

MEJO 153: Writing and Reporting
General Requirements, Testing and Grading
Summer 2020 Session II (Online)

I. INTRODUCTION

This syllabus explains expectations of you as a student in MEJO 153, "Writing and Reporting." It also describes the general types of assignments and tests in the course and the criteria instructors will use to evaluate and grade your work.

MEJO 153 concentrates on teaching students how to gather and organize information and how to write news articles, press releases, broadcast scripts and digital stories on deadline according to acceptable professional standards. The course emphasizes respect for and correct use of the language, with particular stress on spelling and grammar, style consistency, accuracy and clear writing. Attention is also paid to bias, libel and ethical considerations. Students will use research and interviewing in their work.

The faculty of the Hussman School of Journalism and Media at the University of North Carolina at Chapel Hill believes strongly that anyone interested in a career in any communications field must be able to write clear, tight copy with care and precision. The key words for any writing are full, fair and accurate. MEJO 153 is required of all journalism majors, regardless of whether their intended careers are in newspapers, advertising, public relations, electronic communication, strategic communication, visual design, multimedia, social media or other communications fields. Communicators in all fields report or gather and assess information; consider audiences and language; write copy; and deliver the story or message.

II. PROFESSIONAL STANDARDS

MEJO 153 abides by standards the communications professions follow and expect of graduates of a professional school such as the Hussman School of Journalism and Media. These skills are expected of a professional practitioner of journalism in any field.

Writing ability – Grammar and spelling; ability to tell a good story well; use of quotes, anecdotes and descriptive detail; use of active voice and strong verbs; ability to write leads that are inviting and that get to the point; ability to write tightly and to organize information in logical, compelling sequence.

Reporting ability – Pursuit, digging, enterprise, diligence; ability and eagerness to see and pursue promising angles; ability to seek and obtain anecdotes, details and quotes that provide documentation and add liveliness to copy; ability to see the need for and to get all sides of the story; ability to cultivate good sources.

Speed, productivity and efficiency – Speed on deadline; speed and efficiency in completing non-deadline assignments; ability and willingness to manage more than one assignment at a time; ability and willingness to make frequent, substantive contributions to the organization.

Accuracy – Skill with basic factual information such as names, addresses, dates and figures; ability to identify and make use of the best sources, whether they are documents, references or people.

Work habits – Punctuality, reliability, readiness to go beyond the minimum requirements of the job; interest in assuming and ability to assume more than minimum responsibility; ability and willingness to anticipate and fulfill the demands of an assignment without prompting; ability to deal even-handedly with peers and supervisors, to accept constructive criticism and to offer constructive suggestions; interest in all areas of the operation; knowledge of community, regional, national and international events; regular and thorough reading of the news.

Judgment – Commitment to fairness and balance; ability to recognize and assess possible adverse consequences of actions; knowledge of, respect for and observance of the organization's policies.

The work accomplished in the writing and reporting course will be the basis for students in subsequent courses in the School, whether they are skills or conceptual courses. At the end of the course, students will be better writers and better able to gather and evaluate information.

NOTE: Although we adhere to professional standards in this course, the stories and releases you write in class should NOT be posted on the Internet or given to a potential employer as examples of your writing/reporting ability. The exercises are for class use only and sometimes will not represent real events. In addition, you should not present material that has been substantially edited by a professor as your own work, as that might constitute plagiarism.

III. GENERAL COURSE REQUIREMENTS

A. Course Materials

1. *Required Texts.* Each book is sold in the textbook division of Student Stores.

- Yopp and McAdams, *Reaching Audiences: A Guide to Media Writing*, Sixth Edition
- *The Associated Press Stylebook* (also available online, with [free 30-day trial](#))
- [UNC-CH School of Media and Journalism Stylebook](#) (free and online)
- [Merriam-Webster Dictionary](#) (free and online)

2. *Computers.* All undergraduate students, including students enrolled in MJ-school courses, must have a laptop for class use that meets or exceeds Carolina Computing Initiative [minimum specifications](#). Be aware that some computers, such as Chromebooks, do not meet those specs. [Find more information here](#).

B. Course Requirements

1. *News Reading.* Your instructor may require you to read specific news publications and may quiz you on the content during the semester.

In this class you will learn to become a more critical consumer of news from all sources. As you begin to study journalism and media, you might find it particularly useful to read the print edition of a national newspaper like The New York Times or Wall Street Journal as well as a local paper. If you read news critically, you will be circling words, writing notes and highlighting passages.

2. *Attendance.* MEJO 153 is a professional course. You are expected to assume a professional attitude as a participant. Attendance is required, and punctuality is essential. There are no free cuts. In some course

sections, most of the work in MEJO 153 is done during class. Make-up work is almost impossible to schedule effectively and will be accepted only for excused absences at the discretion of the instructor. To be excused, you must notify the instructor in advance of your intended absence.

3. *Assignments and Deadlines.* All writing assignments must be typed, double-spaced, copyedited and turned in on time. Every effort is made to simulate realistic professional conditions in class. Some instructors might ask you to email assignments. All assignments must meet deadlines.

If accepted at all, late papers will receive a reduced grade unless you and your instructor agree BEFORE the assignment is due that a delay is justified. On some assignments, the grade will be an F for failure to meet the deadline. Even if an assignment is excused as late, no assignment will be accepted later than one week after its deadline.

All reading assignments must be completed before the appropriate class sessions for which they are assigned. You are responsible for all assigned readings.

4. *Outside Assignments.* During the course, you will be expected to gather information and write stories about events outside of regularly scheduled class sessions. Individual instructors will determine assignments. Your instructor will give you specific guidelines for each of those assignments.

5. *Research.* Stories, whether news articles or persuasive pieces, need facts. You will be required to do research for your outside assignments as well as some in-class work as your instructor indicates. You can learn what's available to help you in your research by accessing the [MEJO 153 resources guide provided by Librarian Stephanie Brown](#). To improve your research skills beyond the information in the textbook, [Google has two self-paced online courses](#) (Power Searching and Advanced Power Searching). Attributed to your sources—whether human or document—any information acquired in a face-to-face, online or email interview or through research.

6. *Honor Code.* The [University's Honor Code](#) is in effect in MEJO 153 as in all other courses. It is expected that each student will conduct himself or herself within the guidelines of the University honor system. All academic work should be done with the high levels of honesty and integrity that this University demands. You are expected to produce your own work in this class. There are times when professional reporters work together on stories, however. Your instructor will explain and clarify under which particular, limited circumstances such cooperation will be appropriate and acceptable in the course. The Code of Student Conduct can be found [here](#).

You are to cite your sources appropriately and according to the assignment. The Code of Student Conduct states that expulsion or suspension can result from "(a)cademic cheating, including (but not limited to) unauthorized copying, collaboration or use of notes or books on examinations, and plagiarism (defined as the intentional representation of another person's words, thoughts, or ideas as one's own)." If you have questions about citations or usage on your work, ask your instructor.

Anyone in this course who has concerns about the Honor Code or the role it plays in this course are encouraged to meet with the course instructor or Senior Associate Dean Charlie Tuggle, or with a representative of the Student Attorney Office or the Office of the Dean of Students.

C. Editing, Format and Style of Writing Assignments

1. *Copy Preparation.* Your instructor will provide specific details on how to format and submit your written assignments. As the writer, it is your responsibility to copyedit all stories before turning them in. Instructors will evaluate copy as if the writer has made it ready for publication.

2. *Copyediting and Style.* Editing is part of the writing process, and any good writer reviews his or her work carefully to check for style, spelling, grammar, punctuation and accuracy. Latest editions of *The UNC-CH Stylebook* and *The Associated Press Stylebook* are the final authorities on style in MEJO 153. *Webster's New World Dictionary* is the dictionary on which AP bases its stylebook and should be your reference when either stylebook fails to cover a point in question. If any of the stylebooks are in conflict on a point, the *UNC-CH Stylebook* will prevail, the AP is next, then the dictionary.

You will need to become familiar with both stylebooks. Allow time to make both in-class and out-of-class assignments conform to style requirements. Points will be deducted from papers containing deviations from the stylebooks. Your instructor will give you periodic style quizzes to help you learn the more common style rules.

Instructors may allow some peer editing, where classmates can edit each other's papers. Check with your instructor about the guidelines for peer editing.

The UNC-CH Stylebook contains a good guide to punctuation rules. Other grammar books, such as Kessler and McDonald's *When Words Collide*, can be found in the School's Park Library on the second floor of Carroll Hall or can be purchased in the textbook division of Student Stores.

3. *Consideration of Audience.* When you write, you must consider your audience. For each assignment, your instructor will tell you the intended audience.

IV. TESTS AND ASSIGNMENTS – THE COMPONENTS OF GRADES

A. Common Competency Exams

The Hussman School of Journalism and Media administers three exams common to all students in MEJO 153 to test the students' level of competency at certain points in the course. The week-to-week reading list for the course incorporates the material you will need to have read and the skills you should have acquired by each competency test. Dates for these exams are included on the week-by-week schedule.

The first will test your ability to exercise sound news judgment and to write accurately. You will be asked to write a simple news story from a set of facts. You should apply news values in determining which facts and quotes to use and follow the inverted pyramid style of writing for organization. At that point in the course, you should also be familiar with AP and UNC-CH style. You will also be graded on spelling, punctuation, word usage and grammar.

The second will test your mastery of points and principles covered in assigned readings in *Reaching Audiences*, class lectures and any other material from the instructor. The exam will be short-answer questions, and you will be expected to be able to discuss briefly topics such as libel, ethics in journalism, research strategies and evaluation, interviewing techniques, reporting with numbers, the need for editing standards, broadcast, public relations and digital writing, and the basic principles of good writing.

The third— the final exam — tests your ability to write a news story from your own notes taken from an event or other assignment. You are expected to produce a well-written and well-copied story, applying in practice all the skills and principles you have learned throughout the semester. You will either select the event to be covered or your instructor will assign it.

NOTE: If you have to miss an exam, it is up to the individual instructor to schedule a make-up exam. You might receive a grade of zero on the exam if you miss it without an excused absence or if you do not make arrangements in advance.

B. Quizzes: Current Events, Language Use, Style

Your instructor might quiz you on current events. Questions will be designed to test your broad knowledge of people and events; reading a daily newspaper online or in print will prepare you sufficiently for the quizzes. Quizzes on subjects such as language use, style, spelling and grammar might also be given primarily in the early weeks but also throughout the course. Your instructor might choose to give quizzes on certain sections of the *Associated Press Stylebook* or *UNC-CH Stylebook*. **All style quizzes are open book.** The grades become part of your daily classwork grade.

C. Written Assignments

MEJO 153 is a laboratory class. You should expect to complete at least one writing assignment in nearly every class session. The writing requirements for in-classroom and classroom-online sections are the same.

Your instructor might give you a handout with information from which to write an assignment, or he or she might read a set of facts to you. For almost all assignments, you will have 60 to 90 minutes to write and edit your work. You will also be expected to do research to supplement your information-gathering. Your instructor will set guidelines for those assignments.

In addition to the in-class writing assignments, you will have some written out-of-class assignments during the course, as noted earlier in the handout.

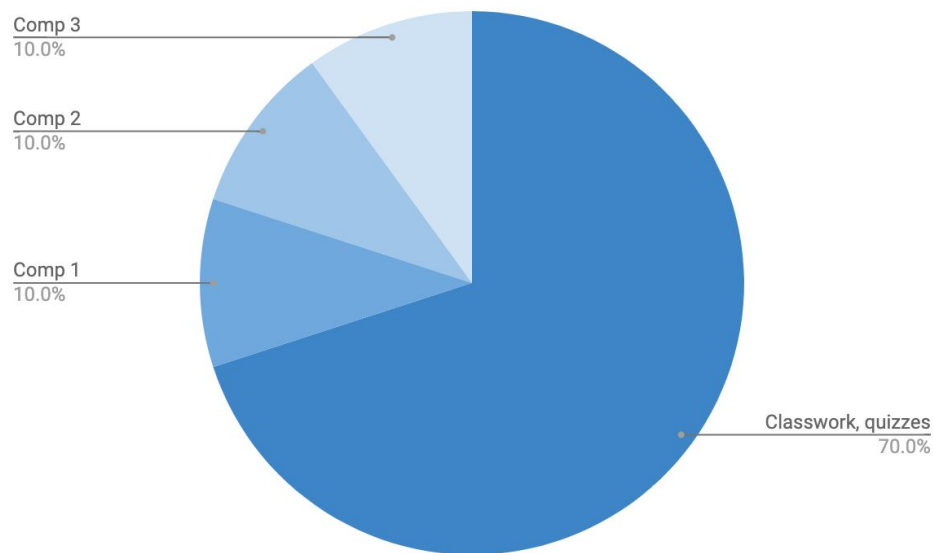
All written assignments should be properly edited and should follow the guidelines in this syllabus under copy preparation in **Section III C.1.**

D. Usage and Grammar Test

The instructor will schedule the Usage and Grammar Test to be administered in the class. You are required to take the Usage and Grammar Test during the semester in which you are enrolled in 153. Passage of the test with a 70 or higher is required for graduation from the school. [Study guides are available here.](#)

E. Grade Percentages

The aim of the course is to make students competent in the basic writing skills needed for a successful communications career and for further studies in communications. Competency will be tested in the manner described in Part A of this section. Your overall course grade will be based on all in-class work, including participation in discussions, as well as your out-of-class work throughout the semester; on quizzes; on your scores on the first two competency exams; your score on the final exam; and your participation in the weekly news discussions. This is how your grade will be computed:



- **70 percent:** All in-class work, including but not limited to exercises in class; quizzes, including those on copy editing, AP and UNC-CH style, news names and events, language use and other subjects at the instructor's discretion; outside-of-class stories; book reports or reports on communications professionals, if assigned. (Writing assignments may carry more weight than quizzes in grading; for example, quizzes may be 10 percent and daily work 60 percent to make up the 70 percent. Check this breakdown with your instructor.)
- **10 percent:** First competency exam
- **10 percent:** Second competency exam
- **10 percent:** Third competency exam (*final exam*)

V. GRADING

A. Grading Policy

Instructors in the Hussman School of Journalism and Media are known for their high standards and their fair but rigorous grading. The following statement sets forth the School's grading standards, which are followed in evaluating work in all of its writing and reporting courses. Instructors consider each assignment as a professional editor would, applying the same professional guidelines and standards that any good editor would in accepting or rejecting stories from reporters. The grading system here is the basis for other writing courses such as MEJO 253, "Intro to Public Affairs Reporting," and MEJO 332, "Public Relations Writing."

News and other professionals must be able to report and write and produce newsworthy, accurate, fair, complete, interesting, readable and mechanically clean stories. Thus, grades reflect a student's performance as a reporter, as a writer and as one who uses the language correctly. In evaluating the writing, the instructor considers the quality of the lead, use of language, economy of expression, readability, organization of material and transition, among other factors. In evaluating the mechanical dimension, the instructor considers spelling, grammar, punctuation, conformity to AP and UNC-CH style, proper copyediting symbols and similar factors. In evaluating the reporting, the instructor considers news judgment in gathering, evaluating and selecting information used in the story, accuracy, approach to the story, choice and use of appropriate sources, thoroughness, use of appropriate information-gathering methodologies and related factors.

B. Grading Scale

Grading throughout the semester in MEJO 153 and in other writing and reporting courses in the School is conducted on a numerical scale. Each student begins each assignment with a raw score of 100. Points are added or subtracted from that according to the standards listed below. You may determine your approximate grade standing in the course by converting your numerical grades to letter grades on your assignments according to this scale:

90 and above	= A
80 - 89	= B
70 - 79	= C
60 - 69	= D
below 60	= F

If the instructor chooses, grades may be assigned pluses and minuses, using this scale: A numerical grade of 80-82.9 is a B-; 83-86.9 is a B; and 87-89.9 is a B+. The same applies to all letter grades, except there is no A+ or D-.

Under the definitions established by the University of North Carolina at Chapel Hill, students who receive the following letter grades are considered to have reached the level of attainment defining that letter. Thus, letter grades received for reporting and writing courses may be interpreted this way:

- A** = highest level of attainment / suitable for publication in a professional news source with minor edits
- B** = high level of attainment / acceptable work from an undergraduate intern at a professional news organization
- C** = adequate level of attainment / but not yet appropriate for submission to a professional news source
- D** = minimal level of attainment
- F** = for whatever reason, an unacceptable performance

You are expected to produce acceptable work — at a C level at least. Failure to make a C- means the course must be repeated if it is a requirement for graduation.

The faculty of the Hussman School of Journalism and Media believes strongly that it is absolutely essential for anyone planning a career in mass communication to demonstrate at least minimum competency in MEJO 153. Undergraduate journalism majors must pass the course with a C- to receive credit. Graduate students must earn at least a B-.

C. Evaluation of Writing Assignments

Your instructor devotes a great deal of time and effort to evaluating your papers. In courses in which students write frequently, instructors try to return graded papers as soon as possible, often before assigning a new writing exercise. Review your papers immediately and thoroughly. It's an important part of your learning. Your instructor turns papers around rapidly in the expectation that you will learn from your errors and avoid repeating them.

Grades are determined by plus and minus points on each assignment. Plus points are added when the work is above the ordinary, but not when the work is at an average level. Superior papers containing few errors can

achieve scores above 100. Minus points will be deducted for each error and from work that falls below the minimum level of acceptability.

Below is a grading guide to three main areas your instructor will consider in deducting or adding points to your stories.

1. Writing

In evaluating writing, the instructor considers the quality of the lead, use of language, conciseness, completeness, readability, organization of material and transition, among other factors.

- +5 for an exceptionally effective lead and supporting material
- +5 to +10 for exceptionally effective organization and treatment of material
- +2 for effective transition or introduction of material
- +2 to +10 for excellence in quality of information gathered and used
- -2 for ineffective or missing treatment of transition or introduction of material
- -2 to -10 for ineffective organization or treatment of material, including but not limited to, wordiness; use of jargon or clichés; inclusion of unnecessary, non-newsworthy or obvious information; repetition; redundancy; inappropriate choice or use of quoted material; incorrect word choice
- -5 to -10 for an ineffective lead that needs work or story that lacks supporting material for a lead
- -15 to -20 for missing the lead entirely or burying it

2. Mechanics

Some otherwise good writers fail to communicate clearly because they are weak in grammar, punctuation or spelling skills. That is unacceptable in any communications profession, and that is why such fundamental language skills are emphasized. Points are deducted for style, spelling, grammar and punctuation errors according to this scale:

- -1 for a form error, such as failure to mark a paragraph for indenting or failing to show an end mark at the end of a story
- -2 for each error or inconsistency in style
- -2 for excessively long or complicated sentences or paragraphs
- -5 for each spelling error, and a typographical mistake (a typo) is considered a spelling error
- -5 for each punctuation error, such as incorrect use of a comma, semicolon, colon or dash
- -5 for each grammatical error, such as improper subject-verb agreement or noun-pronoun agreement, or misplaced modifier
- -10 for a minor factual error, such as an inaccurate street address or the time element if the effect on the story is relatively insignificant
- -50 for a misspelled name of a person, business, agency or institution on first reference, a misquote or other major factual error. Writing the School of Medias and Journalism would be a -50 because there is no "s" on the end of Medias. (Besides, it's the School of Journalism and Media.)
 - Until the first competency exam in MEJO 153, each major factual error will result in a deduction of 25 points, not 50, from a paper's total grade. This grace period will allow you to become familiar with standards of verification and accuracy expected of communications professionals. After the first competency exam, such errors will receive the 50-point deduction. This deduction is not an arbitrary punishment. Such errors go to the heart of credibility for you and your organization. Errors can also have serious legal ramifications, such as libel suits.

- -10 for misspelling a person's name on second or later references (e.g., Brown on first reference, Brwon on second reference)

3. Reporting

These reporting criteria apply to stories for which you gather the information, including outside-of-class assignments and also to your selection of material furnished for in-class assignments:

- + or - 5 to 10 for source selection – quality and number of sources used; appropriateness of individual sources for the topic, including the level of expertise or authority involved (students could lose points here for relying too heavily on online sources, not having a variety of sources or not including a human source)
- + or - 5 to 20 for thoroughness of story – existence of loose ends, holes or unanswered questions; development of significant angles; inclusion of needed detail; information to make story fair and complete
- + or - 5 to 15 for story backgrounding – research necessary to make the story complete or to provide needed explanations; preparation for interviews or meetings; shows understanding of the general topic
- + or - 20 for legal errors, such as libel, violation of legal right of privacy, copyright violation and others

NOTE: Many of these plus and minus points may be applied to the same story for recurring errors or for continual superior performance.

D. Key to Writing Assignment Comments

As your instructor grades papers, he or she indicates specific observations and problems on the paper. Here are some of the abbreviations commonly used in grading MEJO 153 papers:

ag	= agreement error	AP or UNC	= style error
awk	= awkward phrasing	ce	= copyediting error
gr	= grammatical error	pct	= punctuation error
red	= redundancy	rep	= repetition
sp	= spelling error	tense	= incorrect verb tense
tr	= transition problem		
wc	= incorrect or inappropriate word choice		
wordy	= excessive language that could be tighter		

VI. OTHER HELPFUL INFORMATION

Seeking Help

If you need individual assistance, it's your responsibility to meet with the instructor. If you are serious about wanting to improve your performance in the course, please seek help as soon as you are aware of the problem – whether the problem is difficulty with course material, a disability, or an illness.

Diversity

The University's policy statements on Equal Employment Opportunity and Nondiscrimination are outlined [here](#). In summary, UNC does not discriminate in offering access to its educational programs and activities on the

basis of age, gender, race, color, national origin, religion, creed, disability, veteran's status, sexual orientation, gender identity, or gender expression.

Harassment

The University does not tolerate harassment based on gender, race, religion, sexual orientation, culture, disability, or for any other reason. It is also a violation of the Honor Code and Title VII of the Civil Rights Act (1964) and Title IX of the Educational Amendments. If you need assistance with a harassment issue or problem, bring it to the attention of the instructor or The Office of the Dean of Students at dos@unc.edu or (919) 966-4042.

Accommodations

If you have a disability that may require reasonable accommodations to ensure that you have equal access to this course, you are encouraged to self-identify with either of the following offices, depending on your individual needs. Please notify the program at (919) 843-9471 as well.

Department of Accessibility Resources & Service
(919) 962-8300
accessibility.unc.edu

The Learning Center
(919) 962-7227
learningcenter.unc.edu

Accreditation

The Hussman School of Journalism and Media's accrediting body outlines a number of values you should be aware of and competencies you should be able to demonstrate by the time you graduate from our program. Learn more about them [here](#).

No single course could possibly give you all of these values and competencies; but collectively, our classes are designed to build your abilities in each of these areas. In this class, we will address a number of the values and competencies, with special emphasis on the last six bullet dots under "*Professional values and competencies*" in the link above.

MEJO 153: Writing and Reporting
Course Structure and Week-by-Week Guide
Summer 2020 Session II (Online)

INSTRUCTOR	Kirsten Adams	EMAIL	kkirsten@live.unc.edu
OFFICE HOURS	by appointment—DM me!	TWITTER	@thekirstenadams
SLACK	mejo153summer2020.slack.com		

COURSE STRUCTURE AND CONTENT

My aim in this course is to help you learn to effectively gather and evaluate information, produce content across platforms and obtain practical skills that make you better communicators.

I will post the day's content **each weekday morning by 9:30 a.m. Eastern**. This could consist of a lecture, interviews with communication practitioners or scholars, details on assignments or a combination of these.

To accommodate your summer schedules and other priorities, lectures will only take up a small portion of the "class time." That way, you can devote more time to the course assignments and readings. Because this online course will be in an asynchronous format, you won't be expected to be online at specific times each day. **While most activities and assignments will be due a few days after they are assigned, the *competency exams* and *news and style quizzes* will be due on the same day they are assigned.** Like in a real newsroom, it is your responsibility to check in every day, study the course material and meet all deadlines.

All class communication will take place over [Slack](#). This platform may be new to you, so I have provided a breakdown below of what will take place over Slack versus Sakai—like with any new technology, this will be a learning experience for all of us, but it's a great way to create a virtual community and is used in many newsrooms and organizations. You can [access Slack from your browser](#) or [download the app](#) on a laptop or mobile device.

Here's what will take place on [our Slack workspace](#):

- All course communication (daily announcements and lectures, questions for me via direct message, communication with classmates, etc.)
- Weekly news blogs
- Daily assignment details and submission

Here's what will take place on [our Sakai site](#):

- Competency exams
- News and style quizzes
- Grading

ASSIGNMENTS, QUIZZES AND EXAMS

Weekly news blogs

Each week, select an award-winning or exemplary piece of news writing (e.g., a [Pulitzer Prize](#) or [Murrow Award](#) nominee or winner, or recent COVID-19 or 2020 election coverage) and write a Slack post in **# news-blogs** (approximately 250 words) to present this story to the class. This story can exist in any genre or form: breaking news, feature, investigative, commentary, broadcast or audio reporting. Discuss the purpose of the story, what

sets the story apart, the story form and any details you might be able to gather regarding the process of writing it. The purpose of these blogs is to provide you and your classmates with real-world examples of excellent writing and to make you think about the process involved in writing exceptional stories. You must also respond to at least one classmate's blog with a thoughtful comment or question. I will grade these for the quality of responses based on the discussion points above. However, feel free to write creatively—no need for inverted-pyramid writing. These blogs are **due by 11:59 p.m. Eastern every Friday** (but can be submitted at any point throughout the week) and will make up 15 percent of your final grade.

News and style quizzes

These short quizzes will test your understanding of AP and UNC style and your knowledge of major names and events in the news. The style portion of the quiz is open book, but the current events portion is not. These quizzes will make up 10 percent of your final grade, and they will be **due the same day they are assigned**.

Daily assignments

Each week, you will complete between one and three assignments that will help you engage with or practice the content covered in that week's lectures, discussions and readings. You will have more than one day to complete these assignments, and I will provide assignment details and deadlines when I post the course content each morning on Slack. These assignments will make up 45 percent of your final grade.

Competency exams

The Hussman School of Journalism and Media administers three exams common to all students in MEJO 153 to test the students' level of competency at certain points in the course. The *first* exam tests your ability to exercise news judgment and write accurately when writing a simple news story from a set of facts. The *second* exam tests your understanding of our readings and lectures in an exam with short-answer questions. The *third* exam tests your ability to write a story from your own notes. For more information, please review **Section IV.A** in the syllabus. Leading up to each, I will provide details about the exam content and will hold a review session. Each exam will make up 10 percent of your final grade, and they will be **due the same day they are assigned**.

WEEK-BY-WEEK GUIDE

This schedule is subject to change. All assignments, quizzes and exams are due by 11:59 p.m. Eastern on the date listed.

WEEK	DATES	TOPICS	READINGS	ASSIGNMENTS
1	June 22 - 26	<ul style="list-style-type: none"> ○ Introduction + media diet ○ Nature of media + audiences ○ Style + editing ○ Leads + organization 	<ul style="list-style-type: none"> ○ Course syllabus ○ <i>Reaching Audiences</i> 1-6 ○ How to establish a media diet ○ AP Stylebook ○ UNC Stylebook ○ Optional: Slack 101 	<ul style="list-style-type: none"> ○ Join Slack + post an introductory video to # intro-videos [DUE JUNE 24] ○ Media diet assignment [DUE JUNE 26] ○ Post weekly news blog on Slack to # news-blogs [DUE JUNE 26] ○ News writing assignment [DUE JUNE 30]

2	June 29 - July 3 (no class July 3)	<ul style="list-style-type: none"> ○ Interviewing ○ Attribution + quotes ○ Copyediting 	<ul style="list-style-type: none"> ○ <i>Reaching Audiences</i> 10 ○ Optional: "Cleaning your copy" Poynter course 	<ul style="list-style-type: none"> ○ News + editing quiz [DUE SAME DAY ON JULY 2] ○ Post weekly news blog on Slack to # news-blogs [DUE JULY 3] ○ Interviewing assignment [DUE JULY 6]
<p>July 7 Competency 1 Exam [DUE SAME DAY ON JULY 7]</p> <p>You should be able to demonstrate these competencies when writing a news story based on a set of facts:</p> <ul style="list-style-type: none"> ○ Select appropriate information from a set of facts to write a solid, concise summary lead ○ Use proper spelling and grammar ○ Copyedit the story according to AP and UNC-CH style ○ Organize the story properly, accurately and completely ○ Use quotes and attribution appropriately 				
3	July 6 - 10	<ul style="list-style-type: none"> ○ Comp 1 review ○ Research ○ Libel, bias + ethics ○ Digital media 	<ul style="list-style-type: none"> ○ <i>Reaching Audiences</i> 8-12 ○ "Hands-on fact-checking" Poynter course ○ The danger of a single story (TED Talk) 	<ul style="list-style-type: none"> ○ Research + attribution assignment [DUE JULY 10] ○ Post weekly news blog on Slack to # news-blogs [DUE JULY 10] ○ Digital media assignment [DUE JULY 13]
4	July 13 - 17	<ul style="list-style-type: none"> ○ Social media ○ Public relations writing ○ Broadcast writing ○ Comp 2 review 	<ul style="list-style-type: none"> ○ <i>Reaching Audiences</i> 13-14 ○ What every young journalist should know about using Twitter 	<ul style="list-style-type: none"> ○ Social media assignment 1 [DUE JULY 17] ○ Social media assignment 2 [DUE JULY 17] ○ Post weekly news blog on Slack to # news-blogs [DUE JULY 17] ○ PR or broadcast writing discussion [DUE JULY 21]
<p>July 17 Competency 2 Exam [DUE SAME DAY ON JULY 17]</p> <p>You should be able to demonstrate these competencies on a short-answer exam:</p> <ul style="list-style-type: none"> ○ Techniques of good writing and editing ○ Interviewing techniques ○ Basic research skills using the internet and other resources ○ Libel and bias 				

5	July 20 - 23	<ul style="list-style-type: none"> ○ Podcasts ○ Features ○ Strategic + political communication ○ Comp 3 review 	<ul style="list-style-type: none"> ○ <i>Reaching Audiences 7</i> ○ How to add structure to your podcast and hook your audience ○ Podcast episode, TBA ○ Optional: "Writing for the ear" Poynter course 	<ul style="list-style-type: none"> ○ News + editing quiz [DUE SAME DAY ON JULY 20] ○ Podcast episode group project [DUE JULY 26] <p><i>(no weekly news blog!)</i></p>
<p>July 27 Competency 3 Exam (Final Exam) [DUE SAME DAY ON JULY 27]</p>				