***NEW/ BDJ 530 Sec. 1: Political Reporting***

***Spring 2014***

***Tuesdays: 5 p.m. – 7:45 p.m.***

***Newhouse 2, Rm. 491***

**Professor Charlotte Grimes**

Newhouse II – Rm. 496 / 496A

Office phone: 443-2366

Email: **cgrimes@syr.edu**

**Websites:** [**http://knightpoliticalreporting.syr.edu**](http://knightpoliticalreporting.syr.edu)

[**http://democracywise.syr.edu**](http://democracywise.syr.edu)

[**http://tonerprogram.syr.edu**](http://tonerprogram.syr.edu)

 **www.dia-cny.com/electionday**

**Office Hours:** Mondays 10 a.m. - noon

 Tuesdays 1 p.m. – 3 p.m.

 Other times by appointment.

**ABOUT YOUR PROFESSOR:** Professor Grimes is the Knight Chair in Political Reporting. She was a journalist for 25 years, 20 of them with the St. Louis Post-Dispatch and two of them in radio news. She was in the Post-Dispatch’s Washington bureau for 12 years, covering the Missouri and southern Illinois congressional delegations, the politics and policies of health care and of international trade, presidential and congressional elections and assorted other news of government and politics. She reported on national politics beginning in 1984 and on local politics throughout her career. She has spent Christmases in war zones; covered the Panama invasion and the United Nations; and reported from Nicaragua, Mexico, China, Japan and Liberia. During Liberia’s civil war in the early 1990s, she spent five months reconstructing the lives and deaths of five Catholic missionaries killed by rebels. Her work has won national, regional and local awards. She has been a Ferris Professor of Journalism at Princeton University; a Fellow at Harvard University’s Shorenstein Center on the Press, Politics and Public Policy; a visiting professor at the Newhouse School; director of the Semester in Washington program and Scripps Howard Foundation Wire for college students; and head of the journalism program at Hampton University, an historically black university in Virginia, where she laid the groundwork for the Scripps Howard School of Journalism and Communications. She is a chocoholic and loves mysteries, thrillers and science fiction. She lived on a boat—the “Freelance”— in Washington, D.C., and in a Winnebago motorhome in Syracuse (yes, she now lives in a regular house). She is married to artist-writer Tom W. Whitford. She is passionate about journalism and its role in a democracy.

**ABOUT THIS COURSE**: This is an advanced *reporting* course focusing on political coverage. It aims to expand your knowledge and understanding of how government and politics work; to illuminate the press’ role in a democracy; and to give you the necessary skills, intellectual grounding and ethical foundation to fulfill that role. This course will reflect the view of former House Speaker Thomas “Tip” O’Neill, who said, *“All politics is local.”* It will also emphasize that politics is much more than campaigns and elections. Politics is about the use and abuse of power and influence, about how we shape our neighborhoods and society. Or as political scientist Harold Laswell put it: *“Politics is who gets what, when and how.”* In our increasingly diverse society, journalists also have an obligation to assure that the interests, concerns and needs of our many communities – of ethnicity, race, gender, class, economic status, social position and political ideology – are represented, that many voices in the political conversation are heard. We will explore techniques and ideas to provide diversity in political coverage. This course also will emphasize that journalists work for the public and in the public interest – and nowhere is that more true and more vital than in political reporting.

**SPECIAL GOALS THIS SEMESTER:** To give you a rich appreciation for the VARIETY of politics. To strengthen your ability to develop creative, meaningful story ideas. To produce high-quality stories for our web news outlet, [Democracywise](http://democracywise.syr.edu/).

To achieve those goals:

* ***Each of you will have an area of politics to cover***: “\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_& Politics.” It might be, for example, “Poverty & Politics” or “Sports & Politics” or “Religion & Politics” or “Education & Politics” or “The Arts & Politics” or even “Travel & Politics.” We’ll choose our beats in Week 2, so start thinking about it and we can discuss in person or by email.
* ***You will come up with your own story ideas –*** most of the time, subject to my approval. Come to each class with at least three story ideas to propose each week.
* ***Your stories must include at least one of the central elements of democratic politics:*** *Public* officials. *Public* policy. *Public* money. *Government* action or participation. You often will be looking at *government* and what it does or can do in your area of interest. Yes, the government has a BIG role even in travel!
* ***You will focus on how that area of politics affects/works in our local community*** – In other words, you must figure out how to make your audience care.

**GOALS, PHILOSOPHY AND METHODS:**

* All of the skills and concepts you learn and practice in this class transfer to ANY topic. It doesn’t matter if we’re reporting/writing about an election, about poverty, about computer games – whatever. *Reporting is reporting and writing is writing.* Here we will simply apply those skills to our broad field of politics.
* Our goal – overall and for each story – is to help people understand how politics affects them. We will report independent, reliable, impartial political news that helps people understand the political process, participate in democracy and make informed decisions about elections, candidates, public officials, and public policy.
* I will constantly ask you and you must explain on your cover sheet: How does this story help people participate in our democracy?
* Our coverage is for ORDINARY folks, who may not know much nor usually give a damn about politics or public affairs. We do not report just for our three political junkies.
* Like most news organizations today, we have a web-based outlet: *Democracywise*

 [**http://democracywise.syr.edu**](http://democracywise.syr.edu)**,** with ability to post video and audio.

* So you should consider that you are reporting for, say, *washingtonpost.com* or *cnn.com*: a multimedia outlet that includes text, images and sound.
* You might specialize or experiment in any or all of those: Your stories might, for example, be a text story with photos or graphics. Or a TV script with video. Or a radio script with audio. Or a photo gallery/slideshow with text and audio.
* NOTE: Your **words/text** – even as a script – will go on the website. So take care with your grammar, spelling and punctuation! You don’t want to be publicly embarrassed by mistakes in those basic language skills.
* The VITAL part is WHAT we report – not the delivery system: **The Story – the JOURNALISM – still rules!**
* This is a hands-on reporting course. You will report and write frequent stories.
* *You’ll leave this course, I hope, inspired to serve the public in our democracy and fulfill journalism’s highest purpose:* ***To give people the knowledge to be free and self-governing, as “The Elements of Journalism” puts it.***
* And you should be a much better reporter and writer on any subject!

**ADDITIONAL REQUIREMENTS FOR GRADUATE STUDENTS:** Each graduate student will do an extra story, to be approved and planned in consultation with me.

**TOOLS OF THE TRADE:** The trusty pencil and notebook, of course. And:

* A gmail account so that we can share documents in Google docs.
* Skype, so that we can “see” each other as we edit your stories in Google docs.
* A simple, easy-to-operate digital camera. Or you can use your cell phone for photos.
* A digital tape recorder that allows you to download audio to your computer so you can edit /create audio files (MP3) for our web news-outlet, *Democracywise.*
* Possibly an external microphone (not required but could make for better stories with audio).
* Video must be MP4 files.

**REQUIRED READING:**

\* “The Elements of Journalism: What Newspeople Should Know and the Public Should Expect,” Bill Kovach and Tom Rosenstiel, (1st edition) 2001, Random House. CLASS DISCUSSION: Week 3.

\*Prof. Grimes’ general website: [**http://knightpoliticalreporting.syr.edu/**](http://knightpoliticalreporting.syr.edu/) -- Teaching Resources

\****Democracywise*** (our political news outlet – your BEST stories will appear here): [**http://democracywise.syr.edu**](http://democracywise.syr.edu)

\*Readings from tipsheet [***Government-Civics-Politics 101***](http://knightpoliticalreporting.syr.edu/wp-content/uploads/2012/05/Government-Civics-Politics-101-_Basics_1.pdf) on Knight Chair site/Teaching Resources

\*The Post-Standard/ [www.syracuse.com](http://www.syracuse.com)

\*The Washington Post [www.washingtonpost.com](http://www.washingtonpost.com)

\*The New York Times: [www.nytimes.com](http://www.nytimes.com)

\*Poynter Institute: Al Tompkins’ “Places Journalists Should Go for Politics” at <http://www.poynter.org/content/content_view.asp?id=54350>

**RECOMMENDED READING:**

[www.factcheck.org](http://www.factcheck.org)

<http://www.politifact.com/truth-o-meter/>

Center for Responsive Politics: [www.opensecrets.org](http://www.opensecrets.org)

 Covering Communities site: <http://www.coveringcommunities.org>

The Poynter Institute: [www.poynter.org](http://www.poynter.org/)

Jim Romenesko: <http://jimromenesko.com/>

American Journalism Review: <http://www.ajr.org/>

Richard Prince’s Journal-isms: <http://mije.org/richardprince>

SPECIAL NEEDS: If you have a learning disability or other disability that needs special accommodation, please see me in my office as soon as possible. More information on the university’s policy on accommodating students with disabilities is at the end of the syllabus.

RELIGIOUS OBSERVANCES: Please see additional information at the end of the syllabus.

USE OF STUDENTS’ WORK: You’ll be reporting for our web-based news outlet: Democracywise. Your best stories will be posted there. And some of the work you produce for this class may be used for educational purposes, such as examples of reporting and coverage; and for research on improving political coverage or educating student journalists.

LESSONS LEARNED: We will take a page from the Pentagon’s book to solidify your learning and your skills in this course. After each military engagement, the Pentagon studies the action to find the lessons learned. We will do the same. After each reporting assignment, you will give me a list of the lessons you learned from the assignment. Your list will show The Problem and The Solution. These include Grammar-Spelling-Punctuation (GSP) errors, writing problems, reporting problems and professionalism. The Lessons Learned must be specific. For example, if you lost points for poor punctuation or misspelling, you must give me the error AND the correction.

I will give you [examples of Lessons Learned](http://knightpoliticalreporting.syr.edu/wp-content/uploads/2012/05/Lessons-Learned-Examples-for-Web.pdf) from other students and you can find them on my Knight Chair website. Lessons Learned are due at the beginning of the next class after I return your graded assignment. Send them to me by email.

STORY PREPARATION and DOCUMENTATION:

Special Note: All work must be original for this class. I will not accept work that’s submitted for another class. If you are covering the same event for more than one class, you must do a different version for each class. All work for this class must be YOUR OWN. It cannot be edited by others – such as another professor, a mentor, an editor at The Daily Orange, a colleague at WAER or a TV journalist – before it is submitted to me. If your work has already been edited by someone else, then it does not reflect YOUR skills, knowledge and competence.

 For every story, you must provide:

* A cover sheet with these three sentences:

 (1) This story is about....(finish sentence)

 (2) The audience should care because....(finish sentence)

 (3) This story helps people participate in democracy by…(finish sentence)

* A source list of everyone interviewed, including phone numbers and email addresses. Do not quote anyone without this contact info or whom you can’t identify by full name.
* Links to other sources or documents that contributed to your story.

For every story, you also must:

* Double-space and use at least 12-point type.
* Number the pages.
* Include at the top of page one: your name, my name, class and section number, the date and the word count or running time.
* At the end of the story, include a tagline with your identification in parenthesis and italics: (Jane Jones is a senior with dual majors in blank and blank.)
* End the story with -30- (the traditional ending for a story. Remind me to tell you more about it). It should be centered.

You will email your stories to me.

DEADLINES: Stories are due to me by email on Saturdays by 7 a.m. or at an announced deadline.

EDITING: We’ll edit your stories one-on-one by Skype and in Google docs over the weekend. You’ll need a gmail account so that we can share documents. You’ll sign up for an hour with me so we can work individually on your stories, probably on Saturdays. This means you get personal, detailed editing, instruction and feedback on your stories. This means YOU can benefit from the feedback before our next class and before your next story. Don’t miss the deadline. Late assignments are an F.

You may submit your stories as TV/ radio/ or multimedia packages. I strongly encourage you to do at least one of these. And I strongly encourage everyone to experiment with a different medium – print for BJ, audio/video for print folks. If you do multimedia packages:

* You must FIRST send me the script.
* Do NOT give me the script in all capitals or with broadcast-style punctuation.
* Use regular typescript and standard punctuation.
* You must transcribe the soundbites.
* Do NOT produce the piece until I’ve edited and approved the script. There’s no point in doing the tedious production-work more than once.
* Audio must be MP3. Video must be MP4.
* Your script will be posted, along with the video and audio, on Democracywise. See examples there now.

STANDARDS:

* Accuracy: This is the fundamental requirement of news and other professional non-fiction writing. Credibility, defense against libel and professionalism rest on accuracy. The penalty for inaccuracies is appropriate: An F on any story with a fact error or misspelled proper name. Remember, it’s The Post-Standard – “The” is capitalized and there’s a hyphen between Post and Standard. Leave out either and it’s a misspelled proper name. The names of political parties must ALWAYS be capitalized!! Big “D” Democrat is very different from little “d” democrat!
* Deadlines: These are the iron law. Stories and assignments must be turned in on time. A missed deadline earns an F on the assignment.
* Plagiarism, fabrication, deception or journalistic or academic dishonesty: They are the cardinal sins. They will not be tolerated. Any of those will earn an F for the course and possibly a recommendation for expulsion from the Newhouse School or University. Please see – and take to heart – the SU statement on Academic Integrity at the end of this syllabus.
* Libel: This is costly in the real world and will be in class as well. Stories with libelous content earn an F.
* Grammar, spelling and punctuation: These are the basic tools of writing. You must master them thoroughly and quickly. GSP may count for up to one-third of your grade on each story. This includes AP style!

Your stories may be randomly selected for fact-checking and verification.

**TEAMWORK AND COMMUNICATIONS:**

* Some of our work may be done in teams. We’ll assign teams as necessary.

**ATTENDANCE/ABSENCES:**

You should consider this class as your JOB, in which professional behavior and standards are expected. As with a job in the professional world, **attendance is mandatory.** Absences will be excused only under extraordinary circumstances. I may ask for documentation of the reason. Without an excused absence, you cannot make up work done or assigned in the missed class. That will mean an F on that work or assignment.

**PROFESSIONALISM:**

This covers the broad range of performance, skills, ethics, behavior and attitude. You are expected to conduct yourself as a professional, with meticulous attention to punctuality, good manners and responsibility. You should consider me as your editor or news director (in effect, your boss) and behave accordingly. You should consider our classroom as your newsroom and our classes as a working news meeting. Any behavior that would be inappropriate for the newsroom or work setting is inappropriate for this class. Attitude counts. Your editors and news directors expect you to show up for work with an eager willingness to do the impossible. I expect the same. Professionalism will count for 10 percent of your grade.

QUIZZES and EXAMS: NONE

SUMMARY OF GRADES:

* Assignments/Stories: 90 percent (Final project/story counts triple and the grade for it cannot be dropped.)
* Professionalism: 10 percent.

GRADING: On each story assignment, you may get up to four grades: One for the quality of the reporting and understanding of the news; one for the quality of the writing/production; one for grammar, spelling and punctuation (GSP). For print students, GSP includes AP style. The final grade for the assignment will be calculated from those.

NOTE: In every assignment, each GSP error – from misplaced comma to misspelled word – will lower that portion of the grade by a letter. For example, the first GSP error takes that portion from an A+ to an A, the second error from A to A- and down through the grade scale. That means 12 GSP errors in an assignment earns an F for that portion of the grade.

Explanation of grades:

 A: Is polished, publishable or broadcast-quality, professional-level work. Needs little or no editing, rewriting or additional reporting. And it gets a “Wow” from me.

 B: Is acceptable to broadcast or publish with some minor editing or rewriting and some additional reporting (Yes, some of your work on Democracywise will still be less than an A. Getting published on the site doesn’t mean it’s a “wow” or an A).

 C: Shows a grasp of newswriting principles but not ready for publication or broadcast. Needs heavy editing or rewriting or much more reporting.

 D: Shows poor grasp of principles, serious problems in writing and reporting.

 F: Does not meet basic standards of reporting/newswriting, accuracy, libel, honesty. Or has missed deadline.

EXTRA CREDIT: The grading standards and expectations in this class are not meant to fail you. They are meant to instill in you the skills and standards you will be expected to meet in the professional world. To help you acquire those skills, meet those standards AND support your GPA, you have these extra opportunities to improve your grade:

* You may earn extra credit for getting other stories published or broadcast by another recognized, reputable publication or broadcast outlet. Check with me for approval of the publication or broadcast before you submit your story. I will not approve extra credit, for example, for publication on your own or a friend’s website; for a personal blog; for the Drudge Report; or for other gossip outlets.

To get the extra credit, bring me the link, the clip or proof of broadcast. You can raise your final grade by one letter – B+ to A-, for example – for getting five stories published or broadcast by another approved news outlet before the last class of the semester.

These – and your Democracywise stories – also become part of your portfolio for applying for a job.

* You may cover special assignments as an extra-credit story.

I’ll notify you of some as they come up. And any event posted on my Knight Chair website will qualify as an extra-credit story. These stories probably will not go on Democracywise.

* All extra-credit assignments are due by the last class. None accepted after that.

CONFERENCES: In the professional world, editors and reporters confer often. We will do the same. You are required to have in-depth conferences with me. We will go over your work to help you improve it, answer questions and solve problems.

TENTATIVE COURSE OUTLINE: Warning! This may change, depending on the news and students’ progress!

**WEEK 1 (Jan. 14): GETTING STARTED:**

* Why Politics Matters
* Review syllabus, Pet Peeves, Lessons Learned, Cover Sheets for stories.
* Review Reporting Basics: background, sources, interviews.
* Review MMC (Make Me Care) and WTFC? (the question you must answer) for Making Stories Relevant to Your Audience
* See [**http://KnightPoliticalReporting.syr.edu**](http://KnightPoliticalReporting.syr.edu) & *Democracywise* [**http://democracywise.syr.edu**](http://democracywise.syr.edu)
* **See POS examples on *Democracywise***
* **Review “Choosing Good Quotes-Soundbites”**

**Assignments:**

* (1) Start thinking about your Beat/Area of political coverage. Have at least three possibilities in mind. We’ll choose our beats next class.
* (2) Profile of classmate as a **“political creature**”: 300 words or 1 minute/10 sec. Minimum of three sources. PLUS a photo (jpeg). Deadline: Thursday, Jan. 16, by 4 p.m. by email. Send both story and photo **as attachments.**
* (3) An audio montage of **five** POS interviews on “What Should the New Government Do?” (You’ll do 10 interviews and choose your best five excerpts for the audio montage).
* **See the separate instruction sheet**. You’ll have ***two weeks*** to do this montage. But start NOW.
* Deadline for the SCRIPT will be Saturday, Jan. 25, by 7 a.m. I’ll edit this by email so that …
* You’ll produce the audio (MP3) that weekend after I’ve approved your script. I’ll post both the script and the audio on *Democracywise.*
* You’ll email me a **short summary** – not the whole transcript – of all 10 POS interviews, with the sources and their contact info, by class time on Tuesday, Jan. 28.

STORYTELLING TIPS: “Choosing Good Quotes-Soundbites” & “Top Ten Interview Hints” on Knight Chair website/Teaching Resources.

**WEEK 2 (Jan. 21): REPORTING/WRITING 1: GETTING BACKGROUND, BUILDING OUR TOOLKIT, GETTING TO KNOW THE COMMUNITY & UNDERSTANDING BASIC STORY STRUCTURE**

Who IS our community? What’s the difference between “market” and “community”? How do you get to know your community and its concerns? Why does it matter? What are our community’s concerns?

This is our GEOGRAPHIC community (Syracuse/Onondaga County/Central New York). We have a special responsibility to our geographic community, because democracy is organized geographically, because this is the audience most likely to depend on our coverage and because this is the public we most directly serve.

Our AREAS of politics also have “communities” – with their own demographics. Each area of politics also has a “structure” of agencies/regulations/officials; a network of “power players” who influence how things are done; and the “other voices” who are seldom heard. Start collecting info on these for your coverage area. This will be the heart of your Community/Beat Book.

**Class discussion:**

* Review “Shared Knowledge” from classmate profiles.
* Review typical stories and story structures (If you know what KIND of story you’re writing, it gets much easier): Inverted Pyramid/Circle.
* **Review “Chicken Little” diagram (basic story structure).**
* Review “Elements of Good Political Reporting.”
* Review “Essential Background & Context for Political Stories.”
* Review Nexis / Census / OpenbookNY / Sunlight/ Pew Centers and other background resources.
* **Discuss/choose our areas of politics to cover.**
* **Divide into Group1 and Group2:** *Each group will have a separate deadline for turning in stories.*
* **Discuss Beat1 stories:** *Group 1 due Saturday, Feb. 1, by 7 a.m.*

 *Group2 due Saturday, Feb. 8, by 7 a.m.*

ASSIGNMENTS :

1. Finish POS audio montage on “What Should the New Government Do?”

Deadline for the SCRIPT will be Saturday, Jan. 25, by 7 a.m. You’ll produce the audio that weekend after I’ve approved your script. I’ll post both the script and the audio on *Democracywise.*

1. Email me summaries of all ten of your POS interviews by class time Tuesday, Jan. 28.

**WEEK 3 (Jan. 28) : REPORTING 2/ WRITING 2: FULFILLING OUR ROLE IN DEMOCRACY/ UNDERSTANDING OUR RESPONSIBILITIES, VALUES AND ETHICS**

\*Discuss “Elements of Journalism.” What are our political responsibilities? What political activities are acceptable for journalists? Why or why not? How would you handle anonymous sources? Video news-releases? Spin? Lies? “Fronting” a story? Working with a civic group? Blogging? Being a Sock-Puppet? Commenting online? Tweeting?

\*TIPS for Vivid Writing

***Assignment:* Discuss/plan Beat1 stories**: (500 words or 1-min./20 secs):

* *Group 1 due Saturday, Feb. 1, by 7 a.m.*
* *Group2 due Saturday, Feb. 8, by 7 a.m.*

STORYTELLING TIPS: “Elements of Issues Stories” & “Poor-Player Theory,” Cheshire Cats

**WEEK 4 (Feb. 4): REPORTING 3/ WRITING 3: LOCALIZING NATIONAL ISSUES**

\*Consider how to LOCALIZE a NATIONAL ISSUE

* Consider this framework for story: What’s the Problem? What are Possible Solutions?
* The Problem: With policy and politics, there are at least two problems: (1) The problem the program/policy was meant to solve (the human/social need problem) and (2) The problem WITH/FOR the program NOW – as in the financial problem for Social Security.
* The Solutions: Each possible solution has trade-offs. You need to tell your audience what they are.
* Where do local elected officials stand on this issue? What solutions do they favor?

\***PRACTICE INTERVIEWING PROF. GRIMES** (AS IF YOU WERE DOING A PROFILE OF ME)

STORYTELLING TIPS: “Ledes & Nut Grafs Tips” & “Top Ten Interview Hints”

***Assignment: Plan Beat2*** (500 words or 1 min.-20 secs.)

* *Group1/Beat2 due Saturday, Feb. 15, by 7 a.m.*
* *Group2/Beat2 due Saturday, Feb. 22, by 7 a.m.*

**WEEK 5 (Feb. 11): REPORTING 4/ WRITING 4: GETTING DIVERSE VOICES IN STORIES/ GETTING TO KNOW THE PLAYERS/ PROFILING PEOPLE & GROUPS**

\*Discuss our “Other Voices” – Why are diverse voices and sources essential? Read Richard Prince’s Journal-isms column at: <http://mije.org/richardprince>

STORYTELLING TIP: “Diversity Checklist” & “Beauties of the Bullet List” & “Art & Craft of Setting Up Quotes/Soundbites” & ““Elements of Profiles” & “Political Profile Tips”

**Assignment: Plan Beat3** (500 words or 1 min.-20 secs.)

* *Group1/Beat3 due Saturday, March 1, by 7 a.m.*
* ***Group2/Beat3 due Sunday, March 2, by 7 a.m. NOTE THE CHANGE***

**WEEK 6 (Feb. 18) : EVALUATING ALL THAT INFO: POLITICAL POTPOURRI: POLLS/ SURVEYS /ODDS AND ENDS**

\*Review using/abusing polls: How to read them. How to report them. When NOT to report them and why. \*Review horse-race coverage from polls: What’s right and wrong with it?

STORYTELLING TIPS: “Top 10 Hints for Reporting on Political Polls” & “Some Hints for Story Structure” & “Tips for Organizing Info”

**Assignment: Finish Beat3**

* *Group1/Beat3 due Saturday, March 1, by 7 a.m.*
* ***Group2/Beat3 due Sunday, March 2, by 7 a.m. NOTE THE CHANGE***

**WEEK 7 (Feb. 25): FACT-CHECKING/ POLISHING THE WRITING/ GETTING THE CONTEXT**

Class discussion:

\*How to cover political promises/speeches/ads/events: Background/Context/Crowd & Reaction/ What Was Said & Done

* Examples: <http://www.politifact.com/truth-o-meter>

[www.factcheck.org](http://www.factcheck.org)

STORYTELLING TIP*:* “Top Ten Hints for Fact-Checking”

**Assignment: Finish Beat3:**

* *Group1/Beat3 due Saturday, March 1, by 7 a.m.*
* ***Group2/Beat3 due Sunday, March 2, by 7 a.m. NOTE THE CHANGE***

**WEEK 8 (March 4): A PAUSE TO REFLECT AND REVIEW:**

\*We’ll review what we’ve learned and start to consider politics beyond our beats. \*Come to class with questions and reflections on what we’ve done so far.

* ***The Great Grimes Job-Hunting Method (works for internships too)***
* ***Fall Election Scenesetter Assignments***

STORYTELLING TIP: “Hints for Better Stories”

**WEEK 9 (March 11): SPRING BREAK – NO CLASS**

**WEEK 10 (March 18): LOOKING AHEAD AT FALL ’14 ELECTIONS: WHO’S RUNNING FOR WHAT? SETTING THE POLITICAL SCENE**

We’ll discuss election processes and begin to look ahead to Fall 2014 Elections. Yes! There will be fall elections! There always are!

\*What offices will be up for election in the fall?

\* Who are the potential candidates?

\*What are the likely issues?

\*Assign scenesetter/ races stories: Who will report on each one?

\*What do voters need to know?

**Assignment:** A 1,000-word/3 min.-30 sec. story on a race, with what’s known about likely candidates, or another scenesetter as assigned.

* + *Group 1/Scenesetters due Saturday, March 22, by 7 a.m.*
	+ *Group2/Scenesetters due Saturday, March 29, by 7 a.m.*

STORYTELLING TIPS: “Elements of Election Day Stories”

**WEEK 11 (March 25): FOLLOW THE MONEY $$$**

* Money is the lifeblood of modern politics.
* Discuss how to track it locally and nationally.
* Review databases: Center for Responsive Politics, FEC, IRS, New York State Board of Elections, FollowtheMoney.Org
* This story is almost perfect for the Bullet List!

STORYTELLING TIPS: “Elements of Follow the Money Stories” & revisit “Beauties of the Bullet List”

**Assignment:** Follow the Money story (500 words or 1 min./20 secs) – can be of fundraising by a candidate in the Fall 2011 election, donations by individuals or PACs, or contributions by issue.

* + *Group 1/ $ due Saturday, April 5, by 7 a.m.*
	+ *Group2/ $ due Saturday, April 12, by 7 a.m.*

**WEEK 12 (April 1): More $**

\*Continue working on Money stories. Review Progress. Resolve problems.

* + *Group 1/ $ due Saturday, April 5, by 7 a.m.*
	+ *Group2/ $ due Saturday, April 12, by 7 a.m.*

**WEEK 13 (April 8): PROJECT STORY**

We will work on this story for the rest of the semester. It will count TRIPLE and the grade can’t be dropped. We want this to be an interesting, challenging, informative story that uses ALL the skills of reporting and writing that you’ve been learning. It can be on almost any political topic, such as:

* A profile of an activist group or a person.
* A national issue that you’ve localized.
* Something important from your beat that you didn’t get a chance to do.
* What else??? We’ll be creative and flexible. I want this to be a story you’re keenly interested in doing, and one that stretches your skills and horizons.

**Length: 1,000-words or 3-min/30-secs.**

* + *Group1 project DRAFT due Saturday, April 19, by 7 a.m.*
	+ *Group2 project DRAFT due Saturday, April 26, by 7 a.m.*
	+ *Group1 project FINAL due Wednesday, April 30, by 8 a.m.*
	+ *Group2 project FINAL due Thursday, May 1, by 8 a.m.*

**WEEK 14 (April 15): PROJECT STORY**

\*Review progress. \* Resolve problems. \*Work on story in class.

* + *Group1 project DRAFT due Saturday, April 19, by 7 a.m.*
	+ *Group2 project DRAFT due Saturday, April 26, by 7 a.m.*
	+ *Group1 project FINAL due Wednesday, April 30, by 8 a.m.*
	+ *Group2 project FINAL due Thursday, May 1, by 8 a.m.*

**WEEK 15 (April 22): PROJECT STORY**

\*Review progress. \* Resolve problems. \*Work on story in class.

* + *Group2 project DRAFT due Saturday, April 26, by 7 a.m.*
	+ *Group1 project FINAL due Wednesday, April 30, by 8 a.m.*
	+ *Group2 project FINAL due Thursday, May 1, by 8 a.m.*

**Week 16: (April 29): LAST-CLASS PARTY!**

We’ll celebrate your success. You bring the soft drinks and I’ll bring the food!

* Turn in any remaining extra-credit stories.

-30-

**SU’s Policy on Religious Observances:**

SU’s religious observances policy, found at <http://supolicies.syr.edu/emp_ben/religious_observance.htm>, recognizes the diversity of faiths represented among the campus community and protects the rights of students, faculty, and staff to observe religious holy days according to their tradition. Under the policy, students are provided an opportunity to make up any examination, study, or work requirements that may be missed due to a religious observance provided they notify their instructors before the end of the second week of classes. For fall and spring semesters, an online notification process is available through MySlice/Student Services/Enrollment/My Religious Observances from the first day of class until the end of the second week of class. To make up work missed for religious observances, please see me or get in touch by email to arrange a make-up schedule.

**SU’s Policy on Accomodating Those with Disabilities:**

**Statement Regarding Disability-Related Accommodations**

Students who are in need of disability-related academic accommodations must register with the Office of Disability Services (ODS), 304 University Avenue, Room 309, 315-443-4498. Students with authorized disability-related accommodations should provide a current Accommodation Authorization Letter from ODS to the instructor and review those accommodations with the instructor. Accommodations, such as exam administration, are not provided retroactively; therefore, planning for accommodations as early as possible is necessary. For further information, see the ODS website, Office of Disability Services at: [http://disabilityservices.syr.edu](http://provost.syr.edu/provost/Units/academicprograms/DISABILITYSERVICES/index.aspx) or contact the office directly at: **Phone:** (315) 443-4498**Telecommunications Device for the Deaf:** (315) 443-1371**Email:** odssched@syr.edu.

**SU Senate Statement on Academic Integrity:**

At Syracuse University, academic integrity is expected of every community member in all endeavors. Academic integrity includes a commitment to the values of honesty, trustworthiness, fairness, and respect. These values are essential to the overall success of an academic society. In addition, each member of the university community has a right to expect adherence to academic integrity from all other community members.

An individual’s academic dishonesty threatens and undermines the central mission of the university. It is unfair to other community members who do not cheat, because it devalues efforts to learn, to teach, and to conduct research. Academic dishonesty interferes with moral and intellectual development, and poisons the atmosphere of open and trusting intellectual discourse."

See <http://provost.syr.edu/provost/Units/academicprograms/academicintegrity/index.aspx#policies>