HU3621 Introduction to Journalism

Room: Walker 143
Time: 8:05-9:50 TTh; except weeks during which labs are scheduled (see below); during these weeks, class meets from 8:05-9:25
Semester: Fall 2015
Instructor: Associate Prof. Craig Waddell
Office: Room 302 Walker
Office Hours: 2-3 TTh; other times by appointment
Phone: 487-3261 (office)
E-mail: cwaddell@mtu.edu
Class List: hu3621-r01-fa15-l@mtu.edu (This list is set for postings restricted to the owner.)

HU3621 Introduction to Journalism is included on the Humanities, Arts, and Social Sciences (HASS) distribution list for Michigan Tech’s General Education Program.

A. General Education and Assessment

A liberal education that helps to prepare citizens for active participation in a democratic culture has been a fundamental goal of Western education for over 2,400 years, first articulated by Isocrates; passed on through his work to the Roman world by Cicero, Quintilian, and others; and thence transferred more broadly to Western Europe and the New World. A subset of a liberal education is “general education,” a set of courses that all students are required to take to help prepare them for citizenship.

The North Central Association is one of six, regional accreditation associations in the United States. These associations work to ensure that the colleges and universities they assess are providing legitimate courses of study for their students. This helps to avoid unscrupulous organizations from setting up shop and awarding, for example, 90-day, mail-order degrees. Generally speaking, a degree from an institution that is not accredited is less valuable (on the job market) than is a degree from an accredited institution. In addition, federal scholarship and loan money may not be available for students at institutions that are not accredited.

Among the things that an accreditation association evaluates is a university’s general education program. According to the North Central Association’s Higher Learning Commission,

The institution [in this case, Michigan Tech] articulates the purposes, content, and intended learning outcomes of its undergraduate general education requirements. The program of general education is grounded in a philosophy or framework developed by the institution or adopted from an established framework. It imparts broad knowledge and intellectual concepts to students and develops skills and attitudes that the institution believes every college-educated person should possess. http://policy.ncahlc.org/Policies/criteria-for-accreditation.html
For its General Education Program, Michigan Tech has defined a set of learning goals that are consistent with the Association of American Colleges and Universities’ “Liberal Education and America’s Promise” (LEAP) initiative http://www.aacu.org/leap/. These goals are defined on the university’s assessment site at http://www.mtu.edu/assessment/program/university-learning-goals/ and include the following:

1. Disciplinary knowledge
2. Knowledge of the physical and natural world
3. Global literacy
4. Critical and creative thinking
5. Communication
6. Information literacy
7. Technology
8. Social responsibility and ethical reasoning

HU3621 Introduction to Journalism has been designated as a General Education distribution course that might meet Learning Goal 5A Written Communication:

“Students will be able to communicate effectively, orally, in writing and in new media, to a wide variety of audiences. Written communication is the development and expression of ideas in writing. Written communication involves learning to work in many genres and styles. It can involve working with many different writing technologies, and mixing texts, data, and images. Written communication abilities develop through iterative experiences across the curriculum.”

To test the appropriateness of this designation, the General Education Committee will select and assess several projects from the class. Hence, as of November 19, 2012, the following language has been required in all Michigan Tech syllabi:

“Student work products (exams, essays, projects, etc.) may be used for purposes of university, program, or course assessment. All work used for assessment purposes will not include any individual student identification.”

Work to be assessed will be selected randomly, and neither you nor I will know in advance what work will be selected. The purpose of this assessment is neither to evaluate you (the work will be assessed anonymously) nor to evaluate me; instead, it is to determine whether or not Introduction to Rhetoric is an appropriate choice for assessing learning goal 4 or whether another course should be selected for this purpose.
The rubric for goal 5A is available as a PDF file at http://www.mtu.edu/assessment/program/university-learning-goals/ Please note that although there is definitely overlap, this rubric is neither required nor expected to be precisely my own means of evaluating your work for the class. These are two, separate evaluations.

B. Policy on Multitasking

Extensive research has shown that multitasking simply doesn’t work and that the people who are most confident about their ability to multitask are, in general, the worst at multitasking successfully. The most dramatic evidence we have for this is with respect to using a cell phone (for either talking or texting) while driving. Hence, if you use an mp3 player, cell phone, laptop, tablet, or other electronic device in class, I will count you absent for that day. If you want to test your multitasking potential, visit http://www.youtube.com/watch?v=Ahg6qcgoay4 (This test is only valid if you haven’t seen this or a similar test previously.)

C. Required Texts

Waddell, Craig. Introduction to Journalism, 10th edition. Houghton, MI: 2010. (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.) Pages 12-64 are basically lecture notes.


Michigan Tech University Identity Standards and Editorial Guide http://www.mtu.edu/idstandards/ This includes some useful information for stories about Michigan Tech. For example, under “Miscellany” in the “Editorial Guide” section, you will find a list of the official names and short-form names for Michigan Tech buildings.

You will also need an Ampad Reporter’s Notebook (available in the Campus Store) and a voice recorder (or a smartphone with this capacity). You might be able to borrow a recorder from Dr. Erin Smith in 120E Walker.

Another helpful resource is Goggle News Lab https://newslab.withgoogle.com

D. Course Description

From its beginnings as a college of mines, Michigan Tech has a long commitment to a hands-on, learning-by-doing approach to higher education. Hence, a significant component of this course involves producing publication-ready journalistic articles.

Critical assessment of news media is essential to a healthy, fully functioning democracy. Hence, in addition to requiring several publication-ready journalistic articles, HU3625 Introduction to
Journalism also provides an introduction to the history and practice of journalism, including legal and ethical issues in journalism and critical analysis of news media. Your work producing publication-ready journalistic articles should provide valuable insight into media criticism, and the last two of your four written pieces will focus on critical analysis of media.

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 of your two journalistic articles and two media-criticism essays; (2) one-on-one meetings to review drafts of your two journalistic articles; and (3) interviewing sources and otherwise researching these two articles. Meetings are scheduled for weeks 2, 4, 5, 7, 8, and 11 (see schedule below).

E. Course Goals

In addition to providing a general introduction to journalism, course goals include the following:

1. To help you to prepare for the journalistic aspects of your chosen profession. For example, interviewing—a skill that will be developed in this course—is primary means of gathering information in any context. In scientific and technical communication, you may be required to interview subject matter experts [SMEs]; and in anthropology, you may be required to conduct ethnographic interviews.

2. To help you to become a more critical consumer of news media. Lord Acton (John Emerich Edward Acton, 1834-1902) famously said, “Power tends to corrupt, and absolute power corrupts absolutely.” For this reason, the Society of Professional Journalists Code of Ethics obliges journalists to “Be vigilant and courageous about holding those with power accountable.”

Our Founding Fathers probably had this in mind when drafting the First Amendment to the Constitution of the United States, which reads as follows: “Congress shall make no law respecting an establishment of religion, or prohibiting the free exercise thereof; or abridging the freedom of speech, or of the press; or the right of the people peaceably to assemble, and to petition the Government for a redress of grievances.” This makes the press the only profession protected by the Constitution.

Journalists have a sacred obligation to hold those in power accountable, and citizens have a sacred obligation to ensure that journalists live up to this task.

3. To prepare for a career in journalism. No single course can prepare anyone for a career; however, some students who have taken Introduction to Journalism and have then gone on to complete our Minor in Journalism have gone on to begin successful careers in journalism.

4. To help you improve your writing skills (e.g., through the one-on-one workshops on drafts).
F. Your Two Journalistic Articles

Your two journalistic articles must be nonbreaking news, for which interviews are essential. You cannot receive a passing grade on any article that does not include multiple interviews.

We will discuss sources more thoroughly in class in conjunction, for example, with the booklet Introduction to Journalism. In brief, however, you should consider three broad categories of sources: (1) direct observation; (2) interviews; and (3) documentary evidence. The category interviews might also be divided into three (sub)categories: (1) experts; (2) participants; and (3) “the man (person?) on the street” (MOTS) or vox populi (“voice of the people”).

For example, in the case of a fire at a rental property, you might (1) directly observe the fire; (2) interview the fire chief (expert), interview a tenant (participant), and interview a passerby (person on the street); and (3) search public records for relevant information about the fire (When was the last time the property was subjected to a fire inspection? Had the landlord been cited for fire-code violations in this or other properties? Etc.). If the subject of your story is controversial, you need to interview sources representing the diverse positions on the subject.

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 general length guideline for these pieces is 350-700 words.

Note: You are not required to submit your work for publication; however, I strongly encourage you to submit your work to the Lode or to some other, appropriate publication. In either case, to develop a sense of audience, you must write as if you were submitting for publication, and you must specify your real or hypothetical audience. Your work will be judged (and graded) in part on how well you address this audience.

If you do plan to submit for publication, please wait until you’ve received the final draft back from me and have responded to my comments.

G. Format of Your Two Journalistic Articles (Please read this section carefully: Points may be lost for failing to follow these instructions, which I’ll explain in class.)

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 (see below).

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. Please indent the first line of each new paragraph.

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.

Hence, the top of your first page should look something like this:
Julie Smith
Introduction to Journalism
Oct. 3, 2015
Article #1
Draft #2
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, Houghton City Manager
Proposed Photo Caption: “Houghton Mayor Jane Doe leads volunteers in annual litter patrol.”

Note: Unlike expository essay writing, journalism uses short paragraphs, often only two to three sentences long.

Tip: If you need to incorporate a long URL into a document, use Google’s URL Shortener at http://goo.gl to create a shorter URL.

H. Submitting Your Articles to the Michigan Tech Lode

You’ll do a much better job on your two journalistic articles if you have a real sense of audience and if you know that your work will actually be published and read by an interested audience. In addition, potential sources will be much more willing to give you their time if they know that a story on a subject of significant interest to them will actually be published and read. Hence, please communicate with the editor in chief (EIC) of the Michigan Tech Lode about submitting your work to the Lode (you can visit the Lode online at http://www.mtulode.com/). The Lode’s EIC for 2015-206 is Kassia Prystalski (kjprysta@mtu.edu).

(Work submitted to the Lode is subject to editing for length, grammar, spelling, factual accuracy, libelous content, and consistency with AP Style.)

I. Your Two Media-Criticism Essays

Your two, media-criticism essays (750-1000 words each) will be in response to questions that develop from our common readings and class discussion.

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 essay number (1 or 2), the word count. Hence, the top of your first page should look something like this:

Julie Smith
Introduction to Journalism
J. Required Lists of Discussion Questions

Our educational system usually does pretty well at helping to prepare people to answer questions and to solve problems, but perhaps not as well at helping people to frame questions and to identify what the problems are or might be to begin with. Given this, given the emphasis in the class on public deliberation, and given a desire to encourage more class discussion, three sets of discussion questions are required, with three questions in each set.

Bring to class for each of 5 Tuesdays (as indicated in the below schedule of assignments) a list of three discussion questions about the current readings and films. Dates for discussion questions are indicated in the below Schedule of Assignments and Class Activities and are indexed to the first letter of your last name (either A-L or M-Z).

Please number your lists from 1-5, and please keep a portfolio of your work help ensure accurate record keeping.

Please word-process these lists. Since the purpose of these lists is to help stimulate class discussion, please be sure to have your lists ready on the days they are due. Also, please do not include more than one factual question on any given list. Instead, please focus on questions of interpretation. Ideally, these would be questions (a) that you yourself find interesting and (b) to which you don’t yet have a clear answer and, hence, (c) which you are genuinely interested in discussing/exploring with the class.

Please double-space your questions, and when questions are drawn from the reading, please cite the relevant page number(s).

In class, we’ll begin discussing your questions in small groups (2-3 people) and will then move on to further discussion with the class as a whole.

Credit for lists of discussion questions and for the consequent class discussions is, by the very nature of these assignments, awarded on the basis of your having prepared your lists in advance of class and your subsequent participation in in-class discussions. If you’re not there to participate, it will be very difficult to earn these points. The same would be true, for example, for an in-class quiz. An exception can be made for an excused absence.

Please consider how you might develop one or more of your discussion questions and the related class discussion into one or more of your media-criticism essays.

K. Evaluation

Your final grade will be determined approximately as follows:

Up to 175 points for class participation (28 classes @ 6 points each + 7 to round) 175 points
Up to 25 points for each of 4 brainstorming conferences 100 points
Up to 15 points for each of 4 draft-review conferences 60 points
Up to 10 points for each of 4 drafts 40 points
Up to 100 points for each of 4 final pieces 400 points
Up to 50 points for each of 3 quizzes 150 points
Up to 15 points for each of 5 lists of discussion questions 75 points
Total 1,025 points

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

L. 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 (or show me your purchased, digital copies of the texts).

M. 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.

N. 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 top 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.

• See “Some Key Features of Quality Journalistic Writing” on pages 23-24 of Introduction to Journalism, and use this as a checklist, 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 or 13 that—for better or worse—your final grade is already locked in.

O. Policy on 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.

P. Policy on Missed Conferences

Class policy on missed conferences is similar to the policies on absences and late assignments:

1. If you must miss a conference for a reason that would be covered by Michigan Tech’s policy on excused absences (illness, death in the family, etc.), that will count as an excused absence from your conference. Please try to notify me in advance, and make arrangements to make up this conference; initiating this rescheduling is your responsibility. On the first such incident, I will take your word for the reason for missing the conference. On subsequent absences, I may require verification from the Dean of Students Office or from a medical professional.

2. If you miss a conference for a reason not covered by Michigan Tech’s policy on excused absences, on the first such occurrence, I will penalize you 10 percent if you submit notification in advance of the conference and 20 percent if you do not submit notification in advance of the conference. You should then attempt to reschedule the conference; initiating this attempt is your responsibility. **On subsequent unexcused absences, there will be no rescheduled conference.**

Q. The Michigan Tech Multiliteracies 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 webpage at [http://www.mtu.edu/humanities/resources/mtmc/](http://www.mtu.edu/humanities/resources/mtmc/)

R. 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:
1. Off-campus events:

- Including intercollegiate athletics; fine arts performances; program-sponsored competitions; program-sponsored field trips; and similar official events where students represent the University in an official capacity.

- The instructor or staff supervising students participating in these events must provide notice to the students’ instructors and the Dean of Students Office prior to the date of the activity. The notice must include the name of the activity, the date(s) of class absence, the name of the supervising instructor or staff, and the names of all participating students.

2. Absences involving legitimate extenuating circumstances beyond a student’s control. These include student illness or injury that prevents a student from participating in class; death or critical illness of a family member; birth of a child; military duty; jury duty or subpoena for court appearances; and similar serious extenuating circumstances.

   If a student’s absence causes the student to miss an assignment, examination or other graded requirement of the class, the instructor may require the student to provide documentation verifying the cause of the absence. The student may provide the documentation to the instructor or to the Dean of Students Office.

3. Instructors retain the discretion to excuse student absences for reasons other than those described in the above paragraphs. (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/deanofstudents/academic-policies/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 Perkins Loans, and Federal PLUS Loans. Approximately 85 percent of Michigan Tech students receive some form of financial aid.)

S. Policy on Accountability for Excused Absences

I can allow up to two excused absences without documentation. However, if you want credit for more than two such absences, you must provide the appropriate documentation from the Dean of Students Office, from a medical professional, or from some other appropriate source.

T. Policy on Religious Observance [http://www.mtu.edu/deanofstudents/academic-policies/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.”

U. Michigan Tech’s Academic Integrity Policy

In outline, Michigan Tech’s Academic Integrity Policy reads as follows:

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 integrity is essential in a community of scholars searching and learning to search for truth. Anything less than total commitment to integrity undermines the efforts of the entire academic community. Both students and faculty are responsible for insuring the academic integrity of the University.

The University expects students to work independently on individual assignments and examinations and to follow acceptable academic practices. While group efforts and study groups are often appropriate, students must submit their own work. Students should direct any questions concerning use of outside resources or collaboration on assignments to their course instructor.

Students who cheat, plagiarize, or fabricate data, as well as students who help others to cheat, plagiarize, or fabricate, can receive disciplinary sanctions of warning, probation, suspension, or expulsion from the University, depending on the severity of the offense. [Emphasis added.]

Tech’s Academic Integrity Policy is described in detail at
http://www.admin.mtu.edu/usenate/policies/p109-1.htm Note on this site that “An academic exercise may not be submitted by a student for course credit in more than one course without the permission of all instructors.” This is sometimes known as “self-plagiarism.”

V. The Americans with Disabilities Act http://www.mtu.edu/equity/need-know/ada/

Michigan Technological University 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, Chair/Dean of your academic unit or Institutional Equity and Inclusion, at 487-3310.

W. DRAFT Schedule of Assignments and Class Activities (“The best-laid schemes o’ mice an’ men / Gang aft agley” (The best-laid plans of mice and men / Often go awry), Robert Burns, “Tae a Moose” (“To a Mouse”), 1785

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 that we’re currently reading.

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<th>Week 1</th>
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<td>TU 9/1</td>
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<td>TH 9/3</td>
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Week 2: Meet this week to brainstorm for topics, sources, and research and interview questions for journalistic article #1; hence, class meets from 8:05-9:25

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<th>Week 2</th>
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<td>TU 9/8</td>
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<td>TH 9/10</td>
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Week 3

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<th>Week 3</th>
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<td>TU 9/15</td>
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<td>TH 9/17</td>
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Week 4: Meet this week to discuss drafts of journalistic article #1; hence, class meets from 8:05-9:25

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<th>Week 4</th>
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<td>TU 9/22</td>
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<td>TH 9/23</td>
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Week 5: Meet this week to brainstorm for topics, sources, and research and interview questions for journalistic article #2; hence, class meets from 8:05-9:25

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<th>Week 5</th>
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<td>TU 9/29</td>
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HU3621 Introduction to Journalism

Dr. Craig Waddell
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<th>Day</th>
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<tr>
<td>TH</td>
<td>10/1</td>
<td><strong>Final version of journalistic article #1 due; IJ “Media Ethics,” “SPJ Code of Ethics,” “Guideline on Gifts, Free Meals, and Other Favors” (pp. 38-43)</strong></td>
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<td>Week 6</td>
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<td><strong>Final version of journalistic article #1 due; IJ “Media Ethics,” “SPJ Code of Ethics,” “Guideline on Gifts, Free Meals, and Other Favors” (pp. 38-43)</strong></td>
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<td>TU</td>
<td>10/6</td>
<td>EJ Ch. 6: “Monitor Power and Offer Voice to the Voiceless”; IJ “Photojournalism Law and Ethics”; film: “Tell the Truth and Run”; discussion questions list 2 for M-Z</td>
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<td>TH</td>
<td>10/8</td>
<td>IJ “Access to Busy People” and “Unavailable for Comment, Did Not Respond, Declined Comment”; film: “Tell the Truth and Run”; review Wednesday’s Lode; class discussion of EJ; list of discussion questions due</td>
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<td>Week 7: Meet this week to discuss drafts of journalistic article #2; hence, class meets from 8:05-9:25</td>
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<td>TU</td>
<td>10/13</td>
<td>EJ Ch. 7: “Journalism as a Public Forum”; video: “Media Law”; discussion questions list 3 for M-Z</td>
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<td>TH</td>
<td>10/15</td>
<td>Review/critique Wednesday’s Lode</td>
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<td>Week 8: Meet this week to brainstorm for critical essay #1; hence, class meets from 8:05-9:25</td>
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<td>TU</td>
<td>10/20</td>
<td>EJ Ch. 8: “Engagement and Relevance”; video: “Journalism Ethics”; final version of journalistic article #2 due; discussion questions list 3 for M-Z</td>
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<td>TH</td>
<td>10/22</td>
<td>Reading and discussion quiz #2</td>
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<td>Week 9</td>
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<td><strong>Final version of journalistic article #2 due; discussion questions list 3 for M-Z</strong></td>
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<td>TU</td>
<td>10/27</td>
<td>EJ Ch. 9: “Make the News Comprehensive and Proportional”; film excerpt from “Page One: Inside the New York Times”; discussion questions list 4 for A-L</td>
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<td>TH</td>
<td>10/29</td>
<td>Film: excerpts from “All the President’s Men”; class discussion of EJ</td>
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<td>Week 10: Meet this week to review drafts of critical essay #1; hence, class meets from 8:05-9:25</td>
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<td>TU</td>
<td>11/3</td>
<td>EJ Ch. 10: “Journalists Have a Responsibility to Conscience”; discussion questions list 4 for M-Z</td>
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<td>TH</td>
<td>11/5</td>
<td>Film: excerpts from “Absence of Malice”; class discussion of EJ</td>
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<td>Week 11: Meet this week to brainstorm for critical essay #2; hence, class meets from 8:05-9:25</td>
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<td>TU</td>
<td>11/10</td>
<td>IJ “In-Depth Reporting: Investigative, Explanatory, and Beat Reporting” (pp. 44-46); discussion questions list 5 for A-L</td>
</tr>
<tr>
<td>TH</td>
<td>11/12</td>
<td><strong>Final version of critical essay #1 due; in-class prose style exercises; EJ Ch. 11 “The Rights and Responsibilities of Citizens”</strong></td>
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<tr>
<td>Week 12:</td>
<td></td>
<td><strong>Final version of critical essay #1 due; in-class prose style exercises; EJ Ch. 11 “The Rights and Responsibilities of Citizens”</strong></td>
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<tr>
<td>TU</td>
<td>11/17</td>
<td>IJ “Beyond the Summary Lead: Story Telling” (pp. 47-50); in-class exercises based on IJ reading; discussion questions list 5 for M-Z</td>
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<tr>
<td>TH</td>
<td>11/19</td>
<td>IJ “Generative Rhetoric of the Sentence” (pp. 53-58; in-class exercises based on IJ reading; review/critique Wednesday’s Lode</td>
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<tr>
<td>November 21-29: Thanksgiving Recess</td>
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<tr>
<td>Week 13: Meet this week to review drafts of critical essay #2; hence, class meets from 8:05-9:25</td>
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<tr>
<td>TU</td>
<td>12/1</td>
<td>Style exercises</td>
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<tr>
<td>TH</td>
<td>12/3</td>
<td>Review Wednesday’s Lode</td>
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<td>Week 14</td>
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<tr>
<td>TU</td>
<td>12/8</td>
<td>Reading and discussion quiz #3</td>
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<tr>
<td>TH</td>
<td>12/10</td>
<td>Final version of critical essay #2 due; course summary</td>
</tr>
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