

J462: REPORTING 2

CRN: 13414

Fall 2021

Allen 302

Interactive class activities/LVN trainings: 4 to 5:50 p.m. Tuesdays

Writing circle/group work: 4 to 5:50 p.m. Thursdays

Instructor: Lori Shontz

Email: lshontz@uoregon.edu

Twitter: @lshontz

Student drop-in and appointment hours:

- **Thursdays, after class:** If you'd like to talk in person, I can hang around briefly after class—outside Allen Hall. I'll be masked, and you need to be, too.
- **Individual appointments:** You can book 20-minute Zoom or phone appointments with me at this link: <https://calendly.com/lorimshontz>.

A NOTE ABOUT THIS TERM

Yes, we're back "in person," but we're still in a global pandemic. It's been tough—and revealing. I'm not the same teacher I was in 2019; I'm sure you aren't the same students, either. That isn't all bad.

I know from reading your pre-class surveys that we're not all in the same place as we start this academic year; some of us are thrilled to be back in a classroom and ready to jump in; others of us are nervous or flat-out scared. And that's OK. All of it.

We're going to work with that. I want to promise, right here at the top of the syllabus, that **I will take into account your struggles this term.** I am mindful that you or your family may be personally affected by the pandemic, climate-related crises, health issues, other physical and mental health challenges. You won't be penalized for getting sick, for needing to quarantine, for needing to take care of family members who are sick.

I am offering this class in two modes: in-person and virtual. You have the choice this term to opt in or out of in-person learning at any point—no questions asked.

In addition, this class is part of a research study (more details below), and trainers from Local Voices Network will be doing three Zoom sessions for us and for our news partner, KLCC. You can attend those sessions from anywhere. LVN will train us to recruit for and facilitate community conversations, and those conversations – which will form the base of your final stories -- will all be conducted over Zoom.

Essentially, I've designed this class to give you choices. I've also designed it so that if circumstances make it difficult or impossible to meet face-to-face, I can make the class fully

remote. **If you have COVID symptoms or have been exposed to COVID, do not come to class. You can participate virtually if you are feeling OK.**

I always say that one of the things you learn in a journalism class is how to be flexible; that's certainly going to be the case this term.

How this works:

- **Tuesday classes:** We will meet in the classroom, and there will be a livestream available via Zoom. On three days, we will all be on Zoom for training sessions conducted by Local Voices Network. We will always have a communal GoogleDoc for shared notes. While small group work for class activities may be more difficult on Zoom, we'll find a way to make it work. If it doesn't work, you won't be penalized.
- **Thursday classes:** These are work days. Some days, this will be time for you to meet with the rest of the group working on the same conversation; this can be in person, following class COVID protocols, or virtual. Some days, we'll do in-class writing together. For the in-class writing, it doesn't matter whether you are in the physical classroom. At the beginning of each class, I'll explain the in-class assignment. Then, if you're on Zoom, you can get off. You'll return for the last 30-45 minutes of class, in which I'll break down anonymous examples of your writing and take questions—from the classroom and from Zoom.
- **The “show page”:** You know how podcasts always have a show page with links and further info? We'll have one, too. In each weekly module, there will be a link to the Zoom livestream, the Zoom chat, links to class materials, links to our class communal GoogleDoc.
- **Mid-class breaks for mask relief:** Two hours is a long time to wear a mask, especially because there is NO EATING OR DRINKING in the classroom, at all. The UO has an indoor mask mandate, so you cannot remove your masks in class. (I could, but I'm not, both for health reasons and to be in solidarity with the rest of you.) We will take a 10-minute break in every class, which will give you a chance to go outside, remove your mask and get something to eat or drink.
- **Group agreements/code of conduct:** I want everyone to feel comfortable when we are learning face-to-face. I want anyone who needs to learn remotely to feel a part of the class. We will decide *together* how we will do this. We will develop agreements for how we will interact with and treat each other.
- **Interviews/reporting:** We will talk about how to do in-person interviews safely, and you will also be able to report remotely. Honestly, that's not a big change; lots of reporting is done over the phone, and in some ways Zoom is an improvement.
- **If anything in class makes you feel uncomfortable or unsafe, email me or make an appointment as soon as possible. I promise I will keep your concerns confidential.**

You can find more specific COVID Protocols at this link, and I'll distribute a hard copy.

We will work together to make this the best experience we can. I'm looking forward to it.

WEEKLY CLASS SCHEDULE

As you'll see from the detailed COVID protocols, there's a lot of details to worry about. Our weekly schedule is to reduce that list by one. Assignments are always due Thursdays and Sundays. Thursday assignments are always writing or reporting. Sunday assignments are always a reflection.

- **Monday, 11:59 p.m.: Reflection due.** This is due Monday night for two reasons: (1) To prepare you for Tuesday's class and (2) To help me and the LVN trainers plan the activity for Tuesday's class. I need to see what you are thinking about, what you are asking questions about. These readings/listenings/viewings will focus on what I call Capital J Journalism—the big-picture ideas behind the stories. ***Values. Ethics. Inclusion. Public Service. This will help you begin to develop your personal philosophy of journalism.*** This is deep thinking and critical reflection, which we need to do to improve not just the industry, but the planet.
- **Tuesdays, 4 p.m.: Interactive class activities/Local Voices Network trainings.** This will help you to think about how you're going to practice and consume journalism, and what you do and reflect on during these activities will help you to do the assignments. You'll prepare for this with the assignment due the Sunday night before; this is particularly important because our community conversations are going to focus on inequities and on communities that have been traditionally underrepresented in news media.
- **Thursday, 4 p.m.: Writing Circle/Group Meetings.** This is about practicing the Craft.
 - Some weeks, this will be dedicated time to write: We will talk briefly at 4 about the in-class exercise, and then we will come together again at about 5 to discuss what you did and why. You are more than welcome to do this over Zoom. ***Getting reps – focused practice, such as drills at basketball practice or scales at the piano – is necessary to do this work well.***
 - Other weeks, you will have time to meet with your group, either in-person or virtually or a mix. Everyone has this time free; this allows you to a way to collaborate without figuring out another time that everyone is free. I know everyone's schedule is jammed, and COVID protocols could make scheduling even more difficult.
- **Thursday, 11:59 p.m.: Weekly reporting memo due.** Early in the term, this assignment will help you get ready to work with your group. Later in the term, this will be an individual report of your group's work.
- **Sunday, 11:59 p.m.:** Given the university's holiday schedule, a few assignments are due Sunday instead of Thursday. See the schedule for details.

The Technology:

- **Canvas:** Everything you need for this class is at canvas.uoregon.edu; log in with your DuckID.
- **Zoom:** You can access this video conferencing system through the Canvas page. You'll need the password that's in the Zoom invite, and you'll be placed in a waiting room until I let you in.
 - A note on your camera: I'm sure you can appreciate that it's easier for me to see your faces; it's hard to interact with a blank screen. That said, I also appreciate that there are times when you don't want to or can't show where you are. (I've been there myself.). *So the camera is optional, but please consider turning it on when you can.*
- **Technical support:** If you have questions about accessing and using Canvas, visit the [Canvas support page](#). Canvas and Technology Support also is available by phone or live chat: [541-346-4357](tel:541-346-4357) | livehelp.uoregon.edu.
 - **If you face Internet access challenges:** Companies are offering free access during this challenging time. To learn more about options, visit Information Services' [web page on going remote](#).

COMMUNICATING WITH ME

My favorite part of teaching is talking with students—getting to know you, coaching you, connecting you with former students I think you should know. So please don't hesitate to contact me with questions, suggestions ... even complaints. I mean it.

In addition to your two individual conferences this term, this is how you can reach me—and how I'll reach you. Communication is a two-way street, and I'll do my best to hold up my end.

- **Canvas announcements:** This is the easiest way to reach the entire class, so I'll primarily post updates and changes here. You should receive announcements in your inbox.
- **Email:** I am reachable via email, lshontz@uoregon.edu, and I'll get back to you within 24 hours.
 - I am building time offline into my schedule this term, and I recommend you do the same. This means:
 - I do not answer emails on Sundays – that's the day to replenish that I've built in for myself this term – or after 7 p.m. weekdays.
 - I also don't answer emails first thing in the morning—that's my thinking/reading time.

Important: If something's not working for you, let me know as soon as you can.

WHAT YOU'LL LEARN

Reporting 2 is focused on reporting in the public interest. We have a unique opportunity this term to both do that kind of reporting and reflect on what this kind of reporting can mean for communities, particularly ones that have been traditionally underserved by news media. We'll also talk about something especially important: whether and how this kind of reporting can strengthen our democracy.

In this class, we will work carefully to question outwardly – meaning the entrenched biases in policymaking and power structures. We will also work carefully to question inwardly – meaning our own positionality as racial, social, political, cultural, economic beings who come to journalism with a lot of identities that will affect we practice the craft.

We will be analyzing and practicing solutions-based and engaged journalism, using a “journalism as process” approach that involves community members at every level of that process. Together, we will learn to facilitate conversations with community members –doing outreach to recruit participants, listening and drawing out stories from participants, and using what we learn to pitch and report stories. All of the stories in this class will focus on inequities.

We will be doing this work with a news partner, [KLCC](#), a public radio station here in Eugene (NPR for Oregonians. I love this slogan.) KLCC's news director, [Rachael McDonald](#), will participate in our trainings, and there's a possibility that we will produce stories that KLCC will publish. (Note: Our term is only 10 weeks long, so this will require work beyond the end of this term.)

This model was developed and is being tested by the public conversation tool [Local Voices Network](#), a project of the MIT Media Lab and the community nonprofit [Cortico](#). Both are involved in innovative, experimental work around trust building in communities. We are participating along with reporting classes at the University of Southern California, the University of Houston and the University of North Carolina. The name of the research project is [Amplifying Marginalized Voices in Public Deliberation](#), and it is headed by Dr. Susan Robinson at the University of Wisconsin. She'll join us the last week of class.

We're going to do the same things that all of the SOJC's Reporting 2 classes do:

- Find and develop stories in the public interest.
- Demonstrate familiarity with legal and ethical fundamentals of journalism.
- Evaluate how diversity—in sources, story ideas and journalists—makes a difference in news coverage.
- Find and use public records to give your stories greater authority.
- Gather and verify information through interviews, research and observation.
- Write clearly, correctly and concisely.
- Draft and revise for publication.

We're just going to do all of that a bit differently. I'm excited to be on this journey with you and our partners across the country. I can't wait to see what we learn.

Important note: Also, you're going to learn to be **flexible**. Even in typical times, news doesn't happen on a schedule, and I need to improvise. This term, although we're back in person, there's still a pandemic. The general trauma all of us have experienced at various levels over the past 18 months isn't going to suddenly disappear. **So I am sure that at some point this term, I will need to change class activities—maybe even an assignment—to make this work.**

I will communicate changes via Canvas announcements.

WHAT YOU'LL READ AND WHAT YOU'LL NEED

If you don't read news, you can't write it. We are going to discuss during the first week of class how we want to follow the news this term. Stay tuned for details.

You will need to use The Associated Press Stylebook (preferably 2020). Here are your options:

- Free through the Knight Library: [click this link](#) (you'll need your DuckID)
- You can also buy the book through the Duck Store, or you can subscribe to the [AP Stylebook Online](#). (I like the online version, which is slightly more expensive, because it automatically updates.)

You need to [sign up for a membership in Gather](#), a community of practice for engaged journalists started by colleague Andrew DeVigal at the SOJC's Agora Journalism Center in Portland. You'll be reading case studies and watching lightning chats about projects in which journalists collaborated with the community.

Local Voices Network's [Inclusive Media Toolkit is available here](#). You'll want to download this. We're going to use this for some Thursday Writing Circle/Group assignments.

All other readings/listenings/viewings will be links or PDFs posted on Canvas.

BASIC NEEDS

If you have challenges outside the classroom that are making it harder for you to learn, there is help for you. If you're comfortable telling me about any such challenge you are facing, please do so. If there is anything I can do to help, I will.

You can also get information and help at these links:

- **Mental health:** The UO's [Counseling Center](#) is open; see the link for information about in-person appointments and remote options. Note that there is a [Let's Talk service](#), which enables you to talk to a human being without making appointment; you Zoom in for designated drop-in hours each day.

- **Food:** If you are having trouble affording food, please [visit this webpage](#), where the UO has a list of resources and programs with free food.
- **Internet:** If you are having trouble getting online, please [visit this webpage](#), which has some no-cost and low-cost options for students.
- **Accessible Education Center:** I know that some of you may have disabilities or other health conditions that make remote instruction more difficult. And as always, the University of Oregon is working to create inclusive learning environments. I encourage you to contact the [Accessible Education Center](#) in 164 Oregon Hall at 541-346-1155 or uoaec@uoregon.edu.
- **In general:** If you are having trouble connecting with the university in any way, email uoadvising@uoregon.edu.

WHAT I EXPECT FROM YOU

Come to class – when you are healthy. If you are sick—with COVID or anything else—you can participate virtually if you are feeling well enough.

Participate, and be respectful: We are going to work together to create guidelines for how we treat each other. This basic principle will be the foundation of everything we do this term.

Make deadline: Every assignment has a deadline, and there's a good reason for them. Reflections are due so that I have time to read them all and use what I learn to plan our class. Writing and reporting assignments are due so that I have time to give you useful feedback within a few days. *But in a newsroom, when you run into an extenuating circumstance, editors are usually able to work with you. In recognition of this, as well as in recognition of life in general, you can turn in an assignment 48 hours later without penalty.* You don't have to email me; just turn it in when you are finished. If you need more than 48 extra hours, then email me, and we'll talk about solutions. Do note that you may get less complete or later feedback from me, but I will do my best.

Be accurate: Credibility is everything in journalism. Although this is advanced reporting, we've coming off of four terms of remote learning, and I realize that everyone needs to adjust. *So starting Nov. 1 (Week Six), an assignment can receive no higher than a C-minus if it has a major fact error such as the misspelling of the subject's name, the incorrect outcome of an event or a misidentification of a major figure in the story or exercise.* Minor factual errors and earlier major errors will be penalized less harshly.

Have fun! I know this might seem odd, or even wrong, given all that is happening right now. But reporting, even on serious subjects, even when the work is hard, can be a joy. Hanging out with journalists and with people who respect journalism should be invigorating and challenging—and I hope you think of that as fun. I hope that our Reporting 2 community will be a comfortable and safe space for you to visit.

WHAT YOU CAN EXPECT FROM ME

Prompt feedback and return of assignments: I will return your assignments—with feedback and, if applicable, a grade—before the next assignment is due. Usually, that will be within a week of turning in an assignment. If something prevents me from meeting my goal, I will let you know in advance.

High standards: As I said above, I'm not going to penalize you for circumstances that are beyond your control. That said, I would be doing you—and the communities who rely on accurate and excellent reporting—a disservice if I didn't hold you to a high standard on your weekly written assignments. To get an A or a B, expect to spend at least four hours a week outside of class reading, reporting/researching, writing and reflecting.

Transparency: We are participating in a research study, and I am learning with you. That's true for all the classes I teach, but especially for this one. I will be upfront with you about the challenges doing this work poses, especially in a pandemic.

Help: If you're struggling, let me know. *If my comments on your story are unhelpful or if you don't understand them, email me and let me know.* Communication requires at least two people; I will work to hold up my end of the conversation.

GRADING

Overall: The total number of points in this class often varies—depends on what news happens and how quickly we progress through the material. Every class is different. The weighted breakdown will look roughly like this:

- Reflective work, both weekly reflections to prepare for class and the weekly reporting memo: 20 percent
- Community outreach report and log: 20 percent
- Story pitch: 30 percent
- Final issue story: 30 percent

Revisions: I will grade the revision of your final issue story. This does not mean that you are turning in a “rough draft” for the original assignment. Each version of the story needs to be your best possible work.

Percentages: I will divide your eventual point total by the total number of points to determine your percentage, and the categories will be weighted as explained above:

- | | | | |
|------|----------------|------|---------------|
| ▪ A | 93-100 percent | ▪ C+ | 77-79 percent |
| ▪ A- | 90-92 percent | ▪ C | 73-76 percent |
| ▪ B+ | 87-89 percent | ▪ C- | 70-72 percent |
| ▪ B | 83-86 percent | ▪ D | 60-69 percent |
| ▪ B- | 80-82 percent | ▪ F | 0-59 percent |

ACADEMIC INTEGRITY

The University Student Conduct Code (conduct.uoregon.edu) defines academic misconduct. Students are prohibited from committing or attempting to commit any act that constitutes academic misconduct.

You will be able to use your notes and any other resources you need for all assignments in this class—which is exactly how it works in a newsroom.

But nothing changes because we are remote instead of in a classroom.

In J462—and in any journalism class or environment—academic integrity means the following:

- **Do not plagiarize:** Do not copy someone else's work and pass it off as your own. That includes the work of professional reporters as well as the work of your classmates, friends, family, fraternity brothers, sorority sisters, teammates, roommates, fellow club officers, etc. You get the picture.
- **Attribute your work properly:** Use first and last names for everyone you quote or paraphrase in a story. Quotations are direct quotes—don't tweak what someone said to make the sentence sound better. If you use information from another news source, attribute it to that source.
- **Don't copy directly from websites or other background sources:** This is plagiarism, too. Don't think you can fool me—or your readers—by changing a word or two around. That doesn't fly. Again: Attribute your work properly. ***Be especially careful if you are cutting and pasting information from the internet.*** In fact, don't do it.
- **Do not make things up:** Don't invent sources, facts, people, scenarios, scores, quotes, etc. I truly hope this is self-evident.
- **Do not interview family, friends and/or acquaintances:** Credibility is everything. If you use people you know well as sources, your readers have cause to doubt whether you are being fully truthful or withholding information that would be damaging to those close to you.
- **IF YOU AREN'T SURE, ASK:** You're still beginning journalists. If you are unsure about whether you're skirting too close to the line, ask me.

If you plagiarize or otherwise violate these principles of academic integrity, you will flunk this class. Period.

WRITING CENTRAL

Need another pair of eyes on your writing? Need someone to brainstorm interview ideas with? You should. No one writes in a vacuum, especially journalists, whose work informs the public.

Starting Week Three, you can get that help at Writing Central, where trained undergraduate coaches help with everything from fleshing out story ideas to crafting stronger sentences and improving your grammar/AP style. Coaches also can help with resumes and cover letters, personal statements and scholarship applications.

Feedback is available through live Zoom appointments or a Drop-n-Go service, in which you submit your work and receive feedback within 48 hours. To make an appointment or use the Drop-n-Go feature, visit writingcentral.uoregon.edu.

DIVERSITY AND INCLUSIVENESS

The best journalism reflects the community it covers. That's why I am passionate about increasing and maintaining diversity in newsrooms. If everyone is the same gender, race, ethnic group, sexual identity, religion, etc., you're going to produce a homogenous publication that is at best boring, at worst riddled with errors of fact and/or omission.

In this class, I will encourage open inquiry, freedom of expression and respect for difference. I expect you to respect the differences among you and your classmates and between the class and me. I will respect yours. We can certainly disagree—in fact, I expect that we will at times. But we can all respect each other, and we can all learn from each other.

We will work together to create group agreements that will establish how we treat each other and learn together. To start, I will offer these ways of conducting ourselves in class:

- Refrain from judging individuals according to the collective groups they may belong to (e.g. race, gender, class, sexual identity, disability status, etc.).
- Assess ideas and arguments according to the evidence and not based on the identities of the individual who created them.
- Acknowledge and seek to better understand the historical and contemporary systems of racism, sexism, homophobia and ableism that have created real disparities in people's lives, how they see the world, and the opportunities that are available to them.

I'd like here to thank to Erin Siegel McIntyre of the University of North Carolina, who allowed me to borrow some of her language. Always credit your sources!

If anything in this class makes you uncomfortable, let me know as soon as you can. Let's talk about it.

SCHEDULE

Note: The specific materials for Monday reflection assignments may change, depending on how this class unfolds. I will announce on Canvas, announce in class and also update the Canvas syllabus, but not the accompanying Word document. Due dates will stay the same.

Week One: Sept. 27 to Oct. 3

Building community: Before we put the public at the center of our journalism work, we need to build community among ourselves:

- Acknowledgement of the pandemic, and how it has affected your learning. Also how it has affected the journalism industry.
- Introduction to the research study, including the relationship between scholarly research and journalistic practice.
- Creating group agreements: How will we treat each other?
- Identity and privilege, and how that affects our journalism.

Assignments:

- **Due 11:59 p.m. Wednesday:**
 - Letter to Lori (send in body of email to lshontz@uoregon.edu)

Looking ahead: Readings for reflection due Monday, Oct. 4

- [Introducing City Bureau's Community Engagement Guidelines](#), by Andrea Faye Hart
- Read this case study from Gather:
 - [How the Idaho news organizations collaborated to engage Latino students and their families](#)

Week Two: Oct. 4-10

Facilitating conversations with the community: Colleen Butler from Local Voices Network will conduct training for us – and for our news partner, Rachael McDonald of KLCC – during Tuesday's class.

Assignments:

- **Due 11:59 p.m. Monday:** Reflection No. 1: Examples of community-centered journalism
- **Due 11:59 p.m. Thursday:** Reporting memo No. 1: Facilitation training follow-up

Looking ahead: Viewings for reflection due Monday, Oct. 11:

You will watch one of these “lighting chats” with finalists for the OJA Gather Award:

- **Note:** Leave at least an hour to watch and take notes on the video. And make sure you read/watch/listen to the projects!

- **Note:** If your last name starts with the letters A through L, you'll watch the 2019 video. If your last name starts with the letters M through Z, you'll watch the 2020 video. (If you want to watch both, that's excellent. Not required.)
- [2019 finalists:](#) Southern California Public Radio (portfolio of audience engagements) and WITF (40th anniversary of Three Mile Island nuclear accident) with Ashley Alvarado, Cara Williams Fry and Lisa Wardle.
- [2020 finalists:](#) Injustice Watch (#CheckYourJudges, and Documented (Use of WhatsApp during COVID-19), with Marc Lajoie, Jonah Newman and Charles Preston, Injustice Watch; and Mazin Sidahmed, Ariel Goodman and Nicolas Rios, Documented.

Week Three: Oct. 11-17

Practicing and participating in a conversation: We're going to take what you learned last week and use it among ourselves this week. And in addition to participating, we'll start talking about the relationship between these conversations and published journalistic work. This will take us back to our Week One discussions about identities and privileges.

Assignments:

- **Due 11:59 p.m. Monday:** Reflection No. 2: Process of community-centered journalism
- **Due 11:59 p.m. Thursday:** Reporting memo No. 2: power and privilege

Looking ahead: Readings/viewings for reflection due Monday, Oct. 18:

- [The empathetic newsroom: How journalists can better cover neglected communities](#), by P. Kim Bui for American Press Institute
- [Is your journalism a luxury or a necessity?](#) By Harry Backlund, City Bureau

Week Four: Oct. 18-24

Doing outreach for community conversations: Colleen Butler from Local Voices Network will train us in how to recruit community members for conversations in Tuesday's class. We'll organize ourselves into groups this week, too.

Assignments:

- **Due 11:59 p.m. Monday:** Reflection No. 3: Community needs
- **Due 11:59 p.m. Thursday:** Reporting Memo No. 3: Outreach training follow-up

Looking ahead: Reading for reflection due Monday, Oct. 19:

Note: *This is long. It has 11 chapters. Plan accordingly.*

- [Why should I tell you? A guide to less extractive reporting](#), by Natalie Yahr, Center for Journalism Ethics, University of Wisconsin School of Journalism and Mass Communication

Week Five: Oct. 25-31

WORK WEEK: This will be an intense week of recruiting, marketing and doing other outreach for your group conversation. No class. I'm available to coach/meet.

Assignments:

- **Due 11:59 p.m. Monday:** Reflection No. 4: Interviewing and listening
- **Due 11:59 p.m. Thursday:** Community outreach report

Readings/listenings/viewings:

- None. Use the time to work on doing outreach for your conversations.

Week Six: Nov. 1-7

Curating: Colleen Butler of Local Voices Network will train us on how to make the most of the information you gather during your conversation.

Assignments:

- **Due 11:59 p.m. Thursday:** Reporting Memo No. 4 (preliminary pitch)

Looking ahead: Reading for reflection due Monday, Nov. 8:

- [Journalism must be an act of community building](#), by Cierra Hinton, Lewis Raven Wallace and Manolia Charlotin for Nieman Reports

Week Seven: Nov. 8-14

Pitching stories: This week, you'll be working on your story pitch, meaning that we'll devote class time to analyzing successful pitches and learning how to write your own.

Note: No class on Thursday, Nov. 11. Veterans Day is a university holiday.

Assignments:

- **Due 11:59 p.m. Monday:** Reflection No. 5: Building community
- **Due 11:59 p.m. Sunday (note date change):** Story pitch

Readings/listenings/viewings:

[How can collaboration help build trust in journalism?](#) By Heather Bryant, Project Facet

Week Eight: Nov. 15-21

Collaborating: We'll discuss how your groups are working (and/or not working; nothing's perfect). This week will be a heavy reporting and writing week for you; your issue story is due next week.

Assignments:

- **Due 11:59 p.m. Monday:** Reflection No. 6: Collaboration

Week Nine: Nov. 22-28

Story conferences: After you turn in your issue stories. I will meet individually with each of you to discuss on either Tuesday or Wednesday.

Note: No class on Thursday, Nov. 25. That's Thanksgiving, and it's a university holiday.

Assignments:

- **Due 11:59 p.m. Monday:** Issue story original
- **Due after your story conference:** Reporting memo No. 5: Revision plan

Week 10: Nov. 29 to Dec. 3

Wrapping up/Looking ahead: What went well this term? What could have gone better? What do you want to do next with what you've learned? We'll discuss this informally in class, and Dr. Sue Robinson will join us on Tuesday to debrief you for her research study, if you've chosen to participate.

Assignments:

- **Due 11:59 p.m. Thursday:** Reporting Memo No. 6: What I learned

Finals Week

Assignment:

- **Due 11:59 p.m. Thursday, Dec. 9:** Issue story revision