

Barbara,

Below you will find all the materials requested for submission for the CIL Grant. Thanks again for developing this project—it really helped.

**California State University, San Bernardino
College of Arts and Letters/Communication Department
Communication 240, Writing for Media, Section 01, Fall 2017**

Course and Instructor Information

Instructor: Professor Kathy Hansler
Office location: UH-301.38
Email: khansler@csusb.edu
Telephone: 909-537-5815 brief message only
Office hours: MW Noon to 1:50 p.m. or by appointment

Class Days/Time MW 2-4 p.m.
Classroom: UH-038

About the Instructor:

Twenty-two year veteran in newspaper, magazine, and Internet journalism, including 16 years as a staff writer, columnist, and correspondent for *The Sun* and a four-year stint as staff writer for *The Orange County Register*.

Course Description

Study the basic principles of news writing. Development of basic writing skills and practices appropriate for print, electronic and digital media. The course will discuss the basic news writing styles and news gathering principles for print, radio, TV, Internet, and public relations.

Course Goals/Objectives and Student Learning Objectives/Outcomes

This course's primary goal is to introduce students to the basic principles of journalism for print, radio, TV, Internet, and public relations. Therefore, students will learn to evaluate, gather, and write news stories in accepted journalistic style. The course also aims to introduce students to the role of the reporter in news organizations, news reporting techniques, and legal and ethical issues related to journalism. By the end of the semester, you will be able to:

- ❖ demonstrate proficiency in basic journalistic skills through accurate news writing and reporting, using accepted journalistic (AP) style;
- ❖ compare and contrast the techniques used in news stories, features, editorials, and investigative reporting;
- ❖ demonstrate effective news gathering techniques;
- ❖ discuss the role of journalists and news organizations in society and identify and define the principles of journalism;
- ❖ discuss current legal and ethical issues facing journalists;
- ❖ demonstrate sound judgment and professional journalistic ethics, and
- ❖ and understand Critical Information Literacy Student Learning Objective 4: What Shapes Information, and specifically that information creation is a process.

Required Texts/Readings

- The Missouri Group. *News Reporting and Writing*. 11th ed. Boston: Bedford/St. Martin's, 2014. (**Please note: you may use 10th edition but chapters are different)
**A copy of the textbook is on reserve at Pfau Library Reserve Desk.
- Readings for class found in BB_Class Readings tab. These readings will be used for Class Blogs
- Flashdrive or other device to hold your work
- Access to a computer and a printer that will allow you to download and print materials from blackboard (<http://blackboard.csusb.edu>).

Assignments

1. Three Writing Assignments: Total Points: 600 points, 80 % of grade.

- **Story 1:** Inverted Pyramid Covering a Campus Speech or Event (100 points) Final Draft Due: **Oct. 19** by 11:59 p.m.
- **Story 2:** Multi-Media Story (400 points) Final Draft Due: **Nov. 28** by 11:59 p.m.
- **Final Blog & e-Portfolio** (100 points) Due: **Dec. 4 @ 11:59 p.m.** In lieu of final. See assignment for specific directions for uploading material to BB.

All stories are upload to BB_Assignments and that specific assignment. Stories are due any time prior to deadline.

2. **Story 1 and 2 Working Drafts: (Total 50 points)**
 - **Story 1 Working Draft:** (15 points) Hardcopy brought to class. Due **Sunday, Oct. 15 by noon** to BB_Story Assignments _Story 1 Working Draft. **I am unable to read/comment any story that comes in after noon.
 - **Story 2 Working Draft** (35 points) Uploaded to BB **Nov. 13 by 11:59 p.m.** to BB_Story Assignments_Story 2_Working Draft
3. **Critical Reading Class blogs: (5 posts/ 10 points. Total 50 points).** Participate in class blog. Details in 240 Class Blog handout.
4. **Quizzes: 100 points. 10% of grade.** The breakdown is as follows:
 - **Chapter quizzes (4 quizzes/ 10-15 points each/depending on quiz. Total 50 points):** Chapter Quizzes will be completed online throughout Blackboard. You may use your book, but you will be limited to a half-hour to complete. The quizzes will test your understanding of news writing terms and principles as well as mastery of writing skills. Each must be completed by the stated due date on Course Schedule.
 - **Associated Press Style Quizzes: (5 quizzes. Total 50 points). No make-up quizzes.**

Overview of Due Dates

Story Proposals:	Story 1 Proposal: Oct. 9 (Print & bring to class) Story 2 Proposal: Oct. 30 (Print & bring to class)
Story Assignments: Uploaded to BB	Story 1 Working Draft: Sun., Oct. 15 by noon Story 1 Final Draft: Oct. 19 by 11:59 p.m. Story 2 Working Draft: Nov. 13 by 11:59 p.m. Story 2 Final Draft: Nov. 28 by 11:59 p.m. Final Blog and e-Portfolio: Dec. 4 by 11:59 p.m.
Chapter Quizzes:	10/01; 10/08; 10/22; & 11/05
AP Quizzes: ** Subject to change**	10/09; 10/18; 10/30; 11/06, & 11/15
Blogs	10/01; 10/08; 10/29; 11/05, and 11/19

Completion of Projects: The 3 stories and website must be completed in order to pass the course. If you fail to complete these requirements, you will fail the course.

Grading Policy

A: 800-741 points	A-: 740-720 points	
B+: 719-700 points	B: 699-659 points	B-: 660-640
points		
C+: 639-610 points	C: 609- 579 points	C-: 580-560
points		
D: 559-480 points	F: 479 points and below	

Course Guidelines and Policies

Deadlines and Late Assignments: Assignments completed outside class are due **at the beginning** of each class as noted on the syllabus or announced in class. If you know in advance that you will be late or unable to attend class, turn in your assignment early. (**Emailing the assignment is fine, but it must be emailed prior to class—see submitting email assignments below**). Stories turned in late—after papers are collected at the start of the period will be graded down, as follows:

- ✓ **One Letter Grade Drop:** Stories turned in after papers have been collected.
- ✓ **Two Letter Grade Drop:** Stories turned in a school date late.
- ✓ **Third Letter Grade Drop:** Stories turned in two school days late.

Story Procedures:

Accuracy: Because accuracy and promptness are essential to the media, those requirements will be emphasized in this class.

Spelling: As spelling is vital to your credibility, you will be penalized for misspelled words. The spelling of every name that appears in a story should be verified with a second source, usually a telephone book. To show that you have verified a name's spelling, in bold write: **(CQ)**.

Factual Errors: Stories that contain a serious factual error, a libelous statement, a misspelled name, or three or more spelling errors (including typos) will receive an automatic "F".

Peer Reviews: Stories are to be available in a digital format for students to peer review on the computer. The story must follow news format listed below in "Submitting Stories." You will need to save the peer reviews students email you and

attach the working drafts for peer reviews and the peer reviews to the file with the final draft of the story. You must have 2 peer reviews from classmates or your story's grade will not be recorded until you do have these submitted.

Submitting Stories for Working Drafts and Final Drafts:

1. **Send Final Draft to BB_ASSIGNMENT tab, and then that specific story assignment.**
2. **Save the story to your desktop or flashdrive as your first name_then the story number. For example: kathy_story1. Do not use # in saving your story—our computer system doesn't like this sign!**
3. **The stories must be saved as either word document.**
4. **Stories must follow the format for news stories:**
 - Type in 12-point Times New Roman font and double-space
 - Place your name on the top left hand column, followed by slug-line and date on subsequent lines. Slug-lines should be specific but limited to two or three words.
 - Type (30) at the bottom of the last page.
5. **Attach copies of Peer Reviews and Working Drafts to the same ASSIGNMENT.**
6. **Upload story to Blackboard's Story Assignments by date and time stated on syllabus. Late story will be docked 10% for each day late.**

****Please note: I will not grade any story or assignment that is not saved as your name, and you will receive a 0 for the assignment until this matter is rectified.**

If Blackboard is Down: If Blackboard is down, email the story to my email (khansler@csusb.edu) so you receive credit for turning it on time. When Blackboard is up again, then you must upload it to BB and that specific assignment for it to be graded. It will not be graded until it is uploaded in BB.

Grading Criteria:

A—The story is newsworthy and exceptionally well-written: thorough and free of errors. The lead is clear, concise and interesting. Moreover, the lead emphasizes the news: the story's latest and most interesting, unusual and important details. The body is well-organized and contains effective transitions, quotation, descriptions and anecdotes. The story emphasizes the human element and quotes a variety of sources (not just one). Because of the story's obvious merit, newspapers would be eager to publish it.

B—The story is adequate but not exceptional. A newspaper could publish the story after some editing. The lead summarizes the story, and the following paragraphs are reasonably well-organized. However, the story contains a few minor errors, or it might be more interesting, thorough, or cohesive.

C—The story omits important information or could be published only after extensive editing. The lead may be too wordy or may fail to emphasize the news. The story fails to develop the human element, tends to be disorganized and contains several minor errors. Several sentences are vague, long or complicated and use passive rather than strong verbs. The sentences may have to be rewritten because they are so awkward, wordy or confusing.

D—The story is superficial or confusing, or requires extensive rewriting. Or, the story contains an unacceptable number of style, spelling and grammatical errors. The story may also be of questionable newsworthiness.

F—The story could not be published by a paper, nor easily rewritten. It is too confusing, incomplete or inaccurate. Or, it contains a misspelled name, libelous statement or serious factual error.

Classroom Policies

Attendance: We will do a great deal of analyzing, evaluating, and writing in the classroom; therefore, your attendance is required. You are allowed only **3 absences** over the quarter, so use them wisely. Upon the **fourth absence**, your final course grade will drop one full grade (an "A" becomes a "B," etc.). Each additional missed class will result in your final grade dropping by another full grade. **Tardiness:** Arriving after I take roll (**5 minutes late**) or leaving early constitutes a half-day absence.

That said, if you must be absent, you are responsible for contacting a classmate about activities and assignments and for asking a friend to deliver to me—on time—any work due on the day of your absence. If you miss a class critique day, you need to make it up by asking your classmates to read your draft outside of class (you will need at least two readers for each peer critique day missed).

Electronic Devices: All electronic devices must be turned off during class time, including laptop computers—unless we are working on class materials.

University Policies

Plagiarism and Cheating: Students are expected to be familiar with the University's Policy on cheating and Plagiarism. Please review this, found in CSUSB Bulletin, pages 51-52. Instances of academic dishonesty will not be tolerated. Cheating on exams or plagiarism (presenting the work of another as your own, or the use of another

person's ideas without giving proper credit) will result in a failing grade and sanctions by the University. For this class, all assignments are to be completed by the individual student unless otherwise specified.

Dropping and Adding: You are responsible for understanding the policies and procedures about add/drops, academic renewal, etc. found at [CSUSB Bulletin, pages 46-48](#).

Writing Center: This is a wonderful service that is free to all students. It is located in UH 386. To make an appointment, go to: <http://www.ugs.csusb.edu/wc/>.

Support for Students with Disabilities

Main Campus:

If you are in need of an accommodation for a disability in order to participate in this class, please see the instructor and contact Services to Students with Disabilities, located in UH-183, at (909) 537-5238, ssd@csusb.edu.

What to expect from me outside the classroom: In order to meet all of my professional obligations, I plan my schedule carefully. While I might wish to be available for your questions 24/7, that is simply not possible. Please be advised that I regularly check my phone and e-mail messages Monday and Wednesday **during my office hours** and periodically throughout the week.

What you can expect when you submit papers or projects for grading: I make every effort to return papers and projects within one week. Occasionally, other professional obligations make this impossible. I will advise you of this when the work is submitted and let you know when you can anticipate return. I make comments in the margins of written work. Should these comments be insufficient for you to understand your grade, please make an appointment to discuss the paper. If you cannot read my handwriting, please ask about that too. I will never be offended. I make every attempt to be legible.

Conferences: My office hours are for you! Make it a point to come see me at least once this quarter.

A Final Note: I realize this course is a lot of work and that I have very high expectations of you. I will stick to these standards, but promise to do everything that I can to help you achieve them—that's my job. If you have questions or concerns—ever—do not hesitate to email me or visit me in my office so that we can talk about it. Your continuous enrollment in this class means you accept the policies stipulated in the class syllabus.

Fall 2017 Communication 240 Course Schedule (subject to change, as all things are)

All readings and homework are from *News Reporting and Writing*. Book on loan in the Library.

Week 1: Sept. 25 & 27 Journalism & Journalists & News Writing: Inverted Pyramid Style

Mon: Introductions & Class Business

Homework: Read Chapter 1-3 and 9.

Wed.: Discuss: News writing—understanding the business and news writing style + what shapes information and that information is a creation process + Writing Summary Ledes/Inverted Pyramid Stories/AP Style:

Abbreviations (See The Associated Press Stylebook—Appendix B handout found in Blackboard-Course Documents).

DUE IN CLASS Oct. 2: AP Abbreviation worksheets 1

Sun. by Midnight: Oct. 1

- **Blog/Reading #1:** Read Story 1 found in **BLOG folder on BB** and the Blog Prompt. Post your blog response by midnight.
- **Quiz 1: Chapters 1-3 & 9 taken online_BB_Quizzes tab **Remember open book**

Week 2: Oct. 2 & 4 Basic Reporting Tools for Gathering News

Mon.: **Due: AP Abbreviation Worksheets 1: Found in Course Handout_AP_Worksheets_Abbreviations # 1**
Discuss News Gathering: Information Creation as a Process—understanding the Information Cycle.

Wed.: **AP Abbreviation Worksheets 2: Found in Course Handout_AP_Worksheets_Abbreviations # 2**
Discuss: Basic Reporting Tools: Interviewing / Inverted Pyramid Stories / AP Style: Abbreviations

Homework:

- **Story Assignment 1 Proposal** (See Fall 2016 News Writing Story Assignments for requirements). Due in class **Oct. 9**, printed copy.

Sun. by Midnight: Oct. 8

- **Quiz 2: Chapters 4-6 taken online_BB_Quizzes tab **Remember open book**
- **Blog/Reading # 2:** Read Story 2 found in **BLOG folder on BB** and the Blog Prompt. Post your blog response.

Week 3: Oct. 9 & 11 Covering and Writing about Events & Speeches

Mon.: AP Quiz: Abbreviations

Story Proposal 1 Only printed copy will be accepted **Due at Start of Class**

Discuss: Basic Reporting Tools: Research & Covering Events/Speeches & AP Style: Abbreviations

Homework: AP: Address Worksheet 1 (found in BB_Course Handouts_AP folder)

Wed.: Discuss: Basic Reporting Tools: Research & Covering Events/Speeches & AP Style: Abbreviations

Homework:

- Write Story 1 Working Draft: Due to BB for me to read Sunday, Oct. 15 @ noon and electronic copy in Monday's class.
- AP: Address Worksheet 2 (found in BB_Course Handouts_AP folder)

SUNDAY, Oct. 15 @ Noon: Write Story 1 Working Draft: Due to BB for me to read and electronic copy in class.

Week 4 Oct. 16 & 18 Story 1: Drafting, Revising, Editing & Publishing

Mon.: **Due: Electronic copy in class –peer review**

Discuss: Peer Review / Story 1 Formatting / AP Address Worksheet 2

Homework:

- Revise Story 1 for formatting and other issues

Wed.: **Due: Story Assignment 1 Full Draft**

AP Quiz: Addresses

Discuss: Revision: Story 1 Content

Homework: Revise Story 1 and **turn in on Thursday Oct. 20** + AP: Capitalization Worksheet 1-due **Oct.**

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THURSDAY, Oct. 19: Due Story 1 Final Draft uploaded 11:59 p.m. Upload to BB_Assignments_Story Assignment 1 Final Draft

Sun. Oct. 22 by Midnight: Quiz 3: Chapters 10 & 15 taken online_BB_Quizzes tab

Week 5: Oct. 23 & 25 Unit 2: Story 2: Writing Alternative Ledes & Writing for Web & Layout & Design

Mon.: **Discuss:** Story 2/ Alternative Ledes/ Weebly/ AP: Capitalization Worksheet 1

Homework: AP: Capitalization Worksheet 2 (found in BB_Course Handouts_AP folder)

Wed.: **Discuss:** Story 2/ Alternative Ledes/ Weebly / AP: Capitalization Worksheet 2

Homework: Story 2 Proposal (See Spring 2016 News Writing Story Assignments for requirements). Due in class **Oct. 30**, printed copy.

Sun. Oct. 29 by Midnight: Blog/Reading #3: Read Story 3 found in Class Readings tab and the Blog Prompt. Post your blog response.

Week 6: Oct. 30 & Nov. 1 Unit 2: Story 2: Writing Alternative Ledes & Writing for Web & Layout & Design

Mon.: **Story 2 Proposal:** Printed copy only

Quiz: AP Style: Capitalization

Discuss: Writing Alternative Ledes & Writing for Web

Homework: AP Numerals Worksheet 1 (found in BB_Course Handouts_AP folder)

Wed.: Discuss: Writing Alternative Ledes & Writing for Web / AP Numerals Worksheet 2

Homework:

- AP Numerals Worksheet 2 (found in BB_Course Handouts_AP folder)

Sun. Nov. 5 by Midnight:

- **Quiz 4: Chapters 11 & 12 taken online_BB_Quizzes tab**
- **Blog/Reading # 4:** Read Story 4 found in **BLOG folder on BB** tab and the Blog Prompt. Post your blog response.

Week 7: Nov. 6 & 8 Unit 2: Story 2: Writing Alternative Ledes & Writing for Web & Layout & Design

Mon.: Quiz: AP Style: Numerals

Discuss: Re-Examining Information Cycle: Information Gathering + Writing Alternative Ledes & Writing for Web/ Numerals

Homework: Story 2: Full Working Draft Peer Review for Nov. 8 + AP Style: Punctuation and Preferred Spelling Worksheet 1

Wed: Due: Story 2: Full Working Draft for Peer Review

Discuss: Peer Review & Revision + AP Style: Punctuation and Preferred Spelling Worksheet 2

Homework: Revise Story 2 and bring to class

Week 8: Nov. 13 & 15 Story 2: Drafting, Revising, Editing & Publishing

Mon.: Due: Story 2: Full Working Draft Peer Review

Discuss: Revision + AP Style: Punctuation and Preferred Spelling Worksheet 2

Mon by 11:59 p.m.: Story 2 Revised uploaded to BB_Assignments_Story 2 Working Draft.

Wed.: AP Quiz: Punctuation and Preferred Spelling

Discuss: Web design and revision: Wordiness + Coherence

Homework: Read: Designing and Building Spaces and Places (found in BB_Course Handouts_Week 8)

Sun. Nov. 19 by Midnight:

- **Blog/Reading # 5:** Read Story 4 found in **BLOG folder on BB** and the Blog Prompt. Post your blog response.

Week 9: Nov. 20 & 22 Publishing & Social Media

Mon.: Due: Revision of Story 2

Discuss: Peer Review & Revising Story 2 & Website Layout

Wed.: Discuss: Revising Story 2 & Website Layout

****Thanksgiving Weekend****

Week 10: Nov. 27 & 29 + Dec. 4 Publishing

Mon: Due Story 2 Revised Draft: Final Touches & Website Layout & Portfolio

Tues: Due by midnight: Story 2 Final Draft & Weebly website: See Assignment Requirements.

Upload to Blackboard_ Assignment_Story 2 Final Draft the following 2 documents:

- Story 2 final draft, saved as your name
- Story 2 Project Creator 's Reflection Statement (Directions can be found on page 2 of 240 Story and Final Assignments—or page 8 if you are looking at the syllabus and assignment combo.

***Weebly website must be published, so I can see it—I will be the only one seeing it.**

****If you use Wix or other website creator, either publish it and provide the link on your Story 2 Project Creator's Reflection OR if you choose not to publish it, I will need your username and password copy/pasted to top of Story 2 Project Creator's Reflection.**

Wed: e-Portfolio & Final Blog

Mon: Dec. 4: @ 11:59 p.m. Blog & e-Portfolio (Note this is in lieu of a final exam). See assignment below.

Assessing My Students Learning of CIL #2: Information as a Creation, as a Process

Project Goal:

My Communication 240—Writing for Media—(CK) students (21) studied CIL 2: Information as a creation, as a process. Students create and use effective search strategies in order to engage in exploratory, inquiry-based research processes.

Specifically, our focus was on how information is a process by examining how information is created, through how it is produced and ultimately published. Over the course, we examined the ways journalists and those in the public relations field create and disseminate news.

Projects:

Initially students were to complete 3 activities spaced over the quarter that would look at a tweet and how that tweet was handled by 3 news or public relations organizations. The project would be scaffolded and each would ask students to deepen their critical thinking about how the news gathering process. By examining the original tweet and the news stories reporting the tweet, we would then dig into the PROCESS—studying what kinds of decisions were made in choosing and using sources.

However, a week into the class this project changed because of the Las Vegas mass shooting at the Harvest Festival Sunday, October 1. That Monday, the first of the three Twitter activities was scheduled but was postponed for the Las Vegas Shooting Activity because this assignment allowed students to study a breaking news story as it unfolded over several days.

1. Las Vegas Mass Shooting Activity: Studied the way various news and government agencies reported on the Las Vegas October 1 shooting over several days. Periodically returned to additional stories of this story to see how the stories changed over time—what was the focus and why, as well as who was interviewed for these follow-up stories and why. Students examined stories written by various news agencies (including *The New York Times*, the *Washington Post*, *The Los Angeles Times*, NPR, and *USA Today*) and government agencies (including the governor of Nevada, the Las Vegas Police Department, the White House), and the owners of Mandalay Bay, MGM Resorts. Students then discussed their findings in groups and then as a class. Administered Oct. 2 and Oct. 4.
2. Twitter Activity: Students followed the #METOO conversation published by The New York Times, NPR, and the Hollywood Reporter. *Because of time constraints the other two twitter activities had to be suspended, so that students could work on their two story assignments, one of which was used as an assessment for this class. Administered in Week 7, Nov. 6. **Charts provided below.
3. Throughout the quarter students studied and blogged on numerous news articles by leading news agencies (including those listed in #1).

Library Lab Materials:

1. Caulfield, Michal Arthur. *Web Literacy for Students*. Various chapters including “Verifying Twitter Identity.”
2. Various materials found in SLO #4: What Shapes Information including:
 - “After Congressional Green Light, Scientists Begin Hemp Studies”
 - “Scientific Studies” from *Last Week Tonight with John Oliver*
 - Class Activities: Popular event traced through various sources (adopted using Class Activity #1)
3. Information Cycle contrasted against the Peer Review Process

Student assessment of this outcome:

Assessment was evaluated in two ways:

1. Students produced a news story (minimum of 1000 words) in which they incorporated five sources [interviews] and at least one research element.
2. Students wrote a short reflection based on the prompt: Explain your decisions in selecting and incorporating sources in your final story. Why did you select these five interviews over others you interviewed and what purpose did each of these interviews add to the overall story? And what did the expert research add to this story? The rubrics below was used to judge their answers.

Did my students learn what I taught them? The short essay prompt was scored the following way: 5 answers fell in the 3 range, 10 were scored in the 2, and 3 in the good range.

Rubric:

3--Excellent	2—Very Good	1--Good	0-Barely
Student distinguished types of sources selected to develop a news story by all three characteristics: purpose, authority, and audience: demonstrates through their choice and use the appropriateness of their sources.	Student distinguished types of sources selected to develop a news story by two characteristics: either purpose, authority, or audience: demonstrates through their choice and use the appropriateness of their sources.	Student distinguished types of sources selected to develop a news story by two characteristics: either purpose, authority, or audience.	Student distinguished types of sources selected to develop a news story by one characteristic: either purpose, authority, or audience.

My Reaction to this Experience:

I think students in my *Writing for Media* course have a better understanding of how the information process unfolds, particularly since these students studied a major segment of our society that creates this information: journalism and public relations. Since many of these students want to pursue careers in either journalism or public relations, I wanted them to understand the critical role they would be playing in crafting the news.

A critical element of this course has always been studying how various news creating agencies—i.e. journalists and public relations—craft their stories through the study of purpose, authority and audience, and how these elements are affected, depending on the medium—a newspaper story compared to a broadcast story compared to a press release. However, I have always postponed this discussion to the last third of the class.

This quarter, I pushed this discussion to the first week and had planned activities on this to begin in week 2, and then scaffold the discussion, likely in weeks 6 and 8. Before the course, I had developed 3 charts that would help students track the information process using Twitter posts and stories over this time frame. But I also knew that I wanted to keep course discussions current, so while I had banked several stories and tweets that I could drop in, I also planned on taking the most current tweets and stories as they unfolded.

The Las Vegas mass shooting October 1, 2017 changed this plan. I immediately had students follow links to various news agencies (see above Las Vegas project), so that students could see over a time frame the way purpose, authority, and audience evolves. This discussion of purpose, audience, and authority continued over the next few weeks as students read and blogged on other stories, and as they worked on their own writing projects.

I wanted though to return to my original Twitter plan and worked the first chart project into the seventh week. However, time constraints for their own projects prevented me from implementing the other two charts.

Despite this problem, I believe moving the information cycle discussion up and grounding the course in understanding CIL 2: Information as a Process has helped students (1) better understand what it means to write when considering purpose, authority, and audience—critical elements when writing for the media and (2) helped them in making choices in their own writing projects.

Moving forward, I will continue to ground Writing for Media in the understanding the role news writing plans in the information cycle, using both activities. But I also would like to try to implement the complete Twitter chart activity into the course.

Agreement: I agree to allow you to use the activities and assignments provided at the end of the document.

Evaluation:

- Did the grant activity meet my expectations: Yes, and then some. The meetings with Librarian Barbara Quarton and the library’s lab materials provided me the knowledge and the tools to develop a stronger understanding of critical library literacy and to impart this knowledge on my students.
- The meetings were structured effectively for learning and discussions.
- Yes, the materials provided in the meetings and on the library’s CIL site were helpful.
- At this point I do not see how the grant activity be improved nor do I have other suggestions.

ASSIGNMENTS:

CIL Activity Charts:

Note: Will use the most current tweet and stories that evolve from the tweet.

Critical Information Literacy Activity

Goal: CIL 2: Understand Information as a process

Directions: Part 1: Please read the three [insert issue] stories. The publication name and other identifiable information have been removed. You will be given the 3 sources and you are to decide which source wrote which article. Please write that news agency’s name with the corresponding number and explaining why you thought this publication wrote the story.

Source 1:

Source 2:

Source 3:

What surprised you most when you discovered the correct agencies:

Part 2: Now that you know the source, please 1) place the correct source and corresponding number in the chart below. Then read the stories again and answer the questions that follow in the chart. [chart follows on next page]

Prompt 1: Look at how these 3 news organizations reported this tweet. How did these sources react to the tweet? Complete the chart below.

Sources	HOW did the organization present this tweet (did they provide the original tweet in the story—primary source) or how was the tweet referenced?	Where did the story appear--page location or location on website? What do you deduce from this? How long is the story/	Who wrote the story or what citation is used? (How byline is awarded)
S1			
S2			
S3			

Prompt 1 Reflection: What are your emotions when reading and evaluating these stories? What does this say about the power of words?

ACTIVITY 2: 3 WEEKS LATER

Prompt 2: Look at how these 3 news organizations reported this tweet. How did these sources react to the tweet? Complete the chart below.

Sources	HOW did the organization present this tweet (did they provide the original tweet in the story—primary source) or how was the tweet referenced?	Where did the story appear--page location or location on website? What do you deduce from this? How long is the story/	Who wrote the story or what citation is used? (How byline is awarded)	WHAT kind of language did the source use—identify key words?	What is the tone that comes across in reading?	How does the source reflect (or not) the dominant culture?
S1						
S2						
S3						

Prompt 2 Reflection: What are your emotions when reading and evaluating these stories? What does this say about the power of words?

ACTIVITY 3: 3-4 WEEKS LATER

Prompt 3: Look at how these 3 news organizations reported this tweet. How did these sources react to the tweet? Complete the chart below.

Sources	HOW did the organization present this tweet (did they provide the original tweet in the story—primary source) or how was the tweet referenced?	Where did the story appear-- page location or location on website? What do you deduce from this? How long is the story/	Who wrote the story or what citation is used? (How byline is awarded)	WHAT kind of language did the source use—identify key words?	What is the tone that comes across in reading?	How does the source reflect (or not) the dominant culture?	Finally, identify the similarities and differences with these 3 articles?
S1							
S2							
S3							

Prompt 3 Reflection: What are your emotions when reading and evaluating these stories? What does this say about the power of words?

Student's Writing Project:

Story 2: Long Form Multi-Media Story (400 points)

Due Dates:

- **Proposal Due: Oct. 30**
- **Story Working Draft:**
 - **Nov. 13**
 - **Nov. 13 by 11:59 p.m. (35 points for only completed full draft and website) Upload to BB_Story Assignments_Story 2 Working Draft**
 - **Nov. 15: REVISED DRAFT: Peer Review**
 - **Nov. 27 REVISED Story 2 Peer Review**
- **Final Draft & Weebly Published Site: Nov. 28 by 11:59 p.m. Upload to BB_Story Assignments_Story2Final Draft**

Assignment: This assignment is designed to help you develop the writing and reporting skills necessary for a job in this career field. **You will develop a story that uses at least three mediums (text, images and video, for example)** about one of the following listed below. The final project will then be uploaded to a website you create using Wix.com (or other web-based platform of your choice).

Assignment Story Option: We will focus on study this quarter on university and campus life, so you will select a suitable event or issue the documents what it's like to be a university student. We'll talk about possible options in class.

Assignment Requirements:

- 1000-1,500 words
- Interview at least 5 people and integrate their interviews into the story using news style
- Original research by you (not newspaper reports)
- Examine the issue/event/person/group in a balanced, journalistic style

- Story options: either the classic inverted pyramid style or alternative story options
- Meets news writing requirements: strong lede, uses quote correctly, follows AP style, and meets all news writing style elements as discussed in class and our textbook.

Website Requirements:

- Create a website using Weebly.com (Directions to come—must be under our class site)
- Design a project that is appealing to readers, taking into consideration the examples provided in class under the guidelines of Brian Carroll’s “Designing and Building Spaces and Places” found in our Class Readings tab.
- Website should include at least 3 mediums—such as text, images, and video (video may be interviews or event or other.) See me for suggestions and approval.

Story and Website Submission Directions:

1. Two (2) files will be submitted for final publication drafts for this assignment:
 - **File 1: Story 2 FINAL DRAFT**, saved as a doc file and your name. Your website’s URL will be copy/pasted at the top of this story, under your name (where the slug would go)
 - **Weebly Project Creator’s Reflection:** Directions to Follow.
2. Make sure you have PUBLISHED your Weebly website, or I will be unable to view it in your class Weebly Site.

Story 2 Proposal: A 500-word proposal due **Oct. 31**. Your proposal should:

- Describe the topic, genre, and medium you’ve chosen and why for each—justify to me why you think this is a worthwhile project and why this genre and medium is best given your project’s elements;
- Clearly articulate your project goals and provide a rough sketch of how you intend to achieve these goals;
- Your initial planning materials should consist of a catalog of each material (potential images and/or graphics, interviews—if appropriate for this project, and other resources from your checklist in mind).

Story 2 Weebly Project Creator’s Reflection Statement: 1 page, single-spaced. Review your final project for this assignment and all your “drafting” materials completed over the last month. Describe your work on this project (discoveries, insights, challenges, composing choices, changes). Where did you start out and where have you ended up? What were you hoping to do or accomplish? What roadblocks (technical, logistical, etc.) got in your path? How did you overcome them (or not)? What got left out of your project? (These might be side issues or tangents that cropped up; sidebar issues you discovered; limitations of your own research, etc.) With more time, what would you like to do/add/change/explore? You can write this as a letter to me if that helps: “Dear Kathy.” The goal here is to analyze and reflect on your project *and* its development and your own thought processes and evolutions (as evidenced in the body of work you’ve completed, collected, and examined!)

SOURCE REFLECTION PROMPT: Write a short reflection based on the prompt: Explain your decisions in selecting and incorporating sources in your final story. Why did you select these five interviews over others you interviewed and what purpose did each of these interviews add to the overall story? And what did the expert research add to this story? [Posted to Blackboard, as part of their final reflection]