

Loyola University Chicago
Fall 2015
COMM 315/Advanced Reporting
Monday, Wednesday, Friday
10:25-11:15 a.m.
School of Communication Room 003
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Office Hours: Tuesday, Thursday: 10 a.m. to 4 p.m.
Monday, Wednesday, Friday: 11:30 a.m. to 1 p.m.

Course description

Advanced Reporting is designed for more experienced journalism students to utilize their reporting and storytelling by engaging in the community and exploring social justice issues. Students will learn how to write with flair, precision and clarity, they also will spend time learning how to conduct research and interviews. Students will learn to report and write feature stories for Mosaic magazine. Students also will display their multi-platform reporting skills and produce a story for the web and a video.

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, reading the textbooks, writing assignments, and producing the magazine.

This is a Writing-Intensive Course. By its very nature, Advanced Reporting requires a significant number of writing assignments in print and on the web.

Race Project

For the Fall 2015 semester, the focus of our magazine will be on race. The most high profile incidents of late, involve deadly conflicts with police. But issues involving race can be found everywhere from the streets of Chicago to the presidential election. Our mission will be to explore the state of race in Chicago in 2015, from aspects ranging from housing, education, politics, economics and other issues. Chicago has a long and checkered history involving race relations, which we will explore in the early stages of the class. Then you will set about to report on race for the magazine.

Course Learning Outcomes

You will learn about race through course readings, lectures and documentary videos.
You will research racial issues and go out to neighborhoods in Chicago to conduct interviews on various race-related topics.
You will write a series of articles on racial issues in Chicago.
You will write a web story on race.
You will shoot a short video related to race.

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.

How Advanced Reporting Addresses University Engaged Learning Outcomes

Leadership: Students develop leadership skills, as each student is assigned a position to produce *Mosaic* magazine. There is an editor-in-chief, managing editor, assistant editors, web designer, photo editor, art directors, etc. As the semester develops, the editor-in-chief and managing editor assume greater leadership roles by leading their peers in the editing of articles, selection of photographs and offering direction on design. It is a true peer-to-peer leadership relationship.

Teamwork: The course also promotes teamwork, since students in the class are working together to produce a magazine. Each student writes stories, and those stories are edited by the instructor, with the assistant editors and the editor-in-chief and managing editor also editing the stories. A team spirit develops as the semester progresses and the magazine 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 magazine tells stories that inspire people to volunteer, contribute funds, or other efforts to affect positive change.

Reflection: The writing of news and feature articles, opinion columns are examples of students reflect on their experiences and encounters.

Texts and Course Materials

The Associated Press Style Book

Various articles as course handouts related to racial issues

Access to a high quality video camera, which is available for free check out in both the School of Communication and the Information Commons

Grading

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

Grades will be determined in the following manner:

- Profile: 300 points
- Trend Story: 400 points
- Web Story: 150
- Professionalism: 100 points
- Video: 50

Grading Criteria

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.

Rewrites

If you receive a grade of C- on the Profile, Trend or Web story assignments, you have one week to rewrite the story for an 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.

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. 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. Frequent absences will result in a lower grade. Showing up on time also is crucial, since much material will be covered in lectures and writing labs. 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. Your professionalism grade also will reflect your performance related to the duties you hold with *Mosaic* magazine, ie: editor, assistant editor, advertising account executive, etc.

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>

Schedule

Week One

August 24, 26, 28

Lecture: Introduction, learning AP style; Mosaic history, staff positions

Homework: Research Profile

Week Two

August 31, September 2, 4

Lecture: How to write feature leads, structure of story

Discussion: Discussing Race Issues

Homework: Research Profile

Week Three

September 9, 11

Lecture: Research, interviewing and sourcing

Discussion: Select staff positions

Homework: Work on Profile

Week Four**September 14, 16, 18**

Lecture: Profile stories

Discussion: Magazine staff positions

PROFILE DUE WEDNESDAY, SEPTEMBER 16**Week Five****September 21, 23, 25**

Discussion: Magazine project

Homework: Research Trend Story

Week Six**September 28, 30, October 2**

Discussion: Magazine project

Homework: Research Trend Story

Week Seven**October 7, 9**

Lecture: Trend stories

Discussion: Magazine project

Homework: Work on Trend

Week Eight**October 12, 14, 16**

Lecture: Trend stories

Discussion: Magazine project

Homework: Work on Trend

Week Nine**October 19, 21, 23**

Discussion: Magazine project

TREND STORY DUE WEDNESDAY, OCTOBER 21**Week Ten****October 26, 28, 30**

Discussion: Magazine project

Homework: Work on Web Story

Week Eleven**November 2, 4, 6**

Lecture: Column writing

Homework: Work on Web Story

Week Twelve**November 9, 11, 13**

Discussion: Magazine project

WEB STORY DUE WEDNESDAY, NOVEMBER 11

Week Thirteen**November 16, 18, 20**

Discussion: Review First Draft of Magazine

VIDEO DUE MONDAY, NOVEMBER 16**Week Fourteen****November 23**

Discussion: Review First Draft of Magazine

Work on column

Week Fifteen**November 30, December 2, 4**

Discussion: Review Second Draft of Magazine

You also may be asked to complete a brief summary of the Engaged Learning aspects of this class. More on this at the end of the semester.

Here are the instructions:

Engaged Learning Outcomes:

Building on participation in an engaged learning course (defined as a structured project or experience of service-learning, an academic internship, professional fieldwork, undergraduate research, or a public artistic performance), a Loyola student will be able to:

1. synthesize out-of-classroom and in-classroom learning through reflection
2. relate the experience of engaged learning to intellectual, personal, professional, and/or civic development
3. connect the engaged learning experience to the mission of Loyola University Chicago to 'expand knowledge in the service of humanity through learning, justice, and faith.'

[Approved February, 2013 by Engaged Learning sub-committee of BUS]

Engaged Learning Assignment Prompts and Evaluation Rubric

Instructions: The [Engaged Learning university requirement](#) is designed to support the mission of Loyola University Chicago to "expand knowledge in the service of humanity through learning, justice and faith" by embedding opportunities in courses for students to experience the different forms of experiential learning, helping them to enhance their knowledge, skills, and values. All undergraduate students are required to complete an Engaged Learning course/s totaling at least three (3) credit hours.

To ensure that the Engaged Learning student learning outcomes are being met, a standard assignment was incorporated into a select group of Engaged Learning courses and assessed by a faculty/staff review committee using a common rubric. This assignment entails responding to ONE of the following prompts below. Please submit your artifact in TaskStream.

PLEASE NOTE: When you are completing this assignment, please be sure to reflect and write in detail, providing examples and evidence of your learning. For example, if you explain your engaged learning experience provided you with skills, what specific activities did you do and what specific skills did you gain? If you use multimedia as part of your reflection, be sure to provide a written explanation to provide context as well. Craft your reflection by explaining the connections between your experience and your learning, using details and sharing evidence of your learning. Please be sure to answer the question directly and with multiple examples.

1. Create an artifact for your ePortfolio that demonstrates an impact this engaged learning experience has had on your professional development, especially in light of Loyola University Chicago's mission to “expand knowledge in the service of humanity through learning, justice, and faith.”
2. Create an artifact for your ePortfolio that demonstrates an impact this engaged learning experience has had on your civic development, especially in light of Loyola University Chicago's mission to “expand knowledge in the service of humanity through learning, justice, and faith.”
3. Create an artifact for your ePortfolio that demonstrates an impact this engaged learning experience has had on your personal development, especially in light of Loyola University Chicago's mission to “expand knowledge in the service of humanity through learning, justice, and faith.”
4. Create an artifact for your ePortfolio that demonstrates an impact this engaged learning experience has had on your intellectual development, especially in light of Loyola University Chicago's mission to “expand knowledge in the service of humanity through learning, justice, and faith.”

The Center for Experiential Learning serves as a resource to support the Engaged Learning University Requirement of Loyola University Chicago. For more information, on Engaged Learning, please visit www.luc.edu/engagedlearning or contact the Engaged Learning Sub-Committee of the Board of Undergraduate Studies at engagedlearning@luc.edu.

Engaged Learning Rubric

Levels/Criteria	Does Not Meet/ Partially Meets Expectations (1)	Meets Expectations (2)	Exceeds Expectations (3)	Score/Level
Synthesis through Reflection	Does not clearly connect out-of-class and in-class experiences as they relate to the Engaged Learning Experience, or does not demonstrate meaningful reflection upon the experience.	Articulates clear connections between the in-class and out-of-class components of the Engaged Learning Experience, and reflects meaningfully upon the experience.	Demonstrates clear connection/s between the in-class and out-of-class components of the Engaged Learning Experience, and demonstrates exceptional insight in meaningful reflection upon the experience.	
Relate Experience to Development	Lacks clear connection between the Engaged Learning experience and the student's intellectual, personal, professional, and/or civic development, or does not demonstrate meaningful reflection upon the experience.	Clearly articulates how the Engaged Learning experience contributed to the student's intellectual, personal, professional, and/or civic development, and reflects meaningfully upon the experience.	Clearly articulates how the EL experience contributed to intellectual, personal, professional, and/or civic development, and demonstrates exceptional insight in meaningful reflection upon the experience.	
Connect Engaged Learning to Loyola University Chicago Mission	Does not articulate a clear connection between the Engaged Learning experience and Loyola's mission to "expand knowledge in the service of humanity through learning, justice, and faith."	Articulates a clear connection between the Engaged Learning experience and Loyola's mission to "expand knowledge in the service of humanity through learning, justice, and faith."	Demonstrates how the Engaged Learning experience helped <u>put into action</u> Loyola's mission to "expand knowledge in the service of humanity through learning, justice, and faith."	

How to Submit Your Work to TaskStream

1. To access TaskStream, go to <https://eportfolio.luc.edu>
2. You'll then log in using your Loyola username and password (the same that you use to log in to your e-mail)
3. To submit your work, you will click on "Engaged Learning Pilot Assessment." For more instructions on how to submit work, please check out:
<http://www.flipsnack.com/AA75CEEC5A8/fzul6ijt>

Additional Information

© What is TaskStream?

TaskStream is Loyola's official ePortfolio system. Among other uses, students can build professional ePortfolios using TaskStream. Faculty can also use ePortfolios in their courses and academic programs to collect and to assess evidence of student learning. To learn more about ePortfolios, TaskStream, and Loyola's ePortfolio Program, kindly visit <http://www.luc.edu/eportfolio>

© Please be sure to **ALSO** submit your work to your instructor for a grade

Thanks for submitting your work twice, by the way. When you submit your work to your instructor, your work will be graded as part of your **course requirements**. When you submit your work to TaskStream under the "Engaged Learning Pilot Assessment," it will be evaluated as part of our **assessment of Loyola's Engaged Learning requirement** (to learn more about the Engaged Learning requirement, please visit <http://www.luc.edu/engagedlearning>). The assessment of the Engaged Learning requirement has no bearing on your course grade and work will not be reviewed until after the Fall 2013 semester. It is an assessment of how well students are achieving learning outcomes set for Engaged Learning, not of your instructor or your course.

© Who should I contact if I have questions?

If you have questions about the Engaged Learning requirement, including the assessment project, please contact Patrick Green at pgreen@luc.edu.

If you have questions about using TaskStream, please contact Michelle Kusel at eportfolio@luc.edu.