

Editing

61-224-B01

10:20 a.m.-12:30 p.m. Mondays and Wednesdays

Fall Semester 2006

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By appointment

TEXTS

Copy Editors' Handbook for Newspapers, by Anthony Fellow and Thomas Clanin,
Morton Publishing Co., 2003.

Associated Press Stylebook and Libel Manual.

RECOMMENDED TEXT:

Visual QuickStart Guide: InDesign CS for Macintosh and Windows, Sandee Cohen,
Peachpit Press, 2004. (Or any book that pertains to InDesign version CS or CS2)

OTHER CLASS SUPPLIES

- A ruler
- A photo sizing (proportion) wheel
- Pencils and eraser

BACKGROUND

You must have successfully completed News Writing (61-221), and should have a proficiency in these areas:

- Be able to gather information from sources and produce a comprehensive news story that meets basic format and style requirements.
- Be able to prepare news stories that demonstrate a command of proper grammar, spelling, punctuation and word choice.
- Have a basic understanding of and be able to apply the terminology of news writing (terms such as attribution, inverted pyramid organization, direct quotes, paraphrasing, active voice, localizing and editorializing).

COURSE CONTENT

Editing is designed to give you instruction and practice in improving copy, writing headlines, handling photographs and cutlines, and designing pages. At the end of the course you should be able to:

- Make efficient use of the Associated Press Stylebook and other reference sources.
- Evaluate and improve the copy of others, scanning it for inaccuracies, for missing content, for less than maximum power of words and for errors in usage, punctuation and spelling.

- Demonstrate skills in compiling copy, rewriting leads and reorganizing stories.
- Understand the functions of wire copy and be able to process wire copy.
- Make solid news judgment and recognize potentially libelous content that could place the journalist in legal jeopardy.
- Understand multicultural issues in journalism, including making sure sources reflect necessary diversity.
- Create effective headlines that are fundamentally sound in composition and grammar, and accurately measured.
- Conceptualize and create effective page designs.
- Make informed judgments in the use of photographs, and write cutlines or captions.
- Demonstrate a knowledge of publications as organizations.

CLASS WORK AND ASSIGNMENTS

Class time will be divided between lecture and labs. An editing project will be a key task of the course. Class time at the end of the semester will be devoted to work on this project, which involves using all the skills learned throughout the course. You will be selecting stories using sound news judgment, editing stories for grammar, AP Style and more, picking out graphics and photos and sizing them, writing headlines and cutlines, and laying out the pages (A1 and A2, the jump page) in Adobe InDesign. *You will need to work on the project outside of class to complete it on deadline.*

In addition, four scheduled exams will be given during the semester on assigned readings, handouts and lectures. Each is worth 10 percent of your final grade.

Two quizzes will also be given on glossary terms and each student will present a portion of the AP Stylebook. Each quiz is worth 5 percent of your grade. The AP Stylebook presentation is worth three times a regular lab assignment.

LIBERAL ARTS EMPHASIS

Editing is offered through the UW Oshkosh College of Letters and Sciences, the liberal arts college of our campus. A liberal arts education transcends preparation for specific careers, providing general knowledge and allowing students to develop intellectual capacities and make sound news judgment when editing copy, laying out pages, and deciding on appropriate artwork. Specifically:

- A liberal arts education prepares students to be responsible citizens who understand and contribute to the changing world in which they live.
- A liberal arts education exposes students to a broad spectrum of knowledge about the human experience and the natural world, from contemporary science to literature, music and art.
- A liberal arts education enhances the skills of communication and critical thinking.
- A liberal arts education challenges students to appreciate their cultural heritage, to be sensitive to diverse traditions and opinions and to value truth.
- A liberal arts education encourages students to develop a lifelong commitment to inquiry.

GRADING

Your performance on exams, the editing project and assignments will determine your grade. The grade breakdown is:

- Scheduled exams — 40 percent
- Scheduled quizzes — 10 percent
- Editing project — 30 percent
- Homework/lab work — 20 percent

Grades are based on a point system. The course grade will be determined as follows:

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|--------------------|-------------------|
| • A — 93 and above | • C — 73-78 |
| • A/B — 89 to 92 | • C/D — 69-72 |
| • B — 83-88 | • D — 63-68 |
| • B/C — 79-82 | • F — 62 or below |

ATTENDANCE POLICIES

Regular attendance is important in a lab class. You can not expect to improve your skills if you are not present to do the work and receive help from the instructor and classmates. Absences will affect the quality of your work, and thus your grade.

Make-up tests will not be given and you will not be permitted to make up credit for missed assignments UNLESS you have notified the instructor in advance (a phone call or email will do) of an illness or an unusual personal circumstance. The work will be due in one week after your absence.

ACADEMIC HONESTY POLICY

UW Oshkosh is committed to a standard of academic integrity for all students. The system guidelines state: “Students are responsible for the honest completion and representation of their work ... and for respect of others’ academic endeavors” (s. UWS 14.01, Wis. Adm. Code). Students are subject to disciplinary action for academic misconduct, as defined below:

According to the UW Oshkosh Student Discipline Code:

- (1) Academic misconduct is an act in which a student:
 - (a) Seeks to claim credit for the work or efforts of another without authorization or citation;
 - (b) Uses unauthorized materials or fabricated data in any academic exercise;
 - (c) Forges or falsifies academic documents or records;
 - (d) Intentionally impedes or damages the academic work of others;
 - (e) Engages in conduct aimed at making false representation of a student's academic performance; or
 - (f) Assists other students in any of these acts.

- (2) Examples of academic misconduct include, but are not limited to: cheating on an examination; collaborating with others in work to be presented, contrary to the stated rules of the course; submitting a paper or assignment as one's own work when a part or all of the paper or assignment is the work of another; submitting a paper or assignment that contains ideas or research of others without appropriately identifying the sources of those ideas; stealing examinations or course materials; submitting, if contrary to the rules of a course, work previously presented in another course; tampering with the laboratory experiment or

computer program of another student; knowingly and intentionally assisting another student in any of the above, including assistance in an arrangement whereby any work, classroom performance, examination or other activity is submitted or performed by a person other than the student whose name appears on the work.

COURSE CALENDAR

- Sept. 6** Discussion — Introduction, copy desk functions and determining news.
Lab: Skills Assessment; Sign up for stylebook reviews.
Assignment for Sept. 11 — Read chapters 1 and 2 in textbook, A & B in AP Stylebook. Bring *main* news section of any daily newspaper (no sports sections, please) to class and be ready to discuss writing style, content, headline use, etc.
- Sept. 11** Discussion — Diversity, copy editor tools.
Lab — Diversity worksheet, A&B in Stylebook.
Assignment for Sept. 13 — Read chapter 3 in text, C&D in Stylebook.
- Sept. 13** Discussion — Editing for Grammar.
Lab — Problems with verbs, pronouns, etc.; word usage skills, C&D in Stylebook.
Assignment for Sept. 18 — Read chapter 4 in textbook and E-H in Stylebook.
- Sept. 18** Discussion — Editing for Precision and Accuracy
Lab — Word usage exercises (Accidents, reword), E-H in Stylebook
Assignment for Sept. 20 — Read chapter 5 in textbook, I-L in Stylebook.
- Sept. 20** Discussion — Editing for Language
Lab — I-L, Kidnap and Traffic Accident
Assignment for Sept. 25 — Chapter 6 in textbook, M-P in Stylebook.
- Sept. 25** Discussion — Editing for Style, Better leads
Lab — M-P, Simplify leads, Word Usage 1 & 2, Ex. 5: Minimum Wage Bill
- Sept. 27** **EXAM** — Primarily grammar, but covers discussion, labs and book to date, except AP style.
Assignment for Oct. 2 — Read Q-R in Stylebook, Chapter 8 in text.
- Oct. 2** Discussion — Editing for legal and ethical situations
Lab — Alpine Shooting, Q-R in Stylebook.
Assignment for Oct. 4 — Read S-T in Stylebook, Chapter 13 in text.
- Oct. 4** Discussion —Editing for the Web
Lab — S-T in Stylebook, Young Eagle story
Assignment for Oct. 9 — Read U-V in Stylebook, Chapter 7 in textbook.
- Oct. 9** Discussion — Editing wire copy
Lab —Work on wire service copy (Dentist and Fatal Fire); U and V in Stylebook.

Assignment for Oct. 11 —Read W, X, Y and Z, and Punctuation chapter in Stylebook.

- Oct. 11 Discussion — AP Style review,
Lab — W, X, Y and Z, Punctuation, and overall AP Style review.
- Oct. 16 **EXAM** — AP STYLE (You may use your AP Stylebook)
Assignment for Oct. 18 — Read Chapter 9 in textbook
- Oct. 18 Discussion — Counting and writing headlines I
Lab — Review AP Style exam, Counting and writing headlines (Heads A)
Handout — Final editing project - stories
- Oct. 23 Discussion — Headline writing & counting II.
Lab — Practice writing headlines. (Heads B)
Assignment for Oct. 25 — Writing, counting headlines (Heads C)
- Oct. 25 Discussion — Heading writing III, cutlines I.
Lab — Headline practice, writing cutlines. (Heads D, Cutlines A)
Assignment for Oct. 30 — Heads Review
- Oct. 30 Discussion —Headline writing IV, cutlines II.
Lab: Headline practice, writing cutlines (Heads Review, Cutlines B)
- Nov. 1 **EXAM**: Writing headlines and cutlines
Assignment for Nov. 6 — Read Chapter 10 in textbook
- Nov. 6 Discussion: Cropping and sizing photos, Page design I
Lab: Lay out photo package using paper dummy.
Assignment for Nov. 8: Layout centerpiece on page dummy
- Nov. 8 Discussion and lab — Introduce InDesign
Assignment for Nov. 13 — Read Chapters 11-12 in textbook
- Nov. 13 Discussion — Open page design and layout I
Lab — Laying out Page 1 using paper dummy, practice InDesign
- Nov. 15 Discussion —Open page design and layout II
Lab — Layout and design Page 1 (paper dummy)
Handouts — Layout tools, rules and guidelines.
- Nov. 20 Discussion — Open page design and layout III
Lab—Layout and design open page (InDesign)
QUIZ - Glossary terms, pgs. 299-301.

THANKSGIVING BREAK

- Nov. 27 Discussion — Inside pages
Lab - Inside page layouts using paper dummy.
QUIZ - Glossary terms, pgs. 302-304

- Nov. 29** Discussion — Inside pages II
Lab — Inside and partial pages, InDesign
- Dec. 4** EXAM — Page layout and design (Open page and inside page using paper dummy)
WORK ON EDITING PROJECT
- Dec. 6** WORK ON EDITING PROJECT
- Dec. 11** EDITING PROJECT DUE AT END OF CLASS.
- Dec. 13** EDITING PROJECTS HANDED BACK.