

 FLORIDA ATLANTIC UNIVERSITY	COURSE CHANGE REQUEST Undergraduate Programs		UUPC Approval <u>12/01/25</u> UFS Approval _____ SCNS Submittal _____ Confirmed _____ Banner Posted _____ Catalog _____
	Department _____ College _____		
Current Course Prefix and Number		Current Course Title	
Syllabus must be attached for ANY changes to current course details. See Template . Please consult and list departments that may be affected by the changes; attach documentation.			
Change title to: Change prefix From: To: Change course number From: To: Change credits* From: To: Change grading From: To: Change WAC/Gordon Rule status** Add Remove Change General Education Requirements*** Add Remove <small>*See Definition of a Credit Hour.</small> <small>**WAC/Gordon Rule criteria must be indicated in syllabus and approval attached to this form. See WAC Guidelines.</small> <small>***GE criteria must be indicated in syllabus and approval attached to this form. See Intellectual Foundations Guidelines.</small>		Change description to: Change prerequisites/minimum grades to: Change corequisites to: Change registration controls to: Please list existing and new pre/corequisites, specify AND or OR and include minimum passing grade (default is D-).	
Effective Term/Year for Changes:		Terminate course? Effective Term/Year for Termination:	
Faculty Contact/Email/Phone			
Approved by Department Chair <u>Shane Eason</u> College Curriculum Chair <u>ROBIN LARSON</u> College Dean <u>[Signature]</u> UUPC Chair <u>Korey Sorge</u> Undergraduate Studies Dean <u>Dan Meeroff</u> UFS President _____ Provost _____			Date <u>Oct. 29, 2025</u> <u>11/18/2025</u> <u>11/21/2025</u> <u>12/01/25</u> <u>12/01/25</u> _____ _____

Email this form and syllabus to mjenning@fau.edu seven business days before the UUPC meeting.

FLORIDA ATLANTIC UNIVERSITY
News and News Reporting
JOU 3101-001 CRN 12249
Date: Wednesday, Friday 12:30 PM - 1:50 PM
Building: Social Science, Boca Raton, Room 200
3 Credit(s)
Fall 2026 - 1 Full Term

Instructor: Neil Santaniello

Email: nsantane@fau.edu

Office: CU 207

Office hours: Wed/Fri 11 a.m. – 12 p.m., 2 p.m. – 3 p.m., and by appointment (in person, via phone or Zoom)

Phone: 561-212-7446 (mobile)

Note: This course meets in person, in our assigned classroom, with no remote learning option. It will not be streamed to students via a video conference tool (such as Zoom) unless the instructor arranges for that in advance.

Virtual classroom (Zoom meeting link, used only as needed per the instructor): <https://fau-edu.zoom.us/j/7828452345> Zoom Password: FreePress1

Course website and materials: <https://canvas.fau.edu>

Course Description

News and News Reporting

Prerequisites: ENC 1101 and ENC 1102 and MMC 1540 with minimum grades of C

Advanced practice in news gathering and reporting. Readings in journalism.

Prerequisites/Corequisites

Prerequisite(s):

- ENC 1101 (Minimum Grade of C)
- ENC 1102 (Minimum Grade of C)
- MMC 1540 (Minimum Grade of C)

Instructional Method

In-Person

Traditional concept of in person. Mandatory attendance is at the discretion of the instructor.

Required Texts/Materials

Writing & Reporting for the Media (13th ed)

ISBN: 978-0197614853

Authors: John R. Bender, Lucinda D. Davenport, Michael W. Drager and Fred Fedler

Publisher: Oxford University Press

Edition: 13th

Associated Press Stylebook 2024-2026 (57th ed)

ISBN: 9781541605114

Publisher: Basic Books

Course Objectives/Student Learning Outcomes

This introductory journalism course, News and News Reporting, emphasizes the fundamentals of print or newspaper-style journalism. Students will learn the rules of news writing, including how to determine news value, how to interview, how to write factually and objectively, how to present information in a fair and balanced way, how attribute information and quotes, how to structure hard news and feature stories, how to write in accordance with wire-service (Associated Press) style and how to integrate public records into the reporting process. The course also briefly examines libel, privacy and ethics issues, plus public relations tactics aimed at the media. The teaching methodology combines lectures, textbook readings, classroom writing/reporting exercises, in-class and at-home writing assignments and quizzes.

Faculty Rights and Responsibilities

Florida Atlantic University respects the rights of instructors to teach and students to learn. Maintenance of these rights requires classroom conditions that do not impede their exercise. To ensure these rights, faculty members have the prerogative to:

- Establish and implement academic standards.
- Establish and enforce reasonable behavior standards in each class.
- Recommend disciplinary action for students whose behavior may be judged as disruptive under the Student Code of Conduct [University Regulation 4.007](#).

Disability Policy

In compliance with the Americans with Disabilities Act Amendments Act (ADAAA), students who require reasonable accommodations due to a disability to properly execute coursework must register with Student Accessibility Services (SAS) and follow all SAS procedures. SAS has offices across three of FAU's campuses – Boca Raton, Davie, and Jupiter – however disability services are available for students on all campuses. For more information, please visit the SAS website at www.fau.edu/sas/.

Course Evaluation Method

Graded components

News writing assignments – 4 total @ 15 percent apiece (totaling 60 percent)

Story 1: homework assignment, 800-word minimum, at least three student-interviewed sources, **Sept. 10**

Story 2: homework assignment, 800-word minimum, at least three student-interviewed sources, **Oct. 3**.

Story 3: homework assignment or deadline writing, 800-word minimum, at least three student-interviewed sources unless alternative instructions for sourcing are given, **Oct. 29**

Story 4: homework, 800-word-minimum, at least three interviewed sources unless alternative instructions for sourcing are given, **Nov. 19**.

Important note regarding sources: Unless otherwise designated, stories require a minimum of four sources with at least three interviewed to ensure your reporting contains mostly original content, not just aggregated web information. Non-interviewed sources can be relevant documents and data from your research (such as a report or study or authoritative website).

Quiz (AP style) – 10 percent

Final Exam – 15 percent

Attendance – 15 percent (please see detailed attendance policy, including final grade attendance penalty, below)

Grading Rubric

The instructor will look for the following when grading stories --

1 Adherence to news writing rules and style

2 Impartial, factual writing (third person point-of-view, with no author bias or editorializing) except for instructor-assigned op-ed or other opinion pieces

3 Accuracy (avoidance of fact errors, evidence of fact-checking)

4 Evidence of proof reading (grammar, punctuation, spelling: clean copy, with few to no writing errors)

5 Sound reporting (adequate information, with few to no reporting holes)

6 Sourcing (number and quality -- or authority and relevance -- of sources)

7 Detail and explanation (story delivers precise – not vague or generalized – information; unfamiliar terms and statements are explained)

8 Writing gloss or polish (good grammar, fluid sentence structure and paragraphs, logical narrative flow)

9 Length and tightness (meets minimum length, tightly told with little sentence bloat or narrative meander)

10 Use of quotes (well-chosen quotes and a sufficient number of quotes)

11 Attribution (applied frequently)

12 AP style adherence (in particular for numbers and percentages, addresses, job and position titles, spellings and capitalizations, date, and time elements)

Code of Academic Integrity

Students at Florida Atlantic University are expected to maintain the highest ethical standards. Academic dishonesty is considered a serious breach of these ethical standards because it interferes with the university mission to provide a high-quality education in which no student enjoys an unfair advantage over any other. Academic dishonesty is also destructive of the

university community, which is grounded in a system of mutual trust and places high value on personal integrity and individual responsibility. Harsh penalties are associated with academic dishonesty. For more information, see [University Regulation 4.001](#).

Re: Plagiarism and fabrication --

Copying another author's written work verbatim, or nearly verbatim, and passing that off as your own without proper attribution or credit is plagiarism, a serious breach of journalism ethics. This prohibited practice can lead to an F for the assignment or the entire course and disciplinary action by the department or university. Additionally, since the mode of writing in this course is nonfiction, instances of fabrication – inventing or making up sources and information – will not be tolerated and can trigger the same potential academic penalties.

Artificial Intelligence (AI) Policy

Students must interview sources they contact and write their own stories. Using AI (Artificial Intelligence) to construct a news story for grading is prohibited in JOU 3101.

Attendance Policy Statement

Students are expected to attend all their scheduled University classes and to satisfy all academic objectives as outlined by the instructor. The effect of absences upon grades is determined by the instructor, and the University reserves the right to deal at any time with individual cases of non-attendance. Students are responsible for arranging to make up work missed because of legitimate class absence, such as illness, family emergencies, military obligation, court-imposed legal obligations, or participation in university-approved activities. Examples of University-approved reasons for absences include participating on an athletic or scholastic team, musical and theatrical performances, and debate activities. It is the student's responsibility to give the instructor notice prior to any anticipated absences and within a reasonable amount of time after an unanticipated absence, ordinarily by the next scheduled class meeting. Instructors must allow each student who is absent for a university-approved reason the opportunity to make up work missed without any reduction in the student's final course grade as a direct result of such absence.

This course meets in a computer lab. There is no remote learning option. Classroom attendance is mandatory. It will not be streamed to students via a video conference tool (such as Zoom) unless the instructor arranges for a video class session in advance, for example, to accommodate a guest speaker.

The number of scheduled classes, divided into 100, usually determines the attendance points lost for each missed class. Points are not deducted if 1) the absence meets the university's

excused-absence criteria above, and 2) the absence's qualification to be waived is documented appropriately and promptly, within two weeks of the absence. Documentation might not be accepted after that deadline per instructor discretion.

Final Grade Attendance Penalty:

Important note: This is not a distance learning course. Students with six or more unexcused absences -- regardless of their other assignment or test grades -- risk receiving a below-passing final grade of C- or lower. This penalty could be applied without any forewarning by the instructor, so it is incumbent upon students to monitor their cumulative absences.

Tardiness

Students more than 15 minutes after the start of class could receive half the attendance points for that meeting.

Religious Accommodation Policy Statement

In accordance with the rules of the Florida Board of Education and Florida law, students have the right to reasonable accommodations from the University in order to observe religious practices and beliefs regarding admissions, registration, class attendance, and the scheduling of examinations and work assignments. University Regulation 2.007, Religious Observances, sets forth this policy for FAU and may be accessed on the FAU website at www.fau.edu/regulations.

Any student who feels aggrieved regarding religious accommodations may present a grievance to the executive director of The Office of Civil Rights and Title IX. Any such grievances will follow Florida Atlantic University's established grievance procedure regarding alleged discrimination.

Time Commitment Per Credit Hour

For traditionally delivered courses, not less than one (1) hour of classroom or direct faculty instruction each week for fifteen (15) weeks per Fall or Spring semester, and a minimum of two (2) hours of out-of-class student work for each credit hour. Equivalent time and effort are required for Summer Semesters, which usually have a shortened timeframe. Fully Online courses, hybrid, shortened, intensive format courses, and other non-traditional modes of delivery will demonstrate equivalent time and effort.

Course Grading Scale

Letter Grade	Letter Grade
A	94 and above
A-	90 to less than 94

Letter Grade	Letter Grade
B+	87 to less than 90
B	84 to less than 87
B-	80 to less than 84
C+	77 to less than 80
C	74 to less than 77
C-	70 to less than 74
D+	67 to less than 70
D	64 to less than 67
D-	60 to less than 64
F	0 to less than 60

Grade Appeal Process

You may request a review of the final course grade when you believe that one of the following conditions apply:

- There was a computational or recording error in the grading.
- The grading process used non-academic criteria.
- There was a gross violation of the instructor's own grading system.

[University Regulation 4.002](#) of the University Regulations contains information on the grade appeals process.

Policy on Make-up Tests, Late work, and Incompletes

Make-up exams (for missed tests): Make-up exams are provided for university-approved absences and at the instructor's discretion.

Late work: Written assignments submitted up to 24 hours after their due date/time will be deemed "late" and receive a reduced grade – typically a reduction of one grade level. Work turned in after the late assignment deadline might not be accepted unless the situation is due to a university-approved absence with timely documentation provided.

Incomplete Grade Policy: The University policy states that a student who is passing a course but has not completed all work due to exceptional circumstances, may, with consent of the instructor, temporarily receive a grade of incomplete ("I"). The assignment of the "I" grade is at the discretion of the instructor and is allowed ONLY if the student is passing the course. The student must show exceptional circumstances and explain why requirements cannot be met. A

request for an incomplete grade must be made in writing with supporting documentation, where appropriate.

Special Course Requirements

1) You are writing to publication standards for this course. Students are expected to turn in clean copy, meaning text that requires little to no editing. Consequently, writing gloss (clear sentence structure, logical organization, correct grammar/punctuation/spelling) is just as important as content. Careful proof reading is mandatory. Stories that contain too many factual errors and/or numerous typos or other writing mistakes risk receiving a “D” or “F” grade.

2) Journalism is non-fiction. Making up facts or sources – an ethical violation called “fabrication” – will result in an F for the assignment and potentially the entire course. There is zero tolerance for that in journalism.

3) Students are expected to do mostly original reporting for their class pieces versus aggregating or recycling information already published or posted on the web. Be prepared to go off campus for fact-gathering when required. Be prepared to interview people you do not know.

4) Most stories are written as homework assignments but at least one article might be assigned to be written on a tighter deadline, during class time.

5) Typically, deadlines are non-negotiable in journalism. Stories are due by the class deadline for that assignment.

6) Important note: Students must earn at least a C in JOU 3101 to enroll in certain other mandatory courses in the journalism track.

Story Submission

All news stories written for class must:

-- Be topped by the proper heading, with the student’s byline in the upper left-hand corner of page one and the assignment just below (Story One, Story One Draft, Story Two, Story Three)

-- Be typed and double-spaced on a Microsoft Word document or similar, with 12-point Times New Roman or Calibri font preferred (DO SUBMIT FILES THAT WON'T OPEN IN CANVAS)

-- Be broken into smaller paragraphs, preferably one to three sentences per paragraph

-- Be submitted to Canvas as an uploaded Word document or similar. If Canvas submission is not feasible, the story should be emailed directly to the instructor as an attachment

- Be sent by the assignment deadline
- Meet the minimum word count
- Omit any type of headline and start only with the lead (opening) sentence
- Incorporate the minimum number of required sources, all fully identified in the text (for example: name, title, and employer ... or ... name, work or group affiliation and connection to the topic)
- Show evidence of careful proofreading and be largely error-free
- List contact information for all student-obtained sources (those not provided by the professor) at the bottom of the story: source name, title and phone number OR email (for a web document, the name of the entity that created or posted the document plus the URL will suffice)
- Use no source that would constitute a conflict of interest for the reporter (for instance, a friend, relative, roommate, work supervisor, and such)
- Be written exclusively for this class (and not recycled from another class or publication)

Policy on the Recording of Lectures

Students enrolled in this course may record video or audio of class lectures for their own personal educational use. A class lecture is defined as a formal or methodical oral presentation as part of a university course intended to present information or teach students about a particular subject. Recording class activities other than class lectures, including but not limited to student presentations (whether individually or as part of a group), class discussion (except when incidental to and incorporated within a class lecture), labs, clinical presentations such as patient history, academic exercises involving student participation, test or examination administrations, field trips, and private conversations between students in the class or between a student and the lecturer, is prohibited. Recordings may not be used as a substitute for class participation or class attendance and may not be published or shared without the written consent of the faculty member. Failure to adhere to these requirements may constitute a violation of the University's Student Code of Conduct and/or the Code of Academic Integrity.

Artificial Intelligence Preamble

FAU recognizes the value of generative AI in facilitating learning. However, output generated by artificial intelligence (AI), such as written words, computations, code, artwork, images, music, etc., for example, is drawn from previously published materials and is not your own original work.

FAU students are not permitted to use AI for any course work unless explicitly allowed to do so by the instructor of the class for a specific assignment. [\[Policy 12.16 Artificial Intelligence\]](#)

Class policies related to AI use are decided by the individual faculty. Some faculty may permit the use of AI in some assignments but not others, and some faculty may prohibit the use of AI in their course entirely. In the case that an instructor permits the use of AI for some assignments, the assignment instructions will indicate when and how the use of AI is permitted in that specific assignment. It is the student's responsibility to comply with the instructor's expectations for each assignment in each course. When AI is authorized, the student is also responsible and accountable for the content of the work. AI may generate inaccurate, false, or exaggerated information. Users should approach any generated content with skepticism and review any information generated by AI before using generated content as-is.

If you are unclear about whether the use of AI is permitted, ask your instructor before starting the assignment.

Failure to comply with the requirements related to the use of AI may constitute a violation of the [Florida Atlantic Code of Academic Integrity, Regulation 4.001](#).

Proper Citation: If the use of AI is permitted for a specific assignment, then use of the AI tool must be properly documented and cited. For more information on how to properly cite the use of AI tools, visit <https://fau.edu/ai/citation>

AI Language Specific to This Course

AI Course Policy:

AI can be used as a research tool, similar to a search engine like Google, to identify potential sources and content for news stories. However, AI cannot be used to write news stories in draft or final form. Journalists are expected to write/word their own stories, which appear under their byline, which identifies them as the sole author. Using AI to organize and write a news story – versus just to research a subject -- would be misleading to readers and constitute an ethical violation. Detection by the instructor of an AI-written paper would result in an F grade for that assignment. Students in this class are expected to put stories into their own words.

Counseling and Psychological Services (CAPS) Center

Life as a university student can be challenging physically, mentally, and emotionally. Students who find stress negatively affecting their ability to achieve academic or personal goals may wish to consider utilizing FAU's Counseling and Psychological Services (CAPS) Center. CAPS provides FAU students a range of services – individual counseling, support meetings, and psychiatric

services, to name a few – offered to help improve and maintain emotional well-being. For more information, go to <http://www.fau.edu/counseling/>

Student Support Services and Online Resources

- [Center for Learning and Student Success \(CLASS\)](#)
- [Counseling and Psychological Services \(CAPS\)](#)
- [FAU Libraries](#)
- [Math Learning Center](#)
- [Office of Information Technology Helpdesk](#)
- [Center for Global Engagement](#)
- [Office of Undergraduate Research and Inquiry \(OURI\)](#)
- [Science Learning Center](#)
- [Speaking Center](#)
- [Student Accessibility Services](#)
- [Student Athlete Success Center \(SASC\)](#)
- [Testing and Certification](#)
- [Test Preparation](#)
- [University Academic Advising Services](#)
- [University Center for Excellence in Writing \(UCEW\)](#)
- [Writing Across the Curriculum \(WAC\)](#)

Course Topical Outline

(Course Schedule)

Notes:

Red text: quiz scheduled or story due date

* -- means quiz or final exam day

** -- means story due

WEEK ONE

CLASS 1, Aug. 20: Course summary, assignments, and grading. JOURNALISM 3101's newswriting (print journalism) focus. Journalism's purpose/mission. Determining what is news and non-news: news characteristics. Hard news (timely and urgent) vs. soft news (less timely and interesting) and examples. Discussion: If journalism disappeared ...

HOMEWORK: Read Textbook, Chapters 2 and 3.

CLASS 2, Aug. 22: Story topic versus angle. News-writing objectives: accuracy, fairness and balance, transparency, reaching the average reader, simplified prose, tight and precise writing. Objectivity and impartiality. Introduction to wire service style and the AP (Associated Press) Stylebook. Exercise: Ranking newsworthiness. Story 1 instructions.

WEEK TWO

CLASS 3, Aug. 27: Interview basics for assignment one. Factual versus opinionated/biased writing. The importance of context. The basic elements of a news story. Answering the who, what, when, where, why, and how. News-writing format: descending order of importance. AP style practice. Discussion: journalism's inherent challenges.

HOMEWORK: Read Textbook, Chapters 4 and 7; become familiar with AP Stylebook format.

CLASS 4, Aug. 29: Writing the story: The descending-order-of-importance (inverted pyramid) structure. Crafting the basic news lede (or opening). Headline and lede differences. The summary and delayed lede. Writing the nut or focus paragraph that follows the lede. Subject-verb-object sentence structure. Exercise: lede practice.

WEEK THREE

*CLASS 5, Sept. 3: **AP Style Quiz (open book)**. The body (middle) of a news story and its contents: elaboration/amplification, explanation, chronology of events, history/background, context, description, perspective, opposing views, etc.

HOMEWORK: Read textbook, Chapters 9 and 10.

CLASS 6, Sept. 5: Interviewing continued: preparation and execution. Identifying appropriate interview subjects, the relevance of location, and the value of multiple sources. Backgrounding, open-ended questions. On and off the record. Pros and cons of in-person, phone, email, and video-chat exchanges. Story checklist.

WEEK FOUR

****CLASS 7, Sept. 10: Story 1 due.** Notes on notetaking. Quoting sources, attributing information. Direct, indirect, partial quotes. Quote editing/repair tools. The ethics of fixing a quote for wording problems. Attribution verbs and options. What to avoid: writing question transitions, stringing together quotes, etc.

HOMEWORK: Read textbook, Chapter 11.

CLASS 8, Sept. 12: Social media as a news source for current events and discussion. Recording devices and the law. Exercise: Practice interview. Fairness and balance: A closer examination. Identifying quote-worthy quotes. Examples. Story pitch instructions. Story 2 instructions.

WEEK FIVE

CLASS 9, Sept. 17: Delayed and alternative ledes: How they work. Guidelines and examples. Types of alternative ledes. The importance of clarity and accuracy. Examples from the Columbia Journalism Review and other sources. Exercise: Rewriting and tightening wordy sentences.

News lab.

HOMEWORK: Read textbook, Chapter 8.

CLASS 10, Sept. 19: News-writing dos and don'ts – what to avoid: jargon, cliches, repetition, gushing and promotional tone, using questions for transitions, etc. First, second and third person and when to use each voice. Past and present tense. Pros and cons of the classic inverted pyramid (descending order of importance) story structure.

WEEK SIX

CLASS 11, Sept. 24: The feature story and narrative news writing. The human-interest element. Borrowing from the fiction-writer toolbox. Types of feature stories. Finding feature stories.

HOMEWORK: Read textbook, Chapter 12.

CLASS 12, Sept. 26: Feature story examples. Writing the feature lede. Story dissection: Highway 25.

WEEK SEVEN

CLASS 13, Oct. 1: Solutions Journalism and examples. Possible guest speaker from a local news outlet. News lab.

HOMEWORK: Finish Story 2.

CLASS 14, Oct. 3: **Story 2 due. Writing the profile: person or place. Profile examples from professional journalists and students. Story 3 instructions.

WEEK EIGHT

CLASS 15, Oct. 8: The power of detail. Examples. Exercise: Description in news writing.

HOMEWORK: Read textbook, Chapter 5.

CLASS 16, Oct. 10: Facts, confirmation bias, and the so-called post-truth era. Declining trust in the media and allegations of “fake news.” The future of freedom of the press and discussion.

WEEK NINE

CLASS 17, Oct. 15: Media law: The elements of libel. The standard of reckless disregard for the truth/actual malice. The public vs. private figure test. Libel defenses: truth, fair report privilege, fair comment/criticism. Discussion: voting machine and other libel lawsuit examples. News Lab.

HOMEWORK: Read textbook, Chapter 6.

CLASS 18, Oct. 17 Media law: privacy. Media law: access to news and other issues (police control of crime scenes, obtaining information illegally, public record use, gag orders, and courtroom restrictions and more). Anonymous sources and the varying protections of shield laws.

WEEK TEN

CLASS 19, Oct. 22: Introduction to news media ethics. The Society of Professional Journalists' ethics code. The no notoriety movement (re: terrorist acts and perpetrators of mass shootings)/ Discussion: Granting quote approval requests from sources.

HOMEWORK: Read textbook, Chapter 18; finish Story 3.

CLASS 20, Oct. 24: Exercise: Ethical decision-making exercises. Story 4 instructions.

WEEK ELEVEN

CLASS 21, Oct. 29: **Story 3 due. "Watchdog journalism" and public affairs reporting. Holding corporate and government officials accountable. Introduction to investigative reporting. News lab.

HOMEWORK: Read textbook, Chapter 19.

CLASS 22, Oct. 31: Reporting with public records – the paper or digital trail. State public records policy: Florida's open records and "government in the sunshine" laws. Federal public records access: The Freedom of Information Act.

WEEK TWELVE

CLASS 23, Nov. 5: Public records reporting continued. How to file a public records request. Public records letter generators on the web. Examples stories stemming from public records requests.

HOMEWORK: None.

CLASS 24, Nov. 7: Film: The Boston Globe's investigation into pedophile priests in the Boston area. Begin viewing *Spotlight*.

HOMEWORK: None.

WEEK THIRTEEN

CLASS 25, Nov. 12: Finish *Spotlight*, film discussion.

HOMEWORK: None.

****CLASS 26, Nov. 14:** Public relations and journalism. Internal and external PR. PR specializations and niches. The uneasy relationship between journalists and PR operatives: Co-dependencies and cross-purposes. News releases and their sometimes problematic content. Spin: identification and avoidance. Other PR methods and mechanisms. News releases: their flaws and uses.

HOMEWORK: Finish Story 4.

WEEK FOURTEEN

****Class 27, Nov. 19: Story 4 due.** Public relations and journalism continued. News Lab.

HOMEWORK: Study for final exam.

Class 28, Nov. 21: Final exam review.

Classes end: Tuesday Nov. 25

Thanksgiving Break: Nov. 26-30

Reading days: Dec. 1-3

Final exam period: Dec. 4-10

***Final exam: Friday, Dec. 5, 10:30 a.m. - 1:00 p.m.**

Grades due Monday Dec. 15 @ 9 a.m.