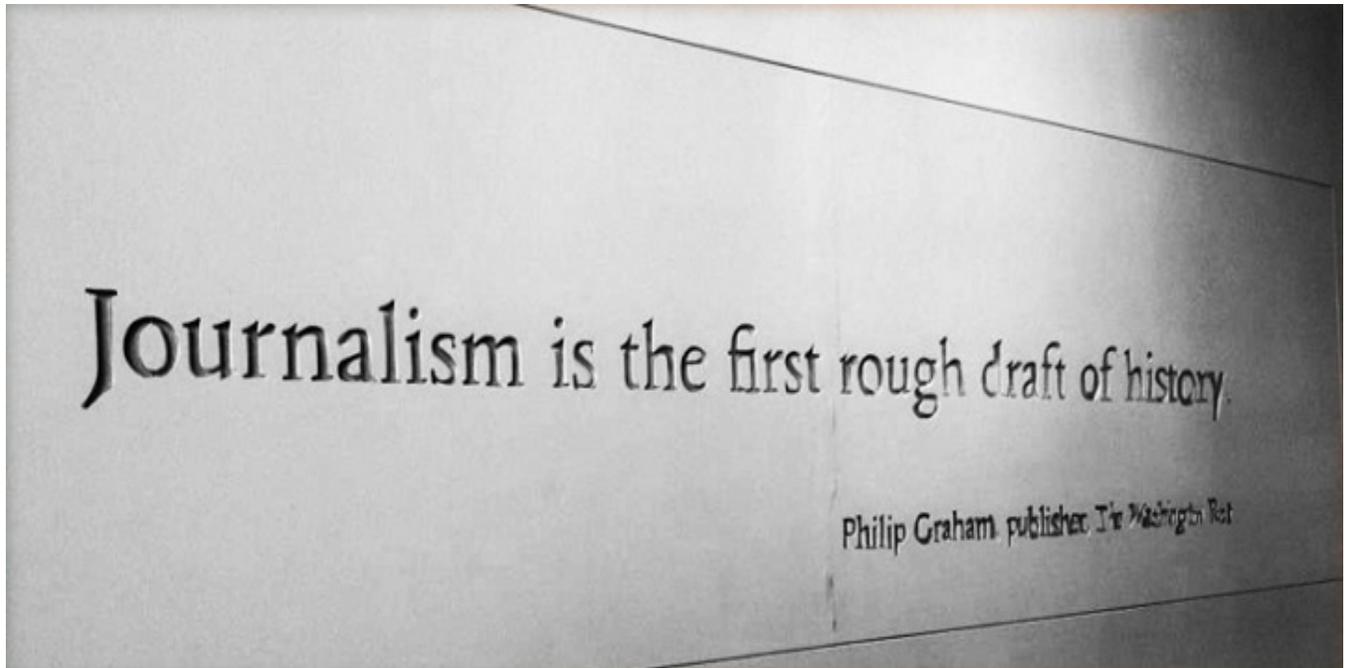


Loyola University Chicago
SPRING 2018
COMM 362: Journalism Research Methods
M,W,F 2:45PM-3:35PM



Instructor: Richelle F. Rogers

E-mail: rrogers2@luc.edu

Please allow up to 24 hours for a response to e-mail. Remember to include your name and the course number on your subject line. Please use your Loyola e-mail account when sending e-mails. Please limit your email inquiries to 7a.m. – 6 p.m. CST.

Office: SOC 214 - Second Floor

Office Hours: W 10AM-12PM, F 12PM-2PM (Walk in) - An appointment is not necessary.

COURSE DESCRIPTION

Students will learn how to locate and analyze various sources of information that can serve as the basis for a journalistic story. Students will become more familiar effective quantitative and qualitative research methods and learn how to effectively integrate source material into their writing.

The course will also include strategies for the following:

- Categorize information
- Make and critique news judgments
- Explore how the press and citizens can each act as watchdogs
- Detect and dissect viral rumors
- Interpret and apply the First Amendment
- Evaluate bias and learn about confirmation bias
- Critically analyze and evaluate data, polls, and studies and generate viable story ideas
- Become stronger critical thinkers and writers

IDEA COURSE OBJECTIVES

- Learning to apply course material (to improve thinking, problem solving, and decisions)
- Developing skill in expressing oneself orally or in writing
- Learning how to find, evaluate, and use resources to explore a topic in depth
- Learning to analyze and critically evaluate ideas, arguments, and points of view

WEEKLY ASSIGNED READING

Students will have readings assigned during the course. All readings are available via the class Sakai website under the assignment tab. It is important that students complete required readings before coming to class so you have the knowledge to engage in class assignments and activities.

GRADING STANDARDS

A = Excellent: Indicates complete understanding and command of the material in the course as well as originality of thought, an outstanding level of intellectual initiative and impeccable organization and grammatical presentation in written work.

A- = Very, Very Good: Indicates a near-complete understanding and command of the material in the course, originality of thought, and very effective organization and grammatical presentation in written work.

B+ = Very Good: Indicates a solid, if not complete, level of understanding and command of the course material and clear presentation in written work, with minimal grammatical errors.

B = Good: Indicates a good level of understanding and command of the course material and reasonably clear presentation in written work with few grammatical errors.

B- = Moderately Good: Indicates a moderately good understanding and command of the course material and reasonably clear presentation in written work with some organizational or grammatical errors.

C+ = Very Satisfactory: Indicates a satisfactory understanding of the course material and written presentation that is comprehensible but contains significant organizational or grammatical errors.

C = Satisfactory: Indicates a satisfactory understanding of the course material and academic work of an acceptable quality. Written presentation contains serious organizational and/or grammatical errors affecting comprehension.

C- = Barely Satisfactory: Indicates minimal understanding of the course material and written work that is often poorly presented or difficult to understand owing to serious organizational or grammatical errors.

D+ = Poor: Indicates poor understanding of course material and/or written work that is so badly organized and replete with grammatical errors that it is difficult to understand.

D = Very Poor. Minimum credit. Indicates the lowest passing grade, unsatisfactory work and only the minimum understanding of and application to the course material.

F = Failure: Indicates the lack of even minimal understanding of and application to the course material. In many cases, important assignments have not been handed in.

GRADING STANDARD

A
B
C
D
F

GRADE REQUIREMENTS

Class assignments: 40 percent (includes midterm review)

Profile Project (Student's choice): 30 percent

Class Participation/Preparation: 30 percent

CLASS PARTICIPATION/PREPARATION

Note that full engagement during class, and participation in class discussions and presentations, is essential and will significantly influence your final grade. You are expected to be well prepared for each class meeting and provide value to class discussions.

ASSIGNMENTS AND DEADLINES

Unless specified by the instructor, assignments are due at the beginning of class (2:45PM) via the class Sakai website. Assignments must be submitted online and will not be accepted after 2:45PM. **UNLESS INSTRUCTED, DO NOT EMAIL ASSIGNMENTS.**

ACADEMIC DISHONESTY

Loyola University and the School of Communication expect academic integrity and have policies regarding academic dishonesty. Specifically for the SOC:

A basic mission of a university is to search for and to communicate truth, as it is honestly perceived. A genuine learning community cannot exist unless this demanding standard is a fundamental tenet of the intellectual life of the community. Students of Loyola University Chicago are expected to know, to respect, and to practice this standard of personal honesty.

Academic dishonesty can take several forms, including, but not limited to cheating, plagiarism, copying another student's work, and submitting false documents. Academic cheating is a serious act that violates academic integrity. Cheating includes, but is not limited to, such acts as:

- Obtaining, distributing, or communicating examination materials prior to the scheduled examination without the consent of the teacher;
- Providing information to another student during an examination;
- Obtaining information from another student or any other person during an examination;
- Using any material or equipment during an examination without consent of the instructor, or in a manner which is not authorized by the instructor;
- Attempting to change answers after the examination has been submitted;
- Unauthorized collaboration, or the use in whole or part of another student's work, on homework, lab reports, programming assignments, and any other course work which is completed outside of the classroom;
- Falsifying medical or other documents to petition for excused absences or extensions of deadlines or
- Any other action that, by omission or commission, compromises the integrity of the academic evaluation process.

Plagiarism is a serious violation of the standards of academic honesty. Plagiarism is the appropriation of ideas, language, work, or intellectual property of another, either by intent or by negligence, without sufficient public acknowledgement and appropriate citation that the material is not one's own. It is true that every thought probably has been influenced to some degree by the thoughts and actions of others. Such influences can be thought of as affecting the ways we see things and express all thoughts. Plagiarism, however, involves the taking and use of specific words and ideas of others without proper acknowledgement of the sources, and includes, but is not limited to, the following:

- Submitting as one's own material copied from a published source, such as Internet, print, CD-ROM, audio, video, etc.;
- Submitting as one's own another person's unpublished work or examination material;
- Allowing another or paying another to write or research a paper for one's own benefit; or
- Purchasing, acquiring, and using for course credit a pre-written paper. The above list is in no way intended to be exhaustive. Students should be guided

by the principle that it is of utmost importance to give proper recognition to all sources. To do so is both an act of personal, professional courtesy and of intellectual honesty. Any failure to do so, whether by intent or by neglect, whether by omission or commission, is an act of plagiarism.

Academic dishonesty of any kind will not be tolerated. Plagiarism in your work will result in a minimum of a failing grade for that assignment. The case may carry further sanctions from the School of Communication or the University, the most serious being permanent expulsion. Avoid turning in work that could be interpreted as plagiarism or academically dishonest (e.g., failing to properly credit a source or using someone else's ideas without clarifying that they are not yours). This is an academic community; being uninformed or naive is not an acceptable excuse for not properly referencing sources.

Plagiarism or any other act of academic dishonesty will result minimally in the instructor's assigning the grade of "F" for the assignment or examination. The instructor may impose a more severe sanction, including a grade of "F" in the course. All instances of academic dishonesty must be reported by the instructor to the appropriate area head and to the office of the Dean of the School of Communication.

The School of Communication maintains a permanent record of all instances of academic dishonesty. The information in that record is confidential. However, students may be asked to sign a waiver which releases that student's record of dishonesty as a part of the student's application to a graduate or professional school, to a potential employer, to a bar association, or to similar organizations.

You are expected to be familiar with and abide by Loyola's code of academic integrity. You can find Loyola's policies regarding academic integrity at:

http://www.luc.edu/academics/catalog/undergrad/reg_academicintegrity.shtml

SPECIAL NEEDS

Students are urged to contact the instructor should they have questions concerning course materials and procedures. If you have a special circumstance that may have some impact on your course work and for which you may require accommodations, please contact the instructor early in the semester so that arrangements can be made with the Services for Students with Disabilities (SSWD).

Any student with a learning disability that needs special accommodation during exams or class periods should provide documentation from Services for Students with Disabilities confidentially to the instructor. The instructor will accommodate that student's needs in the best way possible, given the constraints of course content and processes. It is the student's responsibility to plan in advance in order to meet

their own needs and assignment due dates.

Schedule (subject to change)

Week 1: Introductions/Syllabus Review/Profile Project Overview

January 17: Introductions/Syllabus Review

Assignment: Read the syllabus. Please submit your questions via the class Sakai website by Friday, January 19, 2018 at 2:45pm.

January 19: Profile Project Details/ Having a *Document State of Mind*

Assignment: <https://www.nytimes.com/2016/11/20/business/media/how-fake-news-spreads.html?mcubz=1&r=1>

Week 2: How to Spot Fake News

January 22: How to spot fake news

Assignment: Read <https://www.factcheck.org/2016/11/how-to-spot-fake-news/>

January 24: In-class assignment: Pick a fake news site and run it through the ten-point checklist. A two page summary is due via the class Sakai website by Monday, January 29, 2018 at 2:45pm. Please bring a copy of your group's two-page summary to class Monday.

January 26: Students work on fake news site exercise

Week 3: Fake News Exercise

January 29: Fake news site discussion

January 31: Class exercise

February 2: Class exercise

Week 4: The State of fact checking -Are we in a post fact era?

February 5: Fact checking vs. verification

Assignment: To prep for our discussion with Mr. Jacobson, please visit the Politifact website, <http://www.politifact.com>

February 7: Guest speaker Louis Jacobson, Senior Correspondent for Politifact

Assignment: Bring an article about an unfamiliar topic to class on Friday, February 9, 2017.

February 9: In-class team exercise to figure out how to report on something unfamiliar.

Week 5: Finding and Securing Experts

February 12: Class discussion

February 14: Finding and securing experts/think tanks

February 16: Class exercise

Assignment: To prep for our midterm review on Monday, February 19, please review your notes.

Week 6: Midterm review/Interviewing Techniques

February 19: Midterm review

February 21: Interviewing Techniques

February 23: Interviewing Techniques exercise

Assignment: <https://sunlightfoundation.com/2016/04/21/arent-there-limits-on-campaign-contributions-and-other-questions-youre-too-embarrassed-to-ask/>
<https://www.fec.gov/about/mission-and-history/>

Week 7: Follow the Money: Understanding Campaign Finance Records

February 26: How campaign finance works

Assignment: Read: <http://www.opensecrets.org>

February 28: How campaign finance works

March 2: Class exercise

Week 8: Spring Break – Class does not meet

Week 9: How to Read a Budget

March 12: A conversation with John Slania

Assignment: Read BGA/KDrews story on City Salaries

<https://www.bettergov.org/news/chicago-payroll-packed-with-six-figure-salaries>

March 14: A conversation with Loyola Alum/BGA Investigative Reporter Katie Drews

March 16: Class exercise

Week 10: Public Records and FOIA

March 19: Public Records and FOIA

March 21: Public Records and FOIA

March 23: Class exercise

Assignment: Chicago Shooting Victim Laquan McDonald and FOIA

<https://chihacknight.org/blog/2016/01/19/freedom-of-information-and-laquan-mcdonald.html>

Week 11: Public Records and FOIA

March 26: Class exercise

March 28: Class exercise

March 30: Good Friday – Class does not meet

Week 12: Profile Project Overview

April 2: Easter Holiday – Class does not meet

April 4: Profile project overview

Assignment: Read The Lonely Death of George Bell

<http://www.nytimes.com/2015/10/18/nyregion/dying-alone-in-new-york-city.html? r=0>

April 6: Profile project

Week 13: Profile Project

April 9: Profile project

April 11: Profile project

April 13: Class exercise

Week 14: Profile Project

April 16: Work Day – Class will not meet

April 18: Profile project rough draft individual meetings

April 20: Profile project rough draft individual meetings

Week 15: Profile Project

April 22: Work Day – Class will not meet

April 25: Writing/Research in class

April 27: Writing/Research - Final drafts are due via the class Sakai website by 3:35pm.