title, phone number and email. If you do not submit a source list, you’ll lose 20 points for the story. I will randomly spot-check this source information.

Science lecture

We’ll attend a free Science Café lecture by UA Professor Alfred McEwen on “Jupiter’s Moons: Io is hot and Europa’s ocean may harbor life,” on Tuesday, Oct. 10, at 6 p.m. Arrive early to snag a seat at Magpie’s Gourmet Pizza, 605 N. Fourth Ave. You’ll write a story about this lecture. Ask a question during the Q&A, talk with the speaker afterward and interview a few people in the audience.

Description of the lecture: “An astonishing 67 moons orbit the giant gas planet Jupiter. Four of them are planet-size moons discovered by Galileo 1610: Io, Europa, Ganymede and Callisto. Because of the nature of their orbits, Io and Europa undergo tidal heating. On the surface of Io, hundreds of high-temperature silicate eruptions cover the surface. Europa, Ganymede and Callisto have subsurface water layers or “oceans” beneath their icy surfaces that may provide the right environment for microbial life. Europa presents a promising environment for extra-terrestrial life. To discover more, NASA is developing the Europa Clipper mission and studying a possible Europa Lander.”

Storify of All Souls

Storify is a social network service that lets you create stories by piecing together social media such as tweets, Facebook posts, videos and Instagram photos. You’ll cover the All Souls Procession and create a Storify for class. The festivities begin at 4 p.m. on Sunday, Nov 5.

Formatting

Unless otherwise specified, all your assignments must be typed, double-spaced and submitted electronically in D2L Assignments or D2L Discussions by the deadline. Formatting instructions for your out-of-class stories are posted in D2L Content > Course Materials > Format.

Time management

Time management is key to success in this course. Schedule time on your calendar. Do not procrastinate. Start working on a story as soon as it’s assigned. You need time to do background research, find people to interview, make appointments and meet sources before you start writing. Most sources will be available during the usual workweek, which might conflict with classes. After gathering information and interviews, leave enough time to write and revise.

Source interaction

Journalists deal with 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 me.
Grading

Grading criteria
In the journalism school we grade on results, not effort. I am always willing to discuss a grade and 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 a grade.

Out-of-class stories
Reporting and writing grades on the out-of-class stories will be based on accuracy, fairness, depth of research, quality of writing and originality. Stories will be graded with pluses and minuses. An A+ is 98 percent, an A is 95 percent, an A- is 92 percent and so forth. Your reporting and writing grade will follow this scale:

A 90-100 Superior in all or nearly all areas. Requires little or no further editing, additional research or reporting. Publishable quality.
B 80-89 Above average, but needs further editing, revising or additional research or reporting before publication. Work is readable and interesting.
C 70-79 Good effort, but work isn’t ready for publication. May need additional sources or considerably more editing and revising.
D 65-69 Fair effort, but work fails to meet competency standards in many areas, such as mechanical errors, lack of clarity or thin content.
E Below 65 Poor effort. Work fails to meet competency standards in most areas.

Revisions
You’ll have a chance to revise each story based on feedback from me at first and later from your classmates and me. An article selected for publication will likely require multiple revisions.

Quizzes
You’ll have five quizzes plus homework assignments almost every week.

Share a story
Each of you will share a favorite story with your classmates, ask questions about it and lead a class discussion. Be on the lookout for a new or not-so-new story!

Final grade
How your final grade distribution will be determined:

45 percent: Out-of-class stories and revisions
30 percent: Homework and in-class assignments
15 percent: Quizzes
10 percent: Professionalism and participation, including share a story or lead a discussion

100 percent: Total

“I believe the best students want to be challenged, not coddled. They want more adventure and less lecture. They want to test their endurance, not endure tests. Alas, not many adults agree.”

—MICHAEL KORETZKY, CO-ORGANIZER

WILL WRITE FOR FOOD
Professionalism & participation

Journalism demands a high level of professionalism. These elements of good work behavior factor into your final grade. To foster a positive learning environment, 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, texting, web surfing and so forth).

Students are asked to refrain from disruptive conversations with people sitting around them during lectures and discussions. 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 the lecture or discussion and may be reported to the Dean of Students.

The university’s no-smoking policy applies in our classrooms. We also prohibit e-cigarettes.

To encourage this behavior, professionalism is a component of the evaluation of every student. It will count for part 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 the goal of completing them as thoroughly as possible. Doing your share when working on group projects. Requesting help from me when you need it, just as you would request assistance from an editor or a 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. Avoiding distracting behavior, such as texting, coming in late, leaving class early, talking, checking Facebook and so forth. Being sensitive to the needs of 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 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](http://policy.arizona.edu/education-and-student-affairs/threatening-behavior-students)

Accuracy

Accuracy is a key rule to live by in this class. Never make assumptions about anything you can’t verify. If you run across something you don’t think is right or needs to be corrected but you can’t fact-check despite your best efforts (and you need to make the effort), make a note in brackets or with a footnote or highlighter. **Any story that contains an error of fact, such as a misspelled name or proper noun, wrong or incomplete address, transposed numbers or incorrect age, will receive a grade deduction.**

*Failure is a big part of success…. If you’re not failing all the time, you’re not creating a situation where you can get super lucky…. You have to go into (a story) knowing that you’ve got to get rid of a lot of crap before you’re going to get to anything that’s special. And you don’t want to be making mediocre stuff.*

—IRA GLASS, THIS AMERICAN LIFE (PRI)
**Attendance**

Attendance in journalism classes is mandatory. We’ll move quickly, so you need to be present to prosper. Classes often feature activities and thus can’t be made up. 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.

**Unexcused absences**

Unexcused absences will have a major impact on your grade, because in most cases, you will not be permitted to make up missed assignments. **Three unexcused absences will result in your being dropped from the class.** If the third unexcused absence is after the drop deadline, you’ll receive an E in the course.

**Excused 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, which must be documented:

- Serious illness
- Jury duty
- Religious observance: The UA policy regarding absences for any sincerely held religious belief, observance or practice will be accommodated where reasonable: deanofstudents.arizona.edu/policies-and-codes/accommodation-religious-observance-and-practice
- Military reserve obligation
- Absences pre-approved by the UA Dean of Students (or dean designee) will be honored: deanofstudents.arizona.edu/absences

**UA policy**

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

**False excuses**

Excused absences are subject to verification. Presenting a false excuse will be considered cheating, which is a violation of the academic integrity rules.

**Excuses you can’t give me**

Allowable excuses do **NOT** include things such as the following (this list is **NOT** exhaustive):

- Finishing an assignment for another class
- Doing work for another professor
- Interviewing a source or attending a meeting or an event
- Waiting for a plumber or fixing a flat tire
- Oversleeping
- Missing your ride to school or waiting for a parking spot
- Picking up your parents at the airport

**Dean’s Excuse**

A Dean’s Excuse provides excused absences for **university-sponsored events/activities for academic, non-academic and recognized student organizations**. If you 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 and scheduled vacations.

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, the Dean of Students is unable to excuse absences for students, grant extensions, require that professors allow students to make up missed work or ensure that students may miss class and submit late work without penalty.
The best thing to do is for you to communicate directly with me regarding your absence. I am the only people who can excuse your absence and determine if alternatives or make-up work is an option. The Dean of Students Office provides 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.

If you have a reason for missing class that you think is legitimate, it is your responsibility to ask me ahead of time if at all possible—via email or a phone call—and the reason why. This is expected even if you are ill. I’ll let you know if the excuse is acceptable and if you’ll be given a makeup assignment. Sending an email or calling after a missed class won’t do you any good. Assignments or quizzes can be made up only if you have a valid excuse and if pre-approved before your absence.

Late or missing work
Written assignments are due before class begins. As a rule, late work will not be accepted except in the case of a documented emergency or illness. Let me know if you feel that you have a compelling reason for turning work in late. If you miss an assignment, you’ll receive a zero. There’s no penalty for turning assignments in early!

Makeup work & extra credit
The school policy is that extra credit be allowed only if it is available to the entire class. 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.

Incomplete/withdrawals
University policy regarding grades and grading systems is available at http://catalog.arizona.edu/policy/grades-and-grading-system Requests for incompletes (I) and withdrawal (W) must be made in accordance with university policies, which are also available at http://catalog.arizona.edu/policy/grades-and-grading-system.

Notes & handouts
If you miss class, you’re responsible for getting notes, handouts and announcements from a classmate. Your assignments are still due at their scheduled times.

Punctuality
Punctuality is a virtue in most offices—and in our class. You’re expected to be here on time with your work done and both sides of your brain engaged. Arriving late—no matter how late or for whatever reason—counts as an absence. I begin on time and often present critical information at the beginning of class.

Leaving early
If you leave class early without telling me, you’ll be counted as absent that day.

“Two roads diverged in a woods, and I—
I took the one less traveled by,
And that has made all the difference.
—Robert Frost

“
**Computers**

**Electronic devices**

Three-word policy on electronic devices: Turn them off! In addition, don’t read *The Daily Wildcat* or other non-course related reading materials during lectures and discussions. The use of personal electronics, such as laptops, tablets and other 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 and will have points deducted from their course grade if they do. Any student in violation of these rules will be asked only once to turn off electronic devices and/or put the materials away before being asked to leave the classroom. By the way, research shows that taking notes by hand improves learning and retention: [npr.org/2016/04/17/474525392/attention-students-put-your-laptops-away](npr.org/2016/04/17/474525392/attention-students-put-your-laptops-away)

If your phone rings in class, you are required to stand and sing a song of your own choice or one selected by your classmates.

**Email**

Contact me with questions at any time during the semester. I’m happy to meet you during office hours or by appointment. The fastest way to reach me is by email. Please feel free to email me about anything at any time. I check email all too frequently and will get back to you within a day. I want you to be successful in this class and will do my best to help you succeed.

**Signature**

Create a professional-looking signature at the end of your emails. Some students include their full name and email address as well as their major/program of study, media affiliation or leadership position in student organizations. I don’t answer emails that lack names.

**Security**

Please observe the following rules, which help protect the security of the journalism servers:

- Absolutely no food items or drinks are allowed in any lab or near any computer.
- Use only your university email account to correspond with journalism faculty and staff.
- Watch out for scammers posing as UA computer IT or security, wanting your passwords.
- You may not connect your laptops to our networks or computers. Email material to your UA email 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.
- No students are allowed in classrooms outside of class hours, except for students in capstone courses and then only with the instructor’s permission.
- Computers in the student reading room (Marshall 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.
- All students MUST have updated anti-virus software on their personal computers to protect UA computers from viruses that may be introduced from files copied from home computers to a data storage device (i.e., memory card, CD, jump drive) and then to UA computers. The UA supplies this software free for all students. You can easily download and install it on your computer from [http://softwarelicense.arizona.edu/sophos-anti-virus-endpoint-security-and-control](http://softwarelicense.arizona.edu/sophos-anti-virus-endpoint-security-and-control) For assistance with installing, configuring or updating Sophos, call 621-HELP.
**Policies**

**Accessibility**
My goal in this classroom is to make learning experiences as accessible as possible. If you anticipate or experience physical or academic barriers based on disability, please let me know immediately so that I 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, please plan to meet with me by appointment or during office hours to discuss accommodations and how my course requirements and activities may affect 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 isn’t usable.

**Academic integrity**
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 career. 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 [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 from the school or even expulsion from the program or 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. Most assignments will automatically be checked through Turnitin.com, a plagiarism detection tool used at UA. Turnitin.com retains your work — without your name or other identifiers — in its database.

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, the University Libraries have some excellent tips for avoiding plagiarism available at [http://new.library.arizona.edu/research/citing/plagiarism](http://new.library.arizona.edu/research/citing/plagiarism)

According to Section D (6) (a) of the university’s Intellectual Property Policy ([http://policy.arizona.edu/research/intellectual-property-policy](http://policy.arizona.edu/research/intellectual-property-policy)), faculty own the intellectual property for their course notes and course materials. The instructor holds the copyright to 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. In addition, 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 Although journalism classes often involve team projects and peer reviewing, most assignments require individual attention and effort to be of any benefit. Unless I state otherwise, all work is expected to be yours 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, sharing information during a quiz and recycling material from another class.

Discrimination 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 your instructor, 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 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, socioeconomic and political backgrounds. As the SPJ code of ethics says, “Give voice to the voiceless,” “Avoid stereotyping” and “Boldly tell the story of the diversity and magnitude of the human experience. Seek sources whose voices we seldom hear.” I 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. To find out more, check out the school’s diversity page at https://journalism.arizona.edu/diversity or contact the school’s diversity coordinator, Maggy Zanger, at zanger@email.arizona.edu

Notification of objectionable material 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, 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 provide feedback.

Confidentiality 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/personal-information/family-educational-rights-and-privacy-act-1974-ferpa

Accountability The journalism school goes to great lengths 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 advisers. I make a special effort to put the most important instructions in writing. Because of these multiple communication channels, I 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 UA Academic Policies and Procedures: http://policy.arizona.edu/
Student Assistance: deanofstudents.arizona.edu/student-assistance/students/student-assistance
MEET YOUR INSTRUCTOR: CAROL SCHWALBE

In 2002 I migrated west from Washington, D.C., after a long career at National Geographic. Over the years I wrote and edited many articles and book chapters on subjects ranging from geology and natural history to anthropology and archaeology. I was a senior articles editor for National Geographic magazine, a senior producer for nationalgeographic.com, a senior articles editor for National Geographic Traveler and an editor-writer in the National Geographic book division, where I wrote chapters for five books. I was also the assistant editor of two books and the editor of three—The Adventure of Archaeology, Our World’s Heritage and Discover America. I have a B.A. in American Studies from Smith College and an M.A. in Anthropology from George Washington University.

For eight years—from 2002 until 2010—I commuted between Tucson and Tempe/Phoenix, where I taught at ASU’s Walter Cronkite School of Journalism and Mass Communication. My courses ranged from editing and advanced editing to magazine writing and advanced online media.

Now I’m happy to be living at home full-time with my husband, who’s a retired research ecologist and a professor emeritus in UA’s School of Natural Resources and the Environment. Our front yard is home to three desert tortoises and one box turtle, and part of our garage is full of snakes and Gila monsters (in cages). We also have two rambunctious Siamese cats.

The great teachers I’ve known have had three things in common: deep knowledge of a subject, passion for that subject and an intense desire to communicate that knowledge and passion to others. My goal is to emulate those masters. I encourage you to think in terms of possibilities, both in school and on the job. Believe that you can do what you want to do.

EMAIL

More than anything, I want you to enjoy this class, to learn and to be inspired. If you have a question or concern, please let me know.

Please feel free to contact me with questions at any time during the semester. The fastest way to reach me is by email. I’m happy to meet with you during office hours or by appointment.

“Susan Sontag started at eight and wouldn’t answer the phone until noon. Simone de Beauvoir didn’t write before 10 a.m. Hemingway, of course, wrote standing up. And William Gibson: “As I move through the book it becomes more demanding. At the beginning, I have a five-day workweek, and each day is roughly ten to five, with a break for lunch and a nap. At the very end, it’s a seven-day week, and it could be a twelve-hour day.”

—MARIA POPOVA, NASW

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**Tentative schedule for fall 2017**

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. It’s important to come to class to learn about possible changes. Any story produced for this class may be published in a student publication.

This is a graduate class, so you’re expected to perform more work outside of class than in class. Complete all readings and assignments before class, and be prepared for a lively discussion. The weekly readings, handouts, rubrics, assignments and other materials will be linked to or posted on the class D2L site.

<table>
<thead>
<tr>
<th>Week</th>
<th>Day</th>
<th>Class topics</th>
<th>Quizzes / Story deadlines</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>8.21</td>
<td>Course overview: What is news?</td>
<td></td>
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<tr>
<td></td>
<td>8.23</td>
<td>Connecting the DOTs</td>
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<tr>
<td>2</td>
<td>8.28</td>
<td>Basics of newswriting: News values / inverted pyramid / summary leads / objectivity, fairness and accuracy</td>
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<tr>
<td>3</td>
<td>NO CLASS</td>
<td>Organizing a news story: Leads (NICHE) / endings / story ideas</td>
<td>Quiz 1</td>
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<tr>
<td></td>
<td>9.6</td>
<td>Share a news article: __________________________</td>
<td></td>
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<tr>
<td>4</td>
<td>9.11</td>
<td>Reporting basics: News story pitch and proposal / focus / sources / attribution / interviewing / backgrounding</td>
<td>Quiz 2</td>
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<tr>
<td></td>
<td>9.13</td>
<td>Shattered Glass, Q&amp;A with Jill Jorden Spitz, editor of AZ Daily Star (This is a Sunday.)</td>
<td>Proposal for Story 1 (news)</td>
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<td></td>
<td>9.17</td>
<td>Sh. Glass discussion: ______________</td>
<td>Background for Story 1</td>
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<tr>
<td>5</td>
<td>9.18</td>
<td>Reporting basics: News structures / sources / paraphrasing vs. quoting / IM VAIN Lead Sh. Glass discussion: ______________</td>
<td>Quiz 3</td>
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<tr>
<td></td>
<td>9.20</td>
<td>Background for Story 1</td>
<td></td>
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<tr>
<td>6</td>
<td>9.25</td>
<td>Beyond breaking news: Profile pitch and proposal / profile structures / nut graphs / clichés</td>
<td>Proposal for Story 2 (profile)</td>
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<tr>
<td></td>
<td>9.27</td>
<td>Share a profile: __________________________</td>
<td></td>
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<tr>
<td>7</td>
<td>10.2</td>
<td>Profiles / profile structures / diversity / Share a profile: __________________________</td>
<td>Quiz 4</td>
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<tr>
<td>8</td>
<td>10.11</td>
<td>No class</td>
<td>Research for Story 2</td>
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<tr>
<td>9</td>
<td>10.16</td>
<td>Narrative / observation / verification / rewriting</td>
<td>Lecture story</td>
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<td></td>
<td>10.18</td>
<td>Covering a beat: Cops and courts, accidents and disasters</td>
<td>Revised Story 1</td>
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<tr>
<td>10</td>
<td>10.23</td>
<td>Legal and ethical issues / Feature story ideas</td>
<td>Jim Mitchell</td>
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<tr>
<td></td>
<td>10.25</td>
<td>Feature pitch / Share a feature: __________________________</td>
<td>Draft of Story 2</td>
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<tr>
<td>11</td>
<td>11.30</td>
<td>Story 2: One-on-one conference with Carol</td>
<td>Proposal for Story 3 (feature)</td>
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<td></td>
<td>11.1</td>
<td>Digital journalism / social media / coverage of the dead</td>
<td>Quiz 5</td>
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<tr>
<td>Sunday</td>
<td>11.5</td>
<td>All Souls Procession, which starts at 6 p.m.</td>
<td>allsoulsprocession.org/</td>
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<tr>
<td>12</td>
<td>11.6</td>
<td>Feature structures &amp; leads / brights / Share a feature: __________________________</td>
<td>Background for Story 3</td>
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<td></td>
<td>11.8</td>
<td>Ethics</td>
<td></td>
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<tr>
<td>13</td>
<td>11.13</td>
<td>Math and punctuation for journalists / Share a feature: __________________________</td>
<td>Revised Story 2</td>
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<tr>
<td></td>
<td>11.15</td>
<td>Public records</td>
<td></td>
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<td>14</td>
<td>11.20</td>
<td>Broadcast script</td>
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<td>11.22</td>
<td>No class: Happy Thanksgiving!</td>
<td>Storify of All Souls Procession</td>
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<tr>
<td>15</td>
<td>11.27</td>
<td>Data journalism</td>
<td>Dave Cuillier</td>
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<tr>
<td></td>
<td>11.29</td>
<td>Data journalism</td>
<td>Draft of Story 3</td>
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<tr>
<td>16</td>
<td>12.27</td>
<td>Obit, with Bruce Weber, obituary writer at The New York Times (Sunday)</td>
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<td>16</td>
<td>12.4</td>
<td>Story 3: Peer workshop / Lead Obit discussion: __________________________</td>
<td>Critiques of Story 3</td>
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<tr>
<td></td>
<td>12.6</td>
<td>Catch-up day—Story revision</td>
<td>Revised Story 3</td>
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