Room: 127 Fisher
Time: 12:35-1:55 M/Tu/W/Th. Includes 30 minutes per day of lab for staffing, brainstorming topics, and reviewing/editing drafts of articles.
Instructor: David Clanaugh, MS
Office: 149 Walker
Office Hours: Mondays 2-3 and Wednesdays 11:30-12:30; other times by appointment.
Phone: 487-3280 (office). Voicemail is available at this number for me.
E-mail: daclanau@mtu.edu
Class List: newsroom-l@mtu.edu (Replies are posted only to the message originator.)

Three Required Texts & Supporting Materials

- Waddell, Craig. Introduction to Journalism, ninth edition. Houghton, MI: 2009. (I’ll email you a pdf of this item. Print a copy, put in a three-ring binder, and regularly bring to class.)

You will also need one or more reporter’s notebooks (available in the MTU bookstore as a stenographer’s notebook) and a device to record interviews. This can be a tape recorder (preferably digital or micro-cassette) or a laptop with a microphone (I will show you how to install Audacity which is an open source audio editing application.) Because we have limited access to campus computing resources this summer, bring your laptops to class (if you have one). If you do not have a laptop or an audio recording device, please contact me as soon as possible so we can figure out alternatives.

Course Goals & Overview

Welcome to the Michigan Tech Humanities Department News Bureau where we will produce diverse content for the regional news blog Keweenaw Now under the guidance and supervision of Managing Editor David Clanaugh with help from Assistant Managing Editor Kate Flynn. After completing this class, you should be ready to work as a cub reporter at a small or medium-sized news operation. This course introduces the history and practice of journalism, including critical analysis of journalistic coverage, journalistic style and editing, and legal and ethical issues in journalism. The course includes not only journalistic writing, but also media history, media law, media ethics, and media criticism.

Class time each week will be spent discussing assigned readings, viewing and discussing videos about journalism, and completing various journalism exercises. The course also includes a laboratory section, which includes (1) one-on-one and small group meetings to brainstorm for topics, sources, and research and interview questions for each article; (2) one-on-one meetings to review drafts of each article; and (3) interviewing sources, otherwise researching your stories and submitting your final drafts to our media outlet. (One of the best research tools for many stories is the Advanced Search option of Google http://www.google.com/advanced_search?hl=en).
Media Outlet for Your Stories

We will be producing a wide range of content for the following regional news blog:

Keweenaw Now  http://keweenawnow.blogspot.com/
Editor Michele Bourdieu andersm2@sbcglobal.net

Our work will have the flavor of citizen journalism, yet it will be geared to the entire community with an emphasis on balance, fairness, and promoting community conversations. Work submitted to KN will be edited for length, grammar, spelling, accuracy, libelous content, and stylistic consistency.

You will have opportunities to produce news, governmental, sports, opinion, health, outdoors & environment, education, arts & entertainment, human interest features, or other categories of articles. Each article you produce will be from a different category. There will be a mix of breaking and non-breaking pieces because you are required to produce one breaking news article. Breaking pieces are time sensitive and must be published shortly after you produce them. Non-breaking pieces do not lose their relevance in a matter of days; hence, they can be published weeks after they have been submitted.

You have the option with one of your first three articles to produce an audio news podcast and submit it to WMTU. This podcast must have your voice as a narrator/interviewer. It also must have interviews with at least two sources, as well as background sounds and music. Audacity is an open source program that works well for editing and producing podcasts.

Your last piece (which must be print) must be developed in depth. The length of the shorter articles will be 350-700 words; the in-depth article needs to be a minimum of 1000 words.

Format of Your Articles

For each of your drafts and for each of your final pieces, submit to me one double-spaced hard copy. Wait until you’ve received my comments on your final draft before submitting a revised copy of this draft for publication in Keweenaw Now.

After revising your final draft, submit it to the appropriate editor (and simultaneously to me) via e-mail as a Word attachment. For Keweenaw Now, submit both a Word and a PlainText attachment. Please give attachments file names that indicate the topic of your article and the version of your draft (e.g., “CrimeRate2”).

Your work should be word processed, manually proof read (do not rely on spell checking software), and printed on 8.5" x 11" white paper in a 12-point font with one-inch margins on all four sides. Include at the top of the first page the following information (single-spaced): your name, the course title, the date, your article number (1-4), your draft number (1 or 2), the word count, the article category, the proposed headline, and a proposed pull quote. Be sure to mark your in-depth piece “in-depth.” The top of your first page should look something like this:

John Smith
Introduction to Journalism
July, 17, 2010
Article #2
Draft #1
Word Count: 578
Article Category: Breaking News
Proposed Headline: Litter threatens environment
Proposed Pull Quote: “Randomly discarded trash, even items as small as cigarette butts, endangers our environment, our wildlife and our economy.” (from Joe Brown).

HU3621 Introduction to Journalism 2 Summer 2010 – Clanaugh
Evaluation
Your final grade will be determined as follows:
Up to 100 points for constructive participation in class 100 points
Up to 20 points for each of 4 brainstorming conferences 80 points
Up to 15 points for each of 4 story proposals 60 points
Up to 20 points for each of 4 drafts 80 points
Up to 20 points for each of 4 draft-review conferences 80 points
Up to 90 points for the 3 shorter pieces 270 points
Up to 130 points for the in-depth piece 130 points
Verification of submission for publication: submit your work electronically to the editor, copy the email to me, and use Submission in your subject line. 40 points (10 points/article)
Up to 40 points for each of 4 quizzes 160 points
Total 1,000 points

Extra credit
25 points for bringing to class the last day of Week 1. You must produce all four items (the two texts, printout of PDF, and reporter’s notebook) to receive the points.

Final Grade Guidelines
A: 930-1000 points  C: 730-779 points
AB: 880-929 points  CD: 700-729 points
B: 830-879 points  D: 670-699 points
BC: 780-829 points  F: 669 or fewer points

Course Portfolios
Please keep a portfolio of all of the work you have completed for the course: the hard copies of your articles as I’ve marked and returned them to you, and electronic copies of your final drafts. You may need these portfolios later in the semester.

The Michigan Tech Writing Center
Michigan Tech has an excellent Writing Center, which is located in Walker 107. Consider scheduling regular weekly appointments with a writing coach. Establish a schedule early in the semester, because appointed times (as opposed to drop-in times) tend to get booked quickly. For more information, call 487-2007 or check the Center’s Web page at www.hu.mtu.edu/wc/

Syllabus

Syllabus Content and Course Schedule
I reserve the right to revise the syllabus and/or class schedule to better serve student needs and course objectives.

Late Assignments
I won’t accept any assignment that’s more than two days late. There’s no penalty for one late paper (as long as it’s not more than two days late); subsequent late papers, however, will be lowered by one part of a letter grade (e.g., from a BC to a C).

HU3621 Introduction to Journalism 3 Summer 2010 – Clanaugh
Attendance and Communication Policy

Everyone brings unique gifts, points of view and interests to this class; working and learning together helps everyone expand and reach their goals. **We need everyone present on a consistent basis to help us make the most of this learning experience!** Your absence (physical or otherwise) not only shortchanges you, it shortchanges your fellow students.

Yet “real life” sometimes requires missing a class. As a result, you are permitted one unexcused absence. After that each unexcused absence lowers your grade five percent. Sleeping, text messaging, and so forth qualify as absences – please turn off your electronic devices before coming to class. Two tardies count as an unexcused absence; each subsequent tardy counts as another unexcused absence.

Excused absences include (but are not limited to) a medical excuse signed by your physician or a personal emergency authorized in writing by the Dean of Students. For a more detailed description of what constitutes an excused absence, see the Michigan Tech Student Handbook at [http://www.admin.mtu.edu/urel/studenthandbook/policies.html#integrity](http://www.admin.mtu.edu/urel/studenthandbook/policies.html#integrity)

You must sign the daily attendance sheet. I record attendance for two reasons:

1. If you’re doing poorly in class, attendance records can help me to determine if poor attendance is part of the problem.
2. Every instructor at Michigan Tech is required to submit attendance-verification rosters. These rosters are used for two purposes:
   a) To identify before it’s too late to make corrections for students who may be improperly registered for a course or have some other logistical issue that may affect their grade.
   b) To comply with federal law that stipulates that universities must verify students who receive Title IV financial aid are attending classes. Approximately 85% of Michigan Tech students receive some form of financial aid.

*If you will be or have been absent, send me an email (my first choice because it documents your situation and helpfulness) or leave a voicemail as soon as possible about your situation.*

A Safe & Respectful Classroom

I expect all students to actively contribute to a safe classroom environment through using respectful, appropriate, and professional language, as well as listening respectfully and with open minds to each other – especially when there are differences of outlook and opinion.

As part of this perspective, I am a proud member of Safe Place. Safe Place’s Mission Statement is: “The GLBT Safe Place Program strives to reduce homophobia and heterosexism on Michigan Tech’s campus. Through education, advocacy, and awareness, the program contributes to an open campus climate that is safe and accepting to all members of the University community” (from [www.safeplace.mtu.edu](http://www.safeplace.mtu.edu)). Thanks!

University Policies

Academic regulations and procedures are governed by University policy. Academic dishonesty cases (plagiarism or cheating) will be handled in accordance the University’s policies.

If you have a disability that could affect your performance in this class or that requires an accommodation under the Americans with Disabilities Act, please see me as soon as possible so that we can make appropriate arrangements. The Affirmative Action Office has asked that you be made aware of the following:

Michigan Tech complies with all federal and state laws and regulations regarding discrimination, including the Americans with Disabilities Act of 1990. If you have a disability and need a reasonable
accommodation for equal access to education or services at Michigan Tech, please call the Dean of Students Office, at 487-2212. For other concerns about discrimination, you may contact your advisor, department head or the Affirmative Action Office, at 487-3310.

Academic Integrity: http://www.studentaffairs.mtu.edu/dean/judicial/policies/academic_integrity.html

Affirmative Action:  http://www.admin.mtu.edu/aao/

Disability Services:  http://www.admin.mtu.edu/urei/studentshandbook/student_services.html#disability


Schedule

Dates indicate when reading and writing assignments are due, not when they are given. I’ve used the following abbreviations for our texts: $IJ =$ Introduction to Journalism ($I$); $NRW =$ News Reporting and Writing. The Associated Press Stylebook is for reference. Please bring to class each day the book we are currently reading.

Week 1: “What’s News in this Changing World of Journalism” and “Interviewing Strategies.” Meet this week to brainstorm for topics, sources, and research and interview questions for piece #1

M 6/28: Overview of course and syllabus; self-introductions; brainstorm for story ideas; $IJ$ “Story Ideas” and “Composing the Story” (pp. 12-18).

T 6/29: $NRW$ Ch. 1 “The Nature of News”; Discussion topic: “Some Key Features of Quality Journalistic Writing” ($I$ pp. 23-24) and “Style” ($I$ pp. 51-53); video: “News Writing Language and Style”; general style and Associated Press style pre-quiz; review Monday’s Daily Mining Gazette or previous week’s L’Anse Sentinel.

W 6/30: Citizen Journalism. Class visit by Keweenaw Now Editor Michele Bourdieu; examine websites related to regional metallic sulfide mining controversy; $NRW$ Ch. 2 “The Changing News Business.”

TH 7/1: $NRW$ Ch. 3 “Interviewing”; role play interviewing, including use of Audacity. Bring three texts to class for 25 points extra credit.

Week 2: “Gripping Quotes, The Right Info, Dazzling Leads, and Engaging Writing.” Meet this week to discuss drafts of piece #1

M 7/5: $NRW$ Ch. 4 “In Their Own Words.” Exercise 1, p. 88.

TU 7/6: Draft of piece #1 due; $NRW$ Ch. 5 “Gathering Information”; review for quiz 1; review Monday’s Daily Mining Gazette or previous week’s L’Anse Sentinel.

W 7/7: $NRW$ Ch. 7 “The Inverted Pyramid”; $I$ “Interviewing” (pp. 18-23); Reading and Discussion Quiz 1 (content from 6/28 – 7/6).

TH 7/8: $NRW$ Ch. 8 “Writing to be Read”; $I$ “Media Law” and “Photojournalism Law” (pp. 25-34).

Week 3: “Alternative Leads, Ethics, Cracking the Difficult Source.” Meet this week to brainstorm for topics, sources, and research and interview questions for piece #2

M 7/12: $NRW$ Ch. 9 “Alternatives to the Inverted Pyramid”; $I$ “Invasion of Privacy Law” (pp. 35-37).

HU3621 Introduction to Journalism 5 Summer 2010 – Clanaugh
TU 7/13: Final version of piece #1 due; *U* “Media Ethics,” “SPJ Code of Ethics,” “Guideline on Gifts, Free Meals, and Other Favors” (pp. 38-43).
W 7/14: *U* “Photojournalism Law and Ethics”; film: “Tell the Truth and Run”; Draft of piece #2 due.
TH 7/15: *U* “Access to Busy People” and “Unavailable for Comment. Did Not Respond, Declined Comment”; film: “Tell the Truth and Run”; review Wednesday’s *Gazette or Detroit Free Press*.

Week 4: “Distilling Real News from New Releases, On-line Trends.” Meet this week to discuss drafts of piece #2 and to brainstorm for topics, sources, and research and interview questions for piece #3
M 7/19: *NRW* Ch. 11 “News Releases”; Review for quiz 2; video: “Media Law”.
TU 7/20: Reading & Discussion Quiz 2 (content from 7/7 - 7/15); review Monday’s *Detroit Free Press* or previous week’s *L’Anse Sentinel*.
W 7/21: *NRW* Ch. 20 “Writing for Online Sources”; video: “Journalism Ethics”; final version of piece #2 due.
TH 7/22: Review Wednesday’s *Daily Mining Gazette or Marquette Mining Journal*; examine online versions; EPIC 2015 re changing media landscape.

Week 5: “Legal Issues & Ethics Revisted.” Meet this week to discuss drafts of piece #3
M 7/26: *NRW* Ch. 22 “Media Law.”
TU 7/27: Draft of piece #3 due; review for quiz 3; film: excerpts from “All the President’s Men.”
W 7/28: Reading & Discussion quiz 3 (content from 7/19 - 7/27); *NRW* Ch. 23 “Ethics.”
TH 7/29: Film: excerpts from “Absence of Malice.”

Week 6: “Going In-depth, Digging out the Hidden News, Additional Approaches to High-impact Writing.” Meet this week to brainstorm for topics, sources, and research and interview questions for piece #4. Meet this week to discuss drafts of piece #3
M 8/2: *U* “In-Depth Reporting: Investigative, Explanatory, and Beat Reporting” (pp. 44-46).
TU 8/3: Final version of piece #3 due; in-class prose style exercises; review Monday’s *Daily Mining Gazette* or previous week’s *L’Anse Sentinel*.
W 8/4: *U* “Beyond the Summary Lead: Story Telling” (pp. 47-50); in-class exercises based on *U* reading.
TH 8/5: Draft of piece #4 due; *U* “Generative Rhetoric of the Sentence” (pp. 53-58; in-class exercises based on *U* reading; review issues back issues of *Tech Lode* and *Michigan Tech Magazine*.

Week 7: “Wrapping Up & Looking Ahead.” Meet this week to discuss drafts of piece #4
M 8/9: Style & Editing Exercises.
TU 8/10: Review for quiz 4; review Monday’s *Daily Mining Gazette* or previous week’s *L’Anse Sentinel*.
W 8/11: Reading & Discussion quiz 4 (content from 7/28 - 8/10).
TH 8/12: Final version of piece #4 due; summary; course feedback/evaluation.

Enjoy a little breather before the fall semester begins!
It was great having you as part of the Michigan Tech Humanities Department News Bureau.

_HU3621 Introduction to Journalism_ 6 Summer 2010 – Clanaugh