

MEJO 253.1  
“Introduction to Public Affairs Reporting”  
Spring 2023 Syllabus

Professor Paul Cuadros

Tuesday/Thursday: 11:00 am-12:15 pm  
Room: Curtis Media Center Rm 0002  
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Welcome to the best and most challenging class at Hussman! If you stay, you will become a reporter. **NOTE: THERE IS NO SAKAI SITE FOR THIS CLASS.**

Public Affairs reporting is at the heart of all great reporting and is the first step in becoming a reporter and writer of merit. It is central to maintaining a free and democratic society as it seeks to hold local government and other powerful people and entities accountable. A public affairs reporter is seeking to ensure that the democratic institutions and its members are performing their responsibilities well and with fairness.

#### WHAT IS PUBLIC AFFAIRS REPORTING?

Public affairs reporting can include almost anything that deals with appropriation, distribution, handling or expenditure of public funds. It includes reports on public and quasi-public agencies, organizations and institutions. It also includes reports on the community organizations affected by public institutions. And it includes reports on the private sector that deal with the public in any form. Finally, it reports on the community and its members as they interact with public institutions and are affected by them.

#### WHAT DOES PUBLIC AFFAIRS REPORTING COVER?

Under the umbrella of public affairs reporting are city, county and state governments; local authority districts (e.g. OWASA, Triangle Transit Authority, Airport Authority, etc.); politics; elections; the courts; schools; health care institutions; urban and rural affairs; the environment; and social areas such as minority and women’s affairs, consumer affairs, public affairs, etc. Reporting also includes any private entities that are regulated by local government or impact the general public.

PRE\_REQUISITE: MEJO 153 completed

#### COURSE DESCRIPTION:

Exercise in news gathering and interviewing and in writing news stories for written word online media and other news organizations. The course is an exercise in reporting, making sources, dealing with public information officers, learning how local government works, interacting and reporting on the community in a consistent way, and filing stories using interviews, finding documents, and analyzing reports every week on a particular area of government and the community. In addition to reporting, news writing is expected

to be clear and concise and within the rules and guidelines of the style for the class. Precision news writing is a must.

#### WHAT WILL YOU GET OUT OF THIS COURSE:

You will become a better and more precise reporter and writer of news. This will serve as a fundamental course for you to grow as a news researcher and reporter. You will get over any reluctance you may have over interviewing strangers and acquiring information from them, quotes, viewpoints, opinions, and most importantly, facts. In addition, you will learn how to manage and develop your own area of expertise of journalism, develop your sources, create a list of stories that examine one topic generally, and come up with your own stories all the while challenging your news judgement and developing that skill. Finally, your writing will improve immensely by learning to write precisely, where every word and sentence has a meaning, and where every idea is built on a previous idea, and where clarity of writing is everything. Whatever you do later in life will be strengthened by taking this class and learning how to deal with people, getting information from them, researching, and writing with clarity.

#### Required Textbooks/Online resources:

The Associated Press Stylebook  
MEJO School Stylebook, Latest Edition

#### Required Readings:

The Raleigh News & Observer  
Chapelboro News  
Chatham News & Record  
The New York Times  
Other local media reports

Students need to read the above news organization websites for daily news stories for content and discussion in class.

Internet Materials: Some material may be sent to students via email.

SAKAI Site: There is none. There is no Sakai in real life and students should take notes at all times from lectures they attend. If students miss class, they can seek out other students for their notes or contact the professor to set up a time to go over missed material.

Notes: Students are expected to take notes during all lectures and special guest speakers. NO MATERIAL from power points or lectures or discussions will be posted anywhere.

Reporters take notes constantly and this is a skill all reporters should develop.

## COURSE STRUCTURE:

The course is broken up into two components each week. The first is a lecture-style class with discussion of current events, how local government agencies function, breaking news topics, and news techniques. These lectures will focus primarily on reporting and interviewing techniques and skills and on institutional structures of government, private organizations, businesses, community organizations and reporting topics. They will also include discussions based on required readings; periodic handouts; student papers; and occasional guest speakers.

The second component is a newsroom editorial laboratory class. The editorial lab will focus on completing reporting assignments on deadline, editing and discussion of beat reporting, student work and any issues that come up on beats. In addition, the lab will serve as the news editorial component of the class where the instructor will work with the student one-on-one. The instructor serves as the in-class editor of student stories working with the student in a close relationship to develop the best story possible. If you want to write a better story and receive a higher grade, Editorial Lab is essential for that success. In addition, all stories are turned in after Lab, and so attendance is required.

## COURSE REQUIREMENTS:

Students are required to complete:

1. A beat report that outlines and evaluates the beat covered by the student.
2. Query letters describing stories pitched to an editor for upcoming story.
3. 10 hard-news stories.
4. In-depth Enterprise Story.

## COURSE REQUIREMENTS CLOSE UP:

Students are required to cover a beat that will generate their written assignments. They will write a Beat Report based on their beat assignment, plus 10 news stories and a final enterprise reporting assignment. In addition, students will produce a query letter for five stories the week prior to submission of the story. Finally, students will also take a final exam on material covered in class.

All stories will make use of a combination of sources, including public documents, interviews, library and Internet research, back-grounding and objective reportorial observation.

## STORY REQUIREMENTS:

First five stories must use at least THREE HUMAN SOURCES, which must be listed at the end of each story including FULL NAME, TITLE and CONTACT INFORMATION. Failure to list sources will drop your grade by ONE LETTER or 10 POINTS. You may use additional sources, such as documents and public records.

Second set of five stores must have at least FOUR HUMAN SOURCES with particular emphasis on real people affected by the issues.

ALL STORIES ARE DONE OFF CAMPUS. SOURCES SHOULD BE EXPERTS AND PEOPLE OFF CAMPUS. ON CAMPUS SOURCES CAN INCLUDE PROFESSORS, DOCTORS, LAWYERS, EXPERTS IN THEIR FIELDS AND DEPARTMENTS.

NO STORIES WITH STUDENT SOURCES. NO STORIES ON STUDENT ORGANIZATIONS OR ATHLETIC CONTESTS. STUDENT SOURCES CAN ONLY BE ALLOWED WITH PRIOR APPROVAL OF INSTRUCTOR.

USING STUDENT SOURCES WITHOUT PRIOR APPROVAL OR FOCUSING ON STUDENT ORGANIZATIONS IN A STORY WITHOUT PRIOR APPROVAL WILL MEAN POINT DEDUCTIONS.

Speakers and/or participants at events may NOT be used as individual sources unless the source is interviewed separately before or after an event. Students should designate that the quote came from an interview in their attribution of the source.

Students should strive to add different sources in follow-up stories or subsequent stories on their beats. Repeated sources should only be used when relevant or necessary. Be sure to read the school's policy on sources, off-the-record and attribution in your UNC Stylebook.

For direction on how to search for information and sources, students should access the Park Library's resources to do clip searches and other online search engines. See America's Newsroom for clip search engine.

BEAT ASSIGNMENTS:

Ten assignments will be written from a beat category or beat selected by each student and the instructor at the beginning of the semester. No more than two students can be assigned to one beat. The categories or beats from which the students will choose include:

Government Affairs

Chapel Hill Town Govt.  
Carrboro Town Govt.  
OWASA  
Public Safety  
    Chapel Hill Police  
    Carrboro Police  
    Chapel Hill Fire  
    Carrboro Fire  
    State Law Enforcement  
Other Town Governments  
County Government  
Chatham County Government

Public Affairs

Business reporting  
Labor reporting  
Social Issues  
Parks & Recreation  
Chatham Co General

Education & Schools

Chapel Hill-Carrboro City Schools  
Chatham County Schools  
Non-Traditional Schools  
Home Schooling  
Charter Schools  
Private Schools  
Durham County Schools

Public Health

UNC Hospitals  
Public Health Care Policy  
Medical Reporting  
Chatham County Public Health  
Industry/Regulation  
Covid-19-Local and State Coverage

Arts & Culture

Arts & Business & Govt.

Science & Environment

Science Business  
Environmental Issues  
Local and State  
Energy

Legal Affairs

District and Superior Court  
State Legal Affairs-  
Broad Topics Seen Locally

Transportation

Chapel Hill Transit Authority  
Aviation-RDU International Airport

Public Interest

Latino Affairs  
Asian Affairs  
LGBTQ Community

Immigration & Refugee Issues  
African American Community  
Muslim Community

### SELECTING BEATS:

During the first lab, students will express their beat preferences. The instructor will decide on beat assignments. Routine campus sports event coverage is NOT an acceptable beat for 253.

### BEAT REPORT: (NOT GRADED BUT FOR YOUR BENEFIT)

The Beat Report is a detailed 3-4-page memo from the student-reporter to the instructor-editor. It outlines a specific beat, its chief officials and newsmakers, elected or appointed bodies. It speculates on the likely news stories that will break during the semester. Students will write the report as if they were writing to a reporter coming onto the beat.

It is NOT A LIST of sources found on the Internet. You must speak to sources and write what you learn about the beat. Provide BACKGROUND on the sources. To complete the assignment, students may rely on handouts, calendars, interviews, Internet sources, directories, etc. You must jump into your beat immediately.

### BEAT STORIES (70 PERCENT OF YOUR ENTIRE GRADE)

Story Assignments: Each story will be 500-700 words in length—no more—with no fewer than THREE SEPARATE HUMAN SOURCES for the first five stories and FOUR HUMAN SOURCES for the second five stories.

REMEMBER NO STUDENT SOURCES. Stories must be typed, doubled-spaced, copyedited with traditional copy marks and symbols, and submitted on or before the daily deadline dates. All stories will carry a DATELINE.

A story is due on each of the days specified on the Weekly Schedule or as set by the instructor.

Stories are considered late when not submitted during the lab and will be reduced by 10 points. You MUST come Editorial Lab class and submit your story. Emailing stories on the day of the lab and not appearing in the Editorial Lab is insufficient and unacceptable and your story will be considered LATE.

Stories will suffer another 10-point penalty if not turned in at the BEGINNING of the following lecture session.

Stories submitted after that deadline will be docked 50 points. Enterprise stories submitted late will be docked 20 points and 75 points respectively.

Instructors receive stories sequentially. You cannot skip a due date because your story is late. Thus, if you fail to submit the fifth story but submit a story on the due date for number six, then that submission is considered story five and it is penalized accordingly and story six is now late.)

### ENTERPRISE STORY (20 PERCENT OF TOTAL GRADE)

Students are required to write a 1,200-1,500-word, comprehensive in-depth story. The assignment requires the use of at least SIX HUMAN SOURCES, each of which will be identified by name, title and contact information at the end of the story. Students should look to their beat for their enterprise story and begin to develop their final project during the semester. Students will be allowed to go off beat with approval by the instructor if they can convince their instructor of the value of the new enterprise story. Stories are NOT TO EXCEED 1,500-word requirement. No stories will be accepted that go beyond the word limit.

### CLASS PARTICIPATION, QUERY LETTERS (10 PERCENT OF TOTAL GRADE)

Students must complete THREE query letters to be submitted to a publication plus one letter for the Enterprise Story. Each letter is graded to 100 points, failure to produce a letter results in a 10-point drop for this requirement and so forth from there. No late letters permitted.

### LEARNING OBJECTIVES:

Upon successful completion of the class, students will have developed the following skills:

1. Students will learn how to manage a news beat and write about a particular topic with authority.
2. Students will learn how to meet a weekly deadline and work on multiple stories at a time to meet the deadline.
3. Students will learn how to interview sources, ask tough questions and develop a cadre of sources on their beat.
4. Students will learn how to read, find and request documents to strengthen their stories.
5. Students will learn how to develop their own story ideas on the beat week to week.
6. Students will learn how to follow a particular story on their beat over several weeks.
7. Students will learn how to write query letters, pitch their own stories for publication and convince editors to invest in their work and expertise.
8. Students will learn how various government bodies function with the public.
9. Students will learn how to apply basic numerical and statistical concepts.

## GRADING STANDARDS AND SYSTEM

Students are graded on their reporting and writing skills. Writing with careless punctuation and grammar errors could receive a mediocre or failing grade. Students also will be rewarded for difficult-to-get or highly important sources and thorough reporting.

The grades will indicate where you need to pay attention in researching and writing your stories.

Stories are due during the lab period. Students have until the following lecture session to turn in a late, missed assignment. It will, however, be docked as noted above in the deadline section of this syllabus.

If you are to be late with an assignment, you need to notify the instructor in advance and explain why. Events do happen that could interfere with completing a story, such as illness or a death in the family. Be aware, however, that being untruthful to the instructor as to the reason for your missing deadline is an HONOR CODE offense and could lead to your dismissal from the university.

Grading for this class is as follows:

A = 93 or above	B+ = 88-89	C+ = 78-79	D+ = 68-69
A- = 90-92	B = 83-87	C = 73-77	D = 63-67
	B- = 80-82	C- = 70-72	

Honor Code: The University's Honor Code is in effect in MEJO 253 as in all other courses. Student may be allowed to work together on some stories. The instructor will explain and clarify under which particular, limited circumstances such cooperation will be appropriate and acceptable in the course. On all other assignments, you are expected to do your own work and abide by the Honor Code of the University. The Code of Student Conduct can be found at <http://instrument.unc.edu/basicframe.html>.

Plagiarism is an increasing problem on this and other college campuses. 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, ask your instructor.

Students are reminded that their failure to do all of their own interviews, research, note-taking, documentation, writing and reporting is a violation of the University Honor Code and could result in disciplinary action by the School of Journalism and Mass Communication.

For more information on plagiarism, go to The Writing Center's Plagiarism site at: <http://sja.ucdavis.edu/avoid.html>.

Keep in mind that the instructors in this class are veteran news reporters who spent their careers finding cheats and liars in the political world. Don't try your luck.



Below is a grading guide to three main areas the instructor will consider in deducting or adding points to your stories. NOTE: Many of these plus and minus points may be applied to the same story for recurring errors or for continual superior performance.

### **REPORTING:**

Students are expected to use a variety of appropriate sources, interview techniques, and to be complete in information. This means asking the right questions to be thorough and not to leave any doubt or questions in the readers' minds. More importantly, students' stories must be clear and not present any lingering questions in the mind of the reader or editor.

+ or -5 to 10 for any questions brought up by the reporting in the story. These occur when the reporting has not been thorough enough and leave questions or confusion in the minds of the readers.

+ 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. Using student sources as experts will always result in deductions.

+ or - 5 to 20 for thoroughness of story; development of significant angles; inclusion of needed detail; points will be deducted for loose ends, holes, or unanswered questions

+ or - 5 to 15 for story backgrounding—research necessary to make the story complete or to provide needed explanations; preparation for interviews or meetings; understanding by the reporter of the general topic.

+ or - 20 for legal errors, such as libel, violation of legal right of privacy, or copyright violation

-10 points for failure to list sources at the end of your story

-5 to -10 points for using redundant sources in follow up stories

+ or -20 for story topic as appropriate to the beat and development of the story topic

### **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 to -10 for an ineffective lead that needs work or for lack of supporting material for a lead

-15 to -20 for missing the lead entirely or burying it

-2 for ineffective or missing transition or induction 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.

-2 to -5 for overly long quotes. When presented with a long quote paraphrase is best

-2 for overly long quote from a report. These should be paraphrased.

-2 for missing the Dateline.

+5 for an exceptionally effective lead and supporting material

+5 for exceptionally effective organization and treatment of material

+2 to +10 for excellence in quality of information gathered and used

## **GRAMMAR & STYLE**

-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 Associate Press or UNC-CH style

-2 to -5 for excessively long or complicated sentences or paragraphs

-5 for each spelling error, and a typographical is considered a spelling error

-5 for each punctuation error, such as incorrect use of a comma, semicolon or dash

-5 for each grammatical error, such as improper subject-verb agreement, misplaced modifier or noun-pronoun disagreement

-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 School of Journalism and Mass Communications would be -50 because there is no "s" on the end of Communication.

-25 for misspelling a place such as Lake Taho for Lake Tahoe

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

## ATTENDANCE:

### University Policy:

No right or privilege exists that permits a student to be absent from any class meetings, except for these University Approved Absences:

1. Authorized University activities
2. Disability/religious observance/pregnancy, as required by law and approved by [Accessibility Resources and Service](#) and/or the [Equal Opportunity and Compliance Office](#) (EOC)
3. Significant health condition and/or personal/family emergency as approved by the [Office of the Dean of Students](#), [Gender Violence Service Coordinators](#), and/or the [Equal Opportunity and Compliance Office](#) (EOC).

### Class Policy:

*Instructors may work with students to meet attendance needs that do not fall within University approved absences. For situations when an absence is not University approved (e.g., a job interview or club activity), instructors determine their own approach to missed classes and make-up assessments and assignments. Please provide your approach on the course syllabus.*

Please communicate with me early about potential absences. Please be aware that you are bound by the [Honor Code](#) when making a request for a University approved absence.

(source: <http://catalog.unc.edu/policies-procedures/attendance-grading-examination/>)

### **HONOR CODE:**

I expect that each student will conduct himself or herself within the guidelines of the University honor system (<http://honor.unc.edu>). 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. If you have any questions about your responsibility or your instructor's responsibility as a faculty member under the Honor Code, please see the course instructor or Senior Associate Dean C. A. Tuggle, or you may speak with a representative of the Student Attorney Office or the Office of the Dean of Students.

### **Syllabus Changes**

The professor reserves the right to make changes to the syllabus, including project due dates and test dates. These changes will be announced as early as possible.

### **ARS**

The University of North Carolina at Chapel Hill facilitates the implementation of reasonable accommodations, including resources and services, for students with disabilities, chronic medical conditions, a temporary disability or pregnancy complications resulting in barriers to fully accessing University courses, programs and activities.

Accommodations are determined through the Office of Accessibility Resources and Service (ARS) for individuals with documented qualifying disabilities in accordance with applicable state and federal laws. See the ARS Website for contact information: <https://ars.unc.edu> or email [ars@unc.edu](mailto:ars@unc.edu).

(source: <https://ars.unc.edu/faculty-staff/syllabus-statement>)

### Counseling and Psychological Services

CAPS is strongly committed to addressing the mental health needs of a diverse student body through timely access to consultation and connection to clinically appropriate services, whether for short or long-term needs. Go to their website: <https://caps.unc.edu/> or visit their facilities on the third floor of the Campus Health Services building for a walk-in evaluation to learn more.

### ***TITLE IX***

Any student who is impacted by discrimination, harassment, interpersonal (relationship) violence, sexual violence, sexual exploitation, or stalking is encouraged to seek resources on campus or in the community. Reports can be made online to the EOC at <https://eoc.unc.edu/report-an-incident/>. Please contact the University's Title IX Coordinator (Elizabeth Hall, interim – [titleixcoordinator@unc.edu](mailto:titleixcoordinator@unc.edu)), Report and Response Coordinators in the Equal Opportunity and Compliance Office ([reportandresponse@unc.edu](mailto:reportandresponse@unc.edu)), Counseling and Psychological Services (confidential), or the Gender Violence Services Coordinators ([gvsc@unc.edu](mailto:gvsc@unc.edu); confidential) to discuss your specific needs. Additional resources are available at [safe.unc.edu](http://safe.unc.edu).

### **POLICY ON NON-DISCRIMINATION**

The University is committed to providing an inclusive and welcoming environment for all members of our community and to ensuring that educational and employment decisions are based on individuals' abilities and qualifications. Consistent with this principle and applicable laws, the University's [Policy Statement on Non-Discrimination](#) offers access to its educational programs and activities as well as employment terms and conditions without respect to race, color, gender, national origin, age, religion, creed, genetic information, disability, veteran's status, sexual orientation, gender identity or gender expression. Such a policy ensures that only relevant factors are considered and that equitable and consistent standards of conduct and performance are applied.

If you are experiencing harassment or discrimination, you can seek assistance and file a report through the Report and Response Coordinators (see contact info at [safe.unc.edu](http://safe.unc.edu)) or the [Equal Opportunity and Compliance Office](#), or online to the EOC at <https://eoc.unc.edu/report-an-incident/>.

### **DIVERSITY STATEMENT**

I strive to make this classroom an inclusive space for all students. Please let me know if there is anything I can do to improve; I appreciate any suggestions. More broadly, our school has adopted diversity and inclusion [mission and vision statements](#) with accompanying goals. These complement the University policy on [prohibiting harassment](#)

and discrimination. In summary, UNC is committed to providing an inclusive and welcoming environment for all members of our community and 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. The Dean of Students (Suite 1106, Student Academic Services Building, CB# 5100, 450 Ridge Road, Chapel Hill, NC 27599-5100 or [919] 966-4042) has been designated to handle inquiries regarding the University's nondiscrimination policies.

#### Accreditation:

The School of Journalism and Mass Communication'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: <http://www2.ku.edu/~acejmc/PROGRAM/PRINCIPLES.SHTML#vals&comps>

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 in the link above and bullet points below with a special emphasis on the last seven bullet points.

- Understand and apply the principles and laws of freedom of speech and press as well as receive instruction in and understand the range of systems of freedom of expression around the world, including the right to dissent, to monitor and criticize power, and to assemble and petition for redress of grievances;
- Demonstrate an understanding of the history and role of professionals and institutions in shaping communications;
- Demonstrate an understanding of gender, race ethnicity, sexual orientation and, as appropriate, other forms of diversity in domestic society in relation to mass communications;
- Demonstrate an understanding of the diversity of peoples and cultures and of the significance and impact of mass communications in a global society;
- Understand concepts and apply theories in the use and presentation of images and information;
- Demonstrate an understanding of professional ethical principles and work ethically in pursuit of truth, accuracy, fairness and diversity;
- Think critically, creatively and independently;
- Conduct research and evaluate information by methods appropriate to the communications professions in which they work;
- Write correctly and clearly in forms and styles appropriate for the communications professions, audiences and purposes they serve;
- Critically evaluate their own work and that of others for accuracy and fairness, clarity, appropriate style and grammatical correctness;
- Apply basic numerical and statistical concepts;
- Apply tools and technologies appropriate for the communications professions in which they work.

**MEJO 253.1 SPRING 2023 SCHEDULE AND DEADLINES:**

TUE JAN 10—LECTURE: FIRST DAY OF CLASS—PICK BEATS

THR JAN 12— LECTURE: BEAT REPORTS EXPLAINED

TUE JAN 17— LECTURE: BACKGROUND SEARCHES/CLIP SEARCHES

THR JAN 19— EDITORIAL BEAT REPORT DUE--DISCUSS

TUE JAN 24—LECTURE: STORY STUCTURE—WRITING THE NEWS

THE JAN 26— EDITORIAL LAB—STORY 1 DUE

TUE JAN 31— LECTURE: COVERING LOCAL GOVERNMENT

THR FEB 2— EDITORIAL LAB—STORY 2 DUE

TUE: FEB 7—LECTURE: COVERING LOCAL GOVERNMENT BUDGETS

THR FEB 9— EDITORIAL LAB— STORY 3 DUE

**TUE FEB 14—WELL-BEING DAY. NO CLASS**

THR FEB 16— EDITORIAL LAB—STORY 4 DUE

TUE FEB 21— LECTURE: COVERING EDUCATIONAL ISSUES

THR FEB 23— EDITORIAL LAB—STORY 5 DUE

TUE FEB 28— ONE-ON-ONE EDITORIAL MEETING RM 216

THR MAR 2— EDITORIAL LAB—STORY 6 DUE

TUE MAR 7— LECTURE: COVERING THE COURTS/LEGAL AFFAIRS

THR MAR 9—EDITORIAL LAB STORY 7 DUE

MEJO 253 SPRING 2023 SCHEDULE AND DEADLINES CONT:

**SPRING BREAK—MARCH 13—MARCH 18**

TUE MAR 21— LECTURE: WRITING THE QUERY LETTER

THR MAR 23— ONE ON ONE EDITORIAL MEETINGS—CA 216  
NO STORY DUE

TUE MAR 28— LECTURE: COVERING SOCIAL JUSTICE ISSUES  
QUERY LETTER 1 DUE FOR STORY 8

THR MAR 30— EDITORIAL LAB—STORY 8 DUE

TUE APR 4—LECTURE: HOW TO WRITE AN ENTERPRISE STORY  
QUERY LETTER 2 DUE FOR STORY 9

**THR APR 6—WELL BEING DAY—NO CLASS. NO LAB.**

TUE APR 11—LECTURE: CRISIS REPORTING AND TRAUMA  
QUERY LETTER 3 DUE FOR STORY 10

THR APR 13—EDITORIAL LAB—STORY 9 DUE

TUE APR 18—LECTURE: INVESTIGATIVE REPORTING

THR APR 20— EDITORIAL LAB STORY 10 DUE

TUE APR 25—EDITORIAL MEETINGS ONE ON ONE  
ENTERPRISE PROPOSAL DUE

**WED APR 27—LAST DAY OF CLASS**

FRI MAY 5—EXAM DAY: 12:00 PM--NOON  
TURN IN FINAL ENTERPRISE STORY