As we complete the following list of assignments, we may speed up a bit, or we may slow down a bit. Pace will depend on the needs of the class. So, you will have to be attentive to the pace. That means, if you miss a class, it's your responsibility to stay informed about assignments.

On the first day of class we will cover the basic nature of news: impact, conflict, novelty, prominence, proximity, timeliness, relevance, usefulness/helpfulness, and human interest/entertainment, inspiration, special interest, community problems, trends, and living myth. Next we will begin to practice "Inverted Pyramid Thinking." We will also look at community service learning and the course’s interest in public journalism. A key element in this course is understanding community service and writing about it. You will be expected to develop a relationship with a service agency, work at that agency, and write about the experience. And we will work on writing for the voice – for radio and TV.

Required Material

- A dictionary.
- A daily newspaper. Every student of journalism should read a daily paper.
- Access to Radio, Television and online news sources. Check out The English Browser News Networks and Services.
- A reporter's notebook. (available in bookstore).
- Folders: for clipping files, story files, finished stories and assignments.
- Computer disks/Augnet access

Sept. 5 - Using Bibliographic Search Materials in Popular Writing

- Pick up your books and read Chapters 1, 2 & 7 in the text: Writing and Reporting News, A Coaching Method, by Carole Rich. We will review those chapters and work on exercises (page 42-44) in class together. FYI: Check out some of the sites referenced in these chapters by linking to the text’s online site.

- Presentation by Bill Wittenbreer, Augsburg Public Access Reference Librarian, on how to use the internet to assist in your research and writing. From 6:30-7:30 p.m., we will meet with Bill at the Library for this session.
The interviewing process (we will interview one-another in class and write feature stories – 1 ½ to 2 pages in length, double-spaced).

Sept. 19 – Writing for newspapers

This special class will begin at 4 p.m. at the offices of the Twin Cities Business Journal in downtown Minneapolis. We will talk about travel arrangements, etc., during earlier class time. This opportunity will allow us to hear from the newspaper editors and reporters and how a weekly newspaper is produced. We will probably spend about an hour-and-a-half at the newspaper before returning to campus. Class will end around 7:30 p.m.

Read Writing and Reporting News Chapters 3, 4 & 5. Review exercises 1 & 2 on p. 104 and adapt them for the above-noted visit. Prepare questions that you will ask the reporters and editors during the visit to the newspaper.

Turn in your classmate interview story.

Write a story about a study, set of statistics, survey, etc. See if there is also a website location for this study. Your story should be a “straight” news story in inverted pyramid news style (about a page-and-a-half to two pages in length).

Supplement your story with “localized” quotes from friends, relatives, neighbors, classmates, or co-workers. You should have at least three such quotes about the story included in your story. These quotes or comments would be reaction to the study that you are reporting about. What do your local sources think about the report? Show them what you have discovered and get their reactions.

Select and make contact with your Community Service Learning site. If possible, do your first work session there. Begin your Community Service journal, keeping notes from your contacts and site visits.

Oct. 3 – Writing for Voice and Broadcast

We will start class at KFAI radio studio, 1808 Riverside Ave., where you will hear from their news director and learn about the station’s operations, etc., as one of the Upper Midwest’s top “community” radio stations. Please plan to take notes, ask questions, and write a report or story about the visit. You also may write this as an “Opinion” piece if you wish, commenting on the impact of stations such as KFAI.

Read Writing and Reporting News Ch. 6, 8 & 11. (Skim Ch. 21)

Complete a list of 3 items based on Ex. 11, p. 60 (in your text) with a brief description and your reasoning on why each would work for a story.

Apply broadcast writing principles as you complete Ex. 2, p. 249 (text).
√ Review the film *All The President's Men* (it’s widely available free of charge through local libraries, or you can find it at most, if not all, video stores, netflix, etc.). We will discuss the film in class.

∆ Connect with your Community Service Learning site, do second work session and write a journal entry about your experiences.

**Oct. 10 – Writing the complicated story:**

Since this is an election year, class will begin with a press conference (topic or person presenting to be announced, but something related to politics and the current political races). Come prepared to act as a reporter, asking questions – both prepared in advance and those that come up during the course of the press conference. **A “straight” news story based on the press conference will be due on Oct. 24th.**

√ Read *Writing and Reporting News* Ch. 8. Review Chapter 11.

√ Turn in your report/story from KFAI visit.

√ Complete FORK exercise (a handout from Oct. 6 class).

√ Read *Writing and Reporting News* Ch. 13 and 14; REVIEW Ch. 5 on interviewing techniques to assist you in interviewing for the remainder of your stories.

√ REVIEW exercises 1-3 on pages 181-185 (these will be helpful to you in preparation for your upcoming “transforming” story).

√ Connect with your Community Service Learning site, do a work session, and write journal entry.

**MID-TERM EXAM (open book) in class.**

**Oct. 24 – The “transforming” story.**

√ Think about a person whose life has been “transformed” through education or life’s work. You will need to do an interview with this person and write a 2-3 page story. Bring your first draft to class and we will take time for you to do “peer” reviews of one-another’s stories if you would like such assistance. I will then give you writing time to make changes and/or corrections and turn in your story by the end of class.

√ Read *Writing and Reporting News* Ch. 9; REVIEW Ch. 11.

**Nov. 7 – On or “Off” the record – what does that mean?**
Our guest speaker will be a journalist from the Minneapolis Star Tribune to talk more about that topic and others that he/she deals with day-in and day-out at the Star Tribune. Be prepared to ask questions. You may turn in a report on this for an Enterprise Point.

Write and turn in at this class session a “straight” news story on your Community Service Learning site. This can be based on an event they’ve had; something they recently have done; something they have coming up; a new employee named or promoted, etc. Continue your journal and use notes from your journal to assist with your story. This story should be between a page and a page-and-a-half in length.

Come prepared to discuss the issues raised in the exercise section, 1-4, pages 292-293, and 1-3, page 307.

Make an appointment to interview someone from your Community Service Learning site to serve as the focus of your final feature story.

Final work session and journal entry on your Community Service Learning site. Use this material to give “depth” to your final feature story.

Nov. 21 – Ethics and journalistic law.

We will view and discuss the film Shattered Glass and then discuss ethics in journalism. Please explore stories or reports about journalism ethics and ethical dilemmas, including any stories, movies, documentaries, etc., you may be able to locate about journalists who have been faced with such dilemmas and how they reacted.

Turn in your report from the guest speaker (if needed).

Write the first draft of your final feature story and bring a copy to class. We will do “peer” review/editing of each other’s first drafts.

Read Writing and Reporting News, Ch. 12 and 22.

Dec. 5 – Revise your feature based on advice from your peer editor/coach. Hand in both the draft with your “peer” editor’s comments, and your final version for grading.

Background reading on Chapters 15, 16 and 23. Discussion in class prior to final exam on travel writing, careers in journalism, etc.

FINAL EXAM (open book) in class. This is a comprehensive test from throughout the term.
**Course Grading policies:**

Final grades will be a combination of work in class and out: stories, exercises, newspaper critiques, completion of community service hours, revising and editing in class, questioning in class.

To achieve a 2.0 in this course, students must get a grade of at least 70 percent on the mid-term exam. Writing skills and city requirements (community service learning) must be fulfilled. They must meet attendance requirements.

To achieve a 4.0 in this course, students must finish the term with at least a cumulative 3.75 average and have logged in **2 enterprise points** (or extra-initiative projects). Possible enterprise points include such things as:

- Writing and submitting work for publication to Augsburg student newspaper or other Augsburg publications; community newspapers; your company newspaper or newsletter; area daily newspapers; or other publications related to your field of work or background.
- Writing extra stories about news events or guest speakers.
- Giving oral reports to the class on current news stories which intersect with issues we are discussing in class.
- Finding and correcting errors in fact (not typos) in professional news publications.

Final Grades will be based on the following:

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<tr>
<th>Component</th>
<th>Percentage</th>
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<tr>
<td>Weekly writing assignments:</td>
<td>60 percent</td>
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<tr>
<td>Midterm Exam:</td>
<td>5 percent</td>
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<tr>
<td>Book Exercises:</td>
<td>10 percent</td>
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<tr>
<td>Final feature story:</td>
<td>15 percent</td>
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<tr>
<td>Final Comprehensive Exam:</td>
<td>10 percent</td>
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**Absence Policy:**

Students who miss 1 (one) class period may lessen that impact by agreement with the professor on suitable substitute assignments. Students who miss 2 (two) unexcused classes **will not** achieve a 2.0 for the course.