

NEWS REPORTING & WRITING: ENGLISH 151

Monday & Wednesday, 11 a.m. to 12:20 p.m., Room #2951 (Truman College, FALL 2017) [IAI TRANSFER #MC919]

Instructor: Benjamin Ortiz, Assistant Professor
Office/Hours: Office #2737 — Monday 8:20-9:20 a.m. and 1-2 p.m.
Tuesday & Thursday 9:50-10:50 a.m. / Wednesday 8:20-9:20 a.m.
(...also by appointment, per your request and teacher availability...)
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→ Course Description and Objectives

English 151 teaches the fundamentals of reporting and writing the news, emphasizing print and online journalism. Before pursuing the news, students begin with philosophical discussion of the principles and ethics of journalism as a profession and a kind of writing. Case studies rooted in the actual practice of journalism illustrate ethics and standards in action. Class exercises and writing assignments start with the basics of news briefs and then progress to more detailed reporting, ultimately toward a final in-depth feature-length news story. The course also helps students develop the tools for media critique, throughout the history of journalism and into the present. Finally, student journalists craft local stories relevant to the Truman College and Uptown community. In-class copy (story writing) workshops and a final portfolio challenge students to construct and collect stories worth telling, publishing, and reading.

REQUIRED TEXT

- News Reporting and Writing, 11th ed. NY: Bedford/St. Martin's, 2014. (**Find your best online purchasing option; two copies are on reserve at Truman's library for use on-site.**)
+ In-class guest speakers, readings, hand-outs, and screenings (keep a handout folder)



ENGLISH 151 TEXT →

→ Method

Using traditional texts and assignments, the course functions much like any other class at Truman, but we will also employ instructional experience, student experience, guest speakers, workshop-style assignments, case studies, and real-world approach to learning a profession that usually trains new journalists through on-the-job deadlines and practical problem-solving situations.

→ Student Learning Outcomes

Upon completion of the course, the successful student will possess foundational journalism skills in the following areas:

- (1) **PRINCIPLES** — The journalist-in-training will cultivate a reasoned respect for the principles and ethics of journalism as a profession grounded in truth, rigorous verification, service and loyalty to readers, independence from power/interests, and the responsible exercise of conscience per Constitutional rights. The writer will be able to recognize, articulate, and practice the values of basic news-journalism as a crucial piece of democracy and a kind of writing distinct from others.
- (2) **REPORTING** — Student journalists will develop basic reporting skills and proficiency at background researching, acquiring source-documents, accessing and interviewing human sources, fact-checking, and communicating facts in the construction of the news.
- (3) **WRITING** — The successful student will have assembled a portfolio of journalistic works demonstrating the ability to write factually sound and stylistically compelling news copy based on real-world reporting, to showcase for academic, career, and creative advancement.
- (4) **EDITING** — Students will also become familiar with news-copy work-shopping, copyediting, proofing, and arranging elements of a journalistic piece to craft the best writing possible.
- (5) **CAREER EXPERIENCE** — Successful students will be able to pursue advanced training with a sense of options for a future in journalism and related careers, from PR to marketing, etc.

→ Attendance and Preparedness Policies

Success in a writing class depends on consistent preparation, attendance, and participation, and so you should arrive on time and ready for every session.

Lateness and absence also disrupt your teacher and classmates, who have a right to a classroom free from distraction. So, please come to class every time, on time.

(For record-keeping purposes, 10 or more minutes late or missing will constitute a full and unexcused absence — the instructor will keep track of absences, tardies, and any distractions or disruptions of class, which all subtract from the Class Contributions grade.)

You are allowed two absences for whatever comes up (sickness, personal business, etc.), but you will start losing 1 full point from your Class Contributions grade for every absence thereafter — *six absences means an automatic zero for the Class Contributions grade*. This grade is worth 10 points toward your final grade — thus, if you do not show up on time and contribute, then your final assessment for the whole semester drops a full letter grade.

The teacher can also subtract for repeated tardiness/disappearance, so please carefully manage your own time. Consider also that most sessions will begin with a quiz right at the starting time listed on the schedule for this class, the time you signed up for at registration.

Quizzes and exercises will be averaged and factor as 10 points toward your final grade, so if you miss or do poorly on them, then you are forfeiting another full letter grade in the final assessment. There will be no quiz make-ups, though you will have a few extra opportunities to improve the overall Exercise grade. **NOTE:** Sometimes, in-class work will also count toward the Exercise grade

ALSO: All assignments are due on the day specified on your syllabus and/or by the instructor.

Late work will not be accepted for any reason, and you are required to turn in work on due dates, at the beginning (first ten minutes) of class, even if you are absent.

These rules emphasize the fact that consistent preparation and attendance are the only way to acquire the instruction you need, in order to reach the level of reading, writing, researching, reporting, and thinking that Truman College expects you to achieve in English 151.

→ E-mail Communication and Reminders

City Colleges of Chicago policy requires that all electronic communications about coursework between students and teachers should go through official **ccc.edu** addresses. Students are strongly encouraged to set up and check student e-mail accounts regularly. As a courtesy — *in addition* to reminders in class plus the full schedule in this document (below) — Professor Ortiz will e-mail brief weekly notes to help review what has been covered and prepare for upcoming work. Also, expect prompt response to e-mail correspondence (within 24 hours).

→ Course Requirements

(1) Preparation for class through careful time management, advance planning, thorough reading, complete research, vigilant reporting and proofing, etc. **(2)** Prompt arrival at class, consistent attendance, and full participation. **(3)** Completion of all assignments, readings, exercises, and projects. **(4)** Attention and courtesy to classmates, guest speakers, and instructor.

→ Fundamentals for Success

(1) START PAYING ATTENTION TO THE NEWS — If you aren't already media savvy, start reading, watching, listening, and talking about the news. *TODAY*. In every medium you can access.

(2) READ AS MUCH AS YOU CAN IN ADDITION TO CLASS TEXTS: journalism, literature, etc.

(3) CREATE THE CLASS — Bring thoughts, readings, or other texts relevant to class. Share them during a session. Contact the teacher ahead of time or right before start-time if you want to bring up an item, issue, or topic for class consideration. Is there a writer, text, story, or development we should know about? The class is yours to shape and complete.

CCC GENERAL EDUCATION GOALS

English 151 feeds the following General Education Goals: GOAL 1 (...communicate effectively in written and oral forms), GOAL 2 (...demonstrate the ability to gather, interpret, and analyze data), GOAL 3 (...demonstrate the ability to think critically, abstractly, and logically), GOAL 4 (...demonstrate the ability to perform effectively in the workplace), GOAL 5 (...exhibit ethical and social responsibility in a global community), and GOAL 6 (...learn independently).

→ Professional and Academic Etiquette

(1) Absolutely no cell phones or other forms of electronic interruption. **THIS MEANS:** No texting, no taking calls, no keeping your gadget on vibrate, no hiding your phone nearby to look at it or play with it in class — TURN IT OFF, *please*. Before entering class, please turn your mobile phone off and store it away from where it might distract someone. Electronics are allowed for class work at the appropriate times. Per City Colleges of Chicago policy, repeated cell-phone noise and other such disruptions or electronic distractions will be referred to the Dean of Students. (2) Act with courtesy when class is underway; for example, ask classmates AFTER the session for an update on what you missed, if you are late. (3) Civil discussion: No name-calling or any such viciousness over disagreements. (4) Food and drink are OK only if you are badly in need of a snack, but don't go overboard or disrupt with eating noises. (5) Please avoid heavy perfumes, colognes, etc. (6) Dig into the class. Be enthusiastic if possible, or at least offer questions, comments, and even relevantly provocative statements when you have the floor to speak. (7) Please come to class every time, on time.

→ Academic Integrity

According to *The St. Martin's Guide to Writing*, "Plagiarism is the act of using the words and ideas of others as if they were your own." An *intentional act of plagiarism* involves the attempt by a student to dodge all or some of a writing assignment by trying to pass off someone else's words as one's own. **This will result in automatic failure of the course.**

On the other hand, *unintentional plagiarism* involves the use of others' text(s) by accidental or careless drafting, without acknowledging the source(s). To avoid plagiarism: Whenever using a source word-for-word, always be sure to quote carefully and appropriately. And whenever using others' ideas in general, be sure to cite your source. Overall, the great majority of the writing in a writing assignment should be your own original thought and wording.

Using web resources (TurnItIn.com), teacher and students will check for plagiarism to avoid *unintentional plagiarism* and assignment penalties. Be careful when using sources: Repeated "unintentional" plagiarism no longer counts as an accident — it's carelessness. **Careless work that repeatedly plagiarizes sources "unintentionally" will result in point penalties for Source Use and/or full failure of the assignment, at the teacher's discretion.**

All of the usual rules about plagiarism apply in a journalism class, as well as the principles unique to the practice of journalism, including rules about truth and rigorous fact checking. The teacher will expand on fabrication, conflict of interest, misinformation, dishonesty, reckless writing, and related ethical breaches. Violation of professional principles means that you are not only transgressing academic values but also the basic ethical considerations of journalism, on par with medical malpractice or attorney breach of ethics. Of course, the consequences can include failure of the course.

As in all other writing courses (English 101, etc.), all sources (people and documents) should be cited carefully and clearly, while direct quotes should be appropriately identified. Failure to follow this rule could mean failure of the assignment, while intentional plagiarism, fabrication, conflict of interest, or any other such ethical breach will result in failure of the course.

→ Assignments/Grades

MEDIA ANALYSIS WRITING

Instructions: Submit this assignment to Blackboard, per deadline listed on the Course Calendar below. The teacher will also provide instruction on checking your work through Turnitin.com. Full instructions to follow.

MEDIA JOURNAL/COMMENTARY (3 PIECES) = 5% EACH = 15% TOTAL

JOURNALISM

For workshop comments, bring a hardcopy to class or email the piece to the instructor ahead of class for projection on the Smart Board for class critique. Save final drafts with all prior drafts stapled behind the latest revision, for progress review. Print only on one side of each 8½-by-11-inch sheet of paper. Submit final drafts via hardcopy or email, per teacher instructions.

→ Assignments/Grades (continued...)

In the upper left-hand corner of page one, type: **(1)** your name followed by **(2)** the date, **(3)** a headline and sub-headline, **(4)** "Piece #" ID, **(5)** word count, and finally **(6)** story text organized with clear paragraph indents and breaks, in double-spaced, 12-point TIMES NEW ROMAN typeface/font.

1. Lede writing (per varied instructions, 15-35 words each, 5 total ledes)	=	5%
2. Inverted pyramid-style news brief (TRUMAN focus, 100-200 words)	=	5%
3. Inverted pyramid-style news brief (TRUMAN focus, 200-300 words)	=	10%
4. Inverted pyramid or alt-pyramid-style news (300-500 words)	=	15%
5. Focus-LEDE news story (500-700 words)	=	20%

Note: Scrupulous fact-checking, producing clean copy (manuscripts), and beating deadlines are standards for professional journalism. This class requires you to develop your own professional habits while meeting typical journalism expectations. Of course, we all make mistakes, but try to keep the best habits possible. Winning praise for good work starts with taking personal responsibility. *Work found to be fabricated, plagiarized, recklessly sloppy, or demonstrating conflict of interest means failure of the assignment/course, at the teacher's discretion.*

EDITORIAL WORK

1. Class Contributions (in-class discussion, etc.)	=	10%
2. Exercises (Quizzes, Free-writes, Worksheets, etc.)	=	10%
3. Final Portfolio	=	10%

Details: Each piece of Journalism will go through **Workshop** critique by the class. Attendance at these workshops is crucial and will count toward the final grade. Additionally, students will collect one Media Journal assignment, one short piece of Journalism, and the Final Story in a **Final Portfolio**, whose format (electronic or hardcopy) and arrangement are entirely up to the student. This project will test editorial and design skills and should be considered a public showcase of class work. (ALSO: Include all prior drafts behind each revised portfolio piece.)

FINAL GRADE NOTE: Assignments and course progression make it impossible to pass the class without consistent attendance and engaged contribution. This is NOT a web class. The teacher also reserves the right to apply extra credit for exceptional attendance and participation.

GRADE SCALE:	Excellent	90-100 =	A
	Good	80-89 =	B
	Acceptable	70-79 =	C
		60-69 =	D
		BELOW =	F

DATES to Remember for Your Planning

9/4/17 (Monday): Labor Day Holiday (NO CLASS)
10/25/17 (Wednesday): Fall 2017 Mid-Term Mark
11/20/17 (Monday): Last day to withdraw from a course
11/23/17 to 11/24/17: Thanksgiving Holiday (NO CLASS)
12/16/17 (Saturday): Fall 2017 semester ends

GRADE APPEALS POLICY: A student who wishes to appeal a final grade must start this appeal within 30 calendar days after the student's final grade has been posted in the student system by submitting a Grade Appeal Form to the teacher with copies to the Communications Department chairperson. Forms are available in the Communications Department office in Room 2230. For more info, see the Student Policy Manual available on the Student Policies web page at <http://www.ccc.edu/menu/Pages/Policies.aspx>.

→ City Colleges "Active Pursuit" Policy

In order for students to remain in English 102, they must actively pursue the objectives for this course. On October 19, 2017, just before the Mid-Term date, any student who does not meet the following criteria for active pursuit will display a lack of interest in successfully completing the course and will therefore be administratively withdrawn from this class.

- A student must complete and turn in all major writing assignments (Media Journals & Journalism Assignments, listed above) that are due before Mid-Term *on time* (per specified deadlines), including each and every rough draft and rough-draft deadline required toward building a successful final draft.
- A student must have Class Contributions and Exercises grades of 70% or higher.

→ City Colleges “Active Pursuit” Policy (continued...)

If any student fails to do the above, then it is his or her responsibility to contact the instructor prior to October 19, 2017, and indicate his or her serious intent to pursue the course by explaining any unusual circumstances. The teacher will then be able to determine whether the student can continue in the course. Being issued an ADW will have consequences on your grades, financial aid, and other aspects of attending Truman. Simply attending classes but not producing work and/or participating does not constitute active pursuit.

→ More Information on Truman College

MISSION: Our Mission dedicates us to deliver high-quality, innovative, affordable, and accessible educational opportunities and services that prepare students for a rapidly changing and diverse global economy.

GENERAL EDUCATION GOALS:

This course meets the following Truman General Education Goals:

- The student exhibits social and ethical responsibility and is aware of her or his place in the global community.
- The student communicates effectively in both written and oral formats.
- The student demonstrates the ability to think critically, abstractly, and logically.
- The student gathers, interprets, and analyzes data.

ACADEMIC SUPPORT SERVICES:

See “Campus Resources” list, to be distributed separately but also part of the syllabus and your resources for success at Truman.

GradesFirst

GradesFirst is a student support system that will be used by faculty, advisors, and tutors to help students achieve success in their classes. Use GradesFirst to schedule tutoring or advising appointments, or to see communications about your course progress generated by me or your other professors. Log in to GradesFirst at ccc.gradesfirst.com using your CCC username and password. This is the same username and password you would use for Blackboard and email.

→ Truman FERPA Compliance

FERPA (Family Educational Rights and Privacy Act) is a federal law that protects the privacy of student educational records: www.ed.gov/policy/gen/guid/fpco/ferpa/index.html. Faculty cannot reveal information about students, or discuss student records over the phone or unsecure e-mail. CCC student e-mail meets FERPA requirements. Students should set up and use CCC email for all course communications.

→ Disclaimer

All assignments and scheduling are subject to changes per class progression and instructor choice. Also, specific readings/exercises might change if alternatives arise. We will mostly keep to the schedule below, but you must also keep up with in-class and e-mail updates.

→ Final Thoughts

Overall, you are strongly urged to consult the teacher during office hours with any questions or requests for assistance that you cannot fit into class time. Moreover, you are encouraged to help set the agenda, content, and style of this class with your own personal interests, experiences, and expectations for career and project-based learning. I know your life includes employment, family, and many other pursuits beyond this class, but please do your best to commit the time and effort required to succeed. Likewise, I will do my best to be a resource for your success. This course will be challenging, but I am here to help — I welcome you to drop by office hours with questions and ideas. It's my goal to see every student complete the semester successfully, so do not hesitate to talk with me about how to improve. I look forward to working with you to achieve your goals, and I hope you enjoy the Fall 2017 semester!

Your teacher,
Benjamin Ortiz

→ WEEKLY CALENDAR: Dates, Topics, and Assignments

WEEK ONE: Be proactive in class — take notes, and review your notes and the assigned readings when class is in session and you have time to do so. Be ready to contribute to discussion, ask questions, and participate in your learning.

Mon. 8/28 Questionnaire then Syllabus

Introductions + Q/A

Syllabus + Q/A

Define class terms together: news, reporting, writing, journalism

HANDOUTS: Bill of Rights and discussion, class activities release form

WRITING ASSIGNMENT:

Report on something you witnessed in the past few days or week. Imitate a news style of reporting as you know it. Submit no more than 300 words by the next class (via hardcopy, just one copy for the instructor). See format specifications on page three above, under "JOURNALISM."

RESEARCH HOMEWORK FOR THE NEXT CLASS:

Skim and write notes about two Truman events from the college web site and/or bulletin boards that sound interesting, and be ready to tell the class about these happenings.

READING HOMEWORK FOR THE NEXT CLASS:

Begin The Elements of Journalism (HANDOUT).

Wed. 8/30 Discussion: Deadline experience — introductory writing assignment (+copy specs)
+ BASELINE for WRITING plus MOVING FROM NARRATIVE TO NEWS STYLE...

Discussion: Truman Events research

HANDOUT: What can you do with writing? What are the different kinds of writing?
What is journalism? Elements reading preview (basic features of journalism)

READING HOMEWORK: Finish The Elements HANDOUT for the next session.

ALSO: RESEARCH HOMEWORK FOR THE VERY NEXT CLASS:

(1) Bring copies or ideas about your favorite local/national news publications/sites, and watch broadcast or cable news over the next few days either via TV or the web (but look for the most current news). Write up your thoughts about the news in no more than 1 to 2 pages, and be ready to discuss.

(2) NEWS ALERTS SIGN-UP

WEEK TWO

Mon. 9/4 **LABOR DAY HOLIDAY — NO CLASSES TODAY**

REMINDER: Be proactive in class – take notes, and review your notes and the assigned readings when class is in session and you have time to do so. Be ready to contribute to discussion, ask questions, and participate in your learning.

Wed. 9/6 QUIZ ON ELEMENTS reading

Introductory biography-interviewing exercise

Reading and news discussion (of your favorite sources, what you've been seeing in the news, News Alerts emails, etc.)

HANDOUTS: Plagiarism article

Discussion: Case studies of plagiarism, fabrication, fictionalization, and evasion

SCREENING: 60 Minutes on Shattered Glass

RESEARCH HOMEWORK: Consume the news, and try to apply course concepts from class readings and discussions to your thinking and analysis of the news. Write up your thoughts in no more than 1 to 2 pages, and be ready to discuss.

READING HOMEWORK for THE VERY NEXT CLASS: NR&W CHAPTER ONE

WEEK THREE

Mon. 9/11 FREEWRITE/QUIZ
Discussion of Chapter 1 and news homework
GROUP WORK: WHAT IS NEWS ON CAMPUS?...IN UPTOWN?...In pairs, find two to four items through field reporting, web research, etc., and report back to class with ideas for why the items are newsworthy.
60 Minutes on the impact of the internet on newspapers / Daily Show on CNN
Popular images of journalism
Media Journal assignment instruction preview
HOMEWORK for THE VERY NEXT CLASS: NR&W CHAPTER TWO
ALSO: WATCH/READ/ANALYZE THE NEWS PER CLASS IDEAS & DISCUSSION.

Wed. 9/13 FREEWRITE or QUIZ on CHAPTER TWO
TUTOR VISIT
Team Exercise: What Is News?
Discussion of textbook reading
Discussion of news and observations (CASE STUDIES)
Media Concepts (HANDOUT)
HOMEWORK: Start a media journal in a notebook. Follow one story, broadcast, writer, station, or another variation for comparison/contrast. Sketch notes to get the basic info about the medium, story, and details. Put together your notes for three entries in one online Media Journal to post your own blog/media web site. In each entry, summarize and respond, with emphasis on journalism ideas and values. Write at least two paragraphs for each entry, and add two concluding paragraphs with observations on what you learned from observing the media critically overall while also learning classroom journalism concepts.
+ STUDENT SAMPLE of Media Journal, Tip-sheet, Posting, and Plagiarism reminder...
DEADLINE for **Media Journal Part One:** Post by class NEXT Wednesday
HOMEWORK for THE VERY NEXT CLASS: NR&W CHAPTER THREE and prep questions for Guest Speaker from the Pulitzer Center.

WEEK FOUR: Active Pursuit Reminder

Mon. 9/18 Guest Speaker Quiz/Exercise
Pulitzer Center Guest Speaker
HOMEWORK: **Media Journal Part One** DUE NEXT...

Wed. 9/20 Library Orientation: Online databases focus / Resource HANDOUTS & SITE LINKS
Research exercise
HOMEWORK FOR NEXT CLASS: NR&W CHAPTER FOUR (Interviewing)
RESEARCH HOMEWORK FOR NEXT: Develop an idea for **Story #1** (see specifications under "JOURNALISM" on page 3 above...).
+STORY IDEAS HANDOUT

WEEK FIVE: Active Pursuit Reminder

Mon. 9/25 FREEWRITE or QUIZ on CHAPTER 4
Duet exercise: Interview a friend in class, take and save notes for future work...
Discussion of Chapter 4
Note-taking, Documenting, and Filing INSTRUCTION/HANDOUT & Prof. examples
The Notebook & the Title of "Reporter" / Discussion of **Story #1** idea
HOMEWORK NEXT: CHAPTER FIVE (Quoting etc.) / Develop idea for **#1**

(WEEK FIVE continued...)

Wed. 9/27

FREEWRITE or QUIZ on CHAPTER FIVE

CASE STUDIES HANDOUTS (AP Ethics/Mission Statement + Tribune ethics letter, etc.)

Discussion: Conflict of interest, Bad Facts, Poor Reporting, Bad Journalism

Duet Exercise Part II: Refresh your interview, then report back to the class with

(1) a summary of your friend, (2) an exemplary paraphrase, and (3) a compelling direct quote.

The Reporting Plan HANDOUT

HOMEWORK FOR NEXT CLASS: CHAPTER SIX (Gathering & Verifying Info)

EXERCISES: Interviewing & Quoting (HANDOUT)

STORY WORK: Come to the next class with a complete Reporting Plan for **Story #1**



WEEK SIX: Active Pursuit Reminder

Mon. 10/2

TURN IN EXERCISES

FREEWRITE or QUIZ on CHAPTER SIX

Discussion of Chapter Six

Review of REPORTING PLANS for **Story #1**

Inverted Pyramid & Basic News Structure PLUS Assessment Criteria (HANDOUTS)

LEDE EXAMPLES/HANDOUTS

HOMEWORK: CHAPTER NINE (The Inverted Pyramid) plus EXERCISES

REPORTING/WRITING HOMEWORK: Develop your **Story #1** idea into a LEDE for the next class. Bring a copy and email the lede to Professor Ortiz.

Wed. 10/4

TURN IN EXERCISES

The Inverted Pyramid: Discussion of Chapter 9

COPY SESSION: **Story #1** Lede

IN-CLASS LEDE WRITING: **Lede #1** based on observations inside Truman

READING HOMEWORK NEXT: CHAPTER TEN + EXERCISES

REPORTING/WRITING HOMEWORK NEXT: Add to your story and bring a draft.
+ Weekend email check-in

WEEK SEVEN: Active Pursuit Reminder

Mon. 10/9 Chapter 10 Quiz
Copy Session on **Story #1**
IN-CLASS LEDE WRITING: **Lede #2** based on observations outside Truman
Workshop: Effective Sentence Structure /Effective Story Structure (HANDOUT)
Review of CHAPTER TEN & EXERCISES
REPORTING/WRITING HOMEWORK: **Story #1 ROUGH DRAFT DUE NEXT CLASS...**
AND FINAL DRAFT due one week from today...
EXERCISES DUE NEXT CLASS: Grammar/AP/Style
ALSO: PREP FOR GUEST SPEAKER (and option for **Story #2**)

Wed. 10/11 Guest speaker quiz
Story #1 Copy Session
***GUEST SPEAKER (**Story #2 option**)
LEDE WRITING EXERCISE: **Lede #3** based on our guest speaker
READING HOMEWORK NEXT: CHAPTER 11 (Beyond the pyramid...)
ALSO: STORY #1 FINAL DRAFT DUE FOR GRADING – TURN IN AT NEXT SESSION...

WEEK EIGHT: Active Pursuit Mid-Term Assessment

Mon. 10/16 Hand in **Story #1 Final Draft for grading...**
Duet Exercise #3: After a brief interview for what's current, draft first a hard lede and then construct an alternative story opening per Chapter 11...
RESEARCH/WRITING IN CLASS: Pursue an idea for **Story #2** and start a PLAN
MSNBC video on "illegal immigrant" and the significance of AP Style
Media Journal #2 DUE IN A WEEK: Same thing as the first one, but this time try to pick one story and check/compare factual assertions and context between different sources. DUE FOR POSTING AND IN CLASS Week 9.
RESEARCH/WRITING FOR NEXT CLASS: Finish your Reporting Plan and draft a Lede for **Story #2**.
ALSO: READING FOR GUEST SPEAKER / EXTRA-CREDIT MICRO-REPORTING OPTION

Wed. 10/18 QUIZ or FREEWRITE
Review PLANS/LEDES for **Story #2**
Video: "Good Writing vs. Good Reporting"
***GUEST SPEAKER (**Story #2 option**)
HOMEWORK: Build on **Story #2** and bring an updated draft to the next class.
READING HOMEWORK NEXT: CHAPTER 12 (Writing for the Web)
LEDE WRITING OPEN ASSIGNMENT: Write **Lede #4** based on a campus event and **Lede #5** based on an off-campus event. Both must be composed using an alternative to the inverted pyramid, per Chapter 11, and so word counts, paragraphing, and sentence number are open, though the writing in this case should include a soft lede and a nut. Due via hardcopy or email no later than the end of WEEK 14.

WEEK NINE: MID-TERM MARK on 10/25/17

Mon. 10/23 Quiz or Freewrite
Discuss **Media Journal Part Two**
Review of **Story #2 drafts**
Chapter 12 Review
Uptown Background & History (Ideas toward Story #3...)
HOMEWORK: CHAPTER 13 + SPEAKER + **Story #2 due in class in one week...**
→ **ALSO:** Next class = Copy Session...

(WEEK NINE continued...)

Wed. 10/25 Copy Session on **Story #2**
Review of CHAPTER 13
***GUEST SPEAKER (**Story #2 option**)
HOMEWORK: CHAPTER 14
+ Final draft of **Story #2** due next class for grading...

WEEK TEN

Mon. 10/30 FREEWRITE or QUIZ ON CHAPTER 14
Turn in **Story #2**
Review of Chapter 14
IN-CLASS PURSUIT OF IDEAS/PLANS/LEDES for **Story #3** / Uptown history videos
HOMEWORK: EXERCISES plus pursue a draft of **Story #3**
READING HOMEWORK: CHAPTER FIFTEEN & GUEST SPEAKER PREP

Wed. 11/1 Chapter 15 Quiz
TURN IN EXERCISES
REVIEW OF CHAPTER 15
GUEST SPEAKER
+ Develop a draft of **Story #3**...
REMINDER: **Lede #4** and **Lede #5** are due by the end of WEEK 14.

WEEK ELEVEN

Mon. 11/6 COPY SESSION for **Story #3** (FINAL DRAFT DUE IN ONE WEEK)
GUEST SPEAKER
HOMEWORK: CHAPTER 16 / EXTRA-CREDIT OPTION

Wed. 11/8 Review of CHAPTER 16
What Is News? Practice Simulation
Focus-Lede example from New York Times/Tribune
IN-CLASS PURSUIT OF AN IDEA AND PLAN FOR **STORY #4**
COPY SESSION IF NEEDED for **Story #3**
READING HOMEWORK: "The Execution of Clayton Lockett" (finish by Week 13)
REMINDER: **Lede #4** and **Lede #5** are due by the end of WEEK 14.

WEEK TWELVE

Mon. 11/13 Turn in **Story #3**
IN-CLASS PURSUIT OF AN IDEA AND PLAN FOR **STORY #4**
Media Journal #3 DUE IN ONE WEEK
HOMEWORK: CHAPTER 19
WRITING HOMEWORK: LEDE for **Story #4**

Wed. 11/15 **Journalism Portfolio** (HANDOUT)
NOTE: The Final Portfolio (with your Final Story and optional re-write) is due by NOON, Monday, December 18, 2017, for final grading.
Review of Chapter 19 and turn in exercises...
Review of **Story #4** LEDE
HOMEWORK: **Draft Story #4** (DRAFT DUE IN ONE WEEK) & GUEST SPEAKER PREP
REMINDER: **Lede #4** and **Lede #5** are due by the end of WEEK 14.



WEEK THIRTEEN: LAST DAY for STUDENT-INITIATED WITHDRAWAL on 11/20/17

Mon. 11/20 Discuss **Media Journal #3**
GUEST SPEAKER

Wed. 11/22 Copy Session on **Story #4**
Story #4 due with Portfolio
THE LITERARY JOURNALISM and alternative news style
READING HOMEWORK: CHAPTER 21 (Media Law)
OPTIONAL RE-WRITING HOMEWORK: REDO #1, 2 or 3 (Due with Portfolio...)
REMINDER: **Lede #4** and **Lede #5** are due by the end of WEEK 14.

*******THANKSGIVING HOLIDAY: NO CLASSES 11/23/17 to 11/24/17*******

WEEK FOURTEEN

Mon. 11/27 REVIEW CHAPTER 21 & LAW Video & HANDOUTS
Copy Session / Portfolio preparation
READING HOMEWORK: CHAPTER 22 (Ethics) + EXERCISES

Wed. 11/29 QUIZ or FREEWRITE on CHAPTER 22
TRAUMA & TRAGEDY JOURNALISM / Review CHAPTER 22 and turn in exercises...
Case Study: New York Post photos/story
Copy Session / Portfolio preparation
ALSO: Text-review exercise
REMINDER: **Lede #4** and **Lede #5** are due by the end of this week.

WEEK FIFTEEN

Mon. 12/4 Individual conferences:
MEET ONE-ON-ONE TO DISCUSS **Final Portfolio / Final Story / etc.**

Wed. 12/6 Individual conferences:
MEET ONE-ON-ONE TO DISCUSS **Final Portfolio / Final Story / etc.**
HOMEWORK: Prep for next Guest Speaker.

WEEK SIXTEEN

Mon. 12/11 PORTFOLIO/COPY SESSION
Guest Speaker review sheet (due next class)
GUEST SPEAKER

Wed. 12/13 **Final Portfolio Copy Session**
NOTE: The Final Portfolio (with your Final Story and optional re-write etc.) is due no later than NOON on Monday, December 18, 2017, for final grading.

END OF CLASS! ENJOY the WINTER BREAK!