

# JOURNALISM/ADVANCED JOURNALISM/PUBLICATION MANAGEMENT

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**Web Pages:** HAWKEYE = www.thehawkeye.org • http://sites.google.com/site/mthshawkeye  
 DeMiero = www.TeachFreeSpeech.com  
**Room:** 130  
**Period:** 7<sup>th</sup>

## OVERVIEW:

Through this course you will develop the skills needed to report effectively using a variety of media and writing styles - namely journalistic and technical writing, graphics, design and social media. As a writer you will develop an understanding of the information gathering process and how it applies to breaking news and news/feature writing. As a photographer you will learn how to tell a story with your camera. As a designer you will learn how to draw the reader in and reflect the story through layout and graphics. While this course focuses on print and online journalism, the styles and approaches emphasized here will serve you no matter what field or course of study you pursue. Most of your work must be done on computers and smart devices, therefore it is essential that you type well and efficiently use a variety of current tech tools. Your goal is to produce copy, graphics, designs and photos that are ready for publication (informative, well organized, error free, comprehensive, etc.) under strict deadlines, with expectations and pressures similar to an actual newsroom. Our program will prepare you for the demands of other courses in any of these subjects and your post-high school plans.

Once you have mastered the basics of the course, you are encouraged to specialize in one or two areas of study. These include, but are not limited to:

- News writing
- Editorial writing
- Sports writing
- Arts & Entertainment writing
- Feature writing
- Technology writing
- Health writing
- Photojournalism
- Layout and design
- Web management
- Advertising & Business operations
- Social media
- Publication leadership
- Media law
- Graphic arts

## ENDURING UNDERSTANDINGS:

- A free and unfettered press is essential to democracy.
- Journalism offers people an objective method of being informed about their communities.
- Journalism fosters critical thinking.
- Journalists must maintain high standards of ethics.
- Journalists produce copy for a variety of audiences.
- Industry standards are founded on concern for public welfare, freedom of the press, truthfulness, impartiality, fairness and accuracy.

## BOOKS, HANDOUTS & MATERIALS: (SUBJECT TO CHANGE)

- *The AP Stylebook and Libel Manual* [PROVIDED OR YOU SUPPLY]
- THE HAWKEYE STAFF MANUAL [AVAILABLE ONLINE AS A .PDF]
- A digital audio recorder [AVAILABLE OR YOU SUPPLY]
- A good dictionary [PROVIDED OR YOU SUPPLY]
- Several pencils with erasers [YOU SUPPLY]
- A reporter's notebook [AVAILABLE OR YOU SUPPLY]

## REQUIREMENTS:

### READING:

*Big Hint:* Read a local, regional and/or national newspaper every day, and the HAWKEYE. You can find copies of several papers in the library and online. Also, find the time to listen to National Public Radio's *Morning Edition* (5-9 a.m.) or *All Things Considered* (3:30-6 p.m.) on KPLU (88.5-FM) or KUOW (94.9-FM). If you really want to be subversive, try listening to *This American Life* and/or *WNYC's Radio Lab* on NPR or via podcast.

### PROFESSIONALISM:

This class is unlike any other you've taken. It's part presentation, lab, seminar and production. You should take notes during presentations, immediately apply presentation and reading information in your work, and adhere to the highest of ethical and academic standards. The HAWKEYE has a long, storied tradition of faithfully serving its audience, and because of that commitment, the MTHS journalism program and the HAWKEYE are among the most respected programs in the country. That is the gift your predecessors have given you. Your responsibility is to respect that gift, serve your audience, then further this tradition so that those who follow will have the same or better opportunities provided to you. That will be your legacy.

(MORE)

# JOURNALISM/ADVANCED JOURNALISM/PUBLICATION MANAGEMENT

## ATTENDANCE:

We will maintain a professional atmosphere in class to accurately reflect a professional experience. Therefore, attendance and promptness are mandatory, as they will be in your career. We will establish set dates and times that you will be required to be in attendance as well as optional times that you may choose to come in to work. It is expected that you will put in substantial time outside of class, as well, in order to fulfill your obligations.

## ASSIGNMENTS AND PORTFOLIO:

- **Assignments** — Most assignments will stem from student-generated decisions, since all editorial content of the HAWKEYE is determined by its student leaders. However, your instructor may occasionally assign work that may be eligible for publication. *Pay attention to editors' comments and corrections.* You will also be expected to competently edit your own work and your fellow journalists' work using professional standards.
- **Clip File** — You are expected to maintain an archive – *print and digital* – of your work. We'll talk about this in class, but assume you need to **save all of your work** and must present it in a professional manner.
- **Final** — There is no final exam. However, your portfolio and exit interview will be due on or near our final date.

## PROGRAM PLACEMENT:

This class is actually three combined into one: Journalism, Advanced Journalism and Publication Management:

	Journalism	Advanced Journalism	Publication Management	...and beyond
<b>Eligibility/Prerequisites</b>	Instructor's permission	Successful completion of Journalism	Successful completion of Advanced Journalism	Successful completion of Adv. Journalism and/or Pub. Mgmt. plus adviser recommendation
<b>Class Environment</b>	Some traditional coursework; intensive "journalism boot camp" starts off the semester; transition into practical application of skills	Practical application of all skills and knowledge; some outside reading is expected; work outside of class time is expected; peer coaching required	Leadership role in every phase of the course and publication; much outside work is expected and required; additional leadership roles expected.	Hands-on experience in community-based print, broadcast and digital media; tough professional standards; much outside work expected.
<b>Assessment/Grades</b>	Direct instructor feedback; some peer feedback; basic clip file and portfolio required at the end of the semester	Direct instructor feedback; peer feedback is required; clip file, portfolio and exit interview required each semester; peer and self evaluation required after each publication	Direct instructor feedback; peer feedback required as is supervisory feedback; clip file, portfolio and exit interview required each semester; supervisory evaluations and feedback for support staff after each publication	Feedback from working journalists and community-based editors; clip file, portfolio and exit interview required; community feedback required
<b>Opportunities</b>	WJEA J-Day; WJEA State Convention; JEA/NSPA Spring Convention; summer workshops; seminars	All at left, plus WJEA Summer Journalism Workshop and an opportunity to give peer presentations	All at left, plus JEA/NSPA Fall Convention	All at left, plus exclusive experiences with the Sound Live Sports Network and/or MLTNews.com as an intern

## GRADES:

Your final grade is based on how well you've met your obligations to the class and the publication, as well as the progress you make toward your individualized professional development goals. **In order to receive a final term grade, you must attend an exit interview in which you present a personal statement, your portfolio and a peer/self assessment form.**

- Improvement is noted. Repeated errors (from assignment to assignment) may reduce your grade
- Incompletes ("I" grades) are rarely given and a student must petition the teacher and sign a contract.
- Final grades will range from A to F. The F may be changed by successfully retaking the course.

## PROFESSIONAL WRITING STANDARD:

The professional writing standard below may be used for self- and peer-evaluation:

Trait	1 – F/NY	2 – C- to C+	3 – B- to B+	4 – A- to A
<b>Content</b>	<ul style="list-style-type: none"> <li>• The topic is not newsworthy</li> <li>• An appropriate, intended audience is not addressed or the topic is inappropriate</li> <li>• The lead ¶ is weak or doesn't exist</li> <li>• The story rambles</li> <li>• Sources are inappropriate or unattributed</li> <li>• Factual errors occur</li> </ul>	<ul style="list-style-type: none"> <li>• The topic is somewhat newsworthy</li> <li>• The audience is considered</li> <li>• The lead ¶ shows some development</li> <li>• The story loses focus from the most newsworthy information</li> <li>• Some sources are quoted or cited using proper attribution</li> </ul>	<ul style="list-style-type: none"> <li>• The topic is newsworthy</li> <li>• An appropriate, intended audience is addressed</li> <li>• The lead ¶ is clear and concise</li> <li>• The story is primarily focused on the most newsworthy information</li> <li>• Appropriate sources are quoted or cited using proper attribution</li> </ul>	<ul style="list-style-type: none"> <li>• The topic is clearly newsworthy</li> <li>• An appropriate, intended audience is addressed</li> <li>• The lead ¶ is clear, concise and effective</li> <li>• The story is focused on the most newsworthy information</li> <li>• Appropriate, multiple sources are quoted or cited using proper attribution</li> </ul>
<b>Organization</b>	<ul style="list-style-type: none"> <li>• The story is just one or two ¶s, or inadequate coverage was given to the topic</li> <li>• Body ¶s do not support the lead and are poorly written</li> <li>• Transitions either do not exist or are contrived</li> <li>• Directions were not followed</li> </ul>	<ul style="list-style-type: none"> <li>• The story contains multiple ¶s and adequate coverage is given to the topic</li> <li>• Body ¶s are defined and may support the lead</li> <li>• Transitions are used inconsistently</li> <li>• Most directions were followed</li> </ul>	<ul style="list-style-type: none"> <li>• The story contains multiple ¶s that are well organized and coverage is thorough</li> <li>• Body ¶s support the lead</li> <li>• Transitions are clear</li> <li>• All directions were followed</li> <li>• The writer showed initiative and went beyond the basics of the assignment</li> </ul>	<ul style="list-style-type: none"> <li>• The story contains multiple ¶s logically organized</li> <li>• Body ¶s clearly support the lead</li> <li>• Transitions are not contrived and are based predominantly on story flow and logic</li> <li>• All directions were followed</li> <li>• The writer showed initiative and went beyond the basics of the assignment</li> </ul>
<b>Style</b>	<ul style="list-style-type: none"> <li>• Vocabulary and word choice is inappropriate or simple</li> <li>• The writer's voice is inconsistent (or subjective in a news story)</li> <li>• Sentences are simple and choppy</li> <li>• Associate Press style is ignored</li> </ul>	<ul style="list-style-type: none"> <li>• Vocabulary and word choice is limited and predictable</li> <li>• The writer's voice is inconsistent (must be objective in news stories)</li> <li>• Little sentence variety demonstrated</li> <li>• Associate Press style is inconsistently applied</li> </ul>	<ul style="list-style-type: none"> <li>• Vocabulary and word choice is mostly effective</li> <li>• The writer's voice is consistent (must be objective in news stories)</li> <li>• Some sentence variety creates fluency</li> <li>• Associated Press style is followed</li> </ul>	<ul style="list-style-type: none"> <li>• Vocabulary and word choice is purposeful and precise</li> <li>• The writer's voice is consistent (must be objective in news stories)</li> <li>• Sentence variety creates interest</li> <li>• Associated Press style is followed</li> </ul>
<b>Conventions</b>	<ul style="list-style-type: none"> <li>• Formatting conventions are not followed</li> <li>• Tense errors are frequent</li> <li>• Numerous mechanical errors</li> <li>• Grammar errors impact fluency</li> <li>• Quotation punctuation and attribution errors impact fluency</li> <li>• The paper requires a complete rewrite</li> <li>• A name is misspelled</li> <li>• The story is not publishable</li> </ul>	<ul style="list-style-type: none"> <li>• Word processed using course format</li> <li>• Tense errors are noticeable</li> <li>• Capitalization, punctuation, spelling errors exist</li> <li>• Grammar errors are noticeable</li> <li>• Quotation punctuation and attribution errors occur</li> <li>• The paper requires some extensive editing prior to publication</li> <li>• The deadline may have been missed</li> </ul>	<ul style="list-style-type: none"> <li>• Word processed using course format</li> <li>• Tense use is accurate</li> <li>• Few mechanical errors</li> <li>• Quotation punctuation and attribution used correctly</li> <li>• The paper requires very little editing for publication</li> <li>• The deadline was met or modified with permission</li> </ul>	<ul style="list-style-type: none"> <li>• Word processed using course format</li> <li>• Tense use is accurate</li> <li>• Few or no mechanical errors</li> <li>• Quotation punctuation and attribution used correctly</li> <li>• Self-edited and peer-edited</li> <li>• The paper is ready for publication</li> <li>• The deadline was met</li> </ul>