

CST 216 Crestiad Staff, Fall 2008

Elizabeth Ortiz, Assistant Professor of Communication
Editorial/Production Meetings:
Tuesday 11:00-12:15 PM
Thursdays 12noon-12:50pm
Office Hours: Hartzel Hall, 228, TBA & by appointment
Email: erortiz@cedarcrest.edu

DEADLINES – This course is all about deadlines. The nature of a newspaper demands that we cover late-breaking stories and our weekly publication schedule means that most stories are assigned just a few days before deadline. If you meet your deadlines you will do very well in this course – if you do not you will not. Deadlines, deadlines, deadlines.

Required Texts and supplies:

- ◆ Arnold, George T. (2007) Media writer's handbook: A guide to common writing and editing problems, 3rd edition.
- ◆ *The Crestiad* Manual (electronic version)
- ◆ *Associated Press Stylebook*, latest edition
- ◆ *The Crestiad*
- ◆ A binder for organizing handouts and later for portfolio use.

Recommended Texts and Supplies:

- ◆ *Elements of Journalism*, Kovach & Rosenstiel
- ◆ *The Elements of Style*, Strunk & White
- ◆ *Copy Editing For Professionals*, Rooney & Witte (for copy editors and reporters)
- ◆ Stenographers note-taking pad or reporters notebook
- ◆ Poynter Institute's web site www.poynter.org

Course Description:

This course includes all staffing positions on *The Crestiad*: Senior editors (online, communication and distribution editors), Front page editor, managing editor, business manager, , layout/copy editors, reporters, photographers and columnists. Suggested Prerequisite: Introduction to Journalism or writing/editing/photography experience.

The Crestiad is the student newspaper for Cedar Crest College. The student editors maintain complete control over the publication and content of the newspaper. The role of the advisor/instructor is to provide advice and instruction on pertinent journalistic issues. Students are immediately placed in *The Crestiad* newsroom, where they will learn the fundamentals of newspaper writing and editing, photography, layout and management on-the-job. Students are given an internship-quality experience within the school.

Course Objectives:

1. To provide students with an internship-quality experience within the school.
2. At the completion of the course, students will be able to develop story ideas, write, layout and publish a newspaper under deadline pressure following the procedures and policies of *The Crestiad*, *The Associated Press Stylebook* and the Code of Ethics of the Society of Professional Journalists.
3. At the completion of the course, students will be able to manage others and work as effective team members.

Course Outcomes:

1. Students will demonstrate professional standards, gain credibility and serve the Cedar Crest Community by publishing *The Crestiad* weekly.
2. Students will demonstrate critical thinking, ethical decision-making, creativity and sound news judgment in the research and writing of articles, the selection and production of advertisements and the design and layout of the newspaper.

- Students will demonstrate managerial and team-building skills as they work together to produce the newspaper.

Course Format:

This course will use instructor-led seminars and student-led editorial and production meetings. Students taking this course for credit will also be required to do additional assignments as outlined in this syllabus.

Student Assessment/Evaluation:

In order to protect the freedom of speech of the student editors, the content of the newspaper will not be graded. Instead the instructor will grade students on their participation and attendance at editorial and production meetings and seminars, quality of best of clippings, and on their fulfillment of the contract and self reflection worksheet as well as the completion of a successful portfolio.

Participation/Attendance:

Participation is mandatory. Participation means:

- Fulfilling the responsibilities outlined in this syllabus
- Taking an active role in newspaper production
- Taking an active role in meetings
- **Being accountable and completing your work by the deadlines outlined in the publication schedule**
- Providing constructive criticism of your colleagues’ work
- Assisting other staff members and reporters in training with their projects and stories
- Working as a team to produce *The Crestiad*

Regular attendance is expected. Obviously you can’t participate if you do not attend meetings and seminars. *Extended absences due to illness or a family emergency will be excused only with notification from the Office of the Dean of Student Affairs.*

| Assignment | Value | Points | Due |
|--|-------|--------|---------------------|
| Participation & Attendance (incl. attendance sheet & distribution) | 15 % | 150 | Weekly |
| Portfolio | 15 % | 150 | End of Semester |
| Paper reflections | 15% | 150 | Weekly |
| “Best of” Clippings and Critiques | 15% | 150 | |
| Articles (completed writer self reflection and article sheet) | 40 % | 400 | Throughout semester |

The following is the grading scale for this course:

| | | | |
|----|-----------|----|------------------|
| A | = 100-93 | C | = 76.9-74 |
| A- | = 92.9-90 | C- | = 73.9-70 |
| B+ | = 89.9-87 | D+ | = 69.9-67 |
| B | = 86.9-84 | D | = 66.9-64 |
| B- | = 83.9-80 | D- | = 63.9-60 |
| C+ | = 79.9-77 | F | = 59.9 and below |

Portfolios:

All students must create a portfolio from your work on *The Crestiad*. For writers, this means clips – photocopied onto 8.5 x 11 paper. For photographers, include copies of printed photographs as well as the original. For section editors, you should include full copies of your pages in addition to your articles written. **NOTE: You must include the original draft sent to the editor in your portfolio next to the published article. Your original articles will count for half of your portfolio grade.**

Paper reflection:

Students must turn in a 1-page typed critique of the paper every Thursday that the paper is published. Students should go online to read the paper before class begins. The paper is generally published by 9am

on Wednesday morning at www.cedarcrest.edu/crestiad Critiques are due at the meeting following publication and will NOT be accepted after classtime. Critiques should be thoughtful and considerate as well as point out strengths and weaknesses of the paper.

“Best of” Clippings

Students will choose “best of” clippings from college, local or national media. Students will select a different type of article from a different publication, analyze it, evaluate it, and share it with the class. These articles will serve as models for your own writing. The best of clipping should relate to that week’s topic as listed in your assignment sheet. Your clippings can be from newspapers, magazines or other print media. In a few cases you may choose to use online media, but avoid using online too often. The idea behind this assignment is that every good writer is also a reader of the news. Aim to read and find articles from other college papers.

Distribution

You are all going to work very hard on getting out a paper that we can all be proud of, but what happens if no one sees it? At the beginning of the semester each student will pick a distribution spot to deliver the papers on a Thursday – you are the boss of this spot and as the boss you are also responsible for checking that spot throughout the week to ensure that papers are still available to all of our readers.

Extra Credit:

Each student will have the opportunity to earn extra credit by completing work for *The Crestiad* beyond that which is covered in the student’s contract.

Plagiarism:

Deliberate or accidental, plagiarism is a serious academic and professional offense and a violation of the spirit of the Cedar Crest Honor Code philosophy. Depending on the severity of the offense and the decision of the professor, penalties for plagiarism will range from the assignment of an “F” for the article or work, to the assignment of an “F” for the course. All cases of plagiarism will be reported to the Provost’s Office. Under certain circumstances, acts of plagiarism may result in suspension or expulsion from the College.

Learning Disabilities:

Students with documented disabilities who may need academic accommodations should discuss these needs with their professors during the first two weeks of class. Students with disabilities who wish to request accommodations should contact the Advising Center.

3, 2, 1 and 0 (audit) credit requirements:

Students may opt to take *The Crestiad* for 0, 1, 2 or 3 credits, and while each has a different formal requirement, all students taking part in *The Crestiad* have a responsibility to the staff, school, and paper. All credit levels require students to attend every editorial and production meeting. Photographers, editors and business managers may have different criteria.

Students are expected to complete half of their story requirements before midterm.

3 credits = 14 stories

2 news stories, 2 A&E stories, 2 Lifestyles, 1 Opinion, 1 Sports, 1 Feature and 5 add’l stories
Spending a minimum of 8 hours of additional editing during production days.

2 credits = 10 stories

2 news stories, 2 A&E stories, 2 Lifestyles, 1 Opinion, 1 Sports, 1 Feature and 1 additional
Spending a minimum of 5 hours of additional editing during production days.

1 credit = 6 stories

1 story from each section above

Spending a minimum of 3 hours of additional editing during production days.

0 credits/audit = there is no set story requirement but students are held to the same attendance/participation policies as all students in the class. A poor attendance and/or participation record will result in a “F” in the course. Spending a minimum of 2 hours of additional editing during production days.

Students taking the class for 2-3 credits should write at least one story for each issue – students may skip one issue throughout the semester. Students taking the course for 2 credits may find they will skip more than 1 issue depending on the frequency of publication.

Story and Picture Assignments:

Most stories will be assigned by the editors during class time, but class time often runs out before all stories are assigned, so it is the responsibility of the reporter to sign up for stories at the newspaper office (Butz Basement). When a student signs up for a story, she should also assign a photographer to get a fitting picture of the story or assume the responsibility of getting the picture herself.

Editor's Office Hours:

All editors will hold 2 office hours a week – A schedule of the editor's hours will be posted near our Butz Offices. Reporters should use that time to meet with their editors and discuss any problems or concerns with stories.

Faculty statement on disruptive behavior (C. Cameron, author – edited from original version):

Generally, disruptive behavior in the classroom is any behavior that interferes with the process of learning. At Cedar Crest College, it is the right of every student and faculty member to engage in a classroom experience free from disruptive behavior.

What is disruptive to one person might not be disruptive to another, so the final authority on disruptive behavior is the faculty member. Faculty members have the authority to address disruptive behavior in the manner they see fit under the guidelines set forth in the College Catalog.

Disruptive behavior may be viewed on a continuum ranging from the isolated incidents of mildly annoying or irritating behavior to more clearly disruptive, dangerous, and/or violent behavior.

Examples of disruptive behavior may include the following:

- Persistent speaking without permission
- Use of electronic devices, cell phones, or pagers during class
- Threats or harassment of any kind
- Working on homework for other classes
- Inappropriate personal disclosures during class (sharing too much information)
- Sleeping in class
- Entering class late or leaving early (without permission)
- Eating/drinking in class without permission
- Arguing with faculty and other students

Additionally, classroom participants should note that basic human courtesy is an expectation when interacting with faculty members, staff, and other students.

Verbal Communication

Faculty members are not part of your social circle or peer group and should not be addressed as such. On the first day of class, faculty members will introduce themselves and express how you should address them. Addressing a faculty member by his or her first name is not acceptable unless the faculty member invites you to do so.

When addressing a faculty member in person, use a positive, respectful approach. Ideally, you should meet with faculty members during their scheduled office hours and not at the beginning or end of class unless the interaction will be brief.

When using the telephone, be sure to identify yourself at the beginning of the conversation. Be brief and concise, particularly when leaving a voice mail message.

Written Communication

When sending email, remember that your writing conveys an image of you and demonstrates respect for the recipient. Treat email as you would any other written correspondence: Begin with the appropriate greeting (“Dear Professor Ortiz”), use complete sentences with good grammar and spelling, use a friendly and polite tone, and expect that faculty members will return your correspondence when they are able. Expecting an “instant response” is not realistic.

Crestiad Submission Guidelines: FALL 2008

All articles must comply with the following guidelines:

- ✓ Times New Roman 10 font ONLY Put only one space behind all periods (not 2 spaces).
- ✓ Do NOT indent paragraphs or use tabs in your article.
- ✓ Do not center or justify your article keep it aligned to the left.
- ✓ Please send your articles to **your** editor and Crestiad@cedarcrest.edu ON OR BEFORE THE DEADLINE.
- ✓ Articles are to be sent as a **Microsoft Word ATTACHMENT** not in the body of the email. Articles should be saved in compatibility mode so that all users can open the article. (.doc NOT .docx)
- ✓ Save your article with a headline and your full name.
- ✓ Please subject the email with your name and headline. **ARTICLE MUST HAVE A TITLE/HEADLINE.**
- ✓ First references to a person, use first and last name. Any reference thereafter uses just the last name. We do not include Dr./Mr./Mrs./Prof. Etc. in the additional references.
- ✓ Students are to be identified with their name followed by their class on first reference. (e.g. Susie Cedarcrest, junior).
- ✓ Of course all articles should meet the guidelines proposed by the editor including word count and talking with important contacts/sources and quoting them accordingly.

Remember: All extensions must be pre-approved by your editor. If your article is not in by deadline, it may not be published in the issue. Also, if your article is not up to publication standards, it may not be published. If your article is not published because of a fault of your own, it **WILL NOT** be considered as part of your final portfolio and story requirements.

Also remember to get ALL sides of a story when you are reporting. One sided stories or editorials not based on verifiable facts **WILL NOT BE PUBLISHED**. If your stories are not published because of your lack of work, you will not be able to include them in your portfolio.

Schedule Of Meetings and Seminars

(Professor reserves the right to make changes to the syllabus.)

Additional meetings may need to be scheduled at the request of the adviser and/or editor-in-chief.

All classes will meet in BHA 8 or the Newsroom every week this semester

Articles are generally due at midnight on Friday

Layout should be complete by Monday at 10am

PLEASE SEE THE ATTACHED “CRESTIAD ATTENDANCE/ASSIGNMENTS”

Week 1: August 26

First Editorial Meeting

- ✓ Review Syllabus and Requirements

Assignment: *Please prepare a typed list of 5 questions about the format of the course, college media or any other relevant questions and bring them to class Thursday. (If you have taken the class before, please prepare a list of 5 tips/tricks that you would offer new staff members.)*

Thursday, December 11 - CRESTIAD PORTFOLIOS DUE AT NOON in Hartzel Hall

- ***Include:***

- *Original and published stories (including completed Crestiad Articles sheet)*
- *Critique of final issue*
- *Semester reflection*
- *Completed attendance/assignment sheet*

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DID I MENTION DEADLINES???

Deadlines are part of journalism. Part of learning about the media is learning how to cope with deadline pressure. Work handed in after the deadline without prior approval may not be used in publication. The best way to make a deadline is to finish work before it is due. Reporting takes time—don't procrastinate.