

**Oakland University**  
**College of Arts and Sciences**  
**Department of Communication & Journalism**

JRN 200/10227 Introduction to Journalism and News Writing

<b>Class Time:</b>	1 – 2:47 p.m. TR	<b>Instructor:</b>	Edward Nakfoor
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<b>Office Hours:</b>	TR 12 – 1 p.m. + 3 – 6 p.m. W 2 – 6 p.m. ... generally always around + available ... door is always open	<b>Twitter:</b>	@EdwardNakfoor
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## **COURSE DESCRIPTION**

This course provides you with a conceptual and practical knowledge of journalism, and trains you to understand and perform the mission of a journalist.

Careers in journalism require reporters who are adept at telling stories that are always factual, thorough without being excessive, and at times entertaining. Further, reporters must understand how to assess the needs and interests of their audiences. JRN 200 teaches the techniques to tell those stories through observing events, interviewing sources and documenting records, and then crafting a publication-ready piece for print and digital media.

In JRN 200 you are student first and practicing journalist second, learning to develop accurate and concise stories for print and web news outlets using thoughtfully chosen words and grammatically correct English.

This course satisfies the General Education requirement for an intensive writing class for students within the major or those in other areas of study.

### **Course Objectives**

In JRN 200, students:

- Develop an understanding of news judgment and recognize essential news values.
- Demonstrate a basic knowledge of the mission of the news media.
- Show the ability to gather primary and secondary sources of information through interviews and research.
- Learn to organize information that is complementary to stories written in journalistic style.
- Write accurate stories that meet deadlines, follow the rules of grammar and adhere to Associated Press style.
- Exhibit knowledge of sourcing information fully and accurately in stories.
- Understand legal and ethical issues in journalism, as well as diversity and fairness in reporting.

### **General Education Cross-cutting Capacities**

Effective Communication: students learn to communicate more effectively on an interpersonal basis by observing and interviewing, as well as through in-class writing exercises and course assignments.

Critical Thinking: beyond writing skills, students learn to prioritize and organize information, as well as assess information for credibility and objectivity while considering potential ethical issues.

Social Awareness: students learn to utilize multiple sources for information including those with a world-view different from theirs.

Information Literacy: by analyzing news framing and bias, and verifying sources, students become more diligent consumers of news.

## COURSE READINGS

### Required:

There is NO required textbook for this course.

### Recommended (in print or digital) to stay informed, to develop your voice, to be entertained and to improve your vocabulary ... and your writing:

Metro Detroit's dailies: Detroit Free Press, The Detroit News, The Oakland Press

National-scope dailies: The New York Times, The Washington Post, The Wall Street Journal

News websites (left and right leaning): thedailybeast.com, bbc.com, slate.com, politico.com, gatestoneinstitute.org, Breitbart.com, drudgereport.com, thecollegefix.com

Specialty + Lifestyle publications and websites: Columbia Journalism Review (cjr.org), Bloomberg Businessweek or bloomberg.com, Vanity Fair, The Wilson Quarterly (wilsonquarterly.com), wired.com, Quartz (qz.com)

Community newspapers: C & G Newspapers (candgnews.com), Observer and Eccentric newspapers (hometownlife.com)

And begin each day by solving a crossword puzzle or two

Also consider: local (fox2detroit.com, clickondetroit.com, wxyz.com, wjr.com, detroit.cbslocal.com) and national (cnn.com, foxnews.com, npr.org, pbs.org, Yahoo News Digest) broadcast news websites and apps

### Essentials to keep on your desk, in your backpack, on your laptop or on your phone:

Rekulak, J., "The Writer's Block: 786 Ideas To Jump-Start Your Imagination"

dictionary.com and thesaurus.com

"The Associated Press Stylebook 2015" ... **strongly advised to purchase**

"The Elements of Style" by William Strunk, Jr. and E. B. White

Flipboard ... your personally-curated digital magazine (it's free ... download on the app store)

propublica.org ... independent, non-profit newsroom producing investigative stories in the public interest

### Resources for trend, business, consumer stories (most have blogs and links to research):

Pew Research (pewresearch.org) ... "numbers, facts and trends shaping our world"

Mintel (mintel.com) ... consumer trends

NPD Group (npd.com) ... consumer trends

Hartman Group (Hartman-group.com) ... food trends

Doneger Group (doneger.com) ... retail and fashion trends

Bain + Co. (bain.com) ... global consulting firm working across numerous industries

McKinsey + Co. (mckinsey.com) ... similar to Bain

edmunds.com ... auto research and trends

Valient Market Research (valientmarketresearch.com) ... specializes in "disruptive" (greatly innovative, industry-changing) product development

National Institutes of Health (nih.gov) ... part of the U.S. Department of Health + Human Services

Gallup (gallup.com) ... all manner of surveys and polls

MediaQuant (mediaquant.net) ... numbers behind the news (media analytics)

Digiday (digiday.com) ... media and marketing trends

World Values Survey (worldvaluessurvey.org) ... studies the impact of changing values on social and political life

## MISCELLANY

**Words Matter:** Examples of weak words and inaccurate + confusing phrases to be avoided ...  
Unique, things, amazing, first of all, first off, just the other day, just because, first annual, at approximately [preceding an exact time], amounts preceded by “over,” “more than” [preceding an exact amount], it is “toward” not “towards,” “it’s” and “its” are different words, so, too, are “their,” “there” and “they’re” – please know the difference ...

### Language

**Pitfalls:** The English language is rife with pitfalls, roadblocks, and hair-pulling rules. I don’t expect you to know or remember everything. But do try to keep some in mind. For example:

- “Lead” is a heavy metal.  
“Led” is the past tense of “lead” as in, “I will lead the class.” “He led the class.”
- For numbers use “more than” and “fewer than” instead of “over” and “less than.”  
When counting use “fewer than” as in: “12 or fewer ...”  
When to use “less” ... “There’s less air in the room.”  
When to use “over” ... “She placed the book over the paper.”

**Remember:** The best writers have the best editors.

It is an excellent idea for a fresh set of eyes to review what you have written, especially if you have been looking at the document for a while.

Avoid glossing over mistakes ... after several top-to-bottom edits read your document from bottom to top.

“The ultimate inspiration is the deadline.”  
*Entrepreneur Nolan Bushnell*

“The role of a writer is not to say what we all can say ... but what we are unable to say.”  
*Novelist, Diarist, Essayist Anaïs Nin*

“Success is the ability to go from one failure to another with no loss of enthusiasm.”  
*Prime Minister of England Sir Winston Churchill*

**Pacing:** The pace of the course is brisk. You are expected to be well read in current events, the day’s top news stories, what’s trending and why. You become better writers and adept at knowing what content belongs in a news story by becoming proficient readers. You will begin to read and listen to news differently, with an eye and ear to details and nuanced language. You may also develop a healthy dose of skepticism. How you reconcile that is up to you.

**Journalism Majors ... Be proactive about your future.**

**Advising:** Meet with the College of Arts and Sciences Advising Office once each year.  
Call 248-370-4567 to schedule an appointment.

### Career

**Services:** Gain the competitive edge by meeting with Career Services early and often, at least by the start of your 300 level courses. Do not wait until the last semester of your senior year to plan for your future. Explore career options, develop a resume, learn interview strategies, secure an internship and launch your career. Call 248-370-3250 to schedule an appointment and visit the Career Services website to learn of upcoming events: [www.oakland.edu/careerservices](http://www.oakland.edu/careerservices).

## COURSE POLICIES

This class is a judgment-free zone.

We discuss current news, some of which you will agree with, some of which you will not. **Please do not censor your opinions.** I am more concerned that you have opinions, and share them, than I am with the content of those opinions. I will not judge you for having a particular opinion. After all, the best classes are those in which robust, respectful debates are part of the curriculum. Further, do not apologize for your opinions or preface your opinions i.e., “In my opinion, and this is only my opinion ...”

This is a collaborative course. We share ideas. We share world news, local news ... personal news. We share opinions. Together, then, we co-create a stronger learning environment.

Never apologize for asking questions in class, via email or in my office.

If you are ill ... if you are in the least bit a contagion ... please do not come to class. You will not be penalized; I only ask that you send me an email. Also, if you are exhausted – and it happens – please do not come to class. Attending class only to zone out or put your head on the desk is unproductive for you, your classmates and me. Again, there is no penalty if you cannot attend class but I do ask that you let me know in advance.

That said, please do not take advantage of these policies as excessive absences can influence your final grade. And please be punctual.

Three final points ...

### Student

#### Integrity:

Students who cheat, fabricate or plagiarize may fail this course. Falsification, fabrication or plagiarism will result in a 0.0 for the offending assignment as a minimum consequence. Any suspicious conduct or homework will be reported to the Dean of Students office.

**Plagiarism** is presenting another person’s work or ideas as one’s own. According to OU policy:

“Plagiarism is using someone else’s work or ideas without giving the other person credit; by doing this, a student is, in effect, claiming credit for someone else’s thinking. Whether the student has read or heard the information she or he uses, the student must document the source of information. When dealing with written sources, a clear distinction would be made between quotations — which reproduce information from the source word-for-word within quotation marks — and paraphrases — which digest the source information and produce it in the student’s own words. Both direct quotations and paraphrases must be documented. Just because a student rephrases, condenses or selects from another person’s work, the ideas are still the other person’s, and failure to give credit constitutes misrepresentation of the student’s actual work and plagiarism of another’s ideas. Naturally, buying a paper and handing it in as one’s own work is plagiarism.”

### Disability

**Accommodations:** Please advise me during the first week of class if you have a disability that affects your learning style or needs. I would like to make whatever adaptations would be of benefit. You should also contact campus Disability Support Services.

**Food Allergies:** Please let me know if you have any food allergies or restrictions.

## COURSE OUTLINE

Through 6 graded assignments students learn to research and write news stories appropriate for various sections of print or online news outlets.

In-class assignments emphasize writing for deadlines and space considerations, thinking outside one's comfort zone, eliminating clichéd phrases, finding a "voice," and vanquishing weak words in favor of clever turns-of-phrase, among other techniques. While these assignments are not graded, mindfully completing them will help strengthen your writing. Some of these exercises could include:

- Developing succinct summarization skills
- Writing "what you see" (objects, individuals) to develop observational and descriptive skills
- Practicing interviewing techniques
- Identifying relevant sources
- Annotating stories

Class time also includes discussion of outside readings, "newsroom" where we discuss the status of student assignments, and guest speakers ... dates TBD.

**Finally**, understand the class schedule (homework, discussion topics, reading reviews) is fluid, what with breaking news upending even the most ironclad plans. The assigning dates and due dates for the 6 graded assignments *may* need adjustment as well.

**JRN 200 > INTRODUCTION TO JOURNALISM AND NEWS WRITING  
CLASS SCHEDULE**

**Class 1/January 5**

In class:           Introductions/personal headline writing  
                          Scope of class  
                          Review syllabus  
                          Discussing news

Homework:           Create your newspaper's flag: name and motto/slogan. This will guide the themes of your stories.  
**Due Tuesday, January 10**

**Class 2/January 10**

In class:           News recap, **flag due**, typos + observations, news currency, in-class writing exercise  
                          Introduce long-form story (Assignment 6). This is an assignment in 3 parts:  
                          6A story pitches, 6B story outline, 6C long-form article

Homework:           Assignment 6A. Three story pitches. **Each pitch** will include 1 paragraph overview of topic, 1 paragraph about why it is important to you and your audience, list (in formation) of potential sources ... however, the more precise now the better ... list of considerations to be aware of and challenges you may encounter, and ideas for sidebars. Remember the ethos of your newspaper.  
**Due Tuesday, January 17**

**Class 3/January 12**

In class:           News recap, Assignment 6A Newsroom, nuts + bolts of news writing

Homework:           Continue Assignment 6A

**Class 4/January 17**

In class:           News recap, in-class writing exercise, **Assignment 6A due**

Homework:           Have a good night

**Class 5/January 19**

In class:           News recap, review + write leads, introduce Assignment 6B (an outline based on one of your story pitches)

Homework:           Assignment 6B  
**Due Thursday, January 26**

**Class 6/January 24**

In class:           News recap, finding + contacting sources, Assignment 6 Newsroom, introduce Assignment 1

Homework:           Assignment 1/draft  
**Draft due Tuesday, January 31**

Continue Assignment 6B

**Class 7/January 26**

In class: News recap, language + interviewing, Assignment 1 Newsroom, in-class writing exercise  
**Assignment 6B due**

Homework: Continue Assignment 1/draft

**Class 8/January 31**

In class: News recap, in-class writing exercise, **Assignment 1/draft due**

Homework: Have a good night

**Class 9/February 2**

In class: News recap, AP edit marks review, review Assignment 1/draft

Homework: Assignment 1/final  
**Due Thursday, February 9**

**Class 10/February 7**

In class: News recap, breaking news, Assignment 1 Newsroom, in-class writing exercise

Homework: Continue Assignment 1/final

**Class 11/February 9**

In class: News recap, more breaking news, **Assignment 1/final due**

Homework: Have a good night

**Class 12/February 14**

In class: News recap, review Assignment 1/final, sports + business writing, in-class writing exercise

Homework: Have a good night

**Class 13/February 16**

In class: News recap, **Assignment 2 – IN CLASS**

Homework: Enjoy your break

**Class 14/February 28**

In class: News recap, review Assignment 6B, introduce Assignment 6C

Homework: Assignment 6C  
**Due Tuesday, April 18**

**Class 15/March 2**

In class: News recap, taste + decency, introduce Assignment 3, in-class writing exercise

Homework: Assignment 3  
**Due Thursday, March 16**

**Class 16/March 7**

In class: News recap, ethics + bias, Assignment 3 Newsroom, in-class writing exercise

Homework: Continue Assignment 3 + Assignment 6C

**Class 17/March 9**

In class: News recap, Assignment 3 Newsroom, in-class writing exercise

Homework: Continue Assignment 3 + Assignment 6C

**Class 18/March 14**

In class: News recap, Assignment 3 Newsroom, feature writing + writing reviews

Homework: Continue Assignment 3 + Assignment 6C

**Class 19/March 16**

In class: News recap, writing reviews, introduce Assignment 4, **Assignment 3 due**

Homework: Assignment 4  
**Due Thursday, March 30**

**Class 20/March 21**

In class: News recap, feature writing, Assignment 4 Newsroom, in-class writing exercise

Homework: Continue Assignment 4 + Assignment 6C

**Class 21/March 23**

In class: News recap, Assignment 4 + Assignment 6C Newsroom, in-class writing exercise

Homework: Continue Assignment 4 + Assignment 6C

**Class 22/March 28**

In class: News recap, opinion writing, Assignment 4 + Assignment 6C Newsroom

Homework: Continue Assignment 4 + Assignment 6C

**Class 23/March 30**

In class: News recap, introduce Assignment 5, in-class writing exercise **Assignment 4 due**

Homework: Assignment 5  
**Due Thursday, April 6**

**Class 24/April 4**

In class: News recap, Assignment 5 Newsroom

Homework: Continue Assignment 5 + Assignment 6C

**Class 25/April 6**

In class: ½ class instructor one-on-one meeting for 6C, **Assignment 5 due**

Homework: Continue Assignment 6C

**Class 26/April 11**

In class: ½ class instructor one-on-one meeting for 6C

Homework: Continue Assignment 6C

**Class 27/April 13**

In class: Class recap, future of news media

Homework: Continue Assignment 6C

**Class 28/April 18**

In class: **Assignment 6C due** ... present final papers

## WRITTEN ASSIGNMENTS

Please adhere to these requirements when submitting the following written assignments. Also note requirements specific to each; many are the same, some different.

- Submit a **hard copy** of each assignment at the end of the class in which it is due unless otherwise instructed.
- Copy is written in Times or Times New Roman, 10-point font, **double spaced**.
- Your name, course section and due date are located in the upper left corner of the first page; your first initial and last name, and page number, are located in the upper right corner of any subsequent pages; please staple pages in the upper left corner.
- Each story includes headline, subhead, dateline as needed, reporter byline, photo and photo caption.
- Each story will include one tweet.
- See additional specs included in each assignment's rubric.
- ASSIGNMENT 1 IS SUBMITTED TWICE (DRAFT AND FINAL) ... REMAINING ASSIGNMENTS ARE SUBMITTED ONCE (AS FINAL).
- When interviewing sources, introduce yourself as a journalism student, and emphasize you are gathering information for a class assignment. While the story is not necessarily for publication, if it is exceptional we may try to find a media outlet to which it could be sent. In other words, you must let sources know they are "on the record."

## 1 Daily News

The day-to-day civic and business happenings of a community, seemingly mundane or even insignificant to many reader populations, have great value in their reportage. After all, an informed populace makes for a stronger community. As members of the Oakland University community, then, your coverage area is the 1443-acre campus.

You may choose any topic – a curiosity, an event, the changes to an academic program – from which the news story will be written. However, the topic should be time sensitive in that what you discover in the days following the assignment of this story is relevant on its due date. One popular topic, while not directly on campus, does impact the OU community: I-75 reconstruction.

Story specs:

2 – 3 sources, 550 – 600 words, headline and deck, photo and photo caption, reporter byline, tweet

Assigned: Tuesday, January 24

Due: Draft, Tuesday, January 31

Final, Thursday, February 9

## 2 Breaking News

News happens. Always. Somewhere, everywhere, out there, in here. Similarly, reporting those stories, thanks to our 24-hour news and information culture always hungry for content, is not confined to neat and tidy time periods. Reporters and editors are charged with being alert and discerning, nimble and adaptable, and ever at the ready to attend to a breaking news story. Whether a natural disaster or city hall scandal coming to light, when news breaks it is incumbent upon reporters to be ready.

Topic to come ...

Story specs:

2 – 3 sources, 550 – 650 words, headline and deck, photo and photo caption, reporter byline, tweet

Assigned: Thursday, February 16

Due: Thursday, February 16

### 3 Business News or Sports News

Stories of expansions and contractions, openings and closures, new products and of-the-moment trends comprise much content of business reporting. Monthly sales figures from the car companies and retailers, even fluctuating gasoline prices, always get special attention as they are indicators of broader economic health. Business news is a category rich in themes and future story development.

Similarly, sports, in general, and sports in metro Detroit, in particular, is a popular news segment. Actually, that is a bit of an understatement. Sports and team spirit are huge in this town. And on this campus. Sports reporting, then, is not limited to a recap of last night's game or predictions about which team will make the playoffs, nor is the coverage dedicated solely to professional, semi-professional and collegiate team play. In fact, many media outlets have designated reporters to cover niche athletic pursuits. Further, the coverage includes other news departments such as business (the economic impact a new stadium may generate for a city), food (cooking for a tailgate or Super Bowl party) and the national desk (controversial team names).

You may choose to write either a business story or a sports story for this assignment.

Business reporting could cover such topics as a recently opened retailer or restaurant; a spotlight on a business/business owner celebrating a milestone i.e., a decade in business; predictions and preparations for seasonal shopping; or a local angle on a national trend.

Sports coverage could include a recap of a Grizzly game; a preview of an upcoming – important – Grizzly game; Grizzly player or coach profile; a look at university game attendance; or what is new in intramural sports.

Story specs:

2 – 3 sources, 600 – 700 words, headline and deck, photo and photo caption, reporter byline, tweet

Assigned: Thursday, March 2

Due: Thursday, March 16

## 4 Features: art, food, fashion, health

Feature stories are sometimes referred to as lifestyle pieces. That is, they explore in great detail lifestyle trends that are very of-the-moment but not necessarily as time sensitive as daily news. For example, a reporter may uncover the origins of a noticeable fashion trend among college students, or investigate why several restaurants he or she patronizes have eliminated tipping in favor of raising prices a few dollars ... is this a larger trend in the industry or a coincidence? Features' reporters may also write about art exhibit openings, review restaurants, or examine new or controversial healthcare treatments.

You may choose to write either an art, food, fashion or health story, or a movie, television show or restaurant review.

Story specs:

2 – 3 sources, 750 – 850 words, headline and deck, photo and photo caption, reporter byline, tweet

Assigned: Thursday, March 16

Due: Thursday, March 30

## 5 Editorial

The editorial pages of newspapers and magazines set the tone for a media company's viewpoint. The more conservative a news outlet, its opinions will find fault with more liberal social, business and governmental policies. The Wall Street Journal, for example, vehemently opposed last year's Iranian nuclear agreement, while The New York Times was effusive in its praise for the initiative. A news outlet's editorial board develops a message (its opinion) while one or two members are charged with the actual writing. Opinions, by contrast, are letters to the editor or longer essays written by civic, business, or social influencers, academicians, business and political analysts, and the public. Not every submission is published and of those that are the content may be edited. Topics may be related to recent reporting in that particular news outlet, or give a nod to more topical events that may impact a local community. Thus, these pages are referred to collectively as the Op/Ed section.

You will write an editorial about a timely topic (consider the assigning date) that respects the general slant of your paper's political and social viewpoint. The topic should be one about which you have great passion. There is no right or wrong topic to select. It may be local, regional, national or global in nature. What matters is the conviction with which you write the argument.

Story specs:

500 – 700 words, headline and deck, reporter byline, tweet

Assigned: Thursday, March 30

Due: Thursday, April 6

## 6 Long-Form Reporting

Journalists wear many hats. They are writers and fact checkers, listeners and storytellers, observers and confidants. Ever questioning, always on the lookout, journalists go beyond reporting the day's events. They often dig deeper into a topic particular to their beats, or they will peel back layers to reveal corruption or collusion, financial irregularities, or all manner of misdeeds by civic and business leaders, corporations, non-profit groups, schools, religious institutions ... when someone is aggrieved and shares a tip, a reporter dons yet another hat: that of a sleuth. These stories are lengthier than daily news or feature articles, receiving top billing in their respective mediums: center spread in Section A of Sunday's newspaper, cover story of a magazine, or a heavily promoted piece on broadcast media. Long form articles may also extensively spotlight lifestyle trends or popular personalities from the worlds of entertainment or sports.

You will write a long-form story on the topic of your choosing. However, that topic must earn my approval. This assignment is comprised of three components: a story pitch, a story outline, and the finished piece.

Consider news value, potential sources and the ease with which you may access information. Keep your eyes open and ears tuned to conversations in the dorms, at work, or among your family. There is always a nugget somewhere.

Story specs:

Minimum 3 sources, 1400 – 1600 words, headline and deck, photo and photo caption, reporter byline, tweet, in-class presentation

Assigned:	6A/pitch	Tuesday, January 10
	6B/outline	Thursday, January 19
	6C/story	Tuesday, February 28
Due:	6A/pitch	Tuesday, January 17
	6B/outline	Thursday, January 26
	6C/story	Tuesday, April 18

## COURSE GRADING

### Your cumulative grade will be measured by:

- Participation + Attendance + 10%  
In-class writing
- Writing 1 5%
- Writing 2 10%
- Writing 3 15%
- Writing 4 15%
- Writing 5 20%
- Writing 6 25%

### Final grades will be determined according to the OU grading scale:

- 90 percent of total points available and above = 3.6 to 4.0
- 89 – 80 percent = 3.5 to 3.0
- 79 – 70 percent = 2.9 to 2.0
- < 70 percent = 1.9 or lower

All written assignments will be evaluated using the rubric on the following page. Grades for each written assignment also take into account additional deliverables, as required.

Remember, mastery of grammar, spelling and AP style is critical. All such errors in stories will result in deductions.

Participation does not mean merely coming to class. It means coming to class ready to engage in the material, asking questions and contributing to the discussions.

**COURSE GRADING ... continued**

**GRADING SHEET**

**COURSE: JRN 200 – INTRODUCTION TO JOURNALISM AND NEWS WRITING**

**STUDENT: Sample**

**ASSIGNMENT: Sample**

**DUE DATE: Sample**

**PART ONE: COGNITION – THE THINKING BEHIND THE WORK**

STUDENT UNDERSTANDS THE ASSIGNMENT AND DEMONSTRATES EXCELLENT NEWS JUDGEMENT AND REPORTING. MESSAGE IS CLEAR AND EVIDENT. ALL QUESTIONS A READER MAY HAVE ARE ANSWERED. THE ARTICLE IS OBJECTIVE. UNSUPPORTED CLAIMS ARE ABSENT.

4.0	3.9 – 3.0	2.9 – 2.0	1.9 – 0.00
Excellent	Good	Fair	Poor

**PART TWO: CRAFTSMANSHIP**

THE ARTICLE IS FREE OF SPELLING, GRAMMATICAL AND FACTUAL ERRORS. THE WORK IS PROPERLY FORMATTED. STORY IS ORGANIZED LOGICALLY. QUOTES AND SOURCES ARE PROPERLY ATTRIBUTED. THE STORY IS FACTUAL.

Excellent	Good	Fair	Poor
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**PART THREE: CREATIVITY – COPY EXECUTION**

ALL DELIVERABLES INCORPORATE STRONG VERBIAGE AND ARE FREE OF WEAK LANGUAGE. LEAD IS COMPELLING AND CONCISE IN ITS SUMMATION. CONCLUSION IS STRONG. BODY PARAGRAPHS COMPEL THE READER TO CONTINUE. STUDENT/REPORTER VOICE IS EVIDENT.

Excellent	Good	Fair	Poor
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**PART FOUR: PRESENTATION AND DOCUMENTATION**

THE COMPLETED ASSIGNMENT IS PRESENTED EFFECTIVELY. STUDENT MET THE DEADLINE AND DELIVERED MORE THAN WAS REQUIRED. STORY AS PRESENTED COULD BE PUBLISHED.

Excellent	Good	Fair	Poor
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**GRADE/PERCENTAGES**

**4.0: 100 – 98**

**3.9: 97.99 – 96, 3.8: 95.99 – 94, 3.7: 93.99 – 92, 3.6: 91.99 – 90, 3.5: 89.99 – 89, 3.4: 88.99 – 88, 3.3: 87.99 – 86, 3.2: 85.99 – 84, 3.1: 83.99 – 82, 3.0: 81.99 – 80**

**2.9: 79.99 – 79, 2.8: 78.99 – 78, 2.7: 77.99 – 77, 2.6: 76.99 – 76, 2.5: 75.99 – 75, 2.4: 74.99 – 74, 2.3: 73.99 – 73, 2.2: 72.99 – 72, 2.1: 71.99 – 71, 2.0: 70.99 – 70**

**1.9: 69.99 – 69, 1.8: 68.99 – 68, 1.7: 67.99 – 67, 1.6: 66.99 – 66, 1.5: 65.99 – 65, 1.4: 64.99 – 64, 1.3: 63.99 – 63, 1.2: 62.99 – 62, 1.1: 61.99 – 61, 1.0: 60.99 – 60**

**0.0: 59.99 – 0**

**COMMENTS**

General comments made here ... specific notes made on the hard copy