

## **General Staff Procedures**

*The Chronicle* is an independent publication where students make the decisions and do the work. Therefore, staff members will be given the freedom to think and act. Because most newspaper work will take place far beyond the demanding eye of the adviser or editors, the quality is dependent on staff members demanding the best from themselves. It should not be the adviser's or the editors' job to tell staff members what to do, how to do it or when to do it. The actions and attitudes of staff members often determine if the *Chronicle* is taken seriously. And, the action of one staff member can determine the image and reputation of the entire staff. Because of the reality of student behavior and the fact that many staff members may have had little opportunity to discipline themselves, the goals of responsibility need to be defined.

### **General Staff Procedures**

1. You are part of a team. Work well together.
2. Work with integrity. Own your mistakes. Remember, you are still part of this family even if you make mistakes.
3. Schedule publications work so it can be done in spite of other duties. Remember, you have agreed to make newspaper your top priority.
4. Arrange interviews, sell ads, take photos in a professional manner. Interview in person. Never use texting as a form of interview.
5. Always report facts. Never make up words, stories, facts, and so forth. Write everything down.
6. Repeated failures to meet deadlines, repeated ethical violations, and failure to meet editor responsibilities will result in removal from position or staff.
7. No one should leave campus under false pretense of doing newspaper work.
8. Content will be determined by editors at planning meetings.
9. Staff members should not cover areas of the school in which they participate.
10. If a story requires substantial rewriting or additional reporting by an editor, the reporter's byline will be removed.
11. Check the board everyday!

12. Check Googledocs and GroupMe regularly.

### **Use of Facilities**

1. Do not eat or drink at the computer. Always turn the computer off when you are finished. Please keep the pub room clean at all times.
2. Be responsible for the equipment, especially the cameras. Failure to return equipment will result in a grade reduction.
3. Be friends outside the pub room.
4. You may use the pub room during off periods. However, be respectful to any class that be conducted in the pub room.
5. All camera equipment **MUST** be signed out. Loss of equipment will result in replacement at your cost.
6. All digital images are property of the *Chronicle* and should not be shared with anyone for any reason without the permission of the adviser.
7. Do not use photos from Facebook. Take your own photos. Plan ahead. If you are in a bind and feel tempted to use one, you have failed to plan ahead. Carry a camera with you at all times.
8. Save all personal files in the student folder. Do not save on the desktop, you risk losing your files.
9. The Cherry Creek District Policy regarding acceptable use policy must be adhered to at all times! Do not download songs, wallpaper, software, etc. that does not pertain to publication of *the Chronicle*.

### **Classroom Procedures**

Because the time we have in class is valuable, you need to understand how the time will be used each day.

1. Arrive to class on time.
2. Participate in all meetings that requires your presence.
3. Use class time to do publications work. If assignments have been completed, then check with editors, reporters, adviser to see who needs extra help.
4. If you need to leave the room, acquire permission from chiefs or adviser.

### **Out-of-School Procedures**

Some after school and/or weekend time will be needed to complete assignments for *The Chronicle*. Remember these basic rules.

1. You may use the pub room and layout room. See adviser.

2. I strongly discourage students from missing other classes to work on *the Chronicle* assignments. Your education is important. I may make exceptions. But try to plan ahead.
3. You will be provided a press pass to cover school events. The press pass will allow you free admission into these events. Do not abuse the privilege.
4. Students may not leave campus without permission slip on file. Only two students may travel together.
5. Bring breakfast, coffee, etc. on distribution days BEFORE class starts.

## Academic Performance and Discipline

1. Students are expected to produce a high quality paper. Failure to make an adequate contribution will result in poor grade. No sloppy, late, or inadequate work!
2. Stay out of trouble. ISS or OSS will result in probation, denial of travel opportunities, removal from editor position, reassigned duties, and so forth.

## Academic Integrity

The first rule of journalistic ethics is to tell the truth. Academic and journalistic integrity are paramount. Reporters must do their own work. Plagiarism is copying or imitating the language, ideas, or thoughts of another and passing them off as your own work. Failure to abide by these standards will be reported to the administration, notification of parents, and disciplinary action. Do not plagiarize. Do not fabricate.

## Curriculum Goals

### Students will...

#### Learning Target One: Principles of Journalism

- Write stories and create designs that follow journalistic standards of ethics and press law.

#### Learning Target Two: Copy Writing

- Determine what info (bkgd research, polls, interviews) is needed for each story.
- Collect information using relevant, reliable and accurate sources.
- Produce writing in a variety of newspaper formats (news, features, opinions, sports, headlines, cutlines).
- Produce publication-ready materials by assigned deadlines.

#### Learning Target Three: Layout and design

- Design pages and/or story packages incorporating the principles of design (typography, modular design, grids/columns, dominance, balance, entry points, ad placement, etc)
- Use Adobe creative Suite to create newspaper pages, templates, libraries and palettes.
- Produce publication-ready materials by assigned deadlines.

#### Learning Target Four: Photography

- Take quality digital photos following composition guidelines (leading lines, filling the frame, rule of thirds, variety of angles, repetition, action, reaction, emotion, etc.)
- Select, digitally prepare and publish the best photos based on content and composition
- Store and organize photos according to publication procedures.

## General Assessment Criteria

Though each class has its own unique dynamic, some general principles apply to grading. The following are the general expectations for newspaper staff members.

### To earn an “A”:

1. Complete all assigned work on time with accuracy.
2. Meet all deadlines.
3. Meet all advertising requirements, expectations, and quotas.
4. Follow all established rules for interviews, reporting, writing, editing, and photography evidenced by published work.
5. Demonstrate “mastery” desktop publishing.
6. Demonstrate initiative and independence.
7. Demonstrate maturity, ethics, responsible publishing, and professional public relations.
8. Assist other members of your publishing team.
9. Do not abuse privileges.
10. Show care and responsibility for pub room, layout room, and team members

### To earn a “B”:

Meet 8 out of the 10 criteria—including final deadlines.

## To earn a “C”:

Meet 7 out of the 10—including making final deadlines.

## To earn a “D” or an “F”:

1. Fail to meet majority of the criteria, final deadlines or one or more assignments.
2. Causes problems for adviser and editors.
3. Hinders production of the newspaper.

Read journalism organization newsletters. This helps you become a better journalist

5. Maintain the name of *the Chronicle*. Support staff decisions even though you may personally disagree.
6. If a staff member is abusing staff privileges, please tell the adviser or an editor.
7. Participate in all circulation and distribution duties.
8. Attend all scheduled meetings.
9. Meet all assigned deadlines.
10. Participate in taking polls and surveys for each issue.

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## Staff Awards and Honors

*The Chronicle* is a nationally and locally recognized publication. *The Chronicle* belongs to several groups including Quill and Scroll, CHSPA, National Scholastic Press Association, American Scholastic Press, Student Press Law Association, and Journalism Education Association. Through these groups and others, our publication as a whole and individuals have been recognized for their work. A complete list of those honors are listed on the Chronicle website. Additionally, the staff has special interest awards:

## Staff Responsibilities

Read all of the duties for each staff member. Know your responsibilities. Some very specific items may not be listed. Use good common sense as well as these guidelines for performing your job to the best of your ability. Overall performance on staff will be evaluated according to these job requirements.

### All Staff Members

1. Come to each class session or work session ready to participate in all the discussions and work.
2. Be concerned with every article, photo, headline, cutline, ad and the total appearance of the *Chronicle*.
3. Schedule newspaper work so it can be done in spite of other duties.
4. Read exchange papers from other schools. Read community papers and national news magazines.

## Adviser

1. Demand that the Chronicle be a student newspaper.
2. Consult with staff members about all decisions.
3. Establish the organization of the staff. Supervise the writing of the staff handbook, develop a publication schedule, develop staff policies and see that the rules and policies are carried out.
4. Arrange for production with administrators.
5. Sign all commercial contracts.
6. Order necessary supplies.
7. Recruit students to be staff members.
8. Select students for staff positions.
9. Maintain a library of current journalism publications.
10. Seek and maintain staff memberships in state and national journalism associations and have the paper judged by national evaluation services.
11. Supervise all aspects of the Chronicle, editing, design, photography, advertising, production and business operations.
12. Keep current on trends in journalism and pass that information on to staff members.
13. Teach students beginning and advanced journalism skills.
14. Establish and supervise a training program for staff members.
15. Read all copy for publication doing as little editing as possible.
16. Serve as a “pinch hitter” only when absolutely necessary.

17. Serve as a liaison between the Chronicle and the staff and administration.
18. Watch for libelous, obscene and disruptive material which is not protected speech under the constitution.
19. Sit in on editor's meetings and Editorial Board meetings as needed.
20. Teach students to use free speech responsibly, carefully and meaningfully.
21. Warn students of all possible conflicts and criticism stories may produce and teach staff members to make good ethical decisions. Make sure all controversial issues are discussed with the entire staff.
22. Help students develop story ideas when necessary.
23. Maintain operations of WordPress site.
24. Publish stories only when needed.
25. Be the Chronicle's staff's biggest cheerleader!

### **Editor-in-Chief**

1. Supervise the entire production of the Chronicle.
2. With the adviser, determine the layout of website and address any changes that need to be made
3. Lead all staff meetings.
4. Work with page editors to come up with appropriate assignments. Be sure they work to evenly and fairly distribute all assignments.
5. Communicate with editors about visual needs of articles and assign photography and art.
6. Ensure schedules and deadlines are met.
7. Supervise the editing process. Approve of and edit all copy before it is published.
8. Know where materials are located. See that working areas are kept orderly at all times. Make sure supplies and computer equipment are secured each day. Notify adviser when supplies are low.
9. Check sensitive stories for legal and ethical concerns and consults with adviser on questionable items.
10. Approve each story before it goes online.
11. Write articles as needed. Help with production as needed. Publish stories when needed.

12. Know the duties of every staff member. Encourage all staff members to carry out their responsibilities effectively and efficiently. Cover for editors not doing their assigned jobs. Assist the adviser with evaluation and grading of staff members.
13. Act as a spokesman or representative for the staff to faculty, administration and community.
14. Approve all letters to the editor. Respond when necessary.
15. Manage online comments and WordPress updates.
16. Determines which stories should appear on our Featured banner on the main page.
17. Conduct critique sessions.
18. Keep in constant communication with adviser about progress of pages.
19. In charge of checking out and checking in all equipment.

### **Staff Editors- General Duties**

1. Serve as a member of the Editorial Board.
2. Bring final story ideas to editor's meetings which determine the content of the paper.
3. Write out story, photo and art assignment sheets for material needed for your section.
4. Help managers and reporters accomplish the assignments that you write. Keep track of their progress.
5. With the editor, keep track of photo and art assignments for your pages.
6. Read and edit all copy before turning it in to EIC or adviser on due date.
7. Write at least one story each month. Write editorials and opinion columns as needed.
8. Listen to the announcements and your reporters; check the school calendar etc. to gather news.
9. Supervise headline writing for your pages.
11. Proofread all copy. See that your reporters double check their stories as well.

12. Select, prepare and place all digital images for your pages.
13. Follow all specific duties assigned to your section.
14. Maintain a well-trained, well-disciplined staff of reporters by holding meetings with them and working individually with them when necessary.
15. Inform EIC and adviser immediately of any problems with your section or reporters.
16. Copyedit stories with managers and reporters when possible to teach them good journalism.
17. Ensure that the Chronicle policies are carried out by your staff.
18. Evaluate staff members as needed.
19. Maintain constant communication with editor in chief about progress of your pages.
20. Ensure managers publish final approved version of stories. If in need of help, please assist in publishing stories online.
21. Help in determining which stories should appear on the Features banner of the website.
22. In charge of checking out and checking in all equipment.

## **Managers-General**

### **Duties**

1. Assign staff to stories determined by Editorial Board
2. Assist staff with brainstorming sheets to determine photo ideas, story angles and sources
3. Help reporters accomplish the assignments. Keep track of their progress.
4. With the editor, keep track of photo and art assignments for your pages.
5. Read and edit all copy before turning it in to editor or adviser on due date. Ensure that all corrections are made by reporter.
6. Write at least one story each month. Write editorials and opinion columns as needed.
7. Listen to the announcements and your reporters; check the school calendar etc. to gather news.
8. Supervise headline writing for your pages.
9. Proofread all copy. See that your reporters double check their stories as well.
10. Select, prepare and place all digital images for your pages.
11. Follow all specific duties assigned to your section.
12. Maintain a well-trained, well-disciplined staff of reporters by holding meetings with them and working individually with them when necessary.
13. Inform EIC, editors and adviser immediately of any problems with your section or reporters.
14. Copyedit stories with managers and reporters when possible to teach them good journalism.
15. Ensure that the Chronicle policies are carried out by your staff.
16. Evaluate staff members as needed.
17. Maintain constant communication with editor-in-chief and editors about progress of your pages.
18. Publish final approved version of stories. If in need of help, please ask editors for assistance in publishing stories online. Ensure that photos are compressed before posting.

## **Social Media Manager**

1. Ensure that Chronicle social medias (Instagram, Twitter, Snapchat and Facebook) are posting daily and properly on GHSChronicle.com
2. Work with EIC, editors and managers to ensure that stories of significance are featured.
3. Make sure that Chronicle poll is updated weekly. Reports and uses results to gain insight into our audience.
4. Works with all members of the staff to post stories and pictures of events that are not getting full coverage from the staff.
5. Adheres to Chronicle posting policies.

## **Staff Writer**

1. Actively participate in all Chronicle activities. You are an important part of the staff.

2. Write all articles assigned for each issue meeting deadlines and length requirements each time.
3. Write according to the conventions in the staff handbooks or taught in Writing and Reporting.
4. Type all articles on the computers with suggested headlines.
5. Be willing to rewrite articles or add information without complaint.
6. Discuss any problems or questions with your editor.
7. Keep all notes and clips in a staff notebook.
8. Follow directions on your story assignment sheet and any verbal instructions from the editor.
9. Ensure photos are of high quality, submitted to corresponding Google folder and compressed
10. Proofread all your stories before submitting to manager to ensure their accuracy.
11. Notify adviser/EIC of any problems with your manager or editor.
12. Establishes a Chronicle Twitter handle to promote stories. Should promote one story of another staffer at least one time a week

## Grandview Student Publications Policies

**Philosophy Statement**—The print newspaper's primary obligation is to inform its readers about events in the school and community and of issues of national and international importance which directly or indirectly affect the school population. The newspaper, while serving as a training ground for future journalists as part of school curriculum, recognizes all rights and responsibilities under the First Amendment. Operating as a public forum, student editors will apply professional standards and ethics for decision making as they take on the responsibility for content and production of the newspaper. While the student staff encourages constructive criticism of any part of the newspaper, authority for content rests in the hands of the students members of the newspaper staff. Students will not publish material considered to be legally unprotected speech, or libel, obscenity, material disruption of the

educational process, copyright infringement, or unwarranted invasion of privacy.

### I. General Guidelines

- A. The staff agrees to respect the rules and regulations as established in the Grandview Student Handbook.
- B. The use of profanity, vulgarity and words which have acquired undesirable meanings shall be avoided in published materials.
- C. The staff will report news and features in an objective manner with the best interest of the school and community in mind.

### II. Opinion Material Guidelines

- A. Opinions expressed on the editorial page do not necessarily reflect the viewpoints or official policies of the school administration.
- B. All editorials (unsigned) represent a majority opinion of the editorial board.
- C. Signed editorials, columns, cartoons reflect the views of the author and not necessarily those of *the Chronicle* Editorial Board.

### III. Obituary Procedure

- A. In the event that a current student or staff member passes away during the course of the school year, *the Chronicle* will include coverage of the death.
- B. The staff will maintain the dignity of the student or staff member by striving for accurate, fair coverage of the death.

### IV. Prior Approval Procedure

- A. Grandview student publications policy does not allow sources to see stories before they are published.
- B. Reporters are responsible for getting the information right.
- C. A reporter may check direct quotes or some information with sources if she/he chooses. However, sources are permitted to read stories before they are published.

### V. Advertising Procedure

- A. The Chronicle reserves the right to refuse any business which seeks to advertise any product which is illegal or generally considered unhealthy or undesirable for students as determined by the editors.

- B. The Chronicle may choose to publish public service ads at the discretion of the editors.
- C. The Chronicle will print political ads which comply with federal, state, and local campaign laws.
- D. All advertising must meet the same guidelines as editorial content.
- E. Acceptance of advertising does not constitute and endorsement by the school, the staff as a whole or its individual members.

## VI. Letters to the Editor

- A. Participation through letters to the editor by students, faculty and the community is encouraged.
- B. Letters must be signed but names will be withheld by request and the concurrence of the editorial board.
- C. Letters should be limited to 300 words. *The Chronicle* reserves the right to publish any letter, edit, or shorten.
- D. Letters may be submitted online, in writing to U329, and to a Chronicle staff member, or email to [mvarca@cherrycreekschools.org](mailto:mvarca@cherrycreekschools.org)

## VI. Reporting and Photography

- A. Students interviewed for a story should be made aware beforehand that their name will be published in the newspaper.
- B. Students involved in a school sponsored event or public activity may be photographed for publication without explicit permission.
- C. Reporters should make every effort to interview in person, not through notes, email or over the phone. The writer should conduct all of his/her own interviews. If another reporter completes some interviews, he/she should be given credit in the story.
- D. If a reporter would like to record the interview, permission must be sought from the source in advance.
- E. All sources in stories must be named. Only editorial board can decide to grant anonymity if privacy is necessary. The adviser must be aware of the identity of all sources.
- F. Reporters should make sure that all stories have at least three sources, two of which should be current and local interviews.
- G. Reporters must have their notebooks, digital recorders visible during reporting. Reporters must

carry press pass at all times. Only information obtained while the reporter is wearing a press pass is considered “on the record.”

- H. Reporters may use *the Chronicle* Facebook page for crowd sourcing only. Reporters may not use FB for interviews.

## VII. Photo Use Policy

- A. All photos taken by student photographers are the property of the student publication staff.
- B. We will not use photos taken from the internet

## VIII. Commenting and Posting Policy

- A. We moderate comments to enable readers to share, without abusing others, informed and intelligent views that enhance the marketplace of ideas, focused to the topic of discussion not the presenter.

*By posting comments:*

1. **We recommend use of real names for commenting.** We will allow anonymous just like we allow anonymous sources provided we have verified the commenter’s identity.
2. **You agree not to submit inappropriate content.** Inappropriate content includes any content (as defined by the Student Press Law Center) that:
  - Infringes upon or violates the copyrights, trademarks or other intellectual property rights of any person
  - Is potentially libelous or defamatory
  - Is obscene, pornographic, or sexually explicit
  - Violates a person's right to privacy
  - Violates any local, state, national, or international law
  - Contains or advocates illegal or violent acts
  - Degrades others on the basis of gender, race, class, ethnicity, national origin, religion, sexual orientation, disability, or other classification
  - Is predatory, hateful, or intended to intimidate or harass
  - Contains advertising or solicitation of any kind
  - Misrepresents your identity or affiliation
  - Impersonates others
3. **You agree that you are fully responsible for the content that you submit.** You will promptly remove any content that you have posted should

you discover that it violates these rules or that it is otherwise inappropriate.

4. **You understand and agree that we are not responsible for any user submitted** You further understand that we have the right, but not the obligation, to monitor submissions and we may remove content that we deem inappropriate. We further reserve the right, in our sole discretion, to remove a user's privilege to post content on our site.
5. **By submitting feedback, you agree to abide by these guidelines.**

\* content adapted from *The Washington Post*, The Poynter Institute and introductory wording modeled on *The New York Times*.

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## The Chronicle Coverage Description

Each Chronicle staffer will have TWO REGULAR items due per quarter and a minimum of FIVE submissions for NEWS, OPINIONS or SPORTS during the quarter. In addition to full length stories, NEWS, SPORTS, and OPINIONS require briefs. THREE of the FIVE stories can be briefs.

### REGULAR ITEMS:

**Grandview Questionnaire/5Q (5 Questions with...)** come up with 5 “fun” questions and then interview a student or teacher

**Howls and Growls:** Must submit at least FOUR H&G per issue

**Through These Halls:** 150-word brief feature about a student

**Sizzling Links:** Compile a list of 10-related links for readers. Such as “10 Sites to help you study for the ACT.”

**The Radar:** write a 150-word story about a restaurant, upcoming concert, movie, CD, book, etc.

**Poll:** new poll question each month, both Facebook and cafeteria seat time

**How To...** write an article on how to do something. You must include graphics or a photo

**Wolf Bytes:** Briefs about Grandview news

**Mix Tape:** Collection of current and classic songs readers should know. This is a rotating article.

**Opinion Items:** write a 150-250 word opinion piece  
Reviews

**Watch Your Howl** collection of things overheard in the hallways

**Sports Items:** Game Coverage—cover a sports event

**Debrief the Den**—briefs about each sport of the season

**News Items:** copy about news events

## Production Schedule Deadlines

D1: Brainstorming

D2: Draft/Writing Checklist

D3: Photos/Photochecklist

D4: Revisions

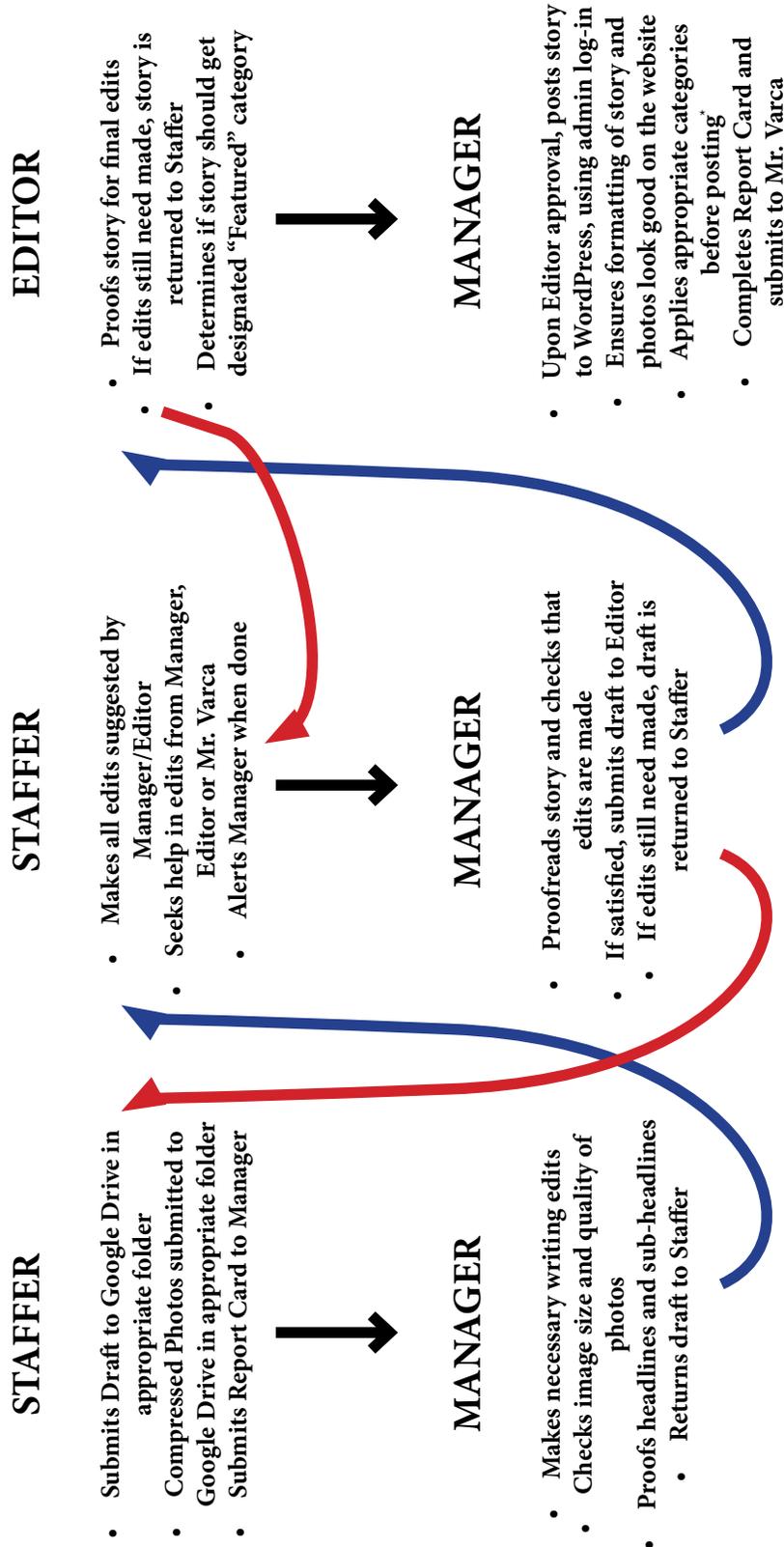
D5: Drafts submitted to 1) Manager, 2) Section Editor, 3) EIC

D6: Final Proofreading/Corrections by Copy Editor, Editorial Staff, and Adviser

D7: Story is shared on Social Media

## Procedures

# Grandview Chronicle Publishing Work Flow Chart



\* Categories will correspond with department. If unsure of category label, ask Editor or Mr. Varca

### Importing Images: Rules and Procedures

- All photos should be in focus and have a clear subject.
- All photos should contain emotion or a sense of story that helps convey the message of the story.
- Save all images with the following template: *yourlastname\_subject\_date.jpeg*
  - Example:  
[varca\\_soccer@Creek\\_3/19.jpeg](#)
  - Example: *varca\_bullying\_12/12.jpeg*
- All images should be placed in corresponding Google folder. These are organized by story within department folders.
- Once photos are uploaded, return the memory card to the camera
- Reformat the memory card before returning to the camera cabinet.
- Images to be used (at least 4) should be moved to a separate folder within the story folder. From here, editors and managers will determine the feature photo. If reporter has a suggestion for the feature photo, they may suggest it.
- Managers will upload images from Google onto the WordPress media library
- Managers will place photos into the post, cropping and editing as needed.

### Importing and Uploading Videos (Non-Social Media): Rules and Procedures:

- Videos created by Broadcasting team will be saved in the Broadcast folder on Google drive. If video is created to support a story, the video will be saved with the corresponding story folder on our shared Google drive.
- All videos will be uploaded to The Grandview Chronicle YouTube channel using our Chronicle account log in.
  - If YouTube is blocked, see Mr. Varca about getting around the firewall.
- Once video is uploaded, Manager/Editor will update the main YouTube video on the Chronicle website.
  - From the wp-admin page:  
Customizing>Widgets>Sidebar>  
YouTube Widget
  - Copy the video link into the video box

## Press Law Guidelines

**First Amendment**—“Congress shall make no law respecting an establishment of religion, or prohibiting the free exercise thereof; or abridging the freedom of speech, or of the press; or the right of the people peaceably to assemble, and to petition the Government for a redress of grievances.”

**It does Not apply to unprotected speech.** Unprotected speech is printed material which is libelous, obscene, an invasion of privacy or material which substantially interferes with the requirements of national security or appropriate discipline.

**Libel**—def. A false, printed statement of fact that attacks a person’s reputation or good name. (Slander is spoken defamation.)

**Obscenity**—In 1973, the Supreme Court ruled on three criteria for determining obscenity:

1. Does the average person using his/her own community standards find the work as a whole obscene?
2. Does the work in question depict in a patently offensive way sexual conduct or situations defined by state law?
3. Does the work as a whole lack serious literary, artistic, political or scientific value?

### Invasion of Privacy

1. Intrusion: physical intrusion into private property—bugs, taps, intrusion, peeking
2. Appropriation: unauthorized use of someone’s name or likeness for commercial purposes without written consent
3. False Light: using true information in such a way that it implies something else
4. Private/Embarrassing Info: reporting embarrassing, private facts—sexual assault victims, juveniles, school records, etc.

**First Amendment does not protect use of copyrighted material.**

**Copyright**—right of authors to control the reproduction and use of their creative expressions which have been fixed in tangible form (literary, graphic, photographic, audio-visual and musical), trade mark-word, name, symbol used to identify a product.

**Fair Use Doctrine** (allows in some cases the use of material without author permission)

1. Work is informational rather than fictional.
2. Copyrighted work is published already
3. Small amounts are used
4. New use doesn't decrease potential market for expression

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## **Journalistic Ethics**

*from the Society of Professional Journalists*

**Seek Truth and Report It**--Journalists

should be honest, fair and courageous in gathering, reporting and interpreting information.

**Journalists should:**

Test the accuracy of information from all sources and exercise care to avoid inadvertent error. Deliberate distortion is never permissible.

Diligently seek out subjects of news stories to give them the opportunity to respond to allegations of wrongdoing.

Identify sources whenever feasible. The public is entitled to as much information as possible on sources' reliability.

Always question sources' motives before promising anonymity. Clarify conditions attached to any promise made in exchange for information. Keep promises.

Make certain that headlines, news teases and promotional material, photos, video, audio, graphics, sound bites and quotations do not misrepresent. They should not oversimplify or highlight incidents out of context.

Never distort the content of news photos or video. Image enhancement for technical clarity is always permissible. Label montages and photo illustrations.

Avoid misleading re-enactments or staged news events. If re-enactment is necessary to tell a story, label

it.

Avoid undercover or other surreptitious methods of gathering information except when traditional open methods will not yield information vital to the public. Use of such methods should be explained as part of the story

Never plagiarize.

Tell the story of the diversity and magnitude of the human experience boldly, even when it is unpopular to do so.

Examine their own cultural values and avoid imposing those values on others.

Avoid stereotyping by race, gender, age, religion, ethnicity, geography, sexual orientation, disability, physical appearance or social status.

Support the open exchange of views, even views they find repugnant.

Give voice to the voiceless; official and unofficial sources of information can be equally valid.

Distinguish between advocacy and news reporting. Analysis and commentary should be labeled and not misrepresent fact or context.

Distinguish news from advertising and shun hybrids that blur the lines between the two.

Recognize a special obligation to ensure that the public's business is conducted in the open and that government records are open to inspection.

**Minimize Harm**--Ethical journalists treat

sources, subjects and colleagues as human beings deserving of respect.

**Journalists should:**

Show compassion for those who may be affected adversely by news coverage. Use special sensitivity when dealing with children and inexperienced sources or subjects.

Be sensitive when seeking or using interviews or photographs of those affected by tragedy or grief.

Recognize that gathering and reporting information may cause harm or discomfort. Pursuit of the news is not a license for arrogance.

Recognize that private people have a greater right to control information about themselves than do public officials and others who seek power, influence or attention. Only an overriding public need can justify intrusion into anyone's privacy.

Show good taste. Avoid pandering to lurid curiosity.

Be cautious about identifying juvenile suspects or

victims of sex crimes.

Be judicious about naming criminal suspects before the formal filing of charges.

Balance a criminal suspect's fair trial rights with the public's right to be informed.

**Act Independently**--Journalists should be free of obligation to any interest other than the public's right to know.

## Journalists should:

Avoid conflicts of interest, real or perceived.

Remain free of associations and activities that may compromise integrity or damage credibility.

Refuse gifts, favors, fees, free travel and special treatment, and shun secondary employment, political involvement, public office and service in community organizations if they compromise journalistic integrity.

Disclose unavoidable conflicts.

Be vigilant and courageous about holding those with power accountable.

Deny favored treatment to advertisers and special interests and resist their pressure to influence news coverage.

Be wary of sources offering information for favors or money; avoid bidding for news.

**Be Accountable**--Journalists are accountable to their readers, listeners, viewers and each other.

## Journalists should:

Clarify and explain news coverage and invite dialogue with the public over journalistic conduct.

Encourage the public to voice grievances against the news media.

Admit mistakes and correct them promptly.

Expose unethical practices of journalists and the news media.

Abide by the same high standards to which they hold others.

## Expectations for each story

Each must include a minimum of two photos, taken by the reporter (if you need help with photos, there are lots of skilled photographers in the class who will be available to help you.) Graphics can sometimes be substituted for pictures. If you think this might work

with your story, talk to the design editor and your section editor. You must tell the design editor you want a graphic early in the publication process so she has time to get it done.

Each must include three STD's or Story Telling Devices (charts, graphs, by the numbers etc.)

Must include one student quote and one teacher quote.

Must have at least four drafts, initialed by Varca, Chiefs, your section editor and the copy editor.

The DRAFTS must be doubled-spaced, in Times New Roman font and size 10. The requirements for the NETWORK are different. (See network section).

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## Introduction to AP Style

**Numbers** under ten must be written in word form. For example, '8' will appear in an article as "eight." Numbers above ten appear in numerical form. For example, '11,235,875' appears as '11,235,875'.

**Paragraphs:** Do not use the "tab" button for quotes. Press the spacebar twice to start a new paragraph.

**Quote format:** quotes appear in stories as their own separate paragraph. They are set off by quotation marks and always end in 'said (name of speaker)'. Below is an example from a story on a therapy dog.

*Kim and Lola focus on AAT, or animal assisted therapy, which includes everything from teaching their students basic social skills, such as how to initiate a conversation, to practicing their fine motor skills by painting Lola's toenails.*

*"[The best part about the job] is seeing [the ILC kids] grow and learn to be more assertive and remembering things, like that Lola needs to sniff their hands before they pet her," said Elio.*

Using abbreviations in writing: always first say what the abbreviation stands for first and then you may use the abbreviation for the rest of the article.

For example, if you were talking about TCAP tests you would say "The Transitional Colorado Assessment Program, or TCAP..." and then use T-CAP in the rest of the article.

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## Extensions

Sometimes, a story cannot be done by the first deadline because the game hasn't happened yet or the person you are writing a feature on hasn't returned your calls. We understand that things happen. But if you want an extension, you must fill out an extension form and go talk to me- not an editor. I will conference with you and determine the best course of action for your story.

## The Layout Room

We share the layout room with photography classes, so it is very important we use it appropriately or we will incur the wrath of the art department.

1. Log off the computers when you're done.
2. Do not clutter up the desktop—save everything on the network or a jump drive
3. No food or drink
4. Do not talk loudly or be rambunctious.

## Interviews

Each story has to have at least one teacher quote and one student quote, so you should be doing a minimum of two interviews per issue. As we mentioned previously, DO NOT conduct interviews via social media sites, texting, IMing, e-mailing or whatever else it is the kids are into these days. Phone calls are ok if you absolutely cannot get a face-to-face meeting.

### **Why are face- to- face interviews so important?**

Describing the interviewee's emotions can add a whole new dimension to your story. Telling the audience that "Brandon's mother shuddered with sobs as she remembered her son's intense devotion to his family" is a lot more powerful than saying "She used a sad-face emoticon in her text. So I assume she wasn't happy. Or maybe parentheses and colons just confuse her."

They are also important because when you have a conversation with someone, you get more than just the basic answers to the questions you wrote down.

If you need to pull someone out of class, we have a book with everyone's schedules in it and you can get Varca to sign a pass for you. You must use an interview form and have the person sign off so you have permission to use their quotes.

### **E-Mail Protocol**

Email is an efficient way for reporters to get quotes on deadline, with a few caveats. To encourage sources to participate, it is important to always identify yourself briefly explain the story, link to relevant articles that you've published in the past and most importantly--- give a specific deadline. ALWAYS offer to do a personal or phone interview instead and follow professional email protocol (no smiley faces and cutesy quote signatures.)

### **Tips from the Poynter Institute**

Before you pose the questions, consider e-mail etiquette for reporters:

- Introduce yourself and the publication
- Explain briefly your story to entice participation
- If relevant, make clear how you came across the person's name (someone referred you...)
- Explain how you think his/her comments will add to the story.
- Provide your contact information including phone number.
- Offer to make a telephone or in person interview.
- Stress that you are on deadline. Be clear when you need responses by.

Do not use abbreviations, slang, common words, etc. Use complete sentences, punctuation, and grammar.

Never send questions in an attachment. People are uncomfortable with opening files from strangers.

### **The Questions:**

Whether face-to-face, on the phone, or e-mail, do the same rigorous research to prepare questions.

Email at least three different sources that have similar backgrounds. Don't cc the other two. Send separate e-mails.

Keep questions short and to the point.

Start with a couple of overview questions. Only a few.

Ask questions with a "yes" or "no" response for confirmation of facts.

Ask for documents, images, and so forth that are relevant to the story.

Ask for names of other sources that may be relevant to the story.

### **Once you e-mail, what to do while you wait...**

If this breaking news story, wait two-three hours, call your sources.

For a feature piece, give them 48 hours.

Keep looking for other sources.

Brainstorm questions you forgot to ask.

### **The Responses Arrived**

Don't send "thank you" note yet.

Read the responses carefully. Do they have holes in them? Do you need clarification? Do you have further questions to ask?

Now send "thank you" and other questions.

Request clarifications.

### **Closing the Loop**

Send a hand written "thank you" note.

Let the source know that you will send the published article.

## **Writing Headlines**

### **Purpose and Challenge**

Writing headlines is some of the most important writing you will do. Everyone sees the headlines. Most newspapers are picked up by readers and scanned.

The readers see the headlines first. If the headlines are interesting, easy to understand and attention grabbing, then some readers will read the lead paragraph and perhaps the entire article. Headlines help the reader by summarizing the news, capturing the reader's attention and breaking up the long, gray sections of a page.

Writing headlines may also be the most difficult writing you do. Because headlines are set in large type so readers cannot miss them, the method of writing and selecting the best words is challenging. Newspa-

pers cannot be good without good headlines.

"Headline" is usually shortened to "head." That makes sense because writing "heads" requires a lot of work in the head of the writer.

### **Basic Process**

1. Know the contents of the article. Study the lead.
2. Find the main point of the article and find all the colorful words used in the first few paragraphs.
3. Write a sentence using the best verbs and nouns you can.
4. Cut down that sentence to the essentials following the guidelines under Headline Style.
5. Keep writing and reworking your headline until you have a headline that is acceptable.
6. Ask for help if you get stuck. Try ditching the original idea and trying something completely new!
7. Remember, if there is art, a verbal/visual connection is a stellar page design element.

### **Headline Rules**

- Use a primary or main headline to capture readers' attention and a secondary headline or deck to follow through with information concerning the specific content of the story. Be careful not to repeat the lead.
- Always reflect the tone of the story in the headline to reflect the honesty of the reporting and writing.
- Include both a subject and verb in the cumulative headline presentation for vitality, yet avoid making it sound like a sentence. Both the primary and secondary headlines need not have a verb. However, both should read clearly, concisely and be easily understood.
- Showcase specific details rather than using general, already-known information. Each headline should be so carefully composed that it could reflect only the story for which it has been written.
- Select image-evoking nouns so readers can visualize content. Also use active not passive verbs.
- Limit the use of the school name, initials, mascot or year in headlines.
- Write headlines in the present and future tense whenever possible.
- Omit padding in headlines. Articles (a, an, the . . .) take up space where exciting words could be used.

- Avoid using words that have been used in other headlines of the publication and never repeat a word in the same headline presentation.
- Follow all mechanics rules discussed in Writing and Reporting.

**Examples:** taken from Ms. SM's Spring 2010 Journalism class

"Life's not their commercial" ---Article about high school drug use

"Forever young, forever strung" ---Article about high school use

"Thinking outside the tummy"--About fatherhood/teenage pregnancy

"Battle of the burritos"--review/feature about nutritional content of burritos from local restaurants

## Tips on Writing Headlines

Know your story well. Identify the topic, the problem, and the solution. In one to two words, identify the theme. Identify an object that represents your story, i.e. "Belly" for a story on obesity.

### 1. Spin on Age Old Adages—Cliches:

"Hope is where the Art is" –

"Catch and Release"—an article about frisby from The Golden Eagle

### 2. Alliteration:

"Building a Balance" – story about balancing academics and athletics in *The Raven's Beak*

### 3. Metaphor:

"Our Carbon Footprint"—an article about our obligation to environmentalism from *The Bulletin*

"Vision Check" an article about misconceptions from *The Express*

"I am like a tree." – a profile about a student who is a dancer, artist, and singer from *The Club Reporter*

### 4. Rhyme:

"Embracing Race"—from *The Verde*

### 5. Repetition:

"Capital Hill Debates Capital Punishment"

### 6. Action rather than the Topic:

"Hook Up" –about technology from The Surveyor

"Lifting Letters"—article on Plagiarism in *The Harbinger*

### 7. Synonyms:

"A Look at..."—dissecting, examining, inspecting, spying, eye spy

"The Guinness Book of Nice Tries"—book that sucks

"Jello"—revolutionary product, i.e. iPod, the Jello of the 90s

### 8. Combine Letters and Numbers or (Graphics):

"No Place 2 sk8"—from *The Shield*

### 9. Turn Nouns into Verbs:

"Bugging Out" – article about a Biology class's field trip to the park from *The Spark*

### 10. Problem vs. the Topic:

"iLoser" – an article about the negative aspects of iPod products

### 9. Onomatopoeia:

"Flipping for Joy"—an article about gymnastics, flip the word 'flipping'

### 10. Focus on the Angle rather than the topic:

"Cells, Cells and Organelles" – focus of study in Biology Class

"Fine Tuning"—an article about music success in school, from *El Camino Real*

"Tender Lovin' Care"—an article about community service from The Chieftain

"You wore flip-flops to the White House"—an article about the Northwestern Lacrosse team's visit to the

White House in the Chicago Tribune

### 11. Statistics:

"150,000,000 and counting"—an article about the Facebook Craze

"65,000" –number of US flights since 2003 with maintenance problems in *Denver Post*

**12. Flip the Words:**

“BoysGirls”—flip the word ‘girls’ to show the controversy

**13. The Oxymoron:**

“Creative Cheaters”—from *The Golden Eagle*

## Writing Cutlines

Cutlines are often the last thing written, but they are usually the first thing read. After the hassles of taking and preparing pictures, the cutlines (the writing beneath or to the side of pictures) are hastily jotted down during paste-up and seldom proofread. Getting done seems to be the only goal. However, readers will usually look at the pictures and headlines and begin reading the cutlines first if the pictures are the least bit interesting. So every staff member should know the standards of good cutlines and the process of writing quality cutlines.

### Cutlines Should:

- Generate greater interest in photos
- identify individuals, groups in photos
- describe action, reaction taking place
- relate the **importance** of the content to the reader

### Writing Guidelines:

1. Every picture needs a cutline which adds communication and meaning to the picture. Do not repeat what the picture clearly shows. Cutlines should offer a creative interpretation or colorful restatement of the picture. The cutline should tell the reader what the picture **means**.
2. A good cutline is like a good lead—concise, direct, interesting, answer as many of the 5W’s and H as possible with a visually verbal lead-in to catch the reader’s attention. **Do not begin with the who or when.**
3. Cutlines should always be complete sentences, but be as brief and concise as possible.
4. Do not write gag or cutesy cutlines.

5. Lead-ins should be two or three words to make a verbal/visual connection between the photo and cutline information. Aim for clever, but avoid cheesy.

6. The first sentence should identify completely individuals/groups and be written in **present tense** telling what is happening in the photo.

7. The second sentence should be a follow-up adding interesting little-known facts not obvious in the photo. Focus on the result of the action. Write this sentence in **past tense**.

8. For groups of six or fewer identify all the people in the picture, including opponents and referees in sports pictures. Spectators in the crowd or large groups of people do not need to be named.

9. Always give a photo credit.

10. Be honest. If the picture was posed, do not make it sound like an actual event. If the photographer uses a special technique to alter the reality of the picture, explain it in the cutline and label it as a Photo Illustration.

11. Be accurate and careful. Write carefully and proofread carefully—especially names.

12. Reporters and editors will write the cutlines for pictures which accompany stories based on the information in their story and identification etc. the photographers give to them.

## How To Write Effective Story Leads

Journalism leads are like **first impressions**. You want to make sure they're good. The way journalists report the news may be changing, but having a strong story opening remains as important as ever.

Below are a **dozen different ways** you can begin your story.

**Remember:** A lead sets the tone and mood for the rest of your story, so choose carefully. Depending on what you're writing about, certain leads may be more appropriate than others. If none of the leads listed below seem like a good fit, try coming up with your own approach. Just make sure that your lead gets to the point quickly and **entices the reader** to read on.

## Summary Lead

The summary lead is the most traditional lead in a journalism article-- to the point and factual. It's meant to give a reader a quick summary of the story in as few words as possible (should be 30 words or less), usually in one sentence. It contains the essence of the story (i.e. the most important, but not necessarily all, of the 5 Ws and H -- who, what, when, where, why and how). It cites the source of any opinions.

*WASHINGTON -- Federal Reserve Chairman Alan Greenspan told Congress yesterday that U.S. economic growth appeared to be slowing, heading off for the moment any need to raise interest rates. Wall Street responded with a cheer, sending stocks and bonds soaring.*

## Single-Item Lead

This lead focuses on just one or two elements of a summary lead for a bigger punch. For instance, when the Philadelphia Phillies won the 2008 World Series, their first championship since 1980, a story posted online by the Associated Press began with this single-item lead:

*The Philadelphia Phillies are World Champions again.*

As opposed to this typical summary lead, which Reuters used:

*The Philadelphia Phillies ended their long wait for a World Series title with a short burst of baseball last night as they clinched the crown by completing a rain-suspended 4-3 win over the Tampa Bay Rays.*

## Delayed Identification Lead

Sometimes with summary leads, you don't always want to clearly identify the subject (or the who) right away. In the above examples, the who -- Alan Greenspan and the Phillies -- were identified because they were really essential elements of the story.

Often, however, the subject doesn't have much name recognition, nor do readers care all that much about the subject's name. So, use a descriptive pronoun to identify the person in the lead. Provide his specific name and title in a later paragraph.

For example take this lead about a school board scuffle for the Providence Journal. Few people can name the members of their local school board, so their names are not included in the lead. What made this story newsworthy was the what (the fight). So, lead with

details about that and identified names in a later paragraph:

*LINCOLN, R.I. -- A School Committee member has filed an assault complaint against a fellow member, accusing her of grabbing her nose and twisting it following an executive session Thursday night. --Patricia A. Lannelli yesterday alleged in an interview that fellow committee member Lucille J. Mandeville "grabbed my nose and proceeded to twist my nose" following a rancorous discussion during a closed-door School Committee meeting.*

## Creative Lead

Unless you're writing hard news for a daily newspaper or regularly-updated website, the summary lead just doesn't reel in readers. You need to take a more creative approach. Consider this summary lead:

*A late spring snowstorm surprised forecasters and drivers Tuesday afternoon, triggering more than 30 accidents, Cleveland police officials said.*

Instead, you could try a more creative approach, such as the example immediately below.

## Short Sentence Lead

This lead uses one word or a short phrase as a teaser for the rest of the lead. Readers may find this gimmicky, so use this approach sparingly. Here's an example:

*One-fifth of an inch. --That's all the snow it took to trigger more than 30 accidents on local roads yesterday as a late spring storm snuck up on Cleveland motorists.*

## Analogy Lead

This lead makes a comparison between an issue or event you're writing about and something more familiar to the average reader. This approach can work well when you have a complex or foreign matter you want to explain in laymen's terms. Consider:

*AMSTERDAM -- The Netherlands is considering anti-terrorism laws that make the United States' Patriot Act look like a civil libertarian's dream come true.*

## Wordplay Lead

This lead involves a clever turn of phrase, name or word. Be careful using this lead because it can mislead the reader. The reader may think your story is about one

thing and then discover it's about something else and get annoyed.

But I think a **wordplay lead approach** works for this next example, excerpted from a story about a fire at a costume store. Because the fire happened late at night, it didn't get newspaper coverage until two days later, at which point it wasn't breaking news and a summary lead wouldn't have worked well.

*PAWTUCKET, R.I. -- Bill Clinton will finally get taken to the cleaners.*

*So will Dracula and a Playboy bunny.*

*The three are among some 6,000 smoke-damaged costumes that will visit dry cleaners in the next few days, because of a fire that broke out Wednesday night at Morris Novelty, a popular costume and novelty store.*

### Scenic Lead

This lead begins with a description of the scene surrounding an event. It is typically used for stories in which the setting is prominent, such as stories about festive events, performances and sports. It can also be used to **strike a mood** appropriate for the story.

For example a profile story, which was published in the Asbury Park Press -- and it worked well. As the youngest member of a prestigious ballet group, her subject's typical work day is atypical for an 18-year-old. So, she began her story by describing a scene from the teenage ballerina's work day.

*The lights shine down and the music surrounds her as she spins across the stage into the arms of her partner. The audience roars its approval as the music slows and the curtains begin to close.*

*It's the end of just another workday for teenager Chelsea Rittenhouse.*

*At 18, the Howell resident is the youngest member of the New York Theater Ballet, which describes itself as the most widely seen chamber ballet company in the United States. The professional group also tours abroad.*

### Storytelling Lead

Using a narrative style, begin by introducing the main characters, the conflict, and perhaps the setting of the story. **Make readers feel the drama** and want to know what's going to happen next. Wall Street Journal reporter Angelo Henderson used this approach to begin his Pulitzer Prize-winning article about a pharmacist who is driven to violence by his encounters with armed robbery:

*DETROIT -- "Get on the ground," a man holding a gun screamed. "I'll blow your heads off if you move."*

*Dennis Grehl and a co-worker complied. Dreamlike, he found himself lying face down on a cold, gritty black-tile floor, a pistol against the back of his head.*

*"Please, mister, don't make me shoot you," a second gunman threatened.*

*A crazy memory: tiny specks of light floating in the tile; that, and the paralyzing weight of helplessness.*

*Mr. Grehl is a pharmacist, unassuming, mild mannered. A family man with a wife and a daughter.*

*He was being robbed.*

### Amazing Fact Lead

Open with an amazing fact that arouses readers' interest, such as:

*\_\_ WASHINGTON -- Sixty percent of Americans oppose the U.S. war in Iraq, the highest number since polling on the subject began with the commencement of the war in March 2003, according to poll results and trends released Wednesday. (CNN)*

### Startling Statement Lead

Open with a startling statement that arouses reader interest.

*LINCOLN, R.I. -- The first thing Elizabeth Moon sees in the morning is the room where her father was beaten to death.*

*It was one year ago yesterday that she and this bucolic town were stunned by the brutal and still unsolved murder of Dr. Alfred C. Moon. The radiologist's naked body was found in his bed, bludgeoned with a lamp.*

*According to an autopsy report, the medical pioneer who brought the CAT scan to Rhode Island died from "blunt force deforming-type trauma" so severe that he had to be identified by dental records.*

*Elizabeth Moon acknowledges that many people think it's "creepy" that her family lives in the house where it happened. To her, the light gray house with aqua shutters on Briarwood Road is not where her father died, but the place where he lived.*

### Opposite Lead

Cite first one point of view or observation and then follow with the opposite view, like this:

*Facebook rots the brain, according to a report by a Stansbury University psychology professor. Jim Wallace,*

*honors student and an avid user of the popular website, says that just isn't true.*

## List Lead

Sometimes instead of focusing on just one person, place or thing, you want to impress the reader with a **longer list**. Consider this next example, which comes from a story written for the Arizona Republic about the growing popularity of general aviation in Phoenix. Because of the diversity of examples, many readers probably can identify with at least one of the pilots:

*Whenever sixth-grader Vasil Evanoff has a day off from school, he hops into a Cessna 152 and takes to the skies.*

*On weekends, Sue Sumner likes to fly her grandson around the Valley, just to see the sights.*

*There's a special restaurant that funeral director Lincoln Ragsdale Jr. likes to visit for breakfast, but it's 115 miles away from home. He climbs in his Beech Bonanza A-36, and an hour later, he's eating pancakes in Sedona.*

*Evanoff, Sumner and Ragsdale are among the growing numbers of Arizonans piloting small airplanes.*

## The Five Lead Questions

We can begin our examination of the lead writing process by looking into the thinking of news writers. Their first step consists of answering two questions:

1. What was unique or the most important or unusual thing that happened?
2. Who was involved-who did it or who said it?

After answering these questions, the reporter seeks words and a form that will give shape to the responses by asking three more questions:

3. Is a direct or a delayed lead best? (Does the theme of the story go in the first sentence or somewhere within the first six paragraphs?)
4. Is there a colorful word or dramatic phrase I can work into the lead?
5. What is the subject, and what verb will best move the reader into the story?

## Lead Reminders:

- Delay identification
- Avoid use of Passive Voice unless appropriate (rare)
- 30 word limit
- “There is” “There was” --a dull construction
- Single sentences should arrange facts from most important to least important.
- Use Active voice



