JMS 310W
Media Writing and Reporting
Summer 2015

Instructor: Lanie Lockwood, M.A. Office: PSFA 337B
Phone: 594-2521 e-mail: alockwoo@mail.sdsu.edu
Office Hours: As needed: before/after 8 a.m. lab and after second lab at 11:35

Course Meeting Time:
Lectures: Mon-Thurs 9:20-10:25
Writing labs: Mon-Thurs 8-9:05 OR 10:30-11:35

Prerequisites
Entrance to the Advertising, Journalism or Public Relations major or minor
WPA score of 8 or higher or C in RWS 280

Note: JMS 310W satisfies the Graduation Writing Assessment Requirement for students
who have completed 60 units, completed the WPA and completed the GE requirements in
Composition and Critical Thinking

Reminder: You need a C or better in JMS 310W to move forward in your major
and to pass the GWAR requirement

Required Text and Materials
- Creative Interviewing (3rd) by Metzler (about $50 online)
- Newsroom 101 (see instructor for instructions to add) (about $20)
- Optional but HIGHLY recommended:
  o Working with Words by Brooks, Pinson, Wilson. 8th ed ($40-$50 online)
  o Current AP Style Book. I strongly recommend the online version if you
don’t yet have one (you should, though!) ($20-26)
- 5 or 6 Blue Books—8.5 x 11 size

Course Objectives
- To learn effective information-gathering skills that yield high-quality information
  used in advertising, journalism and public relations industries
- To effectively assess quality of information gathered
- To effectively and correctly integrate information into various media writing
  formats
- To develop excellent media writing skills

To reach these objectives, students will:
- Conduct library-based research
- Gather and assess information from computer databases/Internet, documents, field
  observations, interviews, social media platforms, poll/survey data
- Analyze professional writing samples
- Produce six writing projects that demonstrate excellence in research, writing and media format
- Demonstrate mastery of lecture and reading materials (quizzes and exams)

**Course Requirements**

1. Writing Projects (two-thirds of total points)
   a. Analyses & Practice Assignments 100 pts
   b. Research Assignment 100 pts
   c. Observation Assignment 100 pts
   d. Personality Profile 200 pts
   e. News Release 100 pts
   f. Persuasive Writing 200 pts
   g. Final Project 350 pts
   h. Story pitches 4 @ 20 pts ea. 80 pts

2. Newsroom 101 quizzes (completion of set) 50 pts

3. Drafts 6 @ 15 pts ea 90 pts

4. Reading Quizzes (textbook) 4 @ 50 pts ea 200 pts

5. Final Exam 100 pts

Total possible: 1670 pts

FYI: needed to earn a C: 1219

Extra credit: TBD—Will be additional Newsroom 101 quizzes

**Grading Scale**

*Reminder: You need a C or higher (73%) to move to next classes in your major*

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>93-100%</td>
</tr>
<tr>
<td>A-</td>
<td>90-92.9</td>
</tr>
<tr>
<td>A</td>
<td>93-100%</td>
</tr>
<tr>
<td>A-</td>
<td>90-92.9</td>
</tr>
<tr>
<td>B+</td>
<td>87-89.9</td>
</tr>
<tr>
<td>B</td>
<td>83-86.9</td>
</tr>
<tr>
<td>B-</td>
<td>80-82.9</td>
</tr>
<tr>
<td>C+</td>
<td>77-79.9</td>
</tr>
<tr>
<td>C</td>
<td>73-76.9</td>
</tr>
<tr>
<td>C-</td>
<td>70-72.9</td>
</tr>
<tr>
<td>D+</td>
<td>67-69.9%</td>
</tr>
<tr>
<td>D</td>
<td>63-66.9%</td>
</tr>
<tr>
<td>D-</td>
<td>60-62.9%</td>
</tr>
<tr>
<td>F</td>
<td>59.9/lower</td>
</tr>
</tbody>
</table>
Course Policies

*I expect you to treat your junior and senior-level courses as a job, demonstrating professional responsibility. These classes will build your reputation for recommendations for internships and first jobs. Therefore, the following course policies are designed to encourage professional habits:*

- **Lecture Attendance:** Like a job, you are expected to attend every day. I will not take role because it is your responsibility, not mine, to make sure you are in attendance. If you miss a class, please arrange to have someone record or take notes for you and check to see if any deadlines have changed. Any repeated absences will be noted and will prompt a discussion with instructor.

- **Lab attendance is extremely vital.** These are writing labs, taught by media writing professionals. Your job this semester is to become an EXCELLENT media writer and it won’t happen if you don’t attend. You will not be able to make up any in-class assignments for days you are absent unless you have an excused absence.

- When a student does not attend class, the absence is excused ONLY IF it was caused by (1) religious observance, (2) participation in University activities at the request of University authorities, (3) debilitating illness, or (4) compelling circumstances beyond the student’s control. Students claiming excused absences are responsible for demonstrating to the instructor that their failure to attend was on account of one of these four causes. Such demonstration shall take the form of a letter signed by a person in a position to make an authoritative determination as to the validity of the cause of absence claimed by the student. Letters related to any planned absences must be presented to the instructor by the end of the first week of classes; letters related to any unplanned absences must be presented to the instructor within one calendar week of the date of absence, regardless of any holidays during that one-week period. The instructor reserves the right to verify the content and authority of such letters.

- If you are a student with a disability and believe you will need accommodations for this class, it is your responsibility to contact Student Disability Services at (619) 594-6473. To avoid any delay in the receipt of your accommodations, you should contact Student Disability Services as soon as possible. Please note that accommodations are not retroactive, and that accommodations based upon disability cannot be provided until you have presented your instructor with an accommodation letter from Student Disability Services. Your cooperation is appreciated.

- **All deadlines are firm.** Media professional simply must meet their deadlines. That’s it. Plan ahead and prepare for technology to break. In the event of an unexpected personal emergency, appropriate documentation must be received by the instructor within one three days of the missed assignment.
- **Professional, courteous behavior** to each other is expected throughout the semester. This includes but is not limited to: other students, the instructor, guest speakers, equipment and lab personnel, and the people you interact with in order to get your stories. Unprofessional conduct will not be tolerated and if egregious, will be reported to the Office of Student Rights and Responsibilities.

- Adherence to the SPJ **Code of Ethics** is also expected. See link on Blackboard. Students must always identify themselves to potential sources as an advertising/journalism/public relations student at SDSU and must always tell sources these stories are for classroom use but may also be published on JMS website as examples of student work, or for entry into awards competitions, and/or in your online portfolio, which is public. Essentially, they should talk to you as a professional journalist.

- In the pursuit of stories, unethical conduct will NOT be tolerated and will result in a failing grade for the assignment and possibly the course. Examples of unethical conduct include, but are not limited to: lying or hiding your story’s purpose, being deceitful about your identity, making up a source, intentionally hurting (physically or emotionally) your story subjects; not being objective; using JMS property and resources (e.g., this class) for personal gain (receiving money or other gifts, etc.), etc.

- Students are not allowed to use/submit stories done in this class for any other class or any publication with the express written approval of the instructor. Doing so will result in an automatic zero for the assignment.

- **Plagiarism** of any sort will NOT be tolerated and will result in a failing grade on the assignment, may also result in a failing grade for the entire class and a report will be submitted to Office of Student Rights and Responsibilities for university review. It is your responsibility to understand and follow SDSU policies and regulations related to plagiarism.

  - Definition from the SDSU Library (http://infotutor.sdsu.edu/plagiarism/what.cfm?p=graphic):
    “Plagiarism is the act of using someone else's words, sentences, or ideas and passing them off as your own without giving credit by citing the original source.
    You might be plagiarizing if you:
    - Submit someone else's work as your own.
    - Buy a paper from a papermill, website or other source.
    - Copy sentences, phrases, paragraphs, or ideas from someone else's work, published or unpublished, without giving the original author credit.
    - Replace select words from a passage without giving the original author credit.
    - Copy any type of multimedia (graphics, audio, video, internet streams), computer programs, music compositions, graphs, or charts from someone else's work without giving the original author credit.
• Piece together phrases, ideas, and sentences from a variety of sources to write an essay.
• Build on someone else's idea or phrase to write your paper without giving the original author credit.
• Submit your own paper in more than one course.

Plagiarism is a serious academic offense. San Diego State University regards plagiarism as academic dishonesty. Consequences of plagiarism may include failing an assignment, receiving a lower course grade, and even failing a course.”
Read SDSU’s policy on Academic Dishonesty:
http://www.sa.sdsu.edu/srr/academics1.html

• The instructor will use Turnitin.
  “Students agree that by taking this course all required papers may be subject to submission for textual similarity review to Turnitin.com for the detection of plagiarism. All submitted papers will be included as source documents in the Turnitin.com reference database solely for the purpose of detecting plagiarism of such papers. You may submit your papers in such a way that no identifying information about you is included. Another option is that you may request, in writing, that your papers not be submitted to Turnitin.com. However, if you choose this option you will be required to provide documentation to substantiate that the papers are your original work and do not include any plagiarized material.”

• EXAMS and quizzes: ABSOLUTELY no electronic devices allowed. In general, no make-up exams or quizzes will be given; however, if you have an excused absence (see “Lab Attendance” above) on the date of the exam, you must make special arrangements with the instructor in advance of the scheduled examination date. Appropriate documentation for the unexpected emergency must be received by the instructor within one calendar week, or you will receive no credit for any missed exam(s). If an unexpected emergency arises that results in an excused absence, you will take a make-up test at the discretion of the instructor. Again, appropriate documentation for the unexpected emergency must be received by the instructor within one calendar week of the missed exam date.

JMS policy on student use of digital labs and equipment
San Diego State University and the School of Journalism & Media Studies provides computing devices, networks, and Internet services for educational purposes and research consistent with the university's educational mission, curriculum and instructional goals. Use is a privilege for JMS students, and compliance with the below policies and rules is mandatory.

1. Student-produced content of all kinds -- text documents, audio files, video files, etc. -- should not be saved to these computers. All content should be saved to an external drive provided by the student or a cloud account, again belonging to the student. JMS
wipes all devices clean of all externally created content on a minimum of a semester basis and content wiped will not be retrievable.

2. No food or drinks are permitted in the labs, including all spaces in which a student may sit (tables, chairs and benches). That includes water. All food and drinks must be left by the door, and will be consumed by the student there.

3. Students must exercise common sense and good judgement in the use of these devices, and the following is prohibited: accessing, collecting or posting of inappropriate materials, violations of copyright, malicious use/vandalism and illegal activities of any kind.

4. Students must notify the instructor if a device is broken or damaged. Students responsible for damage will be asked to pay for repair or replacement.

- If you use one of our computers, you must leave an ID
- Wipe your hands with cleaner prior to using shared computers
- Put computers to sleep, do not shut down
- **Printing** in labs is only allowed when authorized by the instructor. Do NOT come to class and ask to print your assignment that is due that day

### Assignment and Grading Policies

- All projects are to be **original work** by the student. See previous note about plagiarism.

- **In-class assignments** CANNOT be made up, unless you have an excused absence (see above)

- You will turn in your final stories to Turnitin. Use the link in the class Blackboard site. Your stories will be graded and “returned” on Turnitin with comments and grades. Hard copies of the grading rubric with specific point deductions will be returned in class. Please let the instructor know if you do not have easy access to a computer.

- Bring hard copy of drafts TO class. They need to be printed, stapled and ready to turn in. Failing to do so results in instructor grumpiness, which may affect your participation and/or draft grades. Seriously. Don’t make me grumpy.

- **Grading of assignments** is based upon instructor’s *subjective* evaluation of the work as it reflects the project’s goals. Media writing is part art and there is no exact template we can give you as to what makes an “A” story versus a “B” or “C.” However, these are the things we tend to look for in “A” stories:
  - Original, high quality research and interview sources, correctly attributed in the story
  - Accurate and balanced information that is new—goes beyond what is commonly known
  - An articulated, clear focus that offers something of value to the reader
o A well-organized story or report that flows well
o A freshness in the language and descriptions
o Evidence of critical thinking
o Attention to details
o Thoroughness
o Correct grammar, spelling, punctuation and AP style
o Story/project is nearly publishable or appropriate for a client

- **GRADES:**
  - A range (90-100%): Truly exceptional story or assignment. Publishable or almost publishable. Rarely given
  - B range (80-90%): Praiseworthy story or assignment. Better-than-average. Has some minor issues
  - C range (70-80%): Average. This is the grade most students receive. This means you have done all the requirements of the assignment but story/report needs significant work before it could be published.
  - D range: (60-70%): Missing some of the assignment requirements and writing needs work
  - F: (below 60%): Failing grade

All work must be free of grammar, spelling, punctuation and AP style errors.

- **Point deductions will be taken off assignment grade for:**
  - **EVERY GSP/AP error**
    - Point deductions are FIVE PERCENT EACH of assignment total.
    - That means, if assignment is worth 100 points, EVERY error is 5 points off total grade AFTER we’ve graded the assignment. For example, if your grade is an 83/100 and you have four errors, you’d receive a 63/100.
    - Deduction amount may increase if you continue to make the same mistakes
  - **FACTUAL errors:**
    - Factual errors that would necessitate a correction in a published story will receive an automatic “F” on the assignment. Examples of this might be things like: wrong dollar amount, wrong name or title of a source, giving a wrong political party, giving wrong conclusion of a research source, etc.
    - Factual errors that would not necessitate a correction but are mistakes nonetheless will result in at least 10 percent deduction and maybe more. Amount to be determined on case-by-case basis by grading instructor.

- **Source List:** All projects MUST include a source list at the end. This list MUST include names and e-mail addresses or phone numbers for every source, and it must also include the websites or other sources used to gather data. Instructors will randomly check your sources (as well as published accounts) to confirm facts and ensure original reporting. If you use a website that is not a highly reputable source, you must include a sentence or two describing why that website is a credible source. Source list needs to be organized and clear. Documentary sources
need full citation. You are not graded on citation style. Just do it clearly and completely. Points are taken off for failure to include a complete source list.

- **E-mail**: No assignments will be accepted through e-mail unless previously arranged with instructor.

- **Late Papers**: Assignments are due promptly at the time designated by your lab instructor. An assignment is late if turned in AFTER instructor collects them or after the stated Turnitin deadline. **Late papers will NOT BE ACCEPTED** unless prior arrangements—with documentation—have been arranged with lab instructor. This means that if you turn in an assignment five minutes late because your printer didn’t work or you couldn’t find parking, you will receive a ZERO for the assignment. Proving you can meet deadlines is an important aspect of media professionalism.

- **Conventions**: All written work to be turned in is to be in 12-point font, 1.5 or double-spaced, with normal margins or as required by your lab instructor. Check with your lab instructor as to whether you will indent each new paragraph or to skip a line before the start of a new paragraph.

- SDSU Writing Center is a new resource on campus for writers, located in Love Library. You might try receiving extra writing help there for grammar, spelling, and punctuation issues. Do make sure to tell them you are doing journalistic writing, not academic or compositional. [http://writingcenter.sdsu.edu/](http://writingcenter.sdsu.edu/)

- Graders: Any instructor of this course or the director of the School of JMS may grade your assignments/stories. It’s common to have multiple editors and as a prospective media writing professional, your writing must be “excellent,” regardless of who edits it (or in this case, grades it).
### JMS 310W SU 15 CLASS SCHEDULE

*Please note: This schedule is subject to change, particularly in labs. I adjust writing topics based on students’ writing. If you miss a day, make sure you check to see if dates/deadlines have changed.*

<table>
<thead>
<tr>
<th>DATE</th>
<th>LECTURE</th>
<th>LAB</th>
<th>DUE THIS DAY</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Textbook readings this week: Metzler chapters 1-5</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>THUR MAY 21</strong></td>
<td>1) Course introduction and policies</td>
<td>1) Newsroom 101 (Quiz 1 and pretest)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>3) News story structure</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>TUE MAY 26</strong></td>
<td>1) Overview of AD, JOUR, PR and their writing products</td>
<td>1) Newsroom 101: AP quick quiz and 1-3</td>
<td></td>
</tr>
<tr>
<td></td>
<td>2) Preview of documentary sources and their roles in media writing</td>
<td>2) Analysis of nut graphs/focus sentence</td>
<td></td>
</tr>
<tr>
<td></td>
<td>3) Final projects</td>
<td></td>
<td><strong>Student info sheet</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td><strong>Analysis &amp; Practice: Ledes</strong></td>
</tr>
<tr>
<td><strong>WED MAY 27</strong></td>
<td>Lecture at library: Effective research for “documents” in media writing.</td>
<td>1) Newsroom 101: AP 4-6 and random selection</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Meet in LA 76 at 9:20</td>
<td>2) How to pitch stories</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td><strong>Analysis &amp; Practice: Nut graphs/focus sentence</strong></td>
</tr>
<tr>
<td><strong>THUR MAY 28</strong></td>
<td>1) (Surveys and polls?)</td>
<td>1) Newsroom 101: Commas—intro and then 1-3</td>
<td></td>
</tr>
<tr>
<td></td>
<td>2) Integrating documentary research</td>
<td>2) Explain Research assignment</td>
<td></td>
</tr>
<tr>
<td></td>
<td>3) Practical ethics</td>
<td>3) Writing headlines</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td><strong>Story pitch #1: research assignment</strong></td>
</tr>
<tr>
<td><strong>Week 2</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Textbook readings this week: Metzler chapters 6,8,9,10,11</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>MON JUN 1</strong></td>
<td>Metzler reading quiz #1: Chapters 1-5 (bring in study notes)</td>
<td>1) Newsroom 101: Commas 4-7 and then quizzes</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>2) Editing practices</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td><strong>Analysis &amp; Practice: Attributing documentary sources</strong></td>
</tr>
<tr>
<td><strong>TUE JUN 2</strong></td>
<td>1) Direct observation as information-gathering tool</td>
<td>1) Practice observation and writing</td>
<td></td>
</tr>
<tr>
<td></td>
<td>2) Integrating direct observation</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Date</td>
<td>Assignments</td>
<td>Notes</td>
<td></td>
</tr>
<tr>
<td>----------</td>
<td>------------------------------------------------------------------------------</td>
<td>----------------------------------------------------------------------</td>
<td></td>
</tr>
</tbody>
</table>
| WED JUN 3 | 1) Interviewing I  
2) Discuss observation assignment  
3) Interview a peer  
 fractured | ➢ Research Assignment draft due                                                   |
| THUR JUN 4 | 2) Interviewing II: Attribution  
1) Newsroom 101: hyphens  
2) How to incorporate quotes  
3) Write up peer interview  
 fractured | ➢ Research Assign. Due                                                           |
| **Week 3** | **Textbook readings this week: Metzler chapters 12, 13, 14, 15, 18, 19**    | ▶️ Analysis & Practice: Quotes  
▶️ Story pitch #2: Observation story                                    |
| MON JUN 8 | Guest speaker:  
1) Social media as information-gathering tool  
2) JMS Internships, etc.  
 fractured | ➢ Story pitch #3: Profile                                                     |
| TUE JUN 9 | Metzler Reading quiz 2: Chapters 6-11 (turn in study notes)  
 fractured | ➢ Observation draft due                                                       |
| WED JUN 10 | Profiles  
 fractured | ➢ Observation story due                                                       |
| THUR JUN 11 | Inclusive writing  
 fractured | ➢                                                                          |
| **Week 4** | **Textbook readings this week: Metzler chapters 16?, 20, 21**    | ▶️ Story pitch #4: Persuasive                                              |
| MON JUN 15 | Metzler reading quiz 3: Chapters 12-15 and 18-19 (turn in study notes)  
 fractured | ➢ Press releases draft due                                                   |
| TUE JUN 16 | Press releases (guest speaker)  
 fractured | ➢ Personality Profile draft due                                              |
| WED JUN 17 | Persuasion-use in media writing  
 fractured | ➢ Personality Profile due                                                   |
| THUR JUN 18 | No class: work on next week’s assignments or meet with instructor  
 fractured | ➢ Press releases due                                                         |
| **Week 5** | **Textbook readings this week: Metzler chapters 16?, 20, 21**    | ▶️ Persuasive project drafts due                                           |
| MON JUN 22 | Metzler Reading quiz 4: Chapters 16?, 20, 21 (turn in study notes)  
 fractured | ➢ Press releases draft due                                                   |
| TUE JUN 23 | Broadcast writing style  
 fractured | ➢ Press releases due                                                         |
| WED JUN 24 | Practical legal considerations  
 fractured | ➢ Persuasive project drafts due                                              |
<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
<th>Notes</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>THUR JUN 25</td>
<td>Practical ethics</td>
<td>1) Newsroom 101: Persuasive project due</td>
<td></td>
</tr>
<tr>
<td>MON JUN 29</td>
<td><strong>FINAL EXAM: Lecture material</strong></td>
<td>NO LAB: Work on final project Catch up on missing Newsroom 101</td>
<td></td>
</tr>
<tr>
<td>TUE JUN 30</td>
<td>Instructor avail for questions, etc. on final project</td>
<td>Instructor avail for questions, etc. on final project</td>
<td></td>
</tr>
<tr>
<td>WED JUL 1</td>
<td>Instructor avail for questions, etc. on final project</td>
<td>Peer editing final project</td>
<td>Final project draft due</td>
</tr>
<tr>
<td>THUR JUL 2</td>
<td>NO LECTURE, lab only Bring in project on flash drive or online access</td>
<td>Final peer editing for details: GSP, AP, etc. Edit and turn in at end of period</td>
<td>Final Project due</td>
</tr>
</tbody>
</table>