

**Loyola University Chicago**  
**Spring 2016**  
**CMUN 315/Advanced Reporting**  
**Monday, Wednesday, Friday**  
**10:25-11:15 a.m.**  
**School of Communication Convergence Studio**  
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**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, layout and design, video and audio to report and produce feature stories. There will be three writing assignments for the semester, and your work will be published in three different places:

- A short Q & A on the issue of race for *Mosaic* magazine.
- A short written profile or a video on a SOC alumnus for the Loyola Compass website.
- The most ambitious and hopefully rewarding mission will be a hardcover book your class will produce. The title: *Coming to Chicago*, which will focus on immigration in Chicago? It is the third title in the Loyola Longform series. You will produce a long profile on someone who has immigrated to Chicago.

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 written and/or video 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 your work.

**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.  
You will write a series of articles on these social issues, which will be published in a book.  
These articles will be posted on websites with your byline.

**Instructor Office Hours**

Monday, Wednesday, Friday: 10 a.m. to 4 p.m.  
Tuesday, Thursday: 10-noon.

## **Texts and Course Materials**

*The Associated Press Style Book*

*The Art and Craft of Featuring Writing*, By William Blundell

## **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 hardcover book. Each student writes stories, and those stories are edited by the instructor. A team spirit develops as the semester progresses and the book gets closer to publication.

**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 book tells 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:**

- Mosaic Q & A: 75 points
- Compass Alumni profile: 200 points
- Coming to Chicago profile: 500 points
- Position and Duties for Class Projects: 100 points
- Professionalism: 100 points
- Engage Learning Reflection: 25 points

### **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.

**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.

**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**  
*(Subject to adjustments)*

**Week One**

**January 20, 22**

Lecture: Introduction, learning AP style; Mosaic, Compass, Coming to Chicago

Homework: Find Mosaic Q & A subject

**Week Two**

**January 25, 27, 29**

Lecture: How to write feature leads, structure of story

Lecture: Profile stories

Homework: Mosaic Q & A

**Week Three**

**February 1, 3, 5**

Lecture: Research, interviewing and sourcing

Homework: Mosaic Q & A due Wednesday, February 3

**Week Four**

**February 8, 10, 12**

Lecture: Layout and design

Homework: Work on Coming to Chicago profile

**Week Five**

**February 15, 17, 19**

Discussion: Website project

Homework: Work on Coming to Chicago profile

**Week Six**

**February 22, 24, 26**

Discussion: Alumni Website

Homework: Work on Coming to Chicago profile

**Week Seven**

**February 29, March 2, 4**

Discussion: Alumni Website

Homework: Coming to Chicago profile due Wednesday, March 2

**Week Eight**

**March 7, 9, 11**

Spring Break!

**Week Nine**

**March 14, 16, 18**

Discussion: Website project

Homework: Work on Compass profile

**Week Ten****March 21, 23**

Discussion: Website project

Book project

Homework: Work on Compass profile

**Week Eleven****March 30, April 1**

Discussion: Website project

Book project

Homework: Work on Compass profile

**Week Twelve****April 4, 6, 8**

Discussion: Website project

Homework: Compass profile due Wednesday, April 6

**Week Thirteen****April 11, 13, 15**

Discussion: Book project &amp; Website

Homework: Rewrites

**Week Fourteen****April 18, 20, 22**

Discussion: Book project &amp; Website

Homework: Rewrites

**Week Fifteen****April 25, 27, 29**

Discussion: Book project &amp; Website

Homework: Rewrites

**Final: Monday, May 2, 9-11 a.m.**

Note: The final time block will be used to polish up our projects.

You also will 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](http://www.luc.edu/engagedlearning) or contact the Engaged Learning Sub-Committee of the Board of Undergraduate Studies at [engagedlearning@luc.edu](mailto: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](mailto:pgreen@luc.edu).

If you have questions about using TaskStream, please contact Michelle Kusel at [eportfolio@luc.edu](mailto:eportfolio@luc.edu).