MCOM 3143 Editing
CRN 11389

M-W-F 11 - 11:50 a.m., COM 107
Fall 2015 Unofficial Syllabus

NOTE: THIS IS NOT THE OFFICIAL SYLLABUS FOR MCOM 3143 EDITING CRN 11389. OFFICIAL UPDATED SYLLABUS INFORMATION WILL BE AVAILABLE ON THE COURSE SYLLABUS WEBSITE THROUGH DESIRE2LEARN.

Course description:
Editing examines the theory and practice of editing copy and developing print and electronic news layouts. Prerequisite(s): ENG 1113, ENG 1213, MCOM 1133 and (MCOM 1143 or MCOM 2213).

Dr. Bill Hickman
Twitter: @CopyEditorProf #ucoediting
Office: Communications Building COM 207B
Office hours: 3 - 5 p.m. Monday & Wednesday; 1 – 3 p.m. Tuesday (COM 207B); 1 - 3 p.m. Thursday (Nigh University Center Food Court) and any other time I am not busy except one hour before class.
Telephone: (405) 974-5984, Fax: (405) 974-5125
E-mail: Desire2Learn course website for class email (will respond as soon as possible).

The contents of the official syllabus are subject to revision 24 hours a day, seven days a week through the entire semester.
The entire contents of the University of Central Oklahoma Catalog 2015-2016 are incorporated by reference within this site.

Helping Students Learn!
**UCO Mission:** UCO exists to help students learn by providing transformative educational experiences to students so that they may become productive, creative, ethical and engaged citizens and leaders serving our global community.

**Transformative Education:** includes the following components: (1) health and wellness, (2) discipline knowledge, (3) problem-solving (research, scholarly and creative activities), (4) global and cultural competencies, (5) service learning and civic engagement, and (6) leadership. This course meets these components as follows: (2) discipline knowledge: study of news story theory and structure, focusing on the inverted pyramid in print and electronic communication, (3) problem-solving: develop analytical skills in evaluating news information sources through the six elements of news and hypothetical news fact patterns, (4) global and cultural competencies: discussion of different news approaches in other nations, (5) service learning and civic engagement: discussion of selected real world news reports, including interviews with guest speakers from the news industry.

**The UCO Liberal Arts College** challenges students to: speak clearly, write well, appreciate difference, ask questions, act ethically, participate, value the past, encounter the present, and create the future.

**Why we are here**

The ability to edit can help you separate yourself from others in the world of work. The ability of edit is always an effective tool for you to have in any job, not just in the worlds of news reporting, public relations or advertising. Good editors also will be called upon by their bosses and other executives in such industries as health care, financial services and information technology to "take a look" at a letter or other written product. You can build bridges and network effectively when your reputation grows as a good editor. In this information age in which we live, the ability to edit, whether electronic or in print, will help you be a better communicator.

**Objectives**

Upon completion of this course, the student will demonstrate competency in basic grammar, composition and spelling skills in order to think clearly and critically about the elements of news and write a well-organized news story with an effective lead correctly, clearly and accurately, applying Associated Press style. Competency will be determined by the student's affirmative assumption of responsibility and accountability sufficient to successfully complete all exercises, quizzes, tests and assignments.

Specific or enabling objectives:

- Improve writing skills through rewriting and editing.
- Edit the work of others for use in news, public relations, advertising or marketing publications.
• Write headlines.
• Understand the basic concepts of electronic layout and design for news websites.
• Learn the basics of page design software.
• Study the responsibilities of newspaper editors.

Department of Mass Communication Policies – Fall 2015
College of Liberal Arts
University of Central Oklahoma
Departmental Phone: (405) 974-5303
Website: http://www.uco.edu/la/masscomm/UCentral Student Media has an app! Go to iTunes to download it for free!
“Follow the department Twitter account @UCO_MCOM
“Like” the UCO - Department of Mass Communication Facebook Page!

MCOM Majors Email: The department, the college, and the university utilize the UCO email address assigned to each UCO student. Official information will be emailed through the UCO system. Students have the option of forwarding their UCO email to a personal email account if preferred. For information, go to http://www.uco.edu/technology/student/email/index.asp. If students do not check their UCO email, they risk missing vital information. If you do not use your UCO email account, please forward your UCO email to an email account you check frequently.

Student Advisement

MCOM has two Student Success Advisors for MCOM majors. Each student is responsible for seeking advisement information each semester in order to graduate in a timely manner.

• Ms. Heather Peck
  o Office: COM 103 A
  o Phone: 974-5108
  o Email: hpeck3@uco.edu

• Mr. Gary Parsons
  o Office: COM 103
  o Phone: 974-510
  o Email: gparsons2@uco.edu

UCentral Student Media: http://www.uco.edu/la/masscomm/ucentral/index.asp

UCentral is the student media network at the University of Central Oklahoma, featuring traditional media (television, radio, newspaper) and new media (web, netcasts, social networking) created by students majoring in professional media. UCentral is located within the Mass Communication Department on the campus of UCO.
Fall Events

- Monday, August 3 – Saturday, August 8: Fall Intersession
- Monday, August 17: First Day of Fall Classes!
- Monday, September 7: Labor Day
- Friday, September 25: TEDxUCO, 9:00am-4:00pm, Constitution Hall, UCO@125 Event
- Friday, October 2: Strategic Communications Fusion Conference
- Wednesday-Thursday, October 7-8: Media Ethics Conference: Reporting & Living Through Life-Changing Stories
- Thursday-Friday, October 15-16: Fall Break
- Thursday, October 22: UCO@125 End of Year Gala
- Saturday, November 7: Homecoming Football Game
- Wednesday-Sunday, November 25-29: Thanksgiving Break
- Monday-Friday, December 7-11: Finals Week
- Saturday, December 12: Graduation (Probable date for MCOM/CLA Graduation Ceremony)

Grade Information

<table>
<thead>
<tr>
<th>Session</th>
<th>16-Week Session: Aug 17-Dec 11</th>
<th>Block I: Aug 17-Oct 7</th>
<th>Block II: Oct 8-Dec 11</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grades Submitted by Faculty</td>
<td>No Later than Noon on December 15</td>
<td>No Later than Noon on October 12</td>
<td>No Later than Noon on December 15</td>
</tr>
<tr>
<td>Grades Posted to Transcript,</td>
<td>December 15</td>
<td>October 12</td>
<td>December 15</td>
</tr>
<tr>
<td>Available to Students after</td>
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<tr>
<td>5:00pm</td>
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<tr>
<td>Students</td>
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</tbody>
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Expectation of Work

Full-time college students are expected to spend approximately 40 hours each week in class attendance and study outside of class. According to Regents’ policy, for each hour in class a student is expected to spend two (2) to three (3) hours studying for the class (OSRHE II-2-34). For each three-credit hour course, the Regents expect students to study/prepare 6-9 hours per week.
UCO Student Code of Conduct

Students are responsible for all information in the Student Code of Conduct 2015-2016. This can be accessed on the Student Affairs Publications website at http://www.uco.edu/student-affairs/conduct/index.asp.

ACADEMIC DISHONESTY AND PLAGIARISM:

The UCO Student Code of Conduct describes Academic Dishonesty and outlines the steps for disciplinary action in the Guidelines for Alleged Academic Dishonesty. This information can be found in Section III, C, 3 & 4.

**Academic dishonesty:** Includes but is not limited to the “giving” and “taking” of improper assistance in examinations and assignments; not adhering to correct procedures for identification of sources in reports and essays and all creative endeavors; intentional misrepresentation; cheating; plagiarism; and unauthorized possession of examinations. The UCO Student Code of Conduct provides further details. Additionally, any work submitted as an assignment for one class may not be submitted for credit in another class, without prior permission of the professor. Any work so submitted will receive an automatic "0."

**Plagiarism:** When a student submits any assignment for a course (written, oral, videotape, audiotape, photograph or Web Site), the student will submit entirely original work or will properly cite all sources utilized in the preparation of the assignment. Without proper citation, the student is guilty of plagiarism, which is not tolerated at UCO. As a student, you are responsible for understanding what constitutes plagiarism. You should talk to your professor to ensure that you can recognize and avoid all types of plagiarism. Plagiarism occurs in two primary ways:

1. Word-for-word copying, without acknowledgement, of the language or creative work of another person. Having another person complete all or part of your assignment is plagiarism and is clearly forbidden. But, in addition, the student should include NO written, video, audio, or photographic material from an existing source, no matter how brief, without acknowledging the source. When using the written words of an existing source in your assignment, either place the borrowed words in quotation marks or set the quotation aside as a block quotation. Additionally, you must include the citation for the material in your assignment. This applies to even the briefest of phrases if they are truly distinctive.

2. The unacknowledged paraphrasing of an author’s ideas. The student should no more take credit for another person’s thoughts than for another person’s words. Any distinctive, original idea taken from another writer should be credited to its author. If you are not sure whether or not an author’s idea is distinctive, you should assume that it is: no fault attaches to over-acknowledgement, but under-acknowledgement is plagiarism. Most style manuals (e.g., *Publication Manual of the American Psychological*
Students may be dismissed from the university for plagiarism. University guidelines provide a range of disciplinary action dependent upon the severity of the offense including but not limited to: requiring a substitute assignment, awarding a reduced grade, awarding a failing grade for the assignment, awarding a failing grade for the course, or expelling the student from the university. Acknowledging that instances of plagiarism may range from minor to severe, the Department of Mass Communication allows the course professor to determine the severity and the disciplinary action for the first instance of plagiarism committed by a student in the professor’s course. However, if that student commits plagiarism a second time in the course, departmental policy requires that the student receive both a failing grade (“F”) for the course and a referral to the UCO Student Conduct Officer. Students should make sure they understand professor expectations for sources and content to be cited.

Turnitin.com Plagiarism Syllabus Statement: UCO subscribes to the Turnitin.com plagiarism prevention service. Students agree that by taking this course, all required assignments may be subject to submission for textual similarity review to Turnitin.com for the detection of plagiarism. All submitted assignments will be included as source documents in the Turnitin.com restricted access reference database for the purpose of detecting plagiarism of such assignments. Use of the Turnitin.com service is subject to the Terms and Conditions of Use posted on the Turnitin.com website. Turnitin.com is just one of various plagiarism prevention tools and methods which may be utilized by your faculty instructor during the terms of the semesters. In the UCO Student Handbook, there is a process for contesting any plagiarism allegations against you.

ADA Statement Regarding Special Accommodations:

The University of Central Oklahoma complies with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990. Students with disabilities who need special accommodations must contact Sharla Weathers, B.S., C.S.R. in Disability Support Services [sweathers2@uco.edu] in room 309 of the Nigh University Center, (405) 974-2549. It is the student’s responsibility to contact the instructor as soon as possible after DSS has verified the need for accommodations to ensure that such accommodations are implemented in a timely fashion.

Transformative Learning: [http://www.uco.edu/central/tl/](http://www.uco.edu/central/tl/)

“At the University of Central Oklahoma, we help students learn by providing transformative experiences so that they may become productive, creative, ethical and engaged citizens and leaders contributing to the intellectual, cultural, economic and social advancement of the communities they serve. Transformative learning is a holistic process that places students at the center of their own active and reflective learning experiences. All students at UCO will have transformative learning experiences in five core areas:
leadership; research, creative and scholarly activities; service learning and civic engagement; global and cultural competencies; and health and wellness.”

**Class Attendance:** (Taken from the Faculty Handbook)

The university expects students to regularly attend classes in which they are enrolled. Faculty members are expected to establish specific attendance policies governing their classes. Attendance policies must appear in the course syllabi. Faculty members may require appropriate documentation to verify absences. Students are responsible for work missed due to absences. It is the student’s responsibility to initiate a request to make up class work or examinations missed.

Individual policies must allow for a reasonable but not unlimited, number of excused absences, for legitimate reasons. Excused absences approved by faculty members should be consistently applied to all students. An excused absence means that an instructor may not penalize the student and must provide a reasonable and timely accommodation or opportunity to make up exams or other course requirements that have an impact on course grade. Excused students should be allowed the same opportunities as students who were present in class.

Faculty members are obligated to honor the following circumstances as excused absences:

1. travel considered part of the instructional program of the university and requiring absence from class (e.g. field trips, research presentations, etc.);
2. invited participation in activities directly and officially sponsored by and in the interest of the university (e.g. athletic teams, debate teams, dance company, etc.); in cases of student athletes, refer to UCO Compliance Policy Manual for Athletics or contact the Faculty Athletic Representative;
3. jury duty;
4. military obligation (See Appendix K in Faculty Handbook.)
5. serious illness, medical condition, pregnant and parenting students’ rights (as outlined in Title IX), accident, or injury; and
6. death or serious illness in immediate family

**Additional policies for this course are included in the Fall 2015 UCO Student Information Sheet and Syllabus Attachment that can be accessed at**


**Requirements**

Here are some things you need to know:

You should have a basic, fluent, functionally literate understanding of the English language, with the presumption that you have already possess these basic grammar,
spelling and composition skills when you enter this class. This is not a remedial grammar class.

You should already possess basic computer skills, including but not limited to: 1) How to create a document, 2) How to save a document without closing the program, 3) How to save a document to a flash drive, not the hard drive (File Open, File Save and File Save As), 4) How to transfer text from one program to another, and from one place to another within the program (copy and paste), and 5) How to use a Web browser, how to type a URL to access a website, and how to navigate through a website.

You should have the basic skills necessary to draft and send an e-mail message through Desire2Learn and place a Microsoft Word or Apple Pages file attachment in the e-mail message. In this class, the e-mail attachment will contain your term project outline and summary, the two legal research assignments and the final term project. You may use your home computer, if you want. If you turn in something via e-mail without using a Word or Pages file attachment, or without putting your name on it, or if I cannot open your attachment, you will receive a zero.

You should have access to a computer with Microsoft Word or Apple Pages installed.

You should obtain and possess a workable Internet e-mail account as a backup to the UCO e-mail account that you will use for this course.

This one is important. You already should have broadband access to a computer with either your own Internet service provider account (for example, Cox Communications or AT&T U-verse) or broadband access to the Internet through another computer or through the UCO computer network (if you are on campus and it is available) in order to access the class website through Desire2Learn. You may use the Department of Mass Communication computers in the computer labs or any broadband general access computers on campus. However, you must have broadband Internet access to be able to view the class website throughout the semester for assignments, study guides, announcements and other information. By enrolling in this course, you are given constructive notice of your class website's contents, no matter how many times the site is updated. (In other words, check this site often for changes and updates!!)

This suggestion is based on real world media experience. Purchase at least one USB jump drive for uploading, downloading and saving your discussions and term project materials. The Communications Building labs have Macintosh and IBM computers that will take the USB drives.

Any technical problem is an unacceptable excuse for missing a deadline - that's a real world reality, not my attempt to make your life miserable. Saving your materials on a USB jump drive will help avoid this problem. You'll also use that USB jump drive in other department classes.
Learn how to work under deadline requirements similar to those that communication professionals face each day in the "real world." In other words, you need to understand 1) what a deadline is, and 2) what happens when you fail to meet a deadline. Again, I'm not making your life miserable. If you can't do this in the real world, you'll end up with a job wearing a shirt with your name on it.

Learn how you can become a better communicator, both orally and in writing, in order to have the versatility to be able to market your job skills in the communications employment market.

You have to keep track of when assignments, tests and quizzes are available online. Most are available for two days.

**Grading**

The grading page lists what work will contribute to your final grade and what percentage of the final grade it will be. Please don't add up all your scores and average them - that's wrong, and you'll end up figuring out the wrong grade. Or, as they say in the antique store - if you break it, you buy it.

**Internet & E-mail**

The course email is simplified by the new automated process. All students need to know is to use the course email link.

**Turning in assignments**

The rule on when and whether an assignment, discussion, quiz or test is completed is very simple: It is turned in when received on Desire2Learn. This means the receipt rule is in effect at all times during the semester. In other words, if Desire2Learn does not show the completed activity, then it is not turned in no matter what the reason is. Yes, this penalizes people who did what they were supposed to do, only to see Desire2Learn eat the assignment. Because some people abuse the system, we must follow this rule. You can protect yourself if you send me a note and ask if I can see your completed activity on Desire2Learn. However, if you are having any technical problems turning in an assignment or exercise, viewing the class website or accomplishing any other class project or activity, you are responsible for identifying and solving the technical problem.

On any discussion responses that you have to submit through Turnitin, that's not the same as turning it in to Discussions on D2L. After you send your discussion response through Turnitin, you post the response on the Discussions page. If you don't post your discussion response to Discussions after Turnitin review, you get a zero. If you pay attention to what you are doing, this should be a no-brainer for you!
Unfortunately, I am NOT Desire2Learn technical support for this course. You are responsible for identifying and resolving technical issues.

One suggested source of technical help is at UCO's Office of Information Technology. The phone number is 1-405-974-2255, and the e-mail address is support@uco.edu. Also, the IT Support Desk is available on the first floor of the UCO Library.

**Makeup Policy**

Under revised university policy as described above, test, quiz and discussion makeups may be available only under the following circumstances:

- Travel considered part of the instructional program of the university and requiring absence from class (e.g. field trips, research presentations, etc.)
- Invited participation in activities directly and officially sponsored by and in the interest of the university (e.g. athletic teams, debate teams, dance company, etc.)
- Jury duty
- Military obligation
- Serious illness, medical condition, accident, or injury
- Death or serious illness in immediate family

Makeup Week for all tests, quizzes and exercises shall be Monday, Nov. 30, 2015, to Friday, Dec. 4, 2015. Please note that the semester, and all course work, shall conclude on Friday, Dec. 4, 2015, at 11:59 p.m. You are responsible for keeping up with all makeup activity.

**Textbooks**

- The Art of Editing in the Age of Convergence (Brooks & Pinson), 10th edition*
• A Pocket Style Manual (Hacker, Sommers), 7th edition  

• Associated Press Stylebook, 2014 edition*  

Optional:

• When Words Collide (Kessler, McDonald), 8th edition  

Supplement handouts as needed

Online study guides will be provided for all tests and quizzes

*used editions may be available  
**older editions may be used

Recommended Application:
iPhone or BlackBerry mobile app for the AP Stylebook (but it is too expensive at $24.99 via iTunes.

**Modules**

Class modules will consist of general news editing techniques; elements of story review; headlines; basic website design; and general discussion of journalism ethics.

**How grades will be posted**

All grades will be posted on the class Desire2Learn site, which can be accessed through UCOntect. A grade book has been set up on Desire2Learn for this class. Scores will NOT be sent to you via e-mail - the university doesn't let us do this. Also, we're not allowed to send final grades to you.

**However, I will maintain a paper grade book. Pay attention: This will be the official record of scores - not the Desire2Learn grades page.** Check the class Desire2Learn site throughout the semester right up to the last day. You are presumed to have received notice of all scores during the course of this semester, regardless of whether you actually saw them on Desire2Learn.

Tests and quizzes will be graded and posted on Desire2Learn (and entered in the paper grade book) as soon as possible after you take them. The receipt rule as described above is in effect for all tests and quizzes after you have taken them. All scores are presumed final via instructor review of results through the Desire2Learn website. The semester, and all course work, concludes on **Friday, Dec. 4, 2015**, at 11:59 p.m.

**Tests & quizzes**

All tests and quizzes will be taken through the class Desire2Learn website. You will need to be knowledgeable about how Desire2Learn works in order to take a test or quiz through the Desire2Learn course website.

Tests 1, 2 and 3 will consist of multiple-choice and short-answer questions. Each test is worth 100 points. I will give you a study guide for all of these tests.

Several Associated Press style quizzes and grammar quizzes will be given during the semester. The AP Stylebook will be divided up in sections for each week (i.e., A-B for the first quiz, etc.) Spelling also will be on most quizzes. A spelling list is available on the Desire2Learn course website. Quizzes will be delivered through the Desire2Learn course website only. The highest quiz scores during the semester, minus your two lowest scores, will be used to determine the final course average. I will post a study guide on the class website for the three tests.
Any work submitted as an assignment for another class may not be submitted for credit in this class, without prior permission of the professor. Any work so submitted will receive an automatic "0."

Weekly Vista Evaluation Journal

Every week, write a brief assessment of The Vista online website and upload it in the discussion board site on D2L. The weekly journal assessments are meant to show your critical thinking ability – what it is that The Vista editors do that adds to a better online news product and enhances journalism at The Vista, and deepens your understanding of the role of copy editors. Note also those areas of copy editing at The Vista that you believe need to be improved. These assessments are helpful in not only tracking your progress throughout the semester, but also creating an opportunity for you to reflect on copy editing and to develop plans for you to improve as an editor. Write about:

1. Your discoveries of what it means to be an editor

2. Any particularly praiseworthy Vista online “catches” 3. Headlines: Scour the Web and newspapers for examples of headlines that are really good or really bad and that deserve more consideration. Then, post your finds as part of your weekly Vista journal assessment. During class, we will discuss the headlines.
   Types of headlines to consider: (Only one type of headline per week is required, but feel free to post more if you like.)
   a. Headlines that work and why – both print and online.
   b. Headlines that don’t quite work and why – both print and online.
   c. “Oh, my” headlines — the ones you hope to never have to admit that you wrote.
   d. Compare headlines on the same story in multiple publications (at least two newspapers or websites).

4. What’s this website about? Take an in-depth look at ANY news website. Assess its strengths and weaknesses. Does it have a strong home page design? Can readers easily find the news they need? Feel free to comment on:
   a. Aggregation
   b. Packaging
   c. Analytics
   d. Linking
   e. Social media
   f. Any other topic related to online news sites

5. Areas of copy editing at The Vista that you believe need to be improved.

These weekly assessments are helpful in not only tracking your progress throughout the semester, but also creating an opportunity for you to reflect on copy editing and to develop plans for you to improve as an editor.
A limited time frame will be available for posting weekly Vista evaluation journal assessments on Desire2Learn. Each week the post will open at midnight on Saturday and remain open until 11:59 p.m. the following Friday. Don’t miss out on points by not posting within the time frame.

**Emergencies during finals**

If a university emergency occurs that prevents the administration of a final examination, the student's final course grade will be calculated based on the work in the course completed to that point and the faculty member's considered judgment. Final exams will not be rescheduled, and a grade of "I" will not be given as a result of the missed exam.

**Turnitin.com**

UCO subscribes to the Turnitin.com plagiarism prevention service. Students agree that by taking this course, all required assignments may be subject to submission for textual similarity review to Turnitin.com for the detection of plagiarism. All submitted assignments will be included as source documents in the Turnitin.com restricted access reference database for the purpose of detecting plagiarism of such assignments. Use of the Turnitin.com service is subject to the Terms and Conditions of Use posted on the Turnitin.com Web site. Turnitin.com will be used in this class. The UCO Student Handbook includes a process for contesting any plagiarism allegations against you.

**Attendance**

Attendance will be taken on an occasional basis throughout the semester. You must be present for 70 percent of all classes in which attendance is taken. If not, your final grade will be lowered by one letter grade. The UCO Mass Communication Department's policy is that students will maintain a 70 percent attendance rate in all journalism department classes. If you come to class, you will receive one-on-one writing help from me. I also will discuss news editing topics from our textbook and other materials. You may ask me questions via e-mail, by telephone, or by meeting with me after class. Hint: The best way to reach me is through Desire2Learn course e-mail, which is available to you 24 hours a day!

**From the UCO Undergraduate Catalog 2015-2016:**

Class Attendance: It is the student’s responsibility to be aware of an instructor’s attendance policy. Instructors will make policies known to the students with respect to absences. The instructor makes the final decision to excuse or not to excuse an absence. Students who stop attending class and do not officially withdraw or drop will receive “F” grades.

**Where & when we will meet**
Our Editing class will meet in COM 107 from 10 to 10:50 a.m. on Mondays, Wednesdays and Fridays, unless I say otherwise.

**Grading**

You are hereby put on notice as to the contents of this section.

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<thead>
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<th>Assignment</th>
<th>Total Points</th>
<th>Points per Task</th>
<th>Percentage</th>
<th>Score</th>
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</thead>
<tbody>
<tr>
<td>Test 1 (in class)</td>
<td>100</td>
<td>x 3</td>
<td>10%</td>
<td>= ?</td>
</tr>
<tr>
<td>Test 2 (in class)</td>
<td>100</td>
<td>x 3</td>
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<td>= ?</td>
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<tr>
<td>Test 3 (in class)</td>
<td>100</td>
<td>x 3</td>
<td>10%</td>
<td>= ?</td>
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<tr>
<td>Eight AP style quizzes*</td>
<td>800</td>
<td>x 2</td>
<td>10%</td>
<td>= ?</td>
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<tr>
<td>Five logic exercises</td>
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<td>x 2</td>
<td>10%</td>
<td>= ?</td>
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<td>Seven grammar exercises</td>
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<td>15%</td>
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<td>Six editing exercises</td>
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<td>x 3</td>
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<td>Three introductory exercises</td>
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<tr>
<td>Eleven Vista journal exercises</td>
<td>1,100</td>
<td>x 3</td>
<td>15%</td>
<td>= ?</td>
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<tr>
<td><strong>TOTAL</strong></td>
<td><strong>1000</strong></td>
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<td><strong>20%</strong></td>
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\[ \text{A = 90 to 100} \quad \text{B = 80 to 89} \quad \text{C = 70 to 79} \]
\[ \text{D = 60 to 69} \quad \text{F = 59 & below} \]

* **TWO lowest AP style quiz scores, including zeroes, are dropped.**

** **TWO lowest Vista Journal scores, including zeroes, are dropped.

**Official record of grades:** Grades are available throughout the semester to each individual via the course Desire2Learn site. However, these are not the official record of grades. The official record of grades shall be recorded and maintained in the instructor's paperbound, hard-copy grade book.

**Math skills in determining grade progress and final grade:** It is presumed that when you enroll in this course, you already possess basic, functional, minimally acceptable
**Mathematical skills.** In other words, you already know how to figure out the basic math required under the grading percentage formula detailed above in order to project a future course grade at any time during the semester and to determine the final course grade. If you do not possess these skills upon enrollment in this class, you assume the risk. (Translation: If you break it, you buy it.)

**Grade projections:** You will not receive any promises, assurances, projections, estimates or other statements from the instructor that would suggest what your final grade would be in this class, as well as for any individual exercise or assignment in this class. Grade estimates provided for a tuition waiver application or sorority grade checks of any type whatsoever shall not be construed as a promise, assurance, projection, estimate or any other statement suggesting what your final grade would be in this class.

**The rule on "substitutions":** You do not get to "substitute" one score for another, nor do you get to complete "extra points" exercises. The scoring breakdown as detailed above will be followed in all instances.

**The rule on Scantron tests or quizzes & Desire2Learn online tests or quizzes:** Any test or quiz scores scanned by the Scantron scoring machine from the Scantron scoring sheets will be final. Any mismarked answers will count. Any Desire2Learn online tests or quizzes will be manually graded and will NOT use the automatic Desire2Learn grading system.

**Makeup policy:** See the Requirements section for details.

**Story Standards & Checklist**

Story standards grading criteria for all written assignments (I expect you all to produce the best written work of which you are capable):

<table>
<thead>
<tr>
<th>Letter</th>
<th>Points</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>A+</td>
<td>100</td>
<td>Your work and attitude are thoroughly professional. You understand the mission of a copy desk and have mastered the skills necessary to reach the goals of a copy desk. You have a sense of urgency. Your micro and macro editing skills are excellent. Your headlines are accurate, active, creative, fit the type specifications and have that certain extra spark. Your edited copy exercises are almost always error-free. You can spot holes in copy. You know when to ask questions. You show you recognize the importance of not over editing; that is to say, you</td>
</tr>
<tr>
<td>A</td>
<td>to 90</td>
<td></td>
</tr>
<tr>
<td>A-</td>
<td>90</td>
<td></td>
</tr>
<tr>
<td>Grade</td>
<td>Score Range</td>
<td>Comment</td>
</tr>
<tr>
<td>-------</td>
<td>-------------</td>
<td>---------</td>
</tr>
<tr>
<td>B+</td>
<td>89</td>
<td>Your work and attitude are solid but not outstanding. You understand the mission of a copy desk and are well on your way to mastering the skills necessary to reach the goals of a desk. You understand the need for urgency but may have lapses in your performance. Your headlines are accurate and active, generally creative, fit the type specifications and sometimes show that certain extra spark. Your copy is generally clean but you have certain consistent weaknesses. You are fairly good about asking questions but might assume more than you should at times. You often catch holes and inconsistencies in copy but overlook some, too. Your class work is above average. If another editor called me looking for a beginning copy editor, you would be a candidate with potential but would need a little more nurturing.</td>
</tr>
<tr>
<td>B</td>
<td>80-89</td>
<td>Your work and attitude are consistently excellent. If another editor called me looking for a beginning copy editor, you would be a strong candidate.</td>
</tr>
<tr>
<td>B-</td>
<td>79</td>
<td>Your work and attitude are solid but not outstanding. You understand the mission of a copy desk and are well on your way to mastering the skills necessary to reach the goals of a desk. You understand the need for urgency but may have lapses in your performance. Your headlines are accurate and active, generally creative, fit the type specifications and sometimes show that certain extra spark. Your copy is generally clean but you have certain consistent weaknesses. You are fairly good about asking questions but might assume more than you should at times. You often catch holes and inconsistencies in copy but overlook some, too. Your class work is above average. If another editor called me looking for a beginning copy editor, you would be a candidate with potential but would need a little more nurturing.</td>
</tr>
<tr>
<td>C+</td>
<td>79</td>
<td>Your work and attitude are average: not bad but not great. You might be fairly strong in some areas of copy desk work, but weak in others. Your work is somewhat inconsistent; for example, you might have a very good attitude but your micro or macro editing skills might be weak. You might consistently miss holes in copy. You might have some excellent headlines, but more often your heads need to be changed because they are too long, too short, inaccurate, inactive or do not conform to the rules of headline writing. You might have continuing problems with time, with using a computer system. You might not have demonstrated that you understand what the mission is of a copy desk and your commitment to putting out the best possible newspaper might be called into question. Your class work is average. If another editor called me looking for a beginning copy editor, I probably would not suggest you as a candidate. If you had applied for a copy-editing job, I would want to consider your strengths and weaknesses on a case-by-case basis.</td>
</tr>
<tr>
<td>C</td>
<td>70-79</td>
<td>Your work and attitude are average: not bad but not great. You might be fairly strong in some areas of copy desk work, but weak in others. Your work is somewhat inconsistent; for example, you might have a very good attitude but your micro or macro editing skills might be weak. You might consistently miss holes in copy. You might have some excellent headlines, but more often your heads need to be changed because they are too long, too short, inaccurate, inactive or do not conform to the rules of headline writing. You might have continuing problems with time, with using a computer system. You might not have demonstrated that you understand what the mission is of a copy desk and your commitment to putting out the best possible newspaper might be called into question. Your class work is average. If another editor called me looking for a beginning copy editor, I probably would not suggest you as a candidate. If you had applied for a copy-editing job, I would want to consider your strengths and weaknesses on a case-by-case basis.</td>
</tr>
<tr>
<td>C-</td>
<td>69-70</td>
<td>Your work and attitude are average: not bad but not great. You might be fairly strong in some areas of copy desk work, but weak in others. Your work is somewhat inconsistent; for example, you might have a very good attitude but your micro or macro editing skills might be weak. You might consistently miss holes in copy. You might have some excellent headlines, but more often your heads need to be changed because they are too long, too short, inaccurate, inactive or do not conform to the rules of headline writing. You might have continuing problems with time, with using a computer system. You might not have demonstrated that you understand what the mission is of a copy desk and your commitment to putting out the best possible newspaper might be called into question. Your class work is average. If another editor called me looking for a beginning copy editor, I probably would not suggest you as a candidate. If you had applied for a copy-editing job, I would want to consider your strengths and weaknesses on a case-by-case basis.</td>
</tr>
<tr>
<td>D+</td>
<td>69</td>
<td>Your work and attitude are poor. You have done</td>
</tr>
</tbody>
</table>
D- to 60

Your work is consistently below average, your time management is poor, you cannot spot holes in copy, your headlines are consistently too long, too short, inactive, inaccurate and need to be changed. Your work needs to be scrupulously double-checked by the news editor and often is found lacking. Your class work is below average. If another editor called me and said you had applied for a copy-editing job, I would encourage that editor to look at another candidate.

F+ 59 & below

Your work is unacceptable. You have not demonstrated that you learned anything either about the work of a copy desk or about copy editing.

---

**Editing Grading Outline**

<table>
<thead>
<tr>
<th>CATEGORY</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Who, What, When, Where, and How</td>
<td>Article adequately addresses the 5 W’s (who, what, when, where, and how).</td>
<td>The article adequately addresses 4 of the 5 W’s.</td>
<td>The article adequately addresses 3 of the 5 W’s.</td>
<td>The article adequately addresses 2 of the 5 W’s.</td>
</tr>
<tr>
<td>Spelling and Proofreading</td>
<td>No spelling or grammar errors remain after one or more people (in addition to the typist) read and correct the newspaper.</td>
<td>No more than 2 spelling or grammar errors remain after one or more people (in addition to the typist) read and correct the newspaper.</td>
<td>No more than 3 spelling or grammar errors remain after one or more people (in addition to the typist) read and correct the newspaper.</td>
<td>3 or more spelling or grammar errors remain in the final copy of the newspaper article.</td>
</tr>
<tr>
<td>Content</td>
<td>The article includes all the required content as outlined below.</td>
<td>The article includes 85-99% of the required content.</td>
<td>The article includes 75-84% of the required content.</td>
<td>Less then 75% of the required content was included in the article.</td>
</tr>
<tr>
<td>Optional Graphics</td>
<td>Optional graphics are in focus, are well-cropped and are clearly related to the article they accompany.</td>
<td>Optional graphics are in focus and are clearly related to the article they accompany.</td>
<td>80-100% of the optional graphics are clearly related to the article they accompany.</td>
<td>More than 20% of the graphics are not clearly related to the article OR no graphics were used when article called for graphics.</td>
</tr>
</tbody>
</table>
Checklist

1. Pick a lead:
   ___ Immediate ID (minus 1 - 5 points)
   ___ Delayed ID (minus 1 - 5 points)
   ___ Summary (minus 1 - 5 points)
   ___ Multiple element (minus 1 - 5 points)
   ___ Lead with flair (minus 1 - 5 points)
2. ___ Lead is one paragraph (minus 1 - 5 points)
3. ___ Lead is one sentence, and it is a complete sentence (ASSIGNMENT WILL RECEIVE ZERO POINTS FOR ANY INCOMPLETE SENTENCE)
4. Lead follows Who (subject), What (verb), When (day of week), What (result or action) formula (minus 5 -10 points)
5. Pick at least one story element for the lead (may be more than one):
   ___ Impact (minus 1 - 5 points)
   ___ Conflict (minus 1 - 5 points)
   ___ Novelty (minus 1 - 5 points)
   ___ Prominence (minus 1 - 5 points)
   ___ Proximity (minus 1 - 5 points)
   ___ Timeliness (minus 1 - 5 points)
6. First draft of lead
7. Lead follows this formula: Who, What (verb), When, What (results - see No. 4) (ASSIGNMENT WILL RECEIVE ZERO POINTS FOR ANY "WHEN" LEAD)
8. Bridge/nut graph (what does this story mean to reader) (minus 1 - 5 points)
9. Bridge/nut graph is second paragraph ____ (minus 1 - 5 points)
10. Bridge/nut graph is no more than two sentences ____ (minus 1 - 5 points)
11. Lead/generic facts, details of titles, organizations below (minus 1 - 5 points)
12. All sentences 25 words or less (minus 1 - 5 points)
13. Body (facts in descending order) (minus 1 - 5 points)
14. First paragraph of body is third paragraph of story
15. Each paragraph of story has no more than three sentences.
16. ALL answered in entire story:
   ___ Who? (lead) (minus 1 - 5 points)
   ___ What? (lead) (minus 1 - 5 points)
   ___ When? (lead) (minus 1 - 5 points)
   ___ Where? (either lead or within story) (minus 1 - 5 points)
   ___ Why? (within story) (minus 1 - 5 points)
   ___ How? (within story) (minus 1 - 5 points)
17. Active verbs, subject-verb-object construction (minus 1 - 5 points)
18. No more than three prepositional phrases in each sentence (minus 1 - 5 points)
19. No more than three numbers in each sentence (minus 1 - 5 points)
20. NO first, second person!! *** (minus 1 - 20 points)
21. NO opinion (unless attributed)!!! (ASSIGNMENT WILL RECEIVE ZERO POINTS FOR UNATTRIBUTED OPINION OF ANY KIND) ***
22. NO preaching *** (minus 1 - 20 points)
23. Use of paragraphs (story development) (ASSIGNMENT WILL RECEIVE ZERO POINTS FOR USE OF ONE-PARAGRAPH STORY)
24. Quotes begin paragraphs (minus 1 - 5 points)
25. One idea per sentence (minus 1 - 5 points)
26. Grammar (minus 10 - 50 points)
27. Spelling (minus 10 - 50 points)
28. Punctuation (minus 5 - 25 points)
29. All facts correct? (minus 10 - 50 points)
30. Newsworthiness of facts used (minus 5 - 15 points)
31. Libel problems? (minus 5 - 15 points)
32. Use of quotes (minus 1 - 5 points)

Errors that will result in an automatic zero on any assignment:

- Any incomplete sentence of any kind
- One-paragraph stories
- Unattributed opinion of any kind
- Use of "e-mail" grammar
- Obvious punctuation errors
- Obvious grammar & composition errors

You need to check off/confirm the following for each story or assignment you edit:

1. Facts: Are all the names correctly spelled, titles and affiliations correct, all references to dates, places, other details accurate?

2. Focus: Is the "news peg" in your story clear? The news peg, which usually is revealed in the hard lead or the delayed lead, provides the reader with a clear message about the reason the story is being written and which of the 5 Ws and the H will be emphasized. The news peg should demonstrate your understanding of what makes news (i.e., your "news judgment").
3. **Attribution:** Are all facts not part of the common wisdom and knowledge (e.g., grass is green, George Washington was the first president of the United States, the chemical formula for water is H2O, etc.) and opinion in your story identified by their sources? Sources may be human, published, or (occasionally) your own observations. Sources may be quoted directly or through paraphrasing, but make sure you get it right!

4. **Balance in perspectives:** Do the sources in your story really represent the various perspectives (or positions) on the subject? Have you made sure to include both official (or expert) and other sources, including those persons affected by the issue or event you are covering?

5. **Completeness:** Have you provided enough information for the reader to understand the issues and events covered in your story? Have you taken care to make sure that nothing essential to the story's meaning is omitted?

6. **Organization:** Is the story organized logically and clearly?

7. **Background:** Does the story contain sufficient background to provide the context for the events and issues that you are covering? Background is historical and other explanations needed for clarity and understanding.

8. **Transitions:** Do you make effective use of transitions to connect one idea, point, or quote to the next?

9. **Interesting:** Is your story readable and interesting? Have you "humanized" numbers and other dry facts by relating them to people's lives, done a good job of making the story easy to follow and otherwise compelling?

10. **Redundancy:** Have you edited to eliminate overuse of the same vocabulary words and information?

11. **Grammar and spelling:** Have you run spell-check and also read your story for clarity and correctness? Reading the story aloud can pick up many errors.

12. **Associated Press style:** Have you checked for AP style?

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**Editing**

**Course Schedule**
This schedule will be updated often! You are hereby given notice as to the contents of this schedule, regardless of how many times it is updated.

<table>
<thead>
<tr>
<th>WEEK</th>
<th>READINGS, DISCUSSIONS &amp; ACTIVITIES</th>
<th>EXERCISES &amp; ASSIGNMENTS</th>
<th>QUIZZES &amp; TESTS</th>
<th>ONLINE ACTIVITIES &amp; NOTES</th>
</tr>
</thead>
</table>
| Week 1/Week of Aug. 17 | READ: Associated Press Style Cheat Sheet  
John Bremner - Guardian of the Newsroom (video)  
Page One: Inside The New York Times (video) | | Dow Jones Editing Test (review only)  
Bremner Quizzes (review only)  
- Editing Quiz  
- Apostrophes Quiz  
- Lie/Lay Quiz  
- Soundalike Quiz | o So You Think You Can Copy Edit?  
- The Journalist's Toolbox  
- American Copy Editors Society  
- Seven Deadly Sins  
- Personal Responsibility  
- Note to an Intern |
| Week 2/Week of Aug. 24 | Editing for the reader, what is news, mechanics, duties.  
READ: Chapter 1, Editing for Today's Changing Media, pp. 1-11; Chapter 2, The Editor and the Audience, pp. 12-24. | OVERVIEW  
EXERCISE 1: Rewrite legal statutes (due Friday)  
GRAMMAR  
EXERCISE 1 (Wednesday)  
UCENTRAL JOURNAL 1 (due Friday)  
LOGIC PRACTICE EXERCISE | QUIZ 1: Contents of course D2L syllabus website (Friday) | o Guide to Grammar and Style  
- The Online Grammar Guide  
- Search Engine Tutorial |
| Week 3/Week of Aug. 31 | READ: AP Stylebook, Editing symbols; Chapter 3, The Editing | OVERVIEW  
EXERCISE 2: Paragraph rearrangement (due Friday) | OPTIONAL COMPREHENSIVE GRAMMAR TEST (Friday). | o 44 Tips for Greater Accuracy  
- NEWS UNIVERSITY COURSE: The Be an Editor |
<table>
<thead>
<tr>
<th>Week 4</th>
<th>READ: Chapter 4, Macro Editing for the Big Picture, pp. 49-73; Chapter 5, Macro Editing for Legality, Ethics &amp; Propriety, pp. 74-112.</th>
<th>OVERVIEW EXERCISE 3: Twitter Scavenger Hunt (due Friday)</th>
<th>QUIZ 2 (Friday): AP style quiz, A to C; current events (Take The New York Times Weekly News Quiz), spelling list - abscess to corroborate</th>
<th>Game (free, but you must register)</th>
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</thead>
<tbody>
<tr>
<td>LABOR DAY HOLIDAY: Monday, Sept. 7</td>
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<tr>
<td>Week 5</td>
<td>READ: Chapter 6, Micro Editing for Grammar &amp; Usage, pp. 113-137; Chapter 7, Micro Editing for Style, Spelling &amp; Tightening, pp. 138-156.</td>
<td>UCENTRAL JOURNAL 2 (due Monday) EDITING PRACTICE EXERCISE (Monday) GRAMMAR EXERCISE 3 (Wednesday) LOGIC EXERCISE 3 (Wednesday) LOGIC EXERCISE 4 (Friday)</td>
<td>QUIZ 3 (Friday): AP style quiz, D to G; current events (Take The New York Times Weekly News Quiz), spelling list - courteous to hierarchy.</td>
<td>o &quot;Writer, Edit Thyself&quot; o When Numbers Lie o NEWS UNIVERSITY COURSE: Math for Journalists: Help With Numbers (free, but you must register)</td>
</tr>
<tr>
<td>Week 6</td>
<td>READ: Chapter 8, Holistic Editing: Integrating the Macro &amp; the Micro, pp. 157-194.</td>
<td>EDITING PRACTICE EXERCISE (Monday &amp; Wednesday)</td>
<td>EXAM 1 (Friday).</td>
<td>o &quot;We Are Not Bemused&quot; o More Cliches Than You Can Shake a Stick At</td>
</tr>
<tr>
<td>Week 7</td>
<td>READ: Chapter 8, Holistic Editing: Integrating the Macro &amp; the Micro, pp. 157-194.</td>
<td>EDITING EXERCISE 1 (Monday &amp; Wednesday) UCENTRAL JOURNAL 3 (due Monday) GRAMMAR EXERCISE 4 (Wednesday) LOGIC EXERCISE 5 (Wednesday)</td>
<td>QUIZ 4 (Friday): AP style quiz, H to K; current events (Take The New York Times Weekly News Quiz), spelling list - homogenous to nuisance.</td>
<td>o ONLINE REPORTING: - Crossword - Flashcards o NEWS UNIVERSITY COURSE: Be a Reporter (free, but you must register)</td>
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<tr>
<td>Week 8</td>
<td>READ: Chapter 9, Writing Headlines, Titles, Captions &amp; Blubs, pp. 195-226. SEO headlines &amp; keywords</td>
<td>EDITING EXERCISE 2 (Monday &amp; Wednesday)</td>
<td>QUIZ 5 (Friday): AP style quiz, L to P; current events (Take The New York Times Weekly News Quiz), spelling list - relevant to zucchini.</td>
<td>o COVERING THE NEWS: - Crossword - Flashcards</td>
</tr>
<tr>
<td>Week 9</td>
<td>READ: Chapter 9, Writing Headlines, Titles, Captions &amp; Blubs, pp. 195-226. SEO headlines &amp; keywords</td>
<td>EDITING EXERCISE 3 (Monday &amp; Wednesday) UCENTRAL JOURNAL 4 (due Monday)</td>
<td>No quizzes</td>
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<tr>
<td>FALL BREAK: Thursday, Oct. 15 to Sunday, Oct. 18</td>
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<tr>
<td>Week 10</td>
<td>READ: Chapter 10, Using Photos, Graphics &amp; Type, pp. 227-258. Introduction to HTML: HTML Basics</td>
<td>EDITING EXERCISE 4 (Monday &amp; Wednesday)</td>
<td>QUIZ 6 (Friday): AP Stylebook Q to Z, current events (Take The New York Times Weekly News Quiz).</td>
<td>o You (Yes, You) Are Smart Enough To Code (PDF)</td>
</tr>
<tr>
<td>Week 11</td>
<td>READ: Chapter 11, Editing Newspapers, pp. 259-274. Introduction to HTML (PDF) Dreamweaver Parts 1 &amp; 2: Setup your project files &amp; Create the page structure</td>
<td>EDITING EXERCISE 5 (Monday &amp; Wednesday)</td>
<td>EXAM 2 (Friday).</td>
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</tr>
<tr>
<td>Week 12</td>
<td>READ: Chapter 13, Editing for the Web, pp. 296-306. Introduction to HTML (PDF) Dreamweaver Parts 3 &amp; 4: Style the header and navigation menu &amp; Insert images and style text</td>
<td>EDITING EXERCISE 6 (Monday &amp; Wednesday)</td>
<td>QUIZ 7 (Friday): AP Stylebook Social Media Guidelines, current events (Take The New York Times Weekly News Quiz).</td>
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</tr>
<tr>
<td>Weeks 14 &amp; 15</td>
<td>READ: Chapter 5,</td>
<td>EDITING EXERCISE 8 (Monday &amp; Wednesday)</td>
<td>QUIZ 9 (Friday) AP Stylebook Food</td>
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<td>o LAW &amp; ETHICS: - Crossword</td>
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</table>

THANKSGIVING HOLIDAY: Wednesday, Nov. 25 to Sunday, Nov. 29

|------------------------|--------------------------------------------------------------------------------|--------------------------------------------------------------------------|----------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------|

Dec. 7 - 11

EXAM 3 Available from 8 a.m. Monday, Dec. 7, to 8 a.m. Thursday, Dec. 10

This syllabus is a collaboration of material with Dr. Doug Ward, University of Kansas; Maggie Walter, University of Missouri; and Dr. William Hickman, University of Central Oklahoma.