

Long Island University, Brooklyn

Department of Journalism & Communication Studies

News Writing Fall 2018
Dr. Donald Allport Bird M404

Journalism 119 Section 01
T, Th 1:30-2:50 plus lab time
Kalman Seigel NewsLab Sloan 416

Donald.bird@liu.edu

Donald

Qualifies for WAC Credit

Office Hours: 3-3:45 M,T,W,Th and by appointment

(If not in M404, come to Kalman Seigel NewsLab M416)

718-488-1153 (Zena Kennedy)

718-488-1415 (no tape)

CATALOGUE DESCRIPTION

Prerequisite: English 16 or equivalent

Introduction in the writing of news stories--studied for organization, form, style, and effectiveness as expression and communication. In newsroom laboratory sessions, students apply professional standards to frequent assignments. Four hours. 3 credits.

COURSE OBJECTIVES

This course will make you a better writer. That may sound simple enough, but “better” is a relative term. Some of you enter as poor writers--those people will do well to become average writers. The below-average writers may become adequate, the adequate good, and the good, polished writers. For those journalism majors who plan to advance but do not develop satisfactory skills, News Reporting I and News Reporting II may become painful experiences.

Journalism 119/English 126 attention will develop your basic writing, and--to a lesser extent-- reporting skills. Essentially, the course teaches *how* to tell stories. Assignments require that students organize and present information according to rules in *The Associated Press Stylebook*. This course concentrates on non-fiction writing, a term that may cause some confusion. Reportorial writing involves the systematic gathering, organization and presentation of non-fiction materials. As with all writing, there *is* room within this style for creativity and wit. However, reportorial writing makes additional demands for clarity, brevity and simplicity. Some creative writers do not always do well under the discipline of news style.

Students will wrestle with the type of prose that appears in newspapers and some magazines--unassuming and eminently readable. News--editorial writing style also must be versatile because its uses are diverse. News must describe, explain, interpret, narrate, and, if need be, persuade and be directed toward various audiences. Journalism law and ethics will be discussed, too. The course also will help to improve your writing skills and expand your understanding of the dynamics of journalism as a process. Journalism 119

challenges students to think rigorously about style and the issues, values and practices of modern journalism.

Effective journalism writing is grounded in fact and supported by authoritative opinion. You must learn to distinguish between the two and how to weigh the relative worth of facts and opinion. The process of news writing cannot be separated from the process of thinking about the news--what it is, what it means, and how best to present it.

Reporting I and Reporting II, which you may elect to take after this course, include interview techniques and writing longer news stories, interpretive news and editorials. Also stressed in these offerings is the systematic gathering of information from books, indexes, bibliographies and community authorities to convey effectively and creatively appropriate information to different audiences.

To improve your use of the written language in Journalism 119/Eng 126 close attention is given to logic, syntax, paragraphing, transitions, spelling, pronouns, internal organization, sentence structure, conciseness of expression, and vocabulary choice. Sometimes this is done by projecting your anonymous work on the screen in front of the class. And, both outstanding and deficient stories will be displayed in front of the class in order to discuss news values and their hierarchy. During some classes we may examine the web for breaking news stories. You will be challenged to sharpen and develop an attitude of ceaseless inquiry, close reading, and the basic enthusiasm that distinguish the professional from the dilettante.

REQUIREMENTS

Students should possess fundamental skills in English grammar, usage, spelling and sentence structure before enrolling in this course. This is why English 16 or equivalent is a prerequisite to this offering. Students will be evaluated on their knowledge of AP style, knowledge gained from required readings, clarity of writing and editing skills, and expressed factual accuracy.

After the first week, you are expected to bring three items to every class: your *AP Stylebook*, your class workbook and a way to store your data. Unless you bring your own word processing program to the Kalman Seigel News Laboratory, you will write in Microsoft Word installed in computers and on LIU's IT network.

ASSIGNMENTS

There is no way to learn news writing but to write. You will be doing just that because good writing is a skill that can be improved only through practice, practice, practice. Included will be out-of-class writing assignments and shorter, in-class exercises to give you a taste of writing under deadline pressure. *You must NOT write your stories in longhand before typing them. You must learn to compose at the keyboard, if you already have not acquired this skill. There will be no exceptions.*

When you submit an assignment, place your original in your named folder kept by the professor and *retain a separate copy for yourself or store it in your cloud*. I will critique the paper and return it to the folder. Except for some worksheet exercises I may provide

you, all submissions will be double-spaced with generous margins and typed on 8 ½ x 11 white paper.

We will discuss stylistic requirements early in the course. You are expected to carefully study *The Associated Press Stylebook* and to follow it in your written assignments. Your assignments must contain standard copy-reading symbols. Bad grammar is inexcusable. One of my goals is to eliminate it from your writing.

Although the *AP Stylebook* will be our authority, there is enough argument among experts about usage to prevent me from being arbitrary in some grammatical matters. This stylebook you will bring to each class will also be required in Reporting I and Reporting II. With the exception of one in-class test, you are encouraged to use it anytime and often throughout the course.

With spelling, however, I will be dictatorial, claiming as my authority a current and respected dictionary (American Heritage, Random House, Webster's). If you don't already own a dictionary, get one. As a writer, you may go without food, clothing or shelter or scruples; you cannot go without a dictionary.

I doubt that spelling can be taught; I'm convinced it can be learned. Regrettably, some people take a curious pride in their inability to spell correctly; some even think their inability loveable. I encourage you to **hate yourself** for every spelling error. No distinction will be made between spelling and typographical errors. If you do not arrange the letters of a word in the identical order ordained by the dictionary, you have made a spelling error. What happens in the tangle of your fingers and typewriter is of no interest to me, to whom no appeal is available. Even if you believe your spelling disease terminal, I ask you to:

1. Consistently consult a dictionary;
2. Copy read your papers thoroughly for typographical errors; and,
3. Read my critiques carefully for information, spelling and grammatical errors.

I believe that probably no one can teach writing, but know that it can be learned, not easily, but eventually, only if one is ready to subject oneself to exacting discipline, frustration, perplexity and rewriting, rewriting, rewriting. The best that any teacher can do is to act as an attentive and rigorous editor, impatient with careless thinking and writing, patient with students who care about what they think and write. In this class the professor often is a coach.

GRADES

Grading criteria are listed on the back page of this syllabus and will be discussed early in the course. A flurry of assignments will be given to you and your completed assignments will be placed in a folder that contains your name--some will contain grades, some will scream "re-write!"

Assigning grades to writing is a difficult task for any teacher. Worry over grades is counter-productive for any student. Your papers will be criticized heavily. You will be told whether they are adequate or unacceptable. You will be asked to re-write some of your submissions. You will be encouraged to comments on my comments. A midterm

exam will be given. A portion will require you putting to memory the AP Managing Editors List of the Fifty Most Common Errors. Students will be provided the opportunity to demonstrate their skills and knowledge during a midterm and a final exam. A take-home portion will include a self-evaluation of your writing. Your final grade will be based on attainment of professional journalistic standards and on the rate of progress I believe you have shown.

For many students, the experience of writing against a deadline may be new and intimidating. My detailed criticism of your papers, however, will give you an idea of your progress, and sometimes when I review your written work, I will tell you what grade your assignments have earned.

Journalism 119 asks much from those who take the course: a basic aptitude for expository writing, a serious intention to complete the required work, a willingness to take part in class discussion and a genuine interest in non-fiction writing and journalism.

LATE PAPERS AND DEADLINES

Because you will be told in advance of the dates and subjects of required papers, only in rare cases will late papers be accepted without penalty. Outside of plagiarism or cheating, the worst crime possible in this class is failure to meet a deadline.

ATTENDANCE

You can't afford to miss. This is not a lecture course where one catches up by getting a classmate's notes. A substantial portion of the course is devoted to the preparation and criticism of assignments – and there are those in-class exercises. Much of the course is a *workshop* on the practices and principles of writing and each member of the class is responsible for taking part in the discussions that develop during the course. This semester, I plan to devote a substantial amount of time discussing materials displayed on a screen in front of class.

Each student as a working member of the course is responsible for his or her performance. The final exam will be based largely on work done in class. Therefore, students cannot afford to miss. There is no other way. Previous analysis of this course consistently prove those who regularly attend class earn higher grades than those with spotty attendance. If you absolutely must be absent, you are required to send me an e-mail at Donald.Bird@liu.edu.

OTHER REQUIREMENTS

As mentioned earlier, English 16 or its equivalent is a prerequisite for Journalism 119. Ability to type is needed for entry. You may have noted that this course meets more minutes than other three-credit courses. This is because some extra time will be devoted to mastering the computer and completing assignments in the journalism laboratory so you can polish your writing, editing and critical skills for basic types of news stories. Analytic and critical abilities are developed through discussion and debate. Non-journalism majors are always welcome to enroll in this course with the understanding that they desire to develop writing skills for the news-editorial print media.

DECORUM AND BEHAVIOR

*Students must come to class on time and bring self-discipline to the classroom. Cell phones, I-phones Smart-phones or other hand-held devices are strictly forbidden while class is in session unless you are taking notes. That is, no use of mobile communications will be allowed during class unless it is part of a group assignment or answering a pending class query. Otherwise, during class these technologies only serve to distract students and cause students to lose focus. Students must strictly avoid looking at their cell phones while class is in session. Students who have their phone alert activated, glance at their phones to check their text messages, or see who called, or even sport headphones while walking into the classroom, are viewed by the instructor as unfocused and not concentrating on the academic challenges at hand. In the past, students who hide their cellphones behind their books and book bags have been embarrassed by the instructor and asked to leave the room. Text messaging or looking at Facebook during class will negatively affect your final grade. I promise! **Keep your social media outside of my classroom!** One student recently received a lower grade because he used a large portable computer throughout the semester in one of my courses, insisting that he was writing critiques of student speeches. However, at the semester's end his marble notebook submission contained only handwriting! The instructor concluded that the student had been dishonest and penalized him accordingly. Students who run outside the classroom to answer an "emergency" call are showing disrespect and distracting both the class and the instructor with door opening and closing. Such behavior will not be tolerated. No one will be dismissed from the room to answer any call. Disruptive behaviors include, but are not limited to, talking to other students, text messaging, cell phones ringing, sleeping, eating and doing work for another class. Student desks must be cleared with the exception of materials used for the News Writing class.*

METHODS

The first four weeks of class time consist primarily of lecture with class discussion of workbook exercises. Weeks five through ten normally will include comments by the instructor at the start, or middle, of the day's work with major emphasis upon discussion and laboratory work completed by students. Students may be asked to read their stories aloud. The instructor functions as editor. During the eleventh week and beyond, lectures resume and perhaps an outside speaker or coverage of a "live" event.

OFFICE HOURS

Feel free to consult with the instructor during class time or during the announced professor's office hours listed at the top of this syllabus. Occasionally, class time will be devoted to individual assignments. Conferences with the instructor will be used to assess each student's assignment folder and progress, and to complete rewrite assignments.

REQUIRED TEXTS

The Associated Press *The Associated Press Stylebook and Libel Manual*

A Substantial Amount of Readings and Exercises will be distributed in class free of charge. Make a notebook, organize your materials and bring them to every class!

The New York Times (daily)

RECOMMENDED

R. Thomas Berner, *Language Skills for Journalists*. Second Edition. Boston: Houghton Mifflin

Brian Brooks, James Pinson, Jean Wilson, *Working with Words: A Handbook for Media Writers and Editors*, Bedford / St. Martin's. Eighth Edition.
(Note: This text includes a plethora of examples and style rules, plus Part Four, "Writing Methods for Different Media" Assignments for this text will be woven into the below syllabus.)

Rene J. Cappon, *The Word: An Associated Press Guide to Good News Writing*. New York: The Associated Press.

William Strunk, Jr. and E.B. White, *The Elements of Style*. Allyn & Bacon. 1999.

Week 1 Weekday Classes Begin September 5, 2018

Introduction, Housekeeping & Course Goals

Overview and Techniques

Words Matter; Close Reading Matters

- *Example #1 Did the president (President?) speak to small businessmen, or, did he speak to small-business men?
- *Example #2 A thousand bushels (was, were) picked.
A thousand bushels (is, are) a good yield.
- *Example #3 Data is plural. (*US News And World Report Stylebook*, 6th edition)
But, Datum is singular, too?! Data are? Medium is singular; Media are plural.
- *Example #4 There was Highland Dancing and the playing of 22 pipe bands.
- *Example #5 Aide to Women, an abortion alternative center since January 2010 focuses their concern on women who are or think they may be pregnant.
- *Example #6 The jury declared the defendant innocent.
- *Example #7 "In the midst of a career spent covering and consuming news, it has become painfully apparent to me that I am presently too much a part of the news, due to my actions. As Managing Editor of NBC Nightly News, I have decided to take myself off of my daily broadcast for the next several days, and Lester Holt has kindly agreed to sit in for me to allow us to adequately deal with this issue. Upon my return, I will continue my career-long effort to be worthy of the trust of those who place their trust in us. --A Personal Note from Brian Williams
[February 7, 2015 Maggie Steenland](#)

Read: _____

Read and Learn: Appendix “A” Copy-editing symbols

*AP Copy-editing appendix symbols

*A Journalist’s Checklist

*A Collection of Animal Collectives

Diagnostic Assignment: *Write a report of what Dr. Bird said during the first class. If you have no background in news writing, write in the essay style you learned in English 16. Or, you can write your piece as a news story if you think you know how.*

DUE: One week from first class!

Lecture examples may be drawn from “Thief steals TV at Gas Station,” “Fla. Facing Hi-Way Terror,” “The Careful Story – U.S. Dismisses Envoy Suspected as Spy,” “Correction: Obituary Omitted Key Facts of Labor Organizer,” “Japan Said Your Lazy...”

Selected exercises done collectively

Week 2

News Criteria and News Judgment Lecture and Discussion

Learning to Think More Critically

Newspaper Organization

First Amendment and The Journalist’s Role

Read: _____

* APME Managing Editors list of 50 Common Editing Errors

* First Portion of *Philadelphia Inquirer* Copyediting Exam

* Newspaper Evaluation Criteria

Due: *Submit an essay or news story on what Dr. Bird said during the first class session.*

Due: *Submit shoelace tying instructions. Describe the procedure for tying a shoelace in 100 words or less. You might approach the assignment this way: Write the procedure without regard to how many words you are using. Once you have finished the first draft, edit it to take out as many words as possible. What does this tell you about the way you write?*

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Week 3

Read _____

—
The News Industry

Preparing News Copy

Completion of in-class exercises of week two

- * Common Word Usage Problems; Ability/Capability to Widow/Wife
- * “Problem Words and Phrases”

Due: *Submit a 600-word obituary of your assigned classmate. You may choose your own cause of death. Use the elements of news writing you have learned so far. In the third person, include the basic facts of newsworthy highlights, achievements, and relatives left behind.*

Week 4

The News Lead
 Story Organization
 Structuring the News Story

Read:

Submissions will be selected from: Women’s golf tournament results, Franklin Library’s new program, Weather report

Week 5

Structuring the News Story
 Copyediting Style Requirements
 Read:

Assignments drawn from AIDS Education School Booklet Story; Hyphen Exercise; Punctuation Exercise

Lecture examples may be drawn from:

- * Word usages *NY Times* vs. *Daily News* and *NY Post*
- * “Special Thanks to my Um, My...”
- * Models for Journalism Excellence: N. R. Kleinfeld, “Blissful Day in the Park Becomes a Nightmare;”
- * Rick Hampson, “Death of a Salesman; The Death – and Extraordinary Life—of an Extraordinary Salesman--Ben Feldman
- * Ira Berkow, “Sports of the Times; The Quiet Moment for Larry Bird”
- * Selections from 1996 Pulitzer Prize Winner Robert McFadden
- * “In Nightmare of Anger, Store Becomes Flaming Madhouse”

Leads and Short News Story

Week 6

Types of Leads
The More Complicated Lead and Story

Assignments drawn from: Robin S. Tyndal, "Smiling Syrian," Student Government Association Story, and others.

Week 7

AP Style (continued) and handling numbers and
Fashioning a News Story into Correct Form
Quotation and Attribution

Review:
Review AP Stylebook on Numbers

Assignments will be drawn from, Hapsville Police Department Crime Statistics Chart, Kent Merlin Parking Crackdown, Newton Dauvalle Food Service Crackdown, Typical Professor Work Week, Holiday Inn Robbery and Mu Chi Mu Disciplinary Action Story, among others.

Also, APME Managing Editors 50 Most Common Editing Errors Quiz

Week 8

October 25th

Midterm On Course Readings and Writing Skills

Week 9

November 6 Election Day Classes In Session

The Second-day Story
Speech Story in-class writing assignment
Readings Provided

Assignments will be drawn from "Getaway Car Update in Bank Heist," "O'Malley's Robbery Update," and "Charles Blaine Dies," Review "Holiday Inn Robbery," "Police Report: Pedestrian Killed."

November 13th Last Day To Withdraw From Full-Semester Courses

Week 10

Accuracy and Revision
Catchup

Week 11

Wednesday, November 21st Follows a Friday Schedule

November 22 – 25th Thanksgiving Vacation

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Legal Aspects of Reporting

Read:

- “Briefing on Media Law” (*AP Stylebook*)
- “Avoiding Libel” from Hill and Breen

Discussion of Hill and Breen Libel and Slander Examples
Submit: Answers to Questions 1-10 on Hill and Breen exercise
Examine the two libel flow charts.

Discussion: The legal problem with “Kuhn’s Descent From Commissioner to Legal Outcast”

Week 12

Alternatives to the Inverted Pyramid

- * New Journalism
- * Precision Journalism
 - AAPOR’S Standards for Reporting Public Opinion Polls and Their Application
Recommended: G. Cleveland Wilhoit and David Weaver, *Newsroom Guide to Polls and Surveys*. Bloomington, Indiana: IU Press.
- * *Wall Street Journal* Formula
 - “What if They Closed 42nd Street and Nobody Noticed.”
- * Field Experiment
 - “To the Airport: Getting There The Fastest,”

* Participant Observation

Submit: Skyways Airplane Crash and Accompanying Sidebars

Submit: Restaurant Robbery

Weeks 13 and 14

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Special Interests Reporting

Rewriting

When To Break The Rules

Catchup

Writing the More Complicated Story (Completed).

Assignments may include First National Bank holdup with multiple sources and Service Station Break-In

Dec. 13th Semester Classes Meeting Monday-Friday End

Final Examinations December 13th – 20th

Winter Recess Begins December 21st

NOTE: If there is any student who feels that he or she may need an accommodation for any type of disability, please speak to me privately.

APPENDIX

Worksheet for Readings:

Ask Yourself:

What is the thesis of this article?

Is the article well argued and supported?

Do you agree with the article?

Why, or why not?

Exactly how does the author’s position differ from other articles? Why?

What is the appropriate category for the article?

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CRITERIA FOR EXCELLENCE

Excellent Good Adequate Weak Unsatisfactory

Content

Originality of thought _____

Scope of Research _____

Depth of Research _____

Depth of Analysis _____

thesis _____

Accuracy _____

Organization _____

Logic _____

Attribution to Authorities _____

Interest _____

Composition

Originality of Expression _____

Clarity, Coherence,
Conciseness,
Syntax _____

Word Precision _____

Transitions _____

Paragraphing _____

Grammar _____

Spelling _____

Punctuation _____

Mechanics & Form

Copy

Reading

Crediting

Sources

Bibliography &

Notes

YOUR INSTRUCTOR

Donald Allport Bird is Professor and Chair of the Department of Journalism and Communication Studies at Long Island University, Brooklyn where he serves on the George Polk Awards Committee and from which he received the David Newton Award for Teaching Excellence. He graduated from The Stony Brook School and Rutgers—The State University after being appointed a Henry Rutgers Scholar and earned his Ph.D. at Indiana University in Folklore and Mass Communications. He has devoted nearly forty-five years to communications teaching, administration, writing and consulting, sixteen so far at LIU as journalism chair.

Dr. Bird has taught on-location at corporations such as NBC and Pfizer and at military bases in five states. At the request of Chinese academics, Dr. Bird has lectured on the First Amendment, environmental reporting, new media, media trends, and media economics at Remnin University in Beijing, China, Beijing Normal University, Nankai University in Tianjin, Fudan University, Hua Dong University in Shanghai, and Zhejiang University in Hangzhou. During his fifth trip to China for Thanksgiving 2015 he gave four invited lectures at China Youth University in Beijing, a school that under Dr. Bird's leadership has forged ties to LIU with regular student exchanges. Dr. Bird has hosted foreign journalists at LIU for the U.S. Department of State's International Visitor Leadership Program has been appointed and trained as an English Language Officer (contract) with the International Distinguished Visitors and Leadership Programs of the Bureau of Educational and Cultural Affairs, the U.S. Department of State. During the summer of 2010 he served as a *New York Times* Fellow to the International Center for Longevity. Dr. Bird has held post-doctoral research appointments at Harvard University's W.E.B. Dubois Institute for African-American Research and at the University of Wisconsin-Madison, where he was a National Endowment for the Humanities Fellow in Speech Communication.

His students have won national and New York City metropolitan awards and a number have become successful writers and editors at leading media outlets throughout the country. A few have earned their Ph.D.'s and have taught at universities such as University of Nebraska, University of Illinois and Washington

State University. Some have become newspaper executives and publishers—one publisher of the *Indianapolis Star*.

Dr. Bird has studied persuasive techniques and teaches courses in communication theory, public relations, news writing and sensationalism. While an undergraduate he worked at The Associated Press and later *served on the copy desks of newspapers such as The Jersey Journal, the Patterson News, and Africa Today*. He has published articles on trade magazines, important media figures and has researched a history of *Billboard* magazine through the Beatles. He presented a paper at the American Folklore Society in Quebec titled “*Presentation of Self and Folklore on Facebook*” and has completed a study on 9/11 communication titled “*Holy Smoke*” on 9/11: *Legend, Belief and Dialectics in the New Media*. In June, 2017 he co-presented at the Indiana University’s Future of Folklore Conference a paper titled “*9/11 and Holy Smoke Revisited: the Role of Undergraduate Research in creating a 9/11 Oral History Website and a Case Study Viewed Fifteen Years Later.*”

The Internet and digital interests of his two sons, 24 and 30, have taught your instructor that, alas, a hundred years from now his own generation will be viewed as a transitional one. In fact, he credits his sons’ career successes to two factors: acquisition of digital skills advanced of their peer groups, and college internships that directly launched their first positions. Bird is grateful for the enrichment provided by his students and family and believes all teaching and learning is a two-way street, especially across generations. Teaching is a *calling* and not merely in a profession. A War Baby and *not* a Baby Boomer, he believes that asking the right question is as important as formulating the right answers. And, he is eager to learn more from his students--the millennials who now remain *his* primary teachers.

News Writing Requirements -

These were the requirements for student folders in Spring 2018, in addition to Midterm, Final Exam (Both Take-Home and In Class) and AP Managing Editors Word Distinction Quiz. Your folder will not be exactly the same, but it will be more like the below than not:

_____ 1st Class Report-- to be Used As Reference For Take-Home Portion of Final Exam

Cancelled Obituary – Self or Interview Partner

Class Exercises from Text 1-5

Class Style Test A-B ; Class *Philadelphia Inquirer* Copy Editing Test (Time Permitting)

_____ Shoestring Instruction in 100 Words

_____ Robbery on Wooton Street – Rewrite

Class Unnecessary words and redundancy exercises

Class Evaluating Newsworthiness; Board of Trustees Raise Tuition

Class Beef Production Story Exercise; Class Who, What, When, Where, Why and How

Class Transitions in Dasani Story (Polk Winner); Transitions in Bolivia Identical Twins Story

- _____ The Attorney General is “Hard to Please” Editing Exercise
- _____ Quotation Exercise
- _____ Hyphen Exercise
- _____ AP Style Punctuation Exercise
- _____ Northwest College Women’s Golf in Tournament
- _____ Franklin Library Book Buddies Exercise
- _____ Weather Report
- _____ HIV Guide Exercise Heir to Be Tried -- Tyndal
- _____ Good Samaritan Rescues Boy
- _____ Kent Merlin Campus Traffic Supervisor
- _____ Disappearing Cutlery
- _____ Professor Work Week
- _____ Mu Chi Mu Disciplinary Action
- _____ The “Smiling Syrian” Used Car Dealer
- _____ Student Government Disciplinary Meeting Story
- _____ Infected Rabbit & William Cleveland
- _____ Hapsville Crime Statistics
- _____ Holiday Inn Robbery
- _____ Holiday Inn Robbery Follow-Up /// Getaway Car Found // Second Day Story
- _____ Report that Holiday Inn Desk Charles Blaine Has Died
- Edit _____ Bank Robbers Yesterday Blasted
- _____ First National Bank Robbery
- _____ Armed Robbery at O’Malley’s Restaurant and Bar
- _____ Copper Kettle Theft
- _____ Auto Accident On Old Meetinghouse Road
- _____ Prisoner Walks Out Of Jail
- _____ Drug Bust
- _____ Edit Speech by Jersey City Mayor Fulup Regarding one-day Teacher Strike
- 3/18 _____ Rewrite Wordy Speech By Ronald E. Rhody
- _____ Ten Answers to Ten Legal Questions (After Reading Law Chapters)
- _____ Skyways Airlines Crash; plus Two Sidebar Leads of Skyways Airline Crash
- _____ Armed Robbery at O’Malley’s Restaurant and Bar
- _____ Polk Seminar Panel, April 5, 2018 (worth double)
- _____ Take-Home Portion of Final

Important Course Review Materials:

- _____ Russell Baker’s Last *New York Times* column; Covering Parades
- _____ Balloon Street Entertainer
- _____ What If They Closed 42nd Street?
- _____ Bugler at Kennedy Funeral
- _____ Washington Square Car Slaughter
- _____ Larry Bird Practices in the Boston Garden in front of The Janitors (To Be Distributed)
- _____ Various Critiques of Student Writing
- _____ New Journalism, Precision Journalism, Wall Street Formula,
- _____ Diversity Stylebook
- _____ When to Break The Rules
- _____ A Dad Who Reached Beyond The Miles
- _____ Bolivian Identical Twins NYTimes Magazine Story

_____ Invisible Child – Andrea Elliott
_____ Death of a Salesman
_____ Others in Your Book of Readings _