

Loyola University Chicago
Spring 2014
CMUN 259- 201 Copy Editing, Room 003
MWF 1:40-2:30 p.m.

Instructor: Jessica R. Brown

E-mail: jbrown7@luc.edu (Please allow up to 24 hours for a response to e-mail; and do not expect a reply over the weekend. Remember to include your name and the course on your subject line. Please use your Loyola e-mail account when sending e-mails.)

Office: SOC 218 **Phone:** 312-915-7726 **Office Hours:** Wednesdays 3-5; Thursdays 2-4

COURSE DESCRIPTION

This course is designed to teach students the fundamentals of editing across media platforms. Students will learn how to work with journalists to improve writing, reporting and presentation. We will address story structure, writing for AP style, grammar, spelling, punctuation, fact-checking, design, Web packaging, headline and caption writing and editorial planning.

TEXT AND OTHER MATERIALS

The Associated Press Stylebook, 2013

Think Like and Editor – 50 Strategies for the Print and Digital World 2nd ed., Steve and Emily Davis

Students must read the Chicago Sun-Times or the Chicago Tribune and a national paper on a regular basis and will be expected to bring at least one of those publications to each class.

External hard drive

Red or blue pen

Suggested reading: *When Words Collide – A Media Writer’s Guide to Grammar and Style*

GRADING

100-95	A	94-90	A-	89-87	B+	Exercises, Assignments & Participation	25%
86-83	B	82-80	B-	79-77	C+	Quizzes, Midterm & Final	25%
76-74	C	73-70	C-	69-67	D+	Final Project	25%
66-65	D	Below 65	F			Storify project	25%

- You MAY NOT make up ANY exercises or quizzes due to an absence unless it is because of the death of a loved one or serious illness or injury. I must be notified of an issue at least 24 hours PRIOR to the missed class. You will be required to present proof of an excused absence no later than your first day back in order to receive credit for any make-ups. If you are absent for a class please see Blackboard or a classmate for missed work or information.

Plagiarism Statement: Please see attached document

SPECIAL NEEDS

Students are urged to contact me should they have questions concerning course materials and procedures. If you have a special circumstance that may have some impact on your course work and for which you may require accommodations, please contact me within the first 2 weeks of the semester so that arrangements can be made with the Services for Students with Disabilities (SSWD). Additional information about the services available at Loyola, including eligibility for services, is on the SSWD website: [<http://www.luc.edu/sswd/index.shtml>](http://www.luc.edu/sswd/index.shtml)

IMPORTANT NOTES:

1. We will not be reading the chapters in the TLE text in consecutive order, so be aware of this as the course goes on and pay close attention to which chapters should be read and when.
2. All readings and assignments are due on the day they are listed.

3. All quizzes are worth 20 points. They will be made up of any combination of current events, AP style, grammar, spelling, punctuation, line editing or lessons from previous readings. Quizzes will be administered promptly at the start of class and students will have limited time to complete them (7-10 minutes).
4. If you miss a quiz, you may not make it up, with the exception of the excused absences listed above. All students get **one** excused quiz.

THE COURSE (Subject to change)

Week 1: Course introduction; News judgment

Jan. 13 – Overview, The role of today’s editor

Jan. 15 – What is News?

Readings: TLE: Our Philosophy, Strategies 1, 4-6

ASSIGNMENT: Bring in copy of a newspaper, analyze (print and Web)

Jan. 17 – 10 Steps to a better story; **Exercise:** Ten questions editor v. reporter

Readings: TLE: Strategies 2-3, 7-8

Week 2: Answering the questions

Jan. 20 – NO CLASS; MLK

Readings: Style guide A-D

Jan. 22 – **Exercise:** ‘What’s the big picture’

ASSIGNMENT: Be the ‘Idea Person’

Jan. 24 – QUIZ 1; **Exercise:** Working with Storify.com

Week 3: Story structure

Jan. 27 – Structure: leads & other graphs

Readings: TLE: Strategies 9-13; Style guide E-I

Jan. 29 – Structure: quotes, sources & facts

Jan. 31 – Structure: background, details

Readings: TLE: Strategies 14-17

QUIZ 2

Week 4: Headlines, Captions and Images

Feb. 3 – Headlines: best practices

Readings: TLE: Strategies 41

Exercise: Headline writing practice

Feb. 5 – Images and Captions: best practices

Readings: TLE: Strategies 44

Exercise: Caption writing practice

Feb. 7 – **Exercise:** Line editing

Readings: TLE: Strategies 23-27

QUIZ 3

Week 5: Deploying journalists; Law and ethics

Feb. 10 – **Exercise:** Breaking news and job assignments

ASSIGNMENT: Heads, briefs and other stuff

Feb. 12 – Don’t get sued

Readings: TLE: Strategies 18-22, 31, 39-40, 48

Feb. 14 – Studying questionable stories

Readings: Style guide J- N

QUIZ 4

Week 6: Trimming and layering; Introduction to InDesign

Feb. 17 – When a story is too long

Readings: TLE: Strategies 28-30, 32-35

ASSIGNMENT: Hold a story, Save a story

Feb. 19 – When a story is one-dimensional

Readings: Style guide O- T

Feb. 21 – Working with InDesign

Readings: TLE: Strategies 42-43, 45

QUIZ 5

Week 7: Adding visuals

Feb. 24 – More with InDesign

Readings: Style guide T- Z

Feb. 26 – **Exercise:** Create your own visual enhancement

Feb. 28 – **Midterm**

Week 8: Spring Break

March 3-8: NO CLASS

Readings: Style guide sports and business

Week 9: Budgeting and planning (PRINT)

Mar. 10 – Working with a budget

Mar. 12 – Planning the page

Mar. 14 – Executing the layout

ASSIGNMENT: Print layout

Week 10: Budgeting and planning (WEB)

Mar. 17 – Working with a budget

Mar. 19 – Planning the page

Mar. 21 – Executing the layout

ASSIGNMENT: Web layout

Week 11: Corrections; Final project

Mar. 24 – Writing and editing on the spot

Readings: TLE: Strategies 46-47, 48-59,

Mar. 26 – QUIZ 6; How to handle the public, mistakes, etc.

Mar. 28 – Final Project detailed; What makes a good editorial

Week 12: Editorial project; Photoshop

Mar. 31 – QUIZ 7; What makes a good editorial cartoon

Apr. 2 – **ASSIGNMENT: Final project plan due**

Apr. 4 – Working with Photoshop

Week 13: Sports and business

Apr. 7 – Working with sports stories

Apr. 9 – QUIZ 8; Working with business stories

Apr. 11 – **ASSIGNMENT: Final project editorial drafts due**

Week 14: Final project

Apr. 14 – **ASSIGNMENT: Final project editorial cartoon drafts due**

Apr. 16 – QUIZ 9; TBD

Apr. 18 – NO CLASS, Easter Break

Week 15:

Apr. 21 – NO CLASS, Easter Break

Apr. 23 – QUIZ 10; Final exam overview

Apr. 25 – **ASSIGNMENT: Final project presentations**

Final Exam

Monday, May 5, 1-3 p.m.

<http://storify.com/>

WHAT IS THE STORIFY PROJECT?

PURPOSE: The purpose of this project is to give you practice with: **exercising news judgment**; keeping up with current events; **familiarizing yourself with multiple news organizations**; layering news stories, **assessing appropriate content**; writing headlines, subheads and summaries, **working wisely with social media**; understanding audience needs; **being balanced and fair**.

INSTRUCTIONS: Each student is required to create a journalistic persona on storify.com (*NOTES: you will have to connect to a Twitter account, so be sure to create one if you do not already have one. Also creating a story may not be available on all browsers. I recommend Safari or Firefox.*)

Each week I will give you a topic in which you have to 'Create a story' by writing your own headline, subhead and summary, and collecting content from the options available to you on Storify. I will be looking for a variety of content, including; images, video and Tweets.

- 1.) You will have to create a news 'story' every week for 12 weeks beginning with Week 3-15 (excluding the week of Spring Break.
- 2.) The topics will be made available on Sakai each **Tuesday morning** with the exception of the first week and last weeks. For **Week 3** the topic will be made available on Friday Jan. 24. (Note: you will only have **4 days** to complete the first 'story'). For the **Week 15** your final story will be due by 5 p.m. on April 25.
- 3.) Your 'stories' are due by **noon** the following Tuesday. Each 'story' is worth 25 points and I will assess them via Sakai. The strongest 'stories' will have well-written headlines, subheads and summaries; photo(s); video(s); links to other legitimate news sites, and Twitter post(s). You don't have to multimedia elements for every story. Some stories may lend themselves to just images, or just Tweets. This is where your editorial judgment will come into play. Just know that by the end of the 12 weeks, it should be clear that you understand how to use all of the Storify resources your stories.
- 4.) Variety is important. All of your content should come from different outlets and if you have many Tweets you should try to get multiple 'angles' on the topic. You will have to use your best judgments in terms of the quality of your 'stories.' I recommend that you view other news organizations and try to emulate them.
- 5.) Your Storify page should also have a photo and an avatar befitting the persona you want to express on the site. Consider using this project as part of your online portfolio for future employers and choose accordingly.
- 6.) Be sure to share your first story with me so that I can follow you each subsequent week. You can share your first story via email and send it to my Loyola account.

DETAILS for all other work in the course will come as items are assigned.