

**Loyola University Chicago**  
**Spring 2014**  
**CMUN 335/CITY NEWS**  
**Tuesdays and Thursdays**  
**1-2:15 p.m.**  
**Corboy School of Law, Room 525**  
Julianne Hill  
Email: [jhill13@luc.edu](mailto:jhill13@luc.edu)  
Office hours by appointment

### **Course description**

Advanced Reporting is a capstone course designed for experienced journalism students to utilize their reporting and writing skills by engaging in the community and exploring social justice issues. Students will use their skills in reporting, writing, video and audio to report and produce feature stories for School of Communication sites devoted to alumni and social issues.

The goal of this course is to teach students the fundamentals of Advanced Reporting, including developing news judgment, understanding ethical and legal issues, writing with objectivity and accuracy and telling a story in a compelling and organized manner. This course also will emphasize the importance of journalism as a catalyst for social justice: how journalism can change the world for the better. Students will learn through lectures, assignments, creating and building websites, producing video and audio stories and a hardcover book.

This is a Writing Intensive course. While you will be producing multi-platform projects, there will be a strong emphasis on the writing – and rewriting – of articles and scripts.

### **Course Learning Outcomes**

You will learn about alumni and social issues through course readings and lectures. You will research alumni and social issues and go out to neighborhoods in Chicago to conduct interviews on various social issues and topics. These articles will be posted on websites with your byline.

### **Texts and Course Materials**

*The Associated Press Style Book*

Access to internet for additional readings and screenings

### **University Engaged Learning Outcomes**

Learning Outcome: Promote leadership development and civic engagement.

A significant element of Loyola's Jesuit Catholic heritage is a focus on developing within each student the capacity for leadership expressed in service to others. Consistent with

that heritage, the curriculum should provide students, regardless of major, with the knowledge, skills, and abilities that will prepare them to become ethical and innovative members of the workforce; to assume leadership roles in their chosen organizations; and to make a positive difference in the work place and their communities through civic engagement.

Competencies: By way of example, Loyola graduates should be able to:

- Identify models of leadership and civic engagement, both current and historical.
- Demonstrate an understanding of the ethical responsibilities of leadership and its relationship to the Jesuit tradition.
- Apply analytical and reflective tools to assess situations and recognize leadership possibilities and opportunities for civic engagement.
- Articulate a vision that can empower and inspire others.
- Demonstrate effective team-building skills.
- Evaluate the leadership style of self and others.
- Engage in the community through activities effecting positive change in society and the environment.

### **How Advanced Reporting Addresses University Engaged Learning Outcomes**

**Leadership:** Students demonstrate leadership skills by taking the initiative to research topics, select the story topics, make appointments to conduct interviews, otherwise report the story and write the story. Additionally, students produce a video, photography or audio project.

**Teamwork:** The course also promotes teamwork, since students in the class are working together to produce a news website. Each student writes stories, and those stories are edited by the instructor. A team spirit develops as the semester progresses and the website gets closer to production.

**Civic Engagement:** The research and reporting effort, in which students go into Chicago neighborhoods and interview people is true civic engagement.

**Inspiring Positive Change:** We hope the websites tell important stories to the world and inspire people to volunteer, contribute funds, or other efforts to affect positive change.

**Reflection:** The writing of news and feature articles, recording audio and shooting video are examples of students reflect on their experiences and encounters.

### **Grading**

Students will be expected to know material covered in lectures and the textbook, and this will be measured through outside writing assignments and exercises.

**Grades will be determined in the following manner:**

- First Project: 250 points
- Second Project: 250 points
- Third Project: 300 points
- In-class writing exercises: 100 points
- Professionalism: 100 points

**NOTE** There is a mandatory 24-hour waiting period before discussing a returned grade. Please put your complaints in writing to me as an email, and offer time suggestions when we can meet privately. Additionally, I will not reconsider grades more than one week after grades are returned.

### **Grading Criteria for Written Work**

**A:** Publishable work with no spelling, grammatical, punctuation or AP Style errors and the proper information and sources written in a lively, well-organized manner.

**B:** Minimal spelling, grammatical, punctuation and/or AP Style errors. Minimal missing information and sources; minimal problems with the lead and organization.

**C:** Notable number of spelling, grammatical, punctuation and/or AP Style errors. Noticeable missing information and sources; problems with the lead and organization.

**D:** Significant number of spelling, grammatical, punctuation and/or AP Style errors. Significant missing information and sources; Significant problems with the lead and organization.

**F: Misspelling of proper names. Other major spelling, grammatical, punctuation and/or AP Style errors. Almost total lack of information and sources; Severe problems with the lead and organization.**

### **Grading Criteria for Video, Photography or Audio Work:**

#### **Video:**

**A:** Clearly focused video, proper framing, lively content, tells a compelling story, understandable audio, 3-5 minutes in length.

**B-F:** Varies depending upon how many of the above items are missing.

#### **Photography:**

**A:** Clearly focused, proper framing, lively content, tells a compelling story, variety of photographs in sample.

**B-F:** Varies depending upon how many of the above items are missing.

#### **Audio:**

**A:** Understandable audio, lively content, tells a compelling story, 3-5 minutes in length.  
**B-F:** Varies depending upon how many of the above items are missing.

### **Rewrites and Editing**

If the instructor determines you need to rewrite a written story, or edit a video or audio package, you have *one week* to rewrite the story for a slightly improved grade.

### **Deadlines**

Deadlines are important in journalism, and you will be required to file assignments on time. Late assignments will drop one letter grade each day they are filed past deadline. The instructor does not accept assignments by e-mail without prior approval.

**PET PEEVES:** Asking to receive credit for late work, not numbering pages, not stapling pages, lobbying for a higher grade on an assignment more than a week after the grade has been posted/returned.

### **Individual Assignment Grade Scale**

A: 100-94  
 A-: 93-90  
 B+: 89-88  
 B: 87-83  
 B-: 82-80  
 C+ 79-78  
 C: 77-73  
 C-: 72-70  
 D+: 69-68  
 D: 67-63  
 D-: 62-60  
 F: 59-0

### **Style and Spelling**

It is important that you learn proper newspaper style, so refer often to your Associated Press Stylebook. Spelling and grammar are equally important. Your grade will suffer if your copy contains style and spelling errors.

### **Professionalism**

This class is run like a newsroom, and you should treat it as if it were your job. You are expected to act in a professional manner in class. That means approaching your schoolwork as if it were your job. Showing up, and showing up on time, are critical. Therefore, you will be expected to display a respectable level of professionalism by attending class regularly, arriving on time, being prepared for class, paying attention during lectures and participating in discussions. Arrive in class prepared, rested, alert and ready to learn. Frequent absences will result in a lower grade. It is important to be on time. Tardiness will be taken into consideration when computing your final grade. If you're expecting to be absent or late, please call or email me **before** class, the same

practice as if you were holding a job. Only absences for legitimate medical reasons will be excused on the day of a scheduled speech, and require **a signed physician's note or a note from University Health Services.**

### **Academic Dishonesty Policy**

Academic dishonesty can take several forms, including, but not limited to cheating, plagiarism, copying another student's work, and submitting false documents. Cheating includes, but is not limited to, such acts as:

- Obtaining, distributing, or communicating examination materials prior to the scheduled examination without the consent of the teacher;
- Providing information to another student during an examination;
- Obtaining information from another student or any other person during an examination;
- Using any material or equipment during an examination without consent of the instructor, or in a manner which is not authorized by the instructor;
- Attempting to change answers after the examination has been submitted;
- Unauthorized collaboration, or the use in whole or part of another student's work, on homework, lab reports, programming assignments, and any other course work which is completed outside of the classroom;
- Falsifying medical or other documents to petition for excused absences or extensions of deadlines; or
- Any other action that, by omission or commission, compromises the integrity of the academic evaluation process.

Plagiarism is a serious violation of the standards of academic honesty. Plagiarism is the appropriation of ideas, language, work, or intellectual property of another, either by intent or by negligence, without sufficient public acknowledgement and appropriate citation that the material is not one's own. It is true that every thought probably has been influenced to some degree by the thoughts and actions of others. Such influences can be thought of as affecting the ways we see things and express all thoughts. Plagiarism, however, involves the taking and use of specific words and ideas of others without proper acknowledgement of the sources, and includes, but is not limited to, the following:

- Submitting as one's own material copied from a published source, such as Internet, print, CD-ROM, audio, video, etc.;
- Submitting as one's own another person's unpublished work or examination material;
- Allowing another or paying another to write or research a paper for one's own benefit; or
- Purchasing, acquiring, and using for course credit a pre-written paper.

The above list is in no way intended to be exhaustive. Students should be guided by the principle that it is of utmost importance to give proper recognition to all sources. To do so is both an act of personal, professional courtesy and of intellectual honesty. Any failure to do so, whether by intent or by neglect, whether by omission or commission, is an act of plagiarism. A more detailed description of this issue can be found at

<http://luc.edu/english/writing.shtml#source> .

In addition, a student may not submit the same paper or other work for credit in two or more classes. This applies even if the student is enrolled in the classes during different semesters. If a student plans to submit work with similar or overlapping content for credit in two or more classes, the student should consult with all instructors prior to submission of the work to make certain that such submission will not violate this standard.

Plagiarism or any other act of academic dishonesty will result minimally in the instructor's assigning the grade of "F" for the assignment or examination. The instructor may impose a more severe sanction, including a grade of "F" in the course. All instances of academic dishonesty must be reported by the instructor to the appropriate area head and to the office of the Dean of the School of Communication.

**A complete description of the School of Communication Academic Integrity Policy can be found at: <http://www.luc.edu/soc/Policy.shtml>**

### **About your instructor**

Julianne Hill is an award-winning, Chicago-based reporter, writer and producer. Her work has appeared in a wide variety of media outlets including "This American Life," "Morning Edition," PBS, CNBC, The History Channel, *Writer's Digest*, *Health* and *Real Simple*, among others.