HU3621 Introduction to Journalism

Room: 109 Walker
Time: 9:35-10:25 TTh; plus one hour of lab by arrangement (one-on-one brainstorming for topics and review of drafts for each article)
Semester: Fall 2011
Instructor: Associate Prof. Craig Waddell
Office: Room 302 Walker
Office Hours: 2:00-3:00 TTh; other times by appointment
Phone: 487-3261 (office)
E-mail: cwaddell@mtu.edu
Class List: journalism-l@mtu.edu (Replies to messages to this list are posted only to the message originator.)

TA: Jeni Jobst is a senior, English major at Michigan Tech and has worked in Michigan Tech’s Multiliteracies Center for the past year.

Jeni took Introduction to Journalism last year. This fall, she’s doing an independent study on journalistic edition and will be working as a TA in Introduction to Journalism. Jeni’s writing has been published in Adbusters magazine, Keweenaw Now, and the Lode. She is the founding editor of her own literary magazine, Pulpit http://pulpitmagazine.wordpress.com. Jeni is currently applying to graduate programs in Rhetoric and Composition at Penn State, Ohio University, and the University of Wisconsin Milwaukee.

Required Texts

Waddell, Craig. Introduction to Journalism, ninth edition. Houghton, MI: 2009. (I’ll provide you with a .pdf file of this document. Please print a copy, put in it a three-ring binder, and bring it to class regularly.)


Michigan Tech University Identity Standards and Editorial Guide
http://www.mtu.edu/idstandards.

You will also need an Ampad Reporter’s Notebook (available in the Campus Store) and a tape recorder (preferably a digital or a micro-cassette recorder). You can borrow a digital tape recorder from Dr. Erin Smith in Walker 138. (You may have to provide your own mini-disks; see Erin for details.)
Course Description

Michigan Tech has long had a commitment to a hands-on, learning-by-doing approach to higher education. Hence, a significant component of this course involves producing four, publication-ready journalistic articles. This course also provides an introduction to the history and practice of journalism, including critical analysis of journalistic coverage, journalistic style and editing, and legal and ethical issues in journalism. Hence, 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 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 and otherwise researching your stories and submitting your final drafts to one of the media outlets described below. (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 Outlets for Your Stories

Please consider submitting your work to any of the following media:

   Erika Peabody, Editor in Chief elpeabody@mtu.edu

2. The Daily Mining Gazette http://www.mininggazette.com/
   Jane Nordberg, Managing Editor jnordberg@mininggazette.com

   Michele Bourdieu, Editor abdermi@pasty.com

   Bonnie Gorman, Executive Director, University Marketing and Communications
   bgorman@mtu.edu

5. Portage Health System Communications Department (?) http://www.portagehealth.org/
   Mike Babcock, Marketing Associate 483-1561 or mbabcock@portagehealth.org

6. Pulpit (Jeni’s online magazine) http://pulpitmagazine.wordpress.com. Here’s an excerpt from the masthead: “PULPIT Magazine likes the absurd, the ugly, the too beautiful, too sweet, too sour, too nice, too mean literature and art. We love your extremes. By definition, a pulpit is a platform used to preach on (yes, in a church). So, preach away, but without the religulousness. This is your soapbox.”
If you're interested in submitting work to Pulpit, please talk with Jeni about the possibilities (either after class or by email at ejjobst@mtu.edu).

7. Other Possibilities??

Work submitted to any of the above outlets is subject to editing for length, grammar, spelling, factual accuracy, libelous content, and consistency with AP Style.

Depending on which outlet(s) you choose, you may work on news, sports, opinion, health, education, features, or other categories of articles. These will all be non-breaking pieces. (Non-breaking pieces are pieces that do not lose their relevance in a matter of days; hence, they can be published even weeks after they have been submitted.) The last of these pieces must be developed in depth; you choose which one this will be, and mark “in-depth” at the top of this piece before you submit it. **The general length guideline is 350-700 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. I encourage you to wait until you’ve received my comments on your final draft before submitting a revised copy of this draft for publication.

After revising your final draft, submit it to the appropriate editor (and simultaneously to me) via e-mail as a Word attachment. For the Gazette, copy-and-paste the text of your Word file into an email message. Please give your attachment a filename that indicate the topic of your article and the version of your draft (e.g., “CrimeRate2”).

Your work should be word processed 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, and the proposed outlet (and section if appropriate), headline, and pull quote. **Be sure to also mark your in-depth piece “in-depth.”**

Hence, the top of your first page should look something like this:

Julie Smith  
Introduction to Journalism  
Oct. 17, 2011  
Article #2  
Draft #1  
Word Count: 578  
Proposed Outlet: Lode/Features  
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.” Joe Brown
Evaluation

Your final grade will be determined approximately as follows:

<table>
<thead>
<tr>
<th>Contribution</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Up to 100 points for participation in class</td>
<td>100</td>
</tr>
<tr>
<td>Up to 25 points for each of 4 brainstorming</td>
<td>100</td>
</tr>
<tr>
<td>conferences</td>
<td></td>
</tr>
<tr>
<td>Up to 25 points for each of 4 drafts</td>
<td>100</td>
</tr>
<tr>
<td>Up to 25 points for each of 4 draft-review</td>
<td>100</td>
</tr>
<tr>
<td>conferences</td>
<td></td>
</tr>
<tr>
<td>Up to 100 points for each of 4 final pieces</td>
<td>400</td>
</tr>
<tr>
<td>Up to 50 points for each of 4 quizzes</td>
<td>200</td>
</tr>
<tr>
<td>Total</td>
<td>1,000</td>
</tr>
</tbody>
</table>

Tips on Doing Well

- For each of your four brainstorming conferences, (1) mark your calendar; (2) arrive on time; and (3) bring a pen and paper, and be prepared to take notes, just as you would during an interview with a source. These things—among others—will affect your grade (up to 25 points for each conference).

- For each of your four draft-review conferences, (1) mark your calendar; (2) arrive on time; (3) bring a hard copy of a complete, double-spaced, word-processed draft. These things—among others—will affect your grade (up to 25 points for each conference and up to 25 points for each draft).

- See “Some Key Features of Quality Journalistic Writing” on pages 23-24 of Introduction to Journalism, and use this as a check list both while writing and before submitting your articles.

- I use a sliding scale of excellence; hence, you must do better on each assignment to justify the same grade. If I instead used an absolute scale of excellence, you would be penalized on the early assignments for not doing well what you have not yet learned, and your final grade would suffer as a consequence.

- Finish your last assignment (and the semester) with a bang, not a whimper. Don’t assume in week 12 that your final grade is already locked in.

Extra credit

25 points for bringing to class before the end of week 3 the required texts with your name permanently marked in or on them.

10 points for each verified submission for publication: when you submit your work electronically to the editor, copy the email message to me, and use Submission as the first word
in your subject line. Please wait to submit your work until you have received the final draft back from me and have responded to my comments.

A: 930-1000 points
AB: 880-929 points
B: 830-879 points
BC: 780-829 points
C: 730-779 points
CD: 680-729 points
D: 600-679 points
F: 599 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 copies of everything you have had published. You may need these portfolios later in the semester.

The Michigan Tech Multiliteracies Center (formerly The Writing Center)

Michigan Tech has an excellent Multiliteracies Center, which is located in Walker 107. I encourage you to schedule, 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.mtu.edu/wc/

Late Assignments

In the real world of journalism—except under the most extraordinary circumstances—the presses don’t wait for late submissions. As a beginning journalist, if you fail to complete your assignment on time more than a few times, you’ll probably find yourself looking for a new job.

If you do not submit your work on time, you will lose 10 points for every day that it is late. I will not accept any work that is submitted after the due date for the first draft of the next assignment.

Attendance Policy

“Eighty percent of success is just showing up.” Woody Allen

According to the Michigan Tech Attendance policy, an absence is excused under the following
conditions:

• A student is participating in off-campus, University-sponsored activities, such as field trips, fine arts performances, intercollegiate athletics, judging teams, job fairs, etc. The faculty or staff members supervising the off-campus activity will send a notice to all academic departments and the Office of Student Affairs before the activity takes place. The notice will include the name and date of the activity, the name of the supervising person, a list of all participating students, and their classes.

• The instructor is assured that a student’s absence from class was due to circumstances beyond the student’s control. The student must provide verification of the special circumstance if the instructor requests it. Excuses are usually given in the following circumstances: illness, funeral of any relative or close friend, military duty, court appearance, and personal emergencies.

• The instructor deems it excusable. Some examples might include professional and graduate school interviews, plant trips, job interviews requiring travel, and professional society meetings.

A full description of the University’s attendance policy is available at http://www.mtu.edu/dean/conduct/policy/attendance/

I keep a record of attendance for two reasons:

1. Because if you’re doing poorly in class, these records can help me to determine if poor attendance is part of the problem.

2. Every professor 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 the appropriate corrections students who

      • think they are registered for a course, attend all semester and complete the work, but receive no grade at the end of the semester because they were never registered;

      • have never attended a class because they mistakenly think they have dropped the course and, hence, wind up receiving a failing grade at the end of the semester;

      • attend an incorrect section of a course and receive a failing grade at the end of the semester from the section for which they are registered but which they never attended.

   b. To comply with federal law that stipulates that universities must verify that students who receive Title IV financial aid are attending the classes in which they are enrolled. (Title IV of the Higher Education Act of 1965 as amended in 1998 establishes general rules that apply to student financial assistance programs, including Pell Grants, Academic Competitive Grants, National SMART Grants, Federal Supplemental Educational Opportunity Grants, Federal Direct Loans, Federal

**Policy on Religious Observance** (also from attendance policy at http://www.mtu.edu/dean/conduct/policy/attendance):

“Michigan Tech permits students to be excused from class on holidays observed by their religious faith. Students who wish to be absent for a religious holiday are responsible for making arrangements in advance with their instructors to make up class work and exams. Instructors may expect a reasonable limit to the number of absences requested.”

**Michigan Tech’s Academic Integrity Policy**

See [http://www.sa.mtu.edu/dean/judicial_policies/academic_integrity_policy_2006.pdf](http://www.sa.mtu.edu/dean/judicial_policies/academic_integrity_policy_2006.pdf)

“Academic integrity and honesty are central components of a student’s education, and the ethical conduct maintained in an academic context will be taken eventually into a student’s professional career. Academic honesty is essential in a community of scholars searching and learning to search for truth. Anything less than total commitment to honesty undermines the efforts of the entire academic community. Both students and faculty are responsible for insuring the academic integrity of the university.

This policy applies to the academic conduct of all persons at Michigan Technological University who have ever matriculated at the University, whether or not the person is enrolled at the time an allegation of academic dishonesty is made.

This policy addresses academic dishonesty in course work. Allegations of dishonesty in research or publication are addressed under the Scientific Misconduct Policy.

Procedures to ensure fairness and due process for all parties involved in any apparent violation of the Academic Integrity Policy will be developed, and periodically reviewed, by the Dean of Students Office in consultation with the members of the Academic Integrity Committee appointed by the University Senate.”

**Academic Integrity Policy—Definition of Academic Misconduct**

[http://www.mtu.edu/dean/conduct-policy/academic-integrity/definition.html](http://www.mtu.edu/dean/conduct-policy/academic-integrity/definition.html)

“**Plagiarism**

Knowingly copying another's work or ideas and calling them one's own or not giving proper credit or citation. This includes but is not limited to reading or hearing another's work or ideas and using them as one's own; quoting, paraphrasing, or condensing another's work without giving proper credit; purchasing or receiving another's work and using, handling, or submitting it as one's own work.

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Cheating
Intentional, unauthorized use of any study aids, equipment, or another's work during an academic exercise. This includes but is not limited to unauthorized use of notes, study aids, electronic or other equipment during an examination; copying or looking at another individual's examination; taking or passing information to another individual during an examination; taking an examination for another individual; allowing another individual to take one's examination; stealing examinations. Cheating also includes unauthorized collaboration. All graded academic exercises are expected to be performed on an individual basis unless otherwise stated by the instructor. An academic exercise may not be submitted by a student for course credit in more than one course without the permission of all instructors. [Note: this is also known as self-plagiarism.]

Fabrication
Intentional and/or unauthorized falsification or invention of any information or citation during an academic exercise. This includes but is not limited to changing or adding an answer on an examination and resubmitting it to change the grade; inventing data for a laboratory exercise or report.

Facilitating Academic Misconduct
Knowingly or recklessly allowing or helping another individual to plagiarize, cheat, or fabricate information."

Sanctions for academic dishonesty range from warnings to expulsion from Michigan Tech. For more information, visit http://www.mtu.edu/dean/conduct/policy/academic-integrity/sanctions.html

The Americans with Disabilities Act
MTU complies with all federal and state laws and regulations regarding discrimination, including the Americans with Disabilities Act of 1990 (ADA). If you have a disability and need a reasonable accommodation for equal access to education or services at MTU, please call Dr. Gloria Melton, Dean of Students (7-2212). For other concerns about discrimination, you may contact your advisor, your department head, or the Affirmative Action Office (7-3310).

DRAFT Schedule of Assignments and Class Activities

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; EJ = The Elements of Journalism. The Associated Press Stylebook is for reference. Please bring to class each day the book we are currently reading.
Week 1:
TU 8/30: Overview of course and syllabus; introduce TA Jeni Jobst; self-introductions; **brainstorm for story ideas**; discuss IJ "Story Ideas" and "Researching and Composing the Story" (pp. 12-18)
TH 9/1: Class visit by Michigan Tech Lode Editor in Chief Erika Peabody, and perhaps plan a visit to the Lode office; EJ Ch. 1: "What is Journalism For?"

Week 2: **Meet this week to brainstorm for topics, sources, and research and interview questions for piece #1**

TU 9/6: "Some Key Features of Quality Journalistic Writing" (IJ pp. 23-24)
TH 9/7: EJ Ch 2: "Truth: The First and Most Confusing Principle"; class visit by Gazette Publisher Michael Scott and Managing Editor Jane Nordberg; plan visit to Gazette office.

Week 3:
TU 9/13: EJ Ch 3: "Who Journalists Work For"; visit Gazette offices?
TH 9/15: "Style" (IJ pp. 51-53); **Video:** "News Writing Language and Style"; general style and Associated Press style pre-quiz

Week 4: **Meet this week to discuss drafts of piece #1**

TU 9/20: EJ Ch 4: "Journalism of Verification"; IJ "Interviewing" (pp. 18-23)
TH 9/22: IJ "Media Law" and "Photojournalism Law" (pp. 25-34); **review for quiz 1** (this will be the only quiz with a review)

Week 5: **Meet this week to brainstorm for topics, sources, and research and interview questions for piece #2**

TU 9/27: EJ Ch. 5 "Independence from Faction"; IJ "Invasion of Privacy Law" (pp. 35-37); **reading and discussion quiz #1**
TH 9/29: Final version of piece #1 due; IJ "Media Ethics, "SPJ Code of Ethics," "Guideline on Gifts, Free Meals, and Other Favors" (pp. 38-43)

Week 6:
TU 10/4: EJ Ch. 6: "Monitor Power and Offer Voice to the Voiceless"; IJ "Photojournalism Law and Ethics"; **film:** "Tell the Truth and Run"
TH 10/6: IJ "Access to Busy People" and "Unavailable for Comment, Did Not Respond, Declined Comment"; **film:** "Tell the Truth and Run"; review Wednesday’s Lode or Gazette

Week 7: **Meet this week to discuss drafts of piece #2**

- TU 10/11: EJ Ch. 7: "Journalism as a Public Forum"; **video:** "Media Law"
- TH 10/13: Review Wednesday’s Lode or Gazette
Week 8: Meet this week to brainstorm for topics, sources, and research and interview questions for piece #3

TU 10/18: EJ Ch. 8: "Engagement and Relevance"; video: "Journalism Ethics"; final version of piece #2 due
TH 10/20: Reading and discussion quiz #2

Week 9:
TU 10/25: EJ Ch. 9: "Make the News Comprehensive and Proportional"; film excerpt from "Page One: Inside the New York Times"
TH 10/27: Film: excerpts from "All the President's Men"

Week 10: Meet this week to discuss drafts of piece #3

TU 11/1: EJ Ch 10: "Journalists Have a Responsibility to Conscience"
TH 11/3: Film: excerpts from "Absence of Malice"

Week 11: Meet this week to brainstorm for topics, sources, and research and interview questions for piece #4

TU 11/8: IJ "In-Depth Reporting: Investigative, Explanatory, and Beat Reporting" (pp. 44-46); Reading and discussion quiz #3;
TH 11/10: Final version of piece #3 due; in-class prose style exercises; EJ Ch. 11 "The Rights and Responsibilities of Citizens"

Week 12:
TU 11/15: IJ "Beyond the Summary Lead: Story Telling" (pp. 47-50); in-class exercises based on IJ reading
TH 11/17: IJ "Generative Rhetoric of the Sentence" (pp. 53-58; in-class exercises based on IJ reading; review Wednesday’s Lode or Gazette

11/19-11/27 Thanksgiving Break

Week 13: Meet this week to discuss drafts of piece #4; course evaluations on a day during last two weeks when time permits

TU 11/29: Style exercises
TH 12/1: Review Wednesday’s Lode or Gazette

Week 14:
TU 12/6: Reading and discussion quiz #4
TH 12/8: Final version of piece #4 due; summary