

Journalism 332F

News Editing and Production, Fall 2016

Instructor:	Rusty Todd
Unique Numbers:	07980
Classes:	Tuesday & Thursday, 3:30 p.m.-5 p.m., CMA 4.152
Lab:	Tuesday & Thursday, 5 p.m.-6:30 p.m., CMA 4.152
Office:	BMC 3.360
Tel.:	471-1967; home, 477-5611; cell, 512-660-9014 (rarely on).
Instructor email:	rustygtodd@gmail.com
Office Hours:	Wednesdays, 9 a.m.-10 a.m., 1:30 p.m.-4 p.m., or by appointment. Call anytime.
Newsroom editors:	John Savage (<i>TA office hours and contact information to come.</i>)

Welcome to editing and news production. This is where you learn to edit content and assemble news packages. These are critical skills even if you're a reporter now. What if you're successful and end up running a newsroom? At that point your editing skills and your understanding of the newsmaking process become hinges about which your career swings. Whether it's newspapers, magazines, broadcast news or online media, top positions are reserved for journalists who can edit and assemble the news product.

Course Goal

The goal of the course is to develop a level of editing proficiency that will let you to walk into a newspaper, magazine or online publication's newsroom, sit down and go to work without embarrassing yourself. No editor or writer achieves perfection, which is why we have multiple layers of editorial review, but every competent editor catches all but a few errors in a given piece of copy.

You'll learn to curate; line edit; concept edit; prepare heads, blurbs, refers and other points of entry; write content for Twitter and other social media; rewrite disorganized copy; avoid legal and ethical quandaries; and select and package copy and art. You'll learn how to prepare stories for Web and print publication, and how to organize newsroom workflow.

Intended Learning Outcomes

By the end of this course, you will be able to:

1. Monitor and evaluate global news as a news producer rather than an audience member.
2. Follow newsroom procedure, including deadlines, in assembling, editing and producing news packages for online and print.
3. Detect and correct errors in grammar, punctuation, spelling, usage and AP style.
4. Utilize the hard-news model to ensure that breaking news packages are properly organized and edited.
5. Evaluate and correct poorly sourced information and inadequate attribution.
6. Generate headlines and secondary heads, tweets, photo captions and other points of entry for hard and enterprise news packages.
7. Evaluate, organize and assemble wire copy and multiple-elements news roundups.
8. Detect and correct mathematics errors in hard and enterprise news copy.
9. Plan next-issue editorial content and packaging.
10. Utilize the feature-news model to organize and edit features and analyses.
11. Make ethically responsible decisions in the planning, editing and publication of news packages.
12. Responsibly curate and aggregate online material.

You will be introduced to several other topics as points of information that are not part of our core focus.

Assessment Tasks and Standards

Fifty percent of your grade will be based on your work in our labs. Curation will count for one-third of that. You should consider the lab your newsroom, and your lab editor your boss. Our labs will begin with basics and add layers of skills. Each of the skill sets listed above will be evaluated repeatedly after they are taught. Think of the labs as a skills onion to which we will add more layers as time passes. Please see the course timetable for references to which skills will be evaluated week by week. We may switch dates for some topics to take advantage of breaking news and the opportunities for guest speakers, but we will systematically cover all the topics. *Attendance and hitting deadlines are basic requirements of labs.*

Thirty percent of your grade will be based on our two assessment projects, each of which counts 15 percent. These two projects are outcome oriented and will cover expected learning outcomes specified in the timetable. All assessments will be conducted in labs.

Ten percent of your grade will be based on news knowledge. At least once during the term, you will be asked to present to the lecture a summary of the day's main news and what you believe we should be mobilizing to cover on that day. News-knowledge questions will also be asked on the tests.

Ten percent of your grade will be based on improvement. Your grades for the first half of the course will be averaged and compared with those of the last half. Based on that comparison, your grade may improve up to 10 percent. Your grade will not be lowered by this criterion, but if you improve, your grade will rise.

There is no final examination in this course.

Please see Appendix 1, Course Grade Descriptors, to see how your work translates into standards and grades. Please see Appendix 2, Grading Rubric, to see how grades will be recorded throughout the term.

Texts & Required Reading

The Associated Press Stylebook

The Art of Editing, by Brooks & Sissors (not required)

The main readings for this class will be posted on our class website at least one week before they are applied in class. The Brooks & Sissors book's price has skyrocketed past \$100, so it's not required. If you're serious about either editing or media management, you should buy a copy. Try Amazon or the bookstore for cheap, used copies.

Please see the website for three email services you should subscribe to now.

Before class, you should read the Austin American-Statesman, Daily Texan and at least one other daily paper. Bring the two local papers to class. Both are available outside the building each morning at no cost. Online versions are fine for other media. News magazines are fine. You should also read news on Yahoo, particularly that provided by AP and Reuters. Bloomberg is also worth following. So are other specialized Web news sites—choose your own mix, but know what's going on. You must be informed—generally as well as on subjects of personal interest. My daily reading diet: Wall Street Journal, New York Times, Statesman, Texan, Texas Tribune online several Texas papers on the Web, a desktop RSS feed with streaming news from AP, Reuters, Dow Jones Marketwatch and BBC, and a robot that checks several hundred press release sites a day. Sadly, the Weekly World News has ceased publication.

Other Useful Texts

Working With Words, Brian Brooks & James Pinson

Grammar for Journalists, E.L. Callihan

When Words Collide, Laura Kessler & Duncan MacDonald

Headlines & Deadlines: A Manual for Copy Editors, R.E. Garst & T.M. Bernstein.

Remember, all you really need is the Stylebook and a little volume called *The Elements of Style*, by William Strunk and E.B. White. Those two will get you past almost all language problems.

Attendance Requirements and Academic Honesty

Attendance of labs is mandatory. You may miss up to two labs with prior consent from me or your lab editor. If you miss a third lab, you will be asked to provide good reason you should not be dropped from the course. Be aware that neither your readings nor your professional experience to date will cover all the skills we'll learn during lectures. Don't cheat, plagiarize or otherwise take shortcuts. If you're caught violating UT's academic ethics, you'll be dropped from the class with a failing grade.

Your Instructor

Rusty Todd is former chair of the UT Journalism School; a visiting professor of business journalism at Hong Kong University; former copy editor at the Texas Observer; founding editor of the Dow Jones Emerging Markets Report; head of development for Dow Jones news products in Asia-Pacific; reporter, Asian Wall Street Journal; news editor, Asian Wall Street Journal; state editor, Austin American-Statesman; and city editor at the Columbia Daily Missourian. He was a reporter and copy editor at the Daily Texan in the early anthropocene. He's a board member of the Dow Jones News Fund and has a doctorate from Stanford. For the past six years, he has split his time between Austin and the University of Hong Kong, where he helped start a graduate program in business journalism.

Tentative Course Timetable

Dates can change if we need more time on a given subject. We have several swing classes at semester end for flexibility.

<u>Dates</u>	<u>Learning Objectives</u>	<u>Readings</u>	<u>Assignments</u>	<u>Assessment Criteria</u>
All semester.	Follow, evaluate and demonstrate command of news of all kinds, from local news to global news.	See above.	n/a	1
1. Thursday, Aug. 25	Learn course work flow and objectives.	Brooks, pages 1-30. Readings on website and module 1 on Canvas.	No labs first week of class. Curation targets assigned in class.	n.
2. Tuesday, Aug. 30	Our curation project. Assignment of markets to monitor.	Canvas module 2.	No labs first week of class.	n/a
3. Thursday, Sept. 1	Quick start: Edit a simple story and basic prepare points of entry.	Brooks, pp 32-45, Canvas module 3.	Labs begin. Curation dry runs.	2
4. Tuesday, Sept. 6	Use the class blog engine to create your first editorial package.	Class handouts, Canvas module 4.	Edit and prepare POEs for a hard-news story.	2
5. Thursday Sept. 8	Gain a working command of English grammar, punctuation, usage; use copy editor's symbols.	Brooks, chapters 4, 5; appendix I; Canvas module 5.	Publish your first news package to the class Web site.	2
6. Tuesday, Sept. 13	Develop a working command of Associated Press style.—1	Brooks, chapter 6, appendix I. Canvas module 6.	Find and correct bad grammar and shoddy usage in a hard-news story.	2
7. Thursday, Sept. 15	Develop a working command of Associated Press style.—2	Brooks, chapter 6, appendix I. Canvas module 6.	In lab, basics of working an InDesign layout.	2
8. Tuesday, Sept. 20	Apply rules for sourcing and attribution. Shorten copy by trimming fat language.	Online readings, Brooks, chapter 6 appendix I. Canvas module 7.	Detect and correct AP style errors in hard-news copy.	2, 3
9. Thursday, Sept. 22	Apply the hard-news model to edits of breaking news.	Review Brooks, chapter 3. Canvas module 8.	Detect and repair faulty attribution and sourcing in a hard-news story.	2, 3, 5
10. Tuesday, Sept. 27	Prepare main heads, secondary heads, tweets for breaking news.	Brooks, chapter 8, Canvas module 9.	Organize and publish a hard-news package on the website.	2, 3, 4, 5
11. Thursday, Sept. 29	Prepare other points of entry: blurbs, digests, content tables, refers. Quick review for first test.	Brooks, chapter 8, Canvas module 10.	Show focus and understanding in preparing headlines and tweets.	2, 3, 4, 5, 6
12. Tuesday, Oct. 4	POEs Two.	Brooks, chapter 8, Canvas module 10.	First test.	1, 2, 3, 4, 5, 6

13. Thursday, Oct. 6	Create caption material for photos and other graphic elements.	Brooks, chapter 11, Canvas module 11.	Create effective points of entry and prepare captions for a hard-news package.	2, 3, 4, 5, 6
14. Tuesday, Oct. 11	Organize and produce multiple-element stories and roundups.	Canvas module 12.	Edit, prepare POEs, prep a hard-news package within Adobe.	2, 3, 4, 5, 6, 7
15. Thursday Oct. 13	Retrieve, assemble and edit wire copy.	Brooks, chapter 9, Canvas module 13.	Prepare a multiple-element roundup for publication.	2, 3, 4, 5, 6, 7
16. Tuesday, Oct. 18	Correct math errors, evaluate opinion polls, "scale" numbers for understanding.	Canvas module 14.	Assemble and edit a wire package. Plan daily coverage using play sheets.	2, 5
17. Thursday, Oct. 20	Select and package news stories, and generate play lists.	Re-read Brooks, chapter 3. Canvas module 15.	Find, correct and clarify numbers in a hard-news package.	2, 3, 4, 5, 6, 7, 8
18. Tuesday, Oct. 25	Edit words and graphics with Adobe InDesign. Create and use jump heads, jump lines.	Canvas module 16.	Plan daily coverage using play sheets.	2, 3, 4, 5, 6
19. Thursday, Oct. 27	Use the analytic/feature model to edit longer stories.	No new readings. Handouts to come.	Complete Adobe layout.	1, 9
20. Tuesday, Nov. 1	Write headlines and other secondary elements for features, analyses.	Re-read Brooks, chapters 8 and 11 .	Evaluate and edit a longer feature. Prepare reporter queries.	2, 3, 5, 7, 8, 10
21. Thursday, Nov. 3	Review for second test.	No new readings.	Prepare headlines and other POEs for a longer feature.	2, 3, 5, 6, 7, 8, 10
22. Tuesday, Nov. 8	Handling enterprise packages.	Handouts to come.	Second test.	1, 2, 3, 5, 6, 7, 8, 10
23. Thursday, Nov. 10	Use Web databases to confirm source identities, check facts, add URL references to stories.	Brooks, chapter 16, Canvas module 17.	Integrated print/online production.	2, 3, 5, 8, 10
24. Tuesday, Nov. 15	Demonstrate ability to edit for an international, multicultural audience. Know ethical behavior and thought.	Online readings.	Use online databases to confirm squirrely facts. Add URL references to a news package.	2, 3, 5, 6, 8, 10, 11
25. Thursday, Nov. 17	Gather data, generate an information graphic.	This will be a classroom demonstration. See links on website.	Remove offensive and colloquial language from an enterprise package.	2, 3, 5, 6, 8, 10, 11
26. Tuesday, Nov. 22	Open topic. Guest speaker or remedial work.	Open	Retrieve data and build a simple information graphic/	FYI. Not in core.
27. Tuesday, Nov. 29	Open topic. Guest speaker or remedial work.	Open	Generate a blog item and multiple tweets for an analytic package.	FYI. Not in core.
28. Thursday, Dec. 1	Getting a job in business journalism.	Open.	Assemble budgets and plan work flow.	2, 9, 11.

Appendix 1: Course Grade Descriptors

Grade	A	B	C	D	F
1. Command of news	Broad, sophisticated news knowledge backed by opinion on what should be news next.	Good news knowledge, but little evidence of forward planning.	Spotty news knowledge with no evidence of forward planning.	Little news knowledge with no evidence of forward planning.	Virtually no knowledge of current news, no forward planning.
2. Use of newsroom procedure	All proper procedures followed within first month.	Sporadic, minor lapses after first month.	Multiple lapses on a repeated basis after first month.	Missed deadlines, consistent procedure lapses after first month.	Shows little effort to observe deadlines or follow any prescribed procedures.
3. Correct language, style	Detects, corrects 90% of errors.	Detects, corrects 80% of errors.	Detects, corrects 70% of errors.	Detects, corrects 60% of errors.	Fails to detect and correct the majority of errors.
4. Use of hard-news model	Proper lead, well organized gut.	Proper lead, gut organization spotty.	Improper lead, but well organized otherwise.	Improper lead and poor organization.	Failure to complete work by deadline.
5. Evaluation of sourcing and attribution	All sources properly cited. Attribution tense and form correct.	Sources properly cited, but attribution tense and form errors.	Improper sourcing, errors in attribution tense and form.	Information passes unsourced. Attribution form improper.	Failure to complete work by deadline.
6. Creation of headlines, POEs	Headlines and POEs reflect correct information and form.	Headlines and POEs reflect right information, but form inadequate.	Headlines, POEs reflect wrong points, form inadequate.	Headlines, POEs fail to relate to story. Form wrong.	Failure to complete work by deadline.
7. Assembly of wire copy, multiple-elements stories	Proper multiple element lead. Story segments properly compiled.	Either lead incomplete or segments out of order, but not both.	Elements missing from lead, segments assembled out of order.	Lead misses news, segments assembled out of order.	Failure to complete work by deadline.
8. Correction of math and numbers errors	All math errors corrected. Numbers placed in relational scale.	Math errors corrected, but inadequate scaling.	At least one math error missed, scaling inadequate.	Numerous math errors missed, scaling missing.	Failure to complete work by deadline.
9. Planning content and packaging	Packages well ordered, relate well to current news.	Well-ordered packages, but out of sync with current news.	Disordered packages, out of sync with current news.	No discernible order to packaging, out of sync with news.	Failure to complete work by deadline.
10. Use of the feature model	Proper lead, well written nut, tightly organized guts, emphatic ending.	Either improper lead or nut, but rest of story well organized.	Improper lead or nut, remainder of story disorganized, but content good.	Improper lead or nut, disorganized, key content missing.	Failure to complete work by deadline..
11. Exercise good ethical judgment	Ethical problems detected and dealt with according to rules.	Detects ethical problems, but fails to correct according to rules.	Key ethical problem not detected, corrected.	Ethical problems not detected. Failure to comprehend.	Failure to complete work by deadline.

Appendix 2: Grading Rubric

Grade	A+, A, A-	B+, B, B-	C+, C, C-	D+, D, D-	F
1. Command of news	100, 95, 90	89, 85, 80	79, 75, 70	69, 65, 60	59 or less
2. Use of newsroom procedure	100, 95, 90	89, 85, 80	79, 75, 70	69, 65, 60	59 or less
3. Correct language, style	100, 95, 90	89, 85, 80	79, 75, 70	69, 65, 60	59 or less
4. Use of hard-news model	100, 95, 90	89, 85, 80	79, 75, 70	69, 65, 60	59 or less
5. Evaluation of sourcing and attribution	100, 95, 90	89, 85, 80	79, 75, 70	69, 65, 60	59 or less
6. Creation of headlines, POEs	100, 95, 90	89, 85, 80	79, 75, 70	69, 65, 60	59 or less
7. Assembly of wire copy, multiple-elements stories	100, 95, 90	89, 85, 80	79, 75, 70	69, 65, 60	59 or less
8. Correction of math and numbers errors	100, 95, 90	89, 85, 80	79, 75, 70	69, 65, 60	59 or less
9. Planning content and packaging	100, 95, 90	89, 85, 80	79, 75, 70	69, 65, 60	59 or less
10. Use of the feature model	100, 95, 90	89, 85, 80	79, 75, 70	69, 65, 60	59 or less
11. Exercise good ethical judgment	100, 95, 90	89, 85, 80	79, 75, 70	69, 65, 60	59 or less

Each of your assignments, tests and projects will be evaluated on at least one criterion. All criteria are equally weighted. If an assignment involves four criteria, the scores for the criteria are summed, then divided by four for a final mark. All final marks are summed and averaged for the semester lab grade (50 percent weighting). Tests and projects count 10 percent each (30 percent weight). News quizzes and news class presentations will be 10 percent of grade. Improvement can raise final grade by up to 10 percent; example: If your end-of-term grade is 70 but your second-half grades are 10 percent above the first half, your grade will be 10 percent higher, or 77. Improvement is limited to 10 percent higher. If second-half grades are lower, the semester average will stand as-is.

Course protocols

Religious Holy Days

By UT Austin policy, you must notify me of your pending absence at least fourteen days prior to the date of observance of a religious holy day. If you must miss a class, an examination, a work assignment, or a project in order to observe a religious holy day, I will give you an opportunity to complete the missed work within a reasonable time after the absence.

Honor code

Each student in this course is expected to abide by the University of Texas Honor Code. Any work submitted by

a student in this course for academic credit will be the student's own work.

Use of Email for Official Correspondence to Students

All students should become familiar with the University's official e-mail student notification policy. It is the student's responsibility to keep the University informed as to changes in his or her e-mail address. Students are expected to check e-mail on a frequent and regular basis in order to stay current with University-related communications, recognizing that certain communications may be time-critical. It is recommended that e-mail be checked daily, but at a minimum, twice per week. The complete text of this policy and instructions

for updating your e-mail address are available at *Emergency Evacuation Policy*
<http://www.utexas.edu/its/policies/emailnotify.html>.

Documented Disability Statement

Any student with a documented disability who requires academic accommodations should contact Services for Students with Disabilities (SSD) at (512) 471-6259 (voice) or 1-866-329-3986 (video phone). Please notify me as quickly as possible if the material being presented in class is not accessible (e.g., instructional videos need captioning, course packets are not readable for proper alternative text conversion, etc.).

Please notify me as early in the semester as possible if disability-related accommodations for field trips are required. Advanced notice will permit the arrangement of accommodations on the given day (e.g., transportation, site accessibility, etc.).

Contact Services for Students with Disabilities at 471-6259 (voice) or 1-866-329-3986 (video phone) or reference SSD's website for more disability-related information:

http://www.utexas.edu/diversity/ddce/ssd/for_cstudents.php

Behavior Concerns Advice Line (BCAL)

If you are worried about someone who is acting differently, you may use the Behavior Concerns Advice Line to discuss by phone your concerns about another individual's behavior. This service is provided through a partnership among the Office of the Dean of Students, the Counseling and Mental Health Center (CMHC), the Employee Assistance Program (EAP), and The University of Texas Police Department (UTPD). Call 512-232-5050 or visit <http://www.utexas.edu/safety/bcal>.

Q drop Policy

The State of Texas has enacted a law that limits the number of course drops for academic reasons to six (6). As stated in Senate Bill 1231: "Beginning with the fall 2007 academic term, an institution of higher education may not permit an undergraduate student a total of more than six dropped courses, including any course a transfer student has dropped at another institution of higher education, unless the student shows good cause for dropping more than that number."

Occupants of buildings on the UT Austin campus are required to evacuate and assemble outside when a fire alarm is activated or an announcement is made. Familiarize yourself with all exit doors of the classroom and the building. Remember that the nearest exit door may not be the one you used when you entered the building. If you require assistance to evacuate, inform me in writing during the first week of class. In the event of an evacuation, follow my instructions or those of class instructors. Do not re-enter a building unless you're given instructions by the Austin Fire Department, the UT Austin Police Department, or the Fire Prevention Services office.