Course description:
Media Writing is an introduction to various writing styles and techniques required for media and communication professionals. Prerequisite(s): ENG 1113. Enrollment open to Mass Communication majors only.

Dr. Bill Hickman
Office: Communications Building COM 207B
Office hours: 3 - 5 p.m. Monday & Wednesday; 1 – 3 p.m. Tuesday (COM 207B); 1 - 3 p.m. Thursday (Nigh University Center Food Court) and any other time I am not busy except one hour before class.
Telephone: (405) 974-5984, Fax: (405) 974-5125
E-mail: Desire2Learn course website for class email (will respond as soon as possible).

The entire contents of the University of Central Oklahoma Catalog 2016-2017 are incorporated by reference within this site.

Helping Students Learn!

UCO Mission: UCO exists to help students learn by providing transformative educational experiences to students so that they may become productive, creative, ethical and engaged citizens and leaders serving our global community.

Transformative Education: includes the following components: (1) health and wellness, (2) discipline knowledge, (3) problem-solving (research, scholarly and creative activities), (4) global and cultural competencies, (5) service learning and civic engagement, and (6) leadership. This course meets these components as follows: (3) problem-solving: Students are expected to research library and news archives for background information for every story they write for this class. Students are expected to determine the original source for all research used. As part of the course, students will participate in a library research orientation specifically targeted to information gathering
for mass media; creative and scholarly activities: The writing assignments in this class require the students to think critically, research and confirm information with multiple sources and present information in a way that interests and educates the target audiences, (4) global and cultural competencies: Throughout the semester, students will be given the opportunity to evaluate, research, and critically discuss work from media writers in local, state, national and international publications. In-class lessons include examples of technique and journalistic values from around the world, (5) civic leaning and engagement: This course requires students to put together press releases that may help with student organizations and civic groups. Students will learn about their community’s informational needs and interests. discipline knowledge: study of news story theory and structure, focusing on the inverted pyramid in print and electronic communication.

The UCO Liberal Arts College challenges students to: speak clearly, write well, appreciate difference, ask questions, act ethically, participate, value the past, encounter the present, and create the future.

Why we are here

The ability to edit can help you separate yourself from others in the world of work. The ability of edit is always an effective tool for you to have in any job, not just in the worlds of news reporting, public relations or advertising. Good editors also will be called upon by their bosses and other executives in such industries as health care, financial services and information technology to "take a look" at a letter or other written product. You can build bridges and network effectively when your reputation grows as a good editor. In this information age in which we live, the ability to edit, whether electronic or in print, will help you be a better communicator.

Objectives

Upon completion of this course, the student will demonstrate competency in basic grammar, composition and spelling skills in order to think clearly and critically about the elements of news and write a well-organized news story with an effective lead correctly, clearly and accurately, applying Associated Press style. Competency will be determined by the student's affirmative assumption of responsibility and accountability sufficient to successfully complete all exercises, quizzes, tests and assignments.

Specific or enabling objectives:

Identify the principles of clear media writing and proper style for print, broadcast, web, public relations and photography captions.
Practice proper media writing skills.
Demonstrate the procedures to follow during interviews and when researching and evaluating information.
Identify the legal rights reporters have, as well as legal restraints on and ethical responsibilities of print, broadcast and web journalists.

Demonstrate an understanding of the resources available to print, broadcast and web journalists for gathering and disseminating information.

Employ computer skills in word processing, scripting, database use and web searches.

Department of Mass Communication Policies – Fall 2017
College of Liberal Arts
University of Central Oklahoma
Departmental Phone: (405) 974-5303
Website: http://www.uco.edu/la/masscomm/

UCentral Student Media has an app! Go to iTunes to download it for free
Follow the department Twitter account @UCO_MCOM
“Like” the UCO - Department of Mass Communication Facebook Page
Follow us on Instagram at uco_mcom

MCOM Majors Email: The department, the college, and the university utilize the UCO email address assigned to each UCO student. Official information will be emailed through the UCO system. Students have the option of forwarding their UCO email to a personal email account if preferred. For information, go to http://www.uco.edu/technology/student/email/index.asp. If students do not check their UCO email, they risk missing vital information. If you do not use your UCO email account, please forward your UCO email to an email account you check frequently.

Student Advisement
MCOM has two Student Success Advisors for MCOM majors. Each student is responsible for seeking advisement information each semester in order to graduate in a timely manner.

• Mr. Gary Parsons
  o Office: COM 103A
  o Phone: 974-5140
  o Email: gparsons2@uco.edu

• Ms. Laura Donner
  o Office: COM 103
  o Phone: 974-5108
  o Email: ldonner@uco.edu

UCentral Student Media: http://www.uco.edu/la/masscomm/ucentral/index.asp
UCentral is the student media network at the University of Central Oklahoma, featuring traditional media (television, radio, newspaper) and new media (web, netcasts, social networking) created by students majoring in professional media. UCentral is located within the Mass Communication Department on the campus of UCO.

Fall Events
• Monday, August 21st – first day of the fall semester, classes begin
• Monday, September 4th: Labor Day, no classes
• September 27th-29th – Mass Comm Week, classes redirected
• Thursday, September 28th – Media Ethics Conference
• October 19th-22nd – Fall Break, no classes
• November 22nd-26th – Thanksgiving Break, no classes
• Friday, December 8th – fall semester classwork ends
• December 11th-15th – final exam week

Expectation of Work
Full-time college students are expected to spend approximately 40 hours each week in class attendance and study outside of class. According to Regents’ policy, for each hour in class a student is expected to spend two (2) to three (3) hours studying for the class (OSRHE II-2-34). For each three-credit hour course, the Regents expect students to study/prepare 6-9 hours per week.

UCO Student Code of Conduct
Students are responsible for all information in the Student Code of Conduct 2017-2018. This can be accessed on the Student Affairs Publications website at http://online.fliphtml5.com/ekrc/wfvd/#p=1.

ACADEMIC DISHONESTY AND PLAGIARISM:
The UCO Student Code of Conduct describes Academic Dishonesty and outlines the steps for disciplinary action in the Guidelines for Alleged Academic Dishonesty. This information can be found in Section III, C, 3 & 4.

Academic dishonesty: Includes but is not limited to the “giving” and “taking” of improper assistance in examinations and assignments; not adhering to correct procedures for identification of sources in reports and essays and all creative endeavors; intentional misrepresentation; cheating; plagiarism; and unauthorized possession of examinations. The UCO Student Code of Conduct provides further details. Additionally, any work submitted as an assignment for one class may not be submitted for credit in another class, without prior permission of the professor. Any work so submitted will receive an automatic "0."

Plagiarism: When a student submits any assignment for a course (written, oral, videotape, audiotape, photograph or Web Site), the student will submit entirely original work or will properly cite all sources utilized in the preparation of the assignment. Without proper citation, the student is guilty of plagiarism, which is not tolerated at UCO. As a student, you are responsible for understanding what constitutes plagiarism. You should talk to your professor to ensure that you can recognize and avoid all types of plagiarism. Plagiarism occurs in two primary ways:
1. Word-for-word copying, without acknowledgement, of the language or creative work of another person. Having another person complete all or part of your assignment is plagiarism and is clearly forbidden. But, in addition, the student should include NO written, video, audio, or photographic material from an existing source, no matter how brief, without acknowledging the source. When using the written words of an existing source in your assignment, either place the borrowed words in quotation marks or set the quotation aside as a block quotation. Additionally, you must include the citation for the material in your assignment. This applies to even the briefest of phrases if they are truly distinctive.
2. The unacknowledged paraphrasing of an author’s ideas. The student should no more take credit for another person’s thoughts than for another person’s words. Any distinctive, original idea taken from another writer should be credited to its author. If
you are not sure whether or not an author’s idea is distinctive, you should assume that it is: no fault attaches to over-acknowledgement, but under-acknowledgement is plagiarism. Most style manuals (e.g., *Publication Manual of the American Psychological Association*) provide information concerning how to paraphrase and cite the ideas and writings of existing sources.

**Students may be dismissed from the university for plagiarism.** University guidelines provide a range of disciplinary action dependent upon the severity of the offense including but not limited to: requiring a substitute assignment, awarding a reduced grade, awarding a failing grade for the assignment, awarding a failing grade for the course, or expelling the student from the university. Acknowledging that instances of plagiarism may range from minor to severe, the Department of Mass Communication allows the course professor to determine the severity and the disciplinary action for the first instance of plagiarism committed by a student in the professor’s course. However, if that student commits plagiarism a second time in the course, departmental policy requires that the student receive both a failing grade (“F”) for the course and a referral to the UCO Student Conduct Officer. Students should make sure they understand professor expectations for sources and content to be cited.

**Turnitin.com Plagiarism Syllabus Statement:** UCO subscribes to the Turnitin.com plagiarism prevention service. Students agree that by taking this course, all required assignments may be subject to submission for textual similarity review to Turnitin.com for the detection of plagiarism. All submitted assignments will be included as source documents in the Turnitin.com restricted access reference database for the purpose of detecting plagiarism of such assignments. Use of the Turnitin.com service is subject to the Terms and Conditions of Use posted on the Turnitin.com website. Turnitin.com is just one of various plagiarism prevention tools and methods which may be utilized by your faculty instructor during the terms of the semesters. In the UCO Student Handbook, there is a process for contesting any plagiarism allegations against you.

**ADA Statement Regarding Special Accommodations:** The University of Central Oklahoma complies with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990. Students with disabilities who need special accommodations must contact Disability Support Services at (405) 974-2516. The DSS Office is located in the Nigh University Center Room 305. Students should also notify the instructor of special accommodation needs as soon as possible. Per Title IX of the Education Amendments of 1972 (Title IX), pregnant and parenting students may request adjustments by contacting the Title IX Coordinator, at (405)974-3377 or TitleIX@uco.edu. The Title IX Office is located in the Lillard Administration Building, Room 114D.

**Transformative Learning:** [http://www.uco.edu/central/tl/](http://www.uco.edu/central/tl/)  
“At the University of Central Oklahoma, we help students learn by providing transformative experiences so that they may become productive, creative, ethical and engaged citizens and leaders contributing to the intellectual, cultural, economic and social advancement of the communities they serve. Transformative learning is a holistic process that places students at the center of their own active and reflective learning experiences. All students at UCO will have transformative learning experiences in five core areas: leadership; research, creative and scholarly activities; service learning and civic engagement; global and cultural competencies; and health and wellness.”

**Class Attendance:** (Taken from the Faculty Handbook)
The university expects students to regularly attend classes in which they are enrolled. Faculty members are expected to establish specific attendance policies governing their classes. Attendance policies must appear in the course syllabi. Faculty members may require appropriate documentation to verify absences. Students are responsible for work missed due to absences. It is the student’s responsibility to initiate a request to make up class work or examinations missed.

Individual policies must allow for a reasonable but not unlimited, number of excused absences, for legitimate reasons. Excused absences approved by faculty members should be consistently applied to all students. An excused absence means that an instructor may not penalize the student and must provide a reasonable and timely accommodation or opportunity to make up exams or other course requirements that have an impact on course grade. Excused students should be allowed the same opportunities as students who were present in class.

Faculty members are obligated to honor the following circumstances as excused absences:

- travel considered part of the instructional program of the university and requiring absence from class (e.g. field trips, research presentations, etc.);
- invited participation in activities directly and officially sponsored by and in the interest of the university (e.g. athletic teams, debate teams, dance company, etc.); in cases of student athletes, refer to UCO Compliance Policy Manual for Athletics or contact the Faculty Athletic Representative;
- jury duty;
- military obligation (See Appendix K in Faculty Handbook.)
- serious illness, medical condition, pregnant and parenting students’ rights (as outlined in Title IX), accident, or injury; and
- death or serious illness in immediate family

Further information can be found at http://sites.uco.edu/academic-affairs/files/aa-forms/StudentInfoSheet.pdf

Requirements

Here are some things you need to know:

You should have a basic, fluent, functionally literate understanding of the English language, with the presumption that you have already possess these basic grammar, spelling and composition skills when you enter this class. This is not a remedial grammar class.

You should already possess basic computer skills, including but not limited to: 1) How to create a document, 2) How to save a document without closing the program, 3) How to save a document to a flash drive, not the hard drive (File Open, File Save and File Save As), 4) How to transfer text from one program to another, and from one place to another within the program (copy and paste), and 5) How to use a Web browser, how to type a URL to access a website, and how to navigate through a website.

You should have the basic skills necessary to draft and send an e-mail message through Desire2Learn and place a Microsoft Word or Apple Pages file attachment in the e-mail message. In this class, the e-mail attachment will contain your term project outline and
summary, the two legal research assignments and the final term project. You may use your home computer, if you want. If you turn in something via e-mail without using a Word or Pages file attachment, or without putting your name on it, or if I cannot open your attachment, you will receive a zero.

You should have access to a computer with Microsoft Word or Apple Pages installed.

You should obtain and possess a workable Internet e-mail account as a backup to the UCO e-mail account that you will use for this course.

This one is important. You already should have broadband access to a computer with either your own Internet service provider account (for example, Cox Communications or AT&T U-verse) or broadband access to the Internet through another computer or through the UCO computer network (if you are on campus and it is available) in order to access the class website through Desire2Learn. You may use the Department of Mass Communication computer lab in COM 103i during open hours, or any broadband general access computers on campus. However, you must have broadband Internet access to be able to view the class website throughout the semester for assignments, study guides, announcements and other information. By enrolling in this course, you are given constructive notice of your class website's contents, no matter how many times the site is updated. (In other words, check this site often for changes and updates!!)

This suggestion is based on real world media experience. Purchase at least one USB jump drive for uploading, downloading and saving your discussions and term project materials. The Communications Building labs have Macintosh and IBM computers that will take the USB drives.
Any technical problem is an unacceptable excuse for missing a deadline - that's a real world reality, not my attempt to make your life miserable. Saving your materials on a USB jump drive will help avoid this problem. You'll also use that USB jump drive in other department classes.

Learn how to work under deadline requirements similar to those that communication professionals face each day in the "real world." In other words, you need to understand 1) what a deadline is, and 2) what happens when you fail to meet a deadline. Again, I'm not making your life miserable. If you can't do this in the real world, you'll end up with a job wearing a shirt with your name on it.

Learn how you can become a better communicator, both orally and in writing, in order to have the versatility to be able to market your job skills in the communications employment market.

D2L

D2L includes all handouts, instructions, assignments, and evaluation forms. D2L is available through UCONNECT. To access your courses, click the My Courses Tab, then click the My Courses link in the center column. Your list of courses will be displayed. You will need to check this each week for schedule updates, to turn in assignments. You can log on through UCONNECT or at: http://learn.uco.edu.

Grading

The grading page on this website lists what work will contribute to your final grade and what percentage of the final grade it will be. Please don't add up all your scores and average them - that's wrong, and you'll end up figuring out the wrong grade. Or, as they say in the antique store - if you break it, you buy it.

Internet & E-mail

We will use two e-mail systems for class communication - yes, these are confusing. These are the only university options available for electronic communication. The two e-mail systems are:

The email link on Desire2Learn course website. Use this link to send a message to me and add an attachment, if needed.

The instructor e-mail link for whickman@uco.edu on your "My Courses" page on UCOnect. If you click on this link, your e-mail program should pop up with my address in the "To:" line. Then you can send a message to me. If you don't get your e-mail program when you click on this link, that's a technical issue you will have to resolve.
We may also use the Desire2Learn Pager function. The Pager allows me to page all of you, and D2L users to page each other by sending a short text message. The next time that the person being paged enters the course, the pager will flash and beep that a message is waiting.

**Cloud services & mobile devices**

UCO offers Microsoft OneDrive for the campus cloud storage solution. Its use is optional. OneDrive is UCO’s secure cloud service and is preferred to Dropbox. Dropbox is a non-approved application for campus computers and will be removed from campus computers if it is installed.

Services such as Dropbox, iCloud and Box keep a copy of data you share with them on non-UCO computers (known as web servers) where it is stored and always connected to the Internet (also called "the cloud"). While convenient, these services pose a security risk on many levels when UCO data is involved.

Each of these cloud services are considered a personal resource and involve an agreement you make with the service provider. As a result, UCO is unable to backup, retrieve and restore any information kept on these non-UCO approved cloud services. UCO discourages the use of these services for official university business.

Confidential student information (including, but not limited to student ID photos) should not be stored on a cell phone, iPhone, iPad, Android, flash drive or non-UCO approved cloud storage site and never should be sent via email.

**Turning in assignments**

The rule on when and whether an assignment, quiz or test is completed is very simple: It is turned in when received on Desire2Learn by the due date. This means the receipt rule is in effect at all times during the semester. In other words, if it doesn't show up in my inbox on Desire2Learn email or in Desire2Learn Dropbox or show up on Desire2Learn test or quiz results by the due date, then it is not turned in no matter what the reason is. Yes, this penalizes people who did what they were supposed to do, only to see our campus system eat the assignment, quiz or test. Because some people abuse the system, we have to follow this rule. You can protect yourself if you send me a note and ask if I got your assignment, quiz or test. However, if you are having any technical problems turning in an assignment, quiz or test, viewing the class website or accomplishing any other class project or activity, you are responsible for identifying and solving the technical problem.

You may request an acknowledgement that an assignment has been received or is in my possession. However, the bottom line in all cases whatsoever will be whether I actually have received and/or possess in hand your assignment. In other words, a reply e-mail indicating receipt of an assignment is suggestive but not conclusive as to actual receipt.
One suggested source of technical help is at UCO's Office of Information Technology.

Online:
http://www.uco.edu/technology/forms/contact.asp
Email: support@uco.edu
Extension: 2255
Telephone: (405) 974-2255

IT Support Desk
Location: Max Chambers Library, northeast corner of the first floor

Textbooks

REQUIRED:

The Journalist's Primer: A No-Nonsense Guide to Getting and Reporting the News (Hanebutt), 2013
ISBN: 978-1-4652-1133-0

Associated Press Stylebook, 2015 edition (USED and OLDER editions may be used)
Optional:

A Pocket Style Manual (Hacker, Sommers), seventh edition (the sixth edition can be used)

Working With Words (Brooks, Pinson, Wilson), eighth edition

Supplement handouts as needed

Online study guides will be provided for all tests and quizzes

Suggested Application:

iPhone or BlackBerry mobile app for the AP Stylebook (but it is expensive at $24.99 via iTunes)
**Modules**

Material will be presented through online materials that include lecture, examples from different forms of media and discussion. Students will participate in activities and exercises that will reinforce concepts and help develop an awareness and understanding of their role as writers and reporters in today’s media.

**How grades will be posted**

All grades will be posted on the class Desire2Learn site, which can be accessed through UCOncnect. A grade book has been set up on Desire2Learn for this class. Scores will NOT be sent to you via e-mail - the university doesn't let us do this. Also, we're not allowed to send final grades to you.

**However, I will maintain a paper grade book. Pay attention: This will be the official record of scores - not the Desire2Learn grades page.** Check the class Desire2Learn site throughout the semester right up to the last day. You are presumed to have received notice of all scores during the course of this semester, regardless of whether you actually saw them on Desire2Learn.

Tests and quizzes will be graded and posted on Desire2Learn (and entered in the paper grade book) as soon as possible after you take them. The receipt rule as described above is in effect for all tests and quizzes after you have taken them. The semester, and all course work, concludes on **Friday, Dec. 8, 2017**, at 11:59 p.m.

**Tests & quizzes**

All tests and quizzes will be taken through the class Desire2Learn website. You will need to be knowledgeable about how Desire2Learn works in order to take a test or quiz through the Desire2Learn course website.

Tests 1, 2 and 3 will be closed-book examinations taken in class. These tests will consist of multiple-choice and short-answer questions. Each test is worth 100 points.

Several Associated Press style quizzes and grammar quizzes will be given during the semester. The AP Stylebook will be divided up in sections for each week (i.e., A-B for the first quiz, etc.) Spelling also will be on most quizzes. A spelling list is available on the Desire2Learn course website. Quizzes will be delivered though the Desire2Learn course website. The highest quiz scores during the semester, minus your two lowest scores, will be used to determine the final course average. I will post a study guide on the class website for the three tests.

Any work submitted as an assignment for another class may not be submitted for credit in this class, without prior permission of the professor. Any work so submitted will receive an automatic "0."
Late assignment & makeup policy

Deadlines are everything in the communications business, whether you are in the print or electronic field, work at a newspaper, public relations or advertising agency or a radio or television station. Therefore, no late assignments will be accepted.

Under revised university policy, test and quiz makeups may be available under the following circumstances:

Travel considered part of the instructional program of the university and requiring absence from class (e.g. field trips, research presentations, etc.)
Invited participation in activities directly and officially sponsored by and in the interest of the university (e.g. athletic teams, debate teams, dance company, etc.)
Jury duty
Military obligation
Serious illness, medical condition, accident, or injury
Death or serious illness in immediate family
Religious observances. (e.g. Yom Kippur, Good Friday, Passover, Rosh Hashanah, etc.) Note: a list of religious observances must be submitted to the instructor the first two weeks of the semester of which the observance will be held).

Makeups are allowed ONLY for the circumstances listed above. Makeup Week for all tests and quizzes shall be Monday, Dec. 4, 2017, to Friday, Dec. 8, 2017. Please note that the semester, and all course work, concludes on Friday, Dec. 8, 2017, at 11:59 p.m.

Assignments

FORMAT: Writing assignments need to be formatted in this specific manner, or you will lose points. All writing assignments will be typed, double-spaced, one-inch margins, Times New Roman font, 12-point type with a slug in the upper-right-hand corner of the page which includes your last name, the story type and the story slug (example: Hickman/Mod2Story/Library or Smith/Mod8Story/Shelters).

REPORTING: You must adequately research each topic using databases and personal interviews as sources. You will gather more information than you will include in your story to make certain you thoroughly understand the subject being presented. You must accurately record and report information to eliminate factual errors. You will attach sources of background information to each outside-of-class writing assignment turned in. All stories must address the “Who, What, When, Where, Why and How” of the subject.

ORGANIZATION: You must choose which pieces of information to present by following suggestions in the book and presented in lecture. The way you structure that presentation will help audience understand the story.
**WRITING:** You must follow all the conventional rules for sentence structure, grammar, punctuation and spelling, as well as correct print, broadcast and web style.

**RESEARCH:** Good reporters research their stories. You are being trained to be a good reporter (which is a skill valuable in various fields within Mass Communication), so find out what has been written on your topic as both background, and as sources for questions.

**This is a paperless class unless otherwise indicated. You will not receive any paper from me for any assignment, test, quiz, etc.** All assignments, with the exception of those specifically indicated, will be submitted as e-mail attachments in Microsoft Word or Mac Pages file format.

**Late assignments**

LATE WORK WILL NOT BE ACCEPTED. Stories or homework assignments not turned in by the posted deadline are considered late. Because each module is open and available for at least a couple of weeks, no late assignments will be accepted. **You are expected to start work early in order to avoid being late because of potential problems that may occur at the last minute.** If you know about a potential scheduling problem ahead of time, you can request that a module be released to you early. Module deadlines will not be extended. If you miss a deadline, read the information in the module, but focus on the next week’s work. The instructor reserves the right to extend a deadline based on a D2L system problem, extensive local power outages, etc. Such extensions will be posted on D2L.

**Emergencies during finals**

If a university emergency occurs that prevents the administration of a final examination, the student's final course grade will be calculated based on the work in the course completed to that point and the faculty member's considered judgment. Final exams will not be rescheduled, and a grade of "I" will not be given as a result of the missed exam.

**Turnitin.com**

UCO subscribes to the Turnitin.com plagiarism prevention service. Students agree that by taking this course, all required assignments may be subject to submission for textual similarity review to Turnitin.com for the detection of plagiarism. All submitted assignments will be included as source documents in the Turnitin.com restricted access reference database for the purpose of detecting plagiarism of such assignments. Use of the Turnitin.com service is subject to the Terms and Conditions of Use posted on the Turnitin.com Web site. Turnitin.com will be used in this class. The UCO Student Handbook includes a process for contesting any plagiarism allegations against you.

**Attendance**
Attendance will be taken through D2L, which will log every instance when you access the D2L system throughout the semester. You are encouraged to access the online course several times a week during the semester. The UCO Mass Communication Department's policy is that students will maintain a 70 percent attendance rate in all courses that meet in a physical classroom at designated times and places. You may ask me questions via e-mail. Hint: The best way to reach me is through Desire2Learn course e-mail, which is available to you 24 hours a day!

From the UCO Undergraduate Catalog 2016-2017:
Class Attendance: It is the student’s responsibility to be aware of an instructor’s attendance policy. Instructors will make policies known to the students with respect to absences. The instructor makes the final decision to excuse or not to excuse an absence. Students who stop attending class by logging in online and do not officially withdraw or drop will receive “F” grades. (Note: Again, this policy applies to courses that meet in a physical classroom at designated times and places.)

### Grading

**You are hereby put on notice as to the contents of this section.**

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Points Possible</th>
<th>Calculation</th>
<th>Percentage</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Complete required grammar drills with at least a score of 80 on each of the following quizzes: modifiers; pronouns; sentence structure; section review; apostrophes; punctuation; general word use; lay vs. lie; spelling; their, they’re or their; and two, two or too (deadline is Friday, Sept. 1).</td>
<td>1,100</td>
<td>1,100 possible points divided by 11 x 4 (20%)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3 exams to cover textbook readings</td>
<td>300</td>
<td>300 possible points divided by 3 x 3 (15%)</td>
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<td></td>
</tr>
<tr>
<td>12 syllabus/AP Stylebook quizzes*</td>
<td>1,200</td>
<td>1,200 possible points divided by 12 x 3 (15%)</td>
<td></td>
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</tr>
<tr>
<td>10 discussion board posts &amp; replies**</td>
<td>1,000</td>
<td>1,000 possible points divided by 10 x 3 (15%)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10 story assignments ***</td>
<td>1,000</td>
<td>1,000 possible points divided by 10 x 3 (15%)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Final project</td>
<td>100</td>
<td>100 possible points x 4</td>
<td></td>
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</tbody>
</table>
*TWO lowest AP Stylebook quiz scores, including zeroes, are dropped out of 14 total quizzes.
**TWO lowest discussion scores, including zeroes, are dropped out of 12 total discussions.
***TWO lowest story assignment scores, including zeroes, are dropped out of 12 total story assignments.

**Official record of grades:** Grades are available throughout the semester to each individual via the course Desire2Learn site. However, these are not the official record of grades. The official record of grades shall be recorded and maintained in the instructor's paperbound, hard-copy grade book. If you see that a score is missing or maybe incorrect on D2L, remember to ask if I have the score in the paper grade book! You may earn bonus points for asking the right question!

**Math skills in determining grade progress and final grade:** It is presumed that when you enroll in this course, you already possess basic, functional, minimally acceptable mathematical skills. In other words, you already know how to figure out the basic math required under the grading percentage formula detailed above in order to project a future course grade at any time during the semester and to determine the final course grade. If you do not possess these skills upon enrollment in this class, you assume the risk.
(Translation: If you break it, you buy it.)

**Grade projections:** You will not receive any promises, assurances, projections, estimates or other statements from the instructor that would suggest what your current or final grade would be in this class, as well as for any individual exercise or assignment in this class. Grade estimates provided for a tuition waiver application or sorority grade checks of any type whatsoever shall not be construed as a promise, assurance, projection, estimate or any other statement suggesting what your final grade would be in this class.

**The rule on "substitutions":** You do not get to "substitute" one score for another, nor do you get to complete "extra points" exercises. The scoring breakdown as detailed above will be followed in all instances.

**The rule on Scantron tests or quizzes & Desire2Learn online tests or quizzes:** Any test or quiz scores scanned by the Scantron scoring machine from the Scantron scoring sheets will be final. Any mismarked answers will count. Any Desire2Learn online tests or quizzes will be manually graded and will NOT use the automatic Desire2Learn grading system.

**Makeup policy:** See the Requirements section for details.
Story Standards & Checklist

Story standards grading criteria for all written assignments (I expect you all to produce the best written work of which you are capable):

<table>
<thead>
<tr>
<th>Letter</th>
<th>Points</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>A+</td>
<td>100</td>
<td>Your work and attitude are thoroughly professional. You understand the mission of a copy desk and have mastered the skills necessary to reach the goals of a copy desk. You have a sense of urgency. Your micro and macro editing skills are excellent. Your headlines are accurate, active, creative, fit the type specifications and have that certain extra spark. Your edited copy exercises are almost always error-free. You can spot holes in copy. You know when to ask questions. You show you recognize the importance of not over editing; that is to say, you don’t try to impose your voice on others’ copy. Your class work is consistently excellent. If another editor called me looking for a beginning copy editor, you would be a strong candidate.</td>
</tr>
<tr>
<td>A</td>
<td>to 90</td>
<td>Your work and attitude are solid but not outstanding. You understand the mission of a copy desk and are well on your way to mastering the skills necessary to reach the goals of a desk. You understand the need for urgency but may have lapses in your performance. Your headlines are accurate and active, generally creative, fit the type specifications and sometimes show that certain extra spark. Your copy is generally clean but you have certain consistent weaknesses. You are fairly good about asking questions but might assume more than you should at times. You often catch holes and inconsistencies in copy but overlook some, too. Your class work is above average. If another editor called me looking for a beginning copy editor, you would be a candidate with potential but would need a little more nurturing.</td>
</tr>
<tr>
<td>B+</td>
<td>89</td>
<td>Your work and attitude are average: not bad but not great. You might be fairly strong in some areas of copy desk work, but weak in others. Your work</td>
</tr>
<tr>
<td>B</td>
<td>to 80</td>
<td></td>
</tr>
<tr>
<td>B-</td>
<td>79</td>
<td></td>
</tr>
<tr>
<td>C+</td>
<td>79</td>
<td></td>
</tr>
<tr>
<td>C</td>
<td>to 70</td>
<td></td>
</tr>
<tr>
<td>C-</td>
<td>70</td>
<td></td>
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</tbody>
</table>
is somewhat inconsistent; for example, you might have a very good attitude but your micro or macro editing skills might be weak. You might consistently miss holes in copy. You might have some excellent headlines, but more often your heads need to be changed because they are too long, too short, inaccurate, inactive or do not conform to the rules of headline writing. You might have continuing problems with time, with using a computer system. You might not have demonstrated that you understand what the mission is of a copy desk and your commitment to putting out the best possible newspaper might be called into question. Your class work is average. If another editor called me looking for a beginning copy editor, I probably would not suggest you as a candidate. If you had applied for a copy-editing job, I would want to consider your strengths and weaknesses on a case-by-case basis.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Score</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>D+</td>
<td>69</td>
<td>Your work and attitude are poor. You have done the minimum required. Your work is consistently below average, your time management is poor, you cannot spot holes in copy, your headlines are consistently too long, too short, inactive, inaccurate and need to be changed. Your work needs to be scrupulously double-checked by the news editor and often is found lacking. Your class work is below average. If another editor called me and said you had applied for a copy-editing job, I would encourage that editor to look at another candidate.</td>
</tr>
<tr>
<td>D</td>
<td>to</td>
<td></td>
</tr>
<tr>
<td>D-</td>
<td>60</td>
<td></td>
</tr>
<tr>
<td>F+</td>
<td>59 &amp;</td>
<td>Your work is unacceptable. You have not demonstrated that you learned anything either about the work of a copy desk or about copy editing.</td>
</tr>
<tr>
<td>F</td>
<td>below</td>
<td></td>
</tr>
</tbody>
</table>

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### Media Writing Grading Outline

<table>
<thead>
<tr>
<th>CATEGORY</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Who, What, When, Where, and How</td>
<td>Article adequately addresses the 5 W’s (who, what, when, where, and how).</td>
<td>The article adequately addresses 4 of the 5 W’s.</td>
<td>The article adequately addresses 3 of the 5 W’s.</td>
<td>The article adequately addresses 2 of the 5 W’s.</td>
</tr>
<tr>
<td>-------------------------------</td>
<td>---------------------------------------------------------------------</td>
<td>---------------------------------</td>
<td>---------------------------------</td>
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</tr>
<tr>
<td>Spelling and Proofreading</td>
<td>No spelling or grammar errors remain after one or more people (in addition to the typist) read and correct the newspaper.</td>
<td>No more than 2 spelling or grammar errors remain after one or more people (in addition to the typist) read and correct the newspaper.</td>
<td>No more than 3 spelling or grammar errors remain after one or more people (in addition to the typist) read and correct the newspaper.</td>
<td>3 or more spelling or grammar errors remain in the final copy of the newspaper article.</td>
</tr>
<tr>
<td>Content</td>
<td>The article includes all the required content as outlined below.</td>
<td>The article includes 85-99% of the required content.</td>
<td>The article includes 75-84% of the required content.</td>
<td>Less than 75% of the required content was included in the article.</td>
</tr>
<tr>
<td>Optional Graphics</td>
<td>Optional graphics are in focus, are well-cropped and are clearly related to the article they accompany.</td>
<td>Optional graphics are in focus and are clearly related to the article they accompany.</td>
<td>80-100% of the optional graphics are clearly related to the article they accompany.</td>
<td>More than 20% of the graphics are not clearly related to the article OR no graphics were used when article called for graphics.</td>
</tr>
<tr>
<td>Articles-Supporting Details</td>
<td>The details in the article are clear, effective, and vivid 80-100% of the time.</td>
<td>The details in the article are clear and significant 90-100% of the time.</td>
<td>The details in the article are clear and significant 75-89% of the time.</td>
<td>The details in more than 25% of the article are neither clear nor significant.</td>
</tr>
</tbody>
</table>

**Checklist**

1. Pick a lead:
   ____ Immediate ID (minus 1 - 5 points)
   ____ Delayed ID (minus 1 - 5 points)
   ____ Summary (minus 1 - 5 points)
   ____ Multiple element (minus 1 - 5 points)
   ____ Lead with flair (minus 1 - 5 points)
2. ____ Lead is one paragraph (minus 1 - 5 points)
3. ____ Lead is one sentence, and it is a complete sentence (ASSIGNMENT WILL RECEIVE ZERO POINTS FOR ANY INCOMPLETE SENTENCE)
4. Lead follows Who (subject), What (verb), When (day of week), What (result or action) formula (minus 5 - 10 points)
5. Pick at least one story element for the lead (may be more than one):
   ____ Impact (minus 1 - 5 points)
Conflict (minus 1 - 5 points)
Novelty (minus 1 - 5 points)
Prominence (minus 1 - 5 points)
Proximity (minus 1 - 5 points)
Timeliness (minus 1 - 5 points)

6. First draft of lead

7. Lead follows this formula: Who, What (verb), When, What (results - see No. 4) (ASSIGNMENT WILL RECEIVE ZERO POINTS FOR ANY "WHEN" LEAD)

8. Bridge/nut graph (what does this story mean to reader) (minus 1 - 5 points)

9. Bridge/nut graph is second paragraph (minus 1 - 5 points)

10. Bridge/nut graph is no more than two sentences (minus 1 - 5 points)

11. Lead/generic facts, details of titles, organizations below (minus 1 - 5 points)

12. All sentences 25 words or less (minus 1 - 5 points)

13. Body (facts in descending order) (minus 1 - 5 points)

14. First paragraph of body is third paragraph of story

15. Each paragraph of story has no more than three sentences.

16. ALL answered in entire story:
   ___ Who? (lead) (minus 1 - 5 points)
   ___ What? (lead) (minus 1 - 5 points)
   ___ When? (lead) (minus 1 - 5 points)
   ___ Where? (either lead or within story) (minus 1 - 5 points)
   ___ Why? (within story) (minus 1 - 5 points)
   ___ How? (within story) (minus 1 - 5 points)

17. Active verbs, subject-verb-object construction (minus 1 - 5 points)

18. No more than three prepositional phrases in each sentence (minus 1 - 5 points)

19. No more than three numbers in each sentence (minus 1 - 5 points)

20. NO first, second person!!! *** (minus 1 - 20 points)

21. NO opinion (unless attributed)!!! (ASSIGNMENT WILL RECEIVE ZERO POINTS FOR UNATTRIBUTED OPINION OF ANY KIND) ***

22. NO preaching *** (minus 1 - 20 points)

23. Use of paragraphs (story development) (ASSIGNMENT WILL RECEIVE ZERO POINTS FOR USE OF ONE-PARAGRAPH STORY)

24. Quotes begin paragraphs (minus 1 - 5 points)

25. One idea per sentence (minus 1 - 5 points)

26. Grammar (minus 10 - 50 points)

27. Spelling (minus 10 - 50 points)

28. Punctuation (minus 5 - 25 points)

29. All facts correct? (minus 10 - 50 points)

30. Newsworthiness of facts used (minus 5 - 15 points)

31. Libel problems? (minus 5 - 15 points)

32. Use of quotes (minus 1 - 5 points)

Errors that will result in an automatic zero on any assignment:
Any incomplete sentence of any kind
One-paragraph stories
Unattributed opinion of any kind
Use of "e-mail" grammar
Obvious punctuation errors
Obvious grammar & composition errors

You need to check off/confirm the following for each story or assignment you edit:

1. **Facts:** Are all the names correctly spelled, titles and affiliations correct, all references to dates, places, other details accurate?

2. **Focus:** Is the "news peg" in your story clear? The news peg, which usually is revealed in the hard lead or the delayed lead, provides the reader with a clear message about the reason the story is being written and which of the 5 Ws and the H will be emphasized. The news peg should demonstrate your understanding of what makes news (i.e., your "news judgment").

3. **Attribution:** Are all facts not part of the common wisdom and knowledge (e.g., grass is green, George Washington was the first president of the United States, the chemical formula for water is H2O, etc.) and opinion in your story identified by their sources? Sources may be human, published, or (occasionally) your own observations. Sources may be quoted directly or through paraphrasing, but make sure you get it right!

4. **Balance in perspectives:** Do the sources in your story really represent the various perspectives (or positions) on the subject? Have you made sure to include both official (or expert) and other sources, including those persons affected by the issue or event you are covering?

5. **Completeness:** Have you provided enough information for the reader to understand the issues and events covered in your story? Have you taken care to make sure that nothing essential to the story's meaning is omitted?

6. **Organization:** Is the story organized logically and clearly?

7. **Background:** Does the story contain sufficient background to provide the context for the events and issues that you are covering? Background is historical and other
This schedule will be updated often! You are hereby given notice as to the contents of this schedule, regardless of how many times it is updated.

<table>
<thead>
<tr>
<th>WEEK</th>
<th>READINGS, DISCUSSIONS &amp; ACTIVITIES</th>
<th>EXERCISES &amp; ASSIGNMENTS</th>
<th>QUIZZES &amp; TESTS</th>
<th>ONLINE ACTIVITIES &amp; NOTES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1</td>
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<tr>
<td>Week of Aug. 21</td>
<td>Introduction to course. READ: The Journalist's Primer: Chapter 1 - Theory of the Press in a Democratic Society o Humans &amp; the Quest for Truth, pp. 1 – 3. o John Milton &amp; the Pursuit of Truth, pp. 3 – 4. o The Enlightenment – Founding Principle of a New Kind of Country, pp. 4 – 6. o The Press – Linchpin of Democracy, pp. 6 – 8.</td>
<td></td>
<td>o Associated Press Style Introduction Quiz (for review only) - available week of Jan. 9. o SYLLABUS &amp; ORIENTATION QUIZ 1 - available from 8 a.m. Thursday, Aug. 24 to 5 p.m. Friday, Aug. 25. o DRILLS: Complete required grammar drills with at least a score of 80 on each of the following quizzes: 1. modifiers; 2. pronouns; 3.</td>
<td></td>
</tr>
<tr>
<td>Week 2</td>
<td>READ: The Journalist's Primer: Chapter 3 - What is News? o Elements of News, pp. 27 – 30. o Need to Know vs. Want to Know, p. 30. o Types of Stories, pp. 31 - 36. o Choosing the News – The Budget Meeting, pp. 36 - 38. o All module lesson materials. o Associated Press Stylebook, sections A to C. o NewsOK.com: Read international, national, state and local sections regularly throughout the week. LESSON: The Nature of News/The Changing Media Landscape/The Emerging Journalism o Note about the Fairness Doctrine o Distinguishing Between FACT &amp; OPINION (PDF)</td>
<td>o AP STYLEBOOK QUIZ 2, Sections A to C - available from 8 a.m. Thursday, Aug. 31 to 5 p.m. Friday, Sept. 1. o DRILLS: Complete required grammar drills with at least a score of 80 on each of the following quizzes: 1. modifiers; 2. pronouns; 3. sentence structure; 4. section review; 5. apostrophes; 6. punctuation; 7. general word use; 8. lay vs. lie; 9. spelling; 10. their, they’re or their; and 11. two, two or too (deadline is Friday, Sept. 1).</td>
<td>Week of Aug. 28</td>
<td>o Are You Putting in Enough Study Hours? (PDF) o Success tips</td>
</tr>
</tbody>
</table>
| Week 3 | Week of Sept. 4 | READ: The Journalist's Primer: Chapter 7 - Writing the News for Print  
|        |                | o Prewriting, pp. 85 – 86.  
o The Inverted Pyramid, pp. 86 – 89.  
o Leads, pp. 89 – 94.  
o The Body, pp. 94 – 97.  
o Endings, pp. 97 – 98.  
o All module lesson materials.  
o Associated Press Stylebook, sections D & E.  
o NewsOK.com: Read international, national, state and local sections regularly throughout the week.  
|        |                | LESSON: The Inverted Pyramid  
The Inverted Pyramid (PDF)  
o STORY ASSIGNMENT 2: Story about UCO library services.  
o DISCUSSION 2: Oklahoman & NewsOK.com content.  
|        |                | o AP STYLEBOOK QUIZ 3, Sections D to E - available from 8 a.m. Thursday, Sept. 7 to 5 p.m. Friday, Sept. 8.  
| Week 4 | Week of Sept. 11 | READ: The Journalist's Primer Chapter 4 - Who is a Reporter?  
|        |                 | o Characteristics & Skills of a Journalist, pp. 41 – 47.  
o Educational Needs for the New Century,  
o STORY ASSIGNMENT 3: List the names and titles of two specific people you will be interviewing, how they are associated with  
|        |                 | o AP STYLEBOOK QUIZ 4, Sections F to G - available from 8 a.m. Thursday, Sept. 14 to 5 p.m. Friday, Sept. 15.  
|
| Week 5  | READ: The Journalist's Primer, Chapter 5 – Newsgathering  
| Week of Sept. 18 | o Beats, pp. 55 – 58.  
| | o Sources, pp. 59 – 65.  
| | o The Morgue & Online Searches, pp. 65 – 66.  
| | o All module lesson materials.  
| | o Associated Press Stylebook, sections H & I.  
| | o NewsOK.com:  
| LESSON: Interviewing/Handling Quotations and Attribution  
| Covering a Beat | o STORY ASSIGNMENT 4: Write a 500 to 600 word story in the inverted pyramid format.  
| | o DISCUSSION 4: Choose any story in your local newspaper and tell how that story could have been improved with a database search.  
| | o AP STYLEBOOK QUIZ 5, Sections H to I - available from 8 a.m. Thursday, Sept. 21 to 5 p.m. Friday, Sept. 22.  
| NEWS UNIVERSITY COURSE: Introduction to Reporting: Beat Basics (free, but you must register)  
| How Many Hours Does It Take to Study? |
Read international, national, state and local sections regularly throughout the week.

LESSON: Gathering and Verifying Information/Reporting with Numbers

<p>| EXAM 1 - Available 8 a.m., Monday, Sept. 25, to 5 p.m. Tuesday, Sept. 26 |
|---|---|---|
| <strong>Week 6</strong> | <strong>Week of Sept. 25</strong> | <strong>ASSIGNMENT 5</strong> |
| READ: The Journalist's Primer: Chapter 2 – Ethics | o Ethics. | o AP STYLEBOOK QUIZ 6, Sections J to K - available from 8 a.m. Thursday, Sept. 28 to 5 p.m. Friday, Sept. 29. |
| o The Importance of Credibility, pp. 11 – 12. | o STORY ASSIGNMENT 5: Write a 300 to 500 word inverted pyramid story about the ethical resources available to people in your chosen media field. |  |
| o The Deteriorating Reputation of the Press, pp. 12 – 14. | |  |
| o From the Age of Reason to the Age of Aesthetics, pp. 14 – 15. | o DISCUSSION 5: From the 20/20 show about Media Hype, pick one of the stories (in parts 1-6) and list three ethical decisions that were made which could have been done differently. |  |
| o Changes in the Law, p. 15. | |  |
| o A Flawed Philosophy &amp; the Social Responsibility Theory, pp. 15 – 16. | |  |
| o Building Trust by Making Ethical Decisions, pp. 17 – 18. | |  |
| o Ethical Models, pp. 18 – 20. | |  |
| o Ethical Codes, p. 20. | |  |
| o Ethical Problems of the Press, pp. 20 – 22. | |  |
| o All other lesson materials. | |  |
| o Associated Press Stylebook, Sections J &amp; K. | |  |</p>
<table>
<thead>
<tr>
<th>Week 7</th>
<th>READ: The Journalist's Primer: Chapter 15 - Media Law</th>
<th>o Media Law</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week of Oct. 2</td>
<td>o The First Amendment &amp; Free Expression, pp. 207 – 208.</td>
<td>o STORY ASSIGNMENT 6: Submit your preparations for Story Assignment 7 due next week.</td>
</tr>
<tr>
<td></td>
<td>o The Boundaries of Free Expression, pp. 208 – 211.</td>
<td>o DISCUSSION 6: Describe a specific story that reporters are dealing with today that you think is not being ethically handled well in the media.</td>
</tr>
<tr>
<td></td>
<td>o Libel, pp. 211 – 215.</td>
<td>o AP STYLEBOOK QUIZ 7, Sections L to M - available from 8 a.m. Thursday, Oct. 5 to 5 p.m. Friday, Oct. 6.</td>
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<tr>
<td></td>
<td>o Invasion of Privacy, pp. 215 – 218.</td>
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<td>o Open Records &amp; Meetings, pp. 218 – 220.</td>
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<td>o Protection of Sources, pp. 220 – 221.</td>
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<td>o Free Press, Fair Trial, pp. 221 – 224.</td>
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<td>o Obscenity, pp. 224 – 225.</td>
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<td>o Copyright &amp; Fair Use, pp. 225 – 226.</td>
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<tr>
<td></td>
<td>o All other lesson materials.</td>
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</tr>
<tr>
<td></td>
<td>o Associated Press Stylebook, Sections L &amp; M</td>
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<tr>
<td></td>
<td>o NewsOK.com: Read international, national, state and local sections regularly throughout the week.</td>
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<tr>
<td>Week 8</td>
<td>LESSON: Media Law</td>
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<tr>
<td>Week of Oct. 9</td>
<td>READ: The Journalist's Primer - Chapter 10, Photographing the News, pp. 139 - 150 and all other lesson materials.</td>
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<tr>
<td></td>
<td>o Associated Press Stylebook, Sections N &amp; O</td>
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<tr>
<td></td>
<td>o NewsOK.com: Read international, national, state and local sections regularly throughout the week.</td>
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<tr>
<td></td>
<td>LESSON: Writing to be Read</td>
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<tr>
<td></td>
<td>o Writing to be Read</td>
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<td></td>
<td>o STORY ASSIGNMENT 7: Write a 400 to 500 word inverted pyramid news article involving an Oklahoma elected official.</td>
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<tr>
<td></td>
<td>o DISCUSSION 7: Using the caption template in this week's lesson, write a new caption for a photo you see on the NewsOK website.</td>
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<tr>
<td></td>
<td>o AP STYLEBOOK QUIZ 8, Sections N to O - available from 8 a.m. Thursday, Oct. 12 to 5 p.m. Friday, Oct. 13.</td>
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</tbody>
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<table>
<thead>
<tr>
<th>Week 9</th>
<th>No reading assignment this week.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week of Oct. 16</td>
<td>No assignments or discussions this week!</td>
</tr>
<tr>
<td></td>
<td>No quizzes or tests this week!</td>
</tr>
</tbody>
</table>

**SPRING BREAK: Thursday, Oct. 19 to Sunday, Oct. 22**

<table>
<thead>
<tr>
<th>Week 10</th>
<th>LESSON: Finding the News in News Releases</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week of Oct. 23</td>
<td>o NewsOK.com: Read international, national, state and local sections regularly throughout the week.</td>
</tr>
<tr>
<td></td>
<td>o Associated Press Stylebook, Sections P, Q &amp; R</td>
</tr>
<tr>
<td></td>
<td>LESSON: Finding the News in News Releases</td>
</tr>
<tr>
<td></td>
<td>o STORY ASSIGNMENT 8: Find an active student club that you would like to focus on for a press release.</td>
</tr>
<tr>
<td></td>
<td>o DISCUSSION 8: Pick a category that interests you from PRNewswire and find two press releases that might lead to possible stories.</td>
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<td></td>
<td>o AP STYLEBOOK QUIZ 9, Sections P, Q &amp; R - available from 8 a.m. Thursday, Oct. 26 to 5 p.m. Friday, Oct. 27.</td>
</tr>
<tr>
<td>Week 11</td>
<td>Week of Oct. 30</td>
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<tr>
<td>READ:</td>
<td>o Speeches, News Conferences and Meetings.</td>
</tr>
<tr>
<td>The Journalist's Primer - Chapter 7, Writing the News for Print, pp. 85 - 100 and all other lesson materials.</td>
<td></td>
</tr>
<tr>
<td>o Associated Press Stylebook, Sections S &amp; T.</td>
<td></td>
</tr>
<tr>
<td>o NewsOK.com: Read international, national, state and local sections regularly throughout the week.</td>
<td></td>
</tr>
<tr>
<td>o DISCUSSION 9: Visit the website for the United Kingdom newspaper The Telegraph and answer questions.</td>
<td></td>
</tr>
<tr>
<td>o AP STYLEBOOK QUIZ 10, Sections S &amp; T - available from 8 a.m. Thursday, Nov. 2 to 5 p.m. Friday, Nov. 3.</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Week 12</th>
<th>Week of Nov. 6</th>
</tr>
</thead>
<tbody>
<tr>
<td>READ:</td>
<td>o Writing the News for Broadcast</td>
</tr>
<tr>
<td>The Journalist's Primer - Chapter 8, Writing the News for Broadcast, pp. 103 - 125.</td>
<td></td>
</tr>
<tr>
<td>o Broadcast style quiz</td>
<td></td>
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<tr>
<td>o Basic Style for Broadcast, Video (AP &amp; Other)</td>
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<tr>
<td>o Watch local television newscasts.</td>
<td></td>
</tr>
<tr>
<td>o Listen to national radio newscasts.</td>
<td></td>
</tr>
<tr>
<td>LESSON: Writing for Broadcast (Radio)</td>
<td></td>
</tr>
<tr>
<td>o DISCUSSION 10: Find a story that interests you in The Daily Oklahoman/NewsOK.com. 1. List the headline, the date, and what the story is about. 2. List two things you would change if you were writing the story for radio.</td>
<td></td>
</tr>
</tbody>
</table>

**EXAM 2 - Available 8 a.m., Monday, Nov. 6, to 5 p.m. Tuesday, Nov. 7**
<table>
<thead>
<tr>
<th>Week 13</th>
<th>Week of Nov. 13</th>
</tr>
</thead>
<tbody>
<tr>
<td>READ: Review The Journalist's Primer - Chapter 8, Writing the News for Broadcast, pp. 103 - 125.</td>
<td>o Writing for Television.</td>
</tr>
<tr>
<td>o Basic Style for Broadcast, Video (AP &amp; Other)</td>
<td>o STORY ASSIGNMENT 11: TV Story - Use the bite you selected from the radio story and indicate what video and graphics you want the editor to find or create. Write a 60-second television VOSOT.</td>
</tr>
<tr>
<td>o Watch local television newscasts on KWTV, KFOR, KOCO and/or KOKH.</td>
<td>o DISCUSSION 11: Watch a local television newscast. What were the top stories?</td>
</tr>
<tr>
<td>o Associated Press Stylebook, Sections U &amp; V.</td>
<td>LESSON: Writing for Television</td>
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<td>LESSON: Writing for Television</td>
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<thead>
<tr>
<th>Weeks 14 &amp; 15</th>
<th>Weeks of Nov. 20 &amp; 27</th>
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<tbody>
<tr>
<td>READ: The Journalist's Primer - Chapter 9, Writing the News for the Web, pp. 129 – 135.</td>
<td>o Writing for Public Relations</td>
</tr>
<tr>
<td>o Associated Press Stylebook, Sections W &amp; X.</td>
<td>o STORY ASSIGNMENT 12: Press Release - Write a press release for a UCO student organization that you identified earlier in the semester.</td>
</tr>
<tr>
<td>o NewsOK.com: Read international, national, state and local sections regularly throughout the week.</td>
<td>o DISCUSSION 12: Describe something in your work space (where your work on assignments for this class).</td>
</tr>
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<td>LESSON: Writing for Public Relations</td>
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**THANKSGIVING HOLIDAY: Wednesday, Nov. 22 to Sunday, Nov. 26**

<table>
<thead>
<tr>
<th>Week 16</th>
<th>READ: The Journalist's</th>
<th>o STORY ASSIGNMENT</th>
<th>o AP STYLEBOOK</th>
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<td>The semester, and all</td>
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| Week of Dec. 4 | Primer, Appendix, Copyediting Symbols.  
| | o Associated Press Stylebook, Sections Y & Z.  
| | o Work on and submit your final project.  
| 13: Begin work on your final project.  
| DISCUSSION: Tips for future Media Writing students (extra credit).  
| FINAL PROJECT | QUIZ 14, Sections Y & Z available from 8 a.m. Thursday, Dec. 7 to 5 p.m. Friday, Dec. 8.  
| coursework, ends on Friday, Dec. 8, 2017, at 11:59 p.m. |  
| Dec. 11 - 15 | EXAM 3  
| Available from 8 a.m. Monday, Dec. 11, to 11:59 p.m. Thursday, Dec. 14 |