

# JOMC 157 / NEWS EDITING

[Frank E. Fee Jr.](#)

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Section 004 CN: 26633  
T,R 8 - 10:45 a.m.  
Carroll 58

## WELCOME!

News editing is not just something that goes on in a newspaper city room, or at the news desk of WRAL. Clear, effective writing, speaking and thinking are vital in any form of communication, be it a news story, sales pitch, sermon, or an appeal to Dad for more money.

This course will make you a more effective communicator, no matter what your career plans are. Of course, the focus here is on newswriting, and editing is one of the most sought after job skills in the news business. If your career interest is in newspaper editing, this is the course for you. We'll introduce you to how editors think, how editors work and how editors solve the problems encountered in every newsroom every day throughout the world.

The design of this course reflects my 33 years of daily newspaper work. During that time, I have been a reporter, photographer, suburban editor, city editor, editor in chief, and for 15 years before I moved into full-time teaching, I was copy desk chief at Gannett Rochester (NY) Newspapers. Why bring that up? Because my goal is to make this course as real world as possible. We'll be looking at real issues, real problems and real solutions.

For the nearly three hours you are in class each day, I plan to treat you as fellow professional journalists acquiring new skills. I expect you to respond in kind by the quality of your assignments, ability to meet deadlines, active participation, class attendance and punctuality. Since you already have acquired news writing skills as prerequisites for this course, our relationship is roughly analogous to orienting and training a reporter for the copy desk, something I have done many times.

Journalism and the roles of journalists continue to evolve. This course will introduce you to what is changing in copy editing – and what is not. We will be discussing the fundamentals of editing that have been vital to newswork for generations. We also will be looking at how new technologies, including the Internet and World Wide Web, and new challenges are affecting copy editing today and for the future.

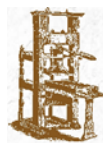
Several themes will guide our explorations, including:

- **Precision.** If the information is not truthful, i.e., accurate, it's not journalism. Our job as editors is to ensure the accuracy of everything we handle.
- **Basics.** No matter how high tech things get, good copy editing requires the consistent, skilled application of fundamentals.
- **Imagination.** Great editing requires creativity and flexible thinking.
- **Convergence.** The walls are coming down within and between media. You need to be able to operate in multiple domains.
- **Critical thinking.** In journalism as in life, you will find that not every question has a clear, unambiguous answer – or even only one answer. You can expect to be challenged to think on your feet, to analyze ambiguous information, to find answers on your own, and to evaluate the credibility and utility of various sources of information.

In this course, it is critical that we communicate well. If there is anything you do not understand, please ask about it immediately. Do not be shy; do not wait, hoping it will all become clear; do not assume that you are the only one who does not get the material. The rule still holds: There are no dumb questions. Fairly early in the term, I will invite each of you for a brief chat about whatever is on your mind. However, you need not wait for that opportunity to get in touch with me; nor should that be the last conversation we have during the term.

I love journalism, and I want to help make it better by training a top-flight group of new journalists to enter the field. My goal for you is to learn about editing, learn to edit and, I hope, for you to gain some of my enthusiasm for news and news editing. If you don't come to share my passion, that's OK, too. Even if this is not your cup of tea, you will gain skills and perspectives that will make you more effective in any communicating you do.

**Frank Fee**  
**Jan. 9, 2008**



## PATH TO SUCCESS

In addition to some specific points made elsewhere, these notes on what we will be doing and how we will be doing it are important.

**(1) Daily Format.** The first part of each day's class will be devoted largely to lecture, to critiques of copy that you see in newspapers and journalism Web sites and to resolving any questions you have from the exercises or homework reading. Most days there will be a brief break about halfway through the period, but you may leave the room at any time. The second part of the class most often will be devoted to practical exercises, many of which will be turned in for grading.

**(2) Discussion Topics.** You will be expected to put what you are learning into practice, both in classroom exercises and exams and in active discussion and critique of examples of good and bad editing that you see in newspapers and other media. Bring examples to each class and be prepared to initiate the discussion about what you've found.

**(3) Attendance.** You are expected to meet the attendance standards of professional journalists working in a professional newsroom. That means (1) be in class – (a) on time – (b) every day. (2) No unexcused absences will be permitted. (3) Excessive tardiness will be penalized. (4) If an emergency arises and you cannot attend class, please try to call me before class or leave a message at my office or home. If it is impossible to do this beforehand, please get in touch with me sometime during the day of the class you miss. Bear in mind that the instructor is the arbiter of what absences will be excused. Because of the schedule, makeup tutoring is impracticable. (5) Note: **Anyone who for whatever reason misses more than three classes must drop the course and take it another semester, no matter how late the fourth absence might be or how far into the degree program he or she might be.**

**(4) Back Papers, Handouts.** If you are absent from class for *any* reason, it is *your* responsibility to obtain any returned assignments or handouts distributed by the instructor on the day you missed.

**(5) Collaboration.** Newsrooms are social places and, as you'll hear, reporters and editors are encouraged to talk over their work in hopes that better things will result from such conversations. However, in this course you are expected to do your own work. That means: (1) No sharing results of your individual research efforts. (2) If, during an exercise, you have questions about the work, talk to the instructor, not your neighbor. (3) On tests, quizzes or graded exercises, any computer problems should be brought to me for resolution. At all times, the spirit as well as the letter of the university honor code must be followed.

**(6) Quizzes and Graded Exercises.** Expect a quiz or graded exercise every class period. There may be days when there is no graded work during class, but count on lots of quizzes and graded exercises throughout the semester. Graded exercises, identified in the course schedule or announced in class the period before or both, will assess your editing, headline, graphics and layout skills after you've had a chance to practice them. Quizzes may cover fundamental style,

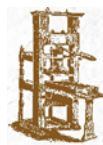
grammar, spelling and punctuation, along with material from readings, lecture, class discussion and current events. Some will be open book (e.g., Stylebook questions), others will not. Key quizzes are identified in the course schedule but, as noted, you should expect a quiz at any class period. Do not be surprised if current events questions are found on some quizzes.

**(7) Assignment Preparation.** All outside assignments must be typed, double-spaced, and all pages must be stapled – not paper clipped. They are due at the beginning of the class for which they are assigned. Papers that do not meet these minimum requirements will not be accepted.

**(8) Missing Links, Reserve Material.** It is your responsibility to report to me immediately reserve readings that cannot be found or Web links that do not work. If you alert me to a problem in a timely fashion, I can solve it in an appropriate manner. Don't wait until the day of a quiz to tell me you could not find a reserve book or a link. In the newsroom, any trouble must be flagged immediately to avoid costly bottlenecks in the copy flow. Get used to speaking up. Hint: The phone works better than e-mail when time is critical.

**(9) Extra Credit.** If you have not missed a quiz through an unexcused absence, you have the opportunity to gain extra credit by joining the Copy Edit the World! project. Basically, for the first half of the course I give 4 points for an error (typo or other) found in a non-journalistic publication intended for general public circulation, and 2 points for such an error found in a newspaper, magazine or journalism Web site. The rationale is that errors in newspapers, magazines and journalism Web sites are too easy to find, and that by expanding the scope of the 4-pointers you will see how errors creep into lots of other publications (menus, course syllabi, posters, fliers, church bulletins, etc.). The points go to 2 and 1 after Feb. 28. You may hand in examples right up to the last day of class, and there is no cap on the points you can earn. The points are applied to the quiz grades. The instructor is the final arbiter on what counts as an acceptable submission in Copy Edit the World! Examples must be prepared in fashion similar to the topic papers (e.g., identify the error, say what's wrong, and show how you'd correct the error) and they must be presented in a tidy package. It is expected that this will be your own work, and not the result of a collective enterprise with dorm mates, family, etc.; please sign the last page of each batch of submissions you turn in, signifying compliance with the university honor code pledge. The instructor reserves the right to amend the rules as experience indicates. Examples amounting to a total of no more than 30 points will be accepted in each of the last two class meetings.

**(10) Need Help? If you have a condition that requires special accommodation, please be sure to let me know right away. I'll be happy to work individually with anyone who feels he or she is having trouble mastering any of the material. Please don't hesitate or feel shy about asking for special attention. That's what I'm here for and I want to work with you.**



## ASSIGNMENTS

Reading assignments are identified in the course schedule, and are due by the beginning of class on the day indicated. Besides the readings, you are responsible for six topic papers, described below. The purpose of the topic papers is to help you focus on essential elements of good editing. Some assignments will ask you to apply fundamental skills you learned in JOMC 153 or before. Other topic papers will simply ask you to exercise your critical thinking abilities. Each will help you connect your class work with the real world of news – and improve your JOMC 157 grade as well! The topic papers must be typed, double-spaced. In addition, there may be several brief take-home exercises throughout the semester. These will be announced in class.

### TOPIC PAPERS

#### ACCURACY

Select any five (5) of the “44 Tips for Greater Accuracy” and find one (1) example of each error in a newspaper or magazine. Examples don’t all have to come from the same publication. Write a brief (one- or two- or three-paragraph) description of the problem and how you would have prevented it were you the editor. Include a clip or photocopy of each problem you find. This does not require an essay, a brief, bullet-point approach will do.

**Due: Day 7, Jan. 31**

#### EDITING

In newspapers of your choice, find one example each of the following grammar and usage problems commonly found in journalism (see, for instance, Bowles & Borden, pp. 22-34; Friend, Challenger & McAdams, Ch. 4; Brooks & Pinson, complete): (1) a subject-verb disagreement, (2) a noun-pronoun disagreement, (3) a misuse of essential and nonessential clauses, (4) a misplaced or dangling modifier, (5) a non-parallel construction, (6) an unnecessary passive voice, (7) an incorrect use of punctuation. In your paper, briefly identify the error, explain what is wrong and show how you would fix it. Include a clip or photocopy of each problem you find. Besides the aforementioned books that can help you brush up on grammar, you might want to check out “Grammar to Grow By” in the Course Documents folder at this Blackboard site.

**Due: Day 10, Feb. 12**

#### HEADLINES

Examine a week’s worth of headlines in *The News & Observer*. Make a list of “rules” for writing headlines that you see at work in the paper (e.g., “use active voice,” “do not break words over two lines”). In your report, include a clip or photo copy of each rule at work. I will go over this point in class, probably more than once, but this is one of those “critical thinking” assignments. I **DO NOT** want you to look up a bunch of headline rules in a textbook and then try to find examples of what the text was talking about. I **DO** want you to use your brain and, by closely examining what you see in the newspaper, describe what you see as a set of rules that you would pass on to a new copy editor on the rim at the *N&O*. Oh yes, “How many?” Answer: As many as you can find. If you find a lot, you will get a good grade on this assignment. If you find only a few, you will *not* get a good grade on this assignment. Bright and zealous students of yore have found 30 or more discrete “rules” and earned A’s for their efforts. Less-zealous students have

turned in five and earned F's for their less-impressive efforts. It's your grade, how well do you want to do?

**Due: Day 14, Feb. 26**

### **STYLE**

In newspapers of your choice, find violations of 10 different *AP Stylebook* rules. Include a clip or photocopy of each problem found and show how you would correct it using AP style.

**Due: Day 19, March 20**

### **DESIGN**

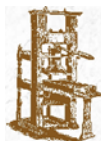
Examine a week of first-section layouts in *The News & Observer*. Make a list of "rules" for page layout and design that you see at work in the paper (e.g., "no bumping heads"). In your report, include a clip or copy of each rule at work. Once again, this is a critical thinking assignment. I **DO NOT** want you to look up a bunch of layout and design rules in a textbook and then try to find examples of what the text was talking about. I **DO** want you to use your brain and, by closely examining what you see in the newspaper, describe what you see as a set of rules that you would pass on to a new copy editor on the rim at the *N&O*. And to refresh your memories on the question, "how many," the answer is as many as you can find. If you find a lot, you will get a good grade on this assignment. If you find only a few, you will not get a good grade on this assignment. Bright and zealous students of yore have found 40 or more discrete "rules" and earned A's for their efforts. Less-zealous students have turned in five to 10 and earned F's for their efforts. Again, it's your grade. How well do you want to do?

**Due: Day 21, March 27**

### **REDESIGN**

Write a three- to five-page recommendation on how you would reconceptualize or restructure this course. Identify good points and bad, explain your reasoning and tell what you would do with JOMC 157 if you were king or queen of the world. (Hint: Removing 157 from the catalog is not an option.)

**Due: At Third Comprehensive Exam, April. 24**



## **GRADE INFORMATION**

It is important that you understand that you earn whatever grade you received in this course. All your instructor does is tabulate and keep track of the numbers. Your grade in this course will be based on:

### **• Topic Papers (15 percent)**

Through a series of written Topic Papers, you will have the opportunity to analyze press performance in areas discussed in this course. These are important because they develop and

reflect your critical analysis of news practices, and because what you learn in these papers can be applied directly to your own work.

• **Quizzes (10 percent)**

The quizzes may cover fundamental newspaper style, grammar, spelling and punctuation, along with material from readings, lecture and class discussion, and current events. Some will be open book (e.g., stylebook questions), others will not.

• **Graded In-Class Work (30 percent)**

Throughout the semester there will be graded editing, headline and layout exercises.

• **First Comprehensive Assessment: Editing (15 percent)**

The first comprehensive assessment will cover editing copy.

• **Second Comprehensive Assessment: Editing and Headlines (15 percent)**

The second comprehensive assessment will include copy editing and writing headlines.

• **Third Comprehensive Assessment (15 percent)**

The first comprehensive assessment will cover editing copy, writing headlines and page design.

Note: I do not drop grades; everything that's graded counts and is counted. However, there will be sufficient graded material to gauge your overall competency, and a single "off" day will not significantly influence your grade for the course.

In graded assignments, you can gain points for improving the copy significantly, such as deftly improving a poor lead, improving the story's organization, or writing an outstanding headline. Note that we're talking major improvements here, not just obvious and routine changes. Of course, no points are added to editing copy that already is satisfactory or for finding mistakes that you were expected to find. Note, also, that **changes in copy that introduce inaccuracy carry a heavy penalty**. Grades in this course are based on the assumption that editors are the last people who have a chance to fix errors and improve copy. The grading is designed to encourage and reward thoughtful, careful and accurate editing and to discourage sloppy or careless editing.

**HERE IS THE SCALE USED TO ADD AND DEDUCT POINTS FOR EDITING:**

**FOR STORY EDITING:**

**+2 to +5 for such things as:**

- \* clarifying a sentence.
- \* simplifying confusing copy.
- \* developing effective transitions.
- \* catching an elusive error.

**+2 to +10 for such things as:**

- \* developing an effective lead.
- \* adding good supporting material.

\* exceptional reorganization or clarification.

**-2 to -10 for such things as:**

- \* failing to improve significant organization problems (e.g., buried ledes).
- \* failing to change an ineffective lede or confusing sentence.
- \* allowing the copy to contain jargon, clichés, wordiness, repetition, unnewsworthy copy, inappropriate quotes or inaccurate words.
- \* minor factual errors.
- \* failing to supply missing information.
- \* introducing changes that are inaccurate, add confusion or wrongly interfere with the writer's style.
- \* eliminating relevant detail.
- \* mathematical errors.
- \* misspellings.
- \* mistakes in grammar, punctuation and AP style.

**-20 to -50 for such things as:**

- \* a major fact error (MFE), such as a misspelled name.
- \* leaving or introducing libelous material.
- \* errors in type preparation (e.g., wrong font, wrong size, wrong measure).

**FOR HEADLINES AND CUTLINES, THE POINT DEDUCTIONS INCLUDE THE SAME APPLICABLE POINT ADDITIONS OR DEDUCTIONS USED IN EDITING, PLUS:**

**-5 to -10 for such things as:**

- \* failing to use all available space on the line effectively.
- \* violating fundamental headline or cutline principles, such as bad breaks, unnecessary use of past tense or passive voice.
- \* acronyms, names or terms that would not be immediately recognized by the average reader.
- \* minor style infractions.

**-10 to -20 for such things as:**

- \* tone or language inappropriate to the story.
- \* minor punctuation errors.
- \* minor capitalization errors.
- \* grammatical errors.
- \* mixing a first-day headline on a second-day story, or vice versa.
- \* omitting key facts.
- \* missing the news.
- \* misleading, inaccurate or inappropriate word choice.

**-100 for:**

- \* any spelling error.
- \* writing a libelous headline.

\* not complying with the head order (e.g., wrong font, size, number of columns or number of lines).

**FOR ART AND LAYOUT, THE POINT DEDUCTIONS INCLUDE:**

**-3 for such things as:**

\* failing to set a byline or credit line or other type properly.

**-5 for such things as:**

\* writing too many or too few lines in a cutline.

\* failing to provide an accurate photo credit.

\* such discretionary errors as unnecessarily bumping heads, unnecessarily placing art next to ads or failing to vary head sizes.

**-10 to - 20 for such things as:**

\* cropping a photo to remove an important detail.

\* failing to fit a story on a page.

\* violating fundamental design principles, such as wrapping type out from under or above its own headline, unnecessary trapping or jumping body type across a photo.

\* failing to play news appropriately.

The numerical scores would translate to this letter-grade system:

**93 - 100 = A**

**90 - 92 = A-**

**87 - 89 = B+**

**83 - 86 = B**

**80 - 82 = B-**

**77 - 79 = C+**

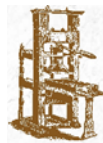
**73 - 76 = C**

**70 - 72 = C-**

**60 - 69 = D**

**0 - 59 = F**

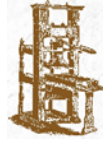
Be sure to read the Faculty Council's statement on what the various grades mean. Also, be sure to click [here](#) for the Faculty Council's standards on grades.



## HONOR CODE

Students in JOMC 157.004 must adhere to the **letter and spirit** of the [university honor system](#). In a lab course it can be easy to be influenced by a glance at someone else's computer screen.

You must take pains to guard against that. In the real world of the newsroom, no two people are working on the same story, so you might as well get used to working alone and independently now. I recommend that you spend a few minutes reviewing the honor system now.



## TEXTS

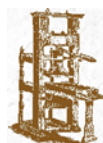
- Blanchard, Margaret A., G. William Cloud, & Raleigh C. Mann, *News Editing Notebook*, (Fall 2007 ed.). Bring to class every day.
- Cloud, G. William, InDesign/InCopy manual (“The Blue Pages”). These will be distributed in class. Bring to class every day.
- *The Associated Press Stylebook and Briefing on Media Law*, (latest ed. preferred). Bring to class every day.
- *Stylebook of the School of Journalism and Mass Communication*, (latest ed. preferred). Bring to class every day.
- Brooks, Brian S., James L. Pinson, & Jean Gaddy Wilson *Working With Words*, 6th ed. Boston: Bedford/St. Martin’s, 2006.
- *Webster’s New World Dictionary, 4th College Edition.*
- Newspapers. We can’t talk about them if we don’t read them. For openers, *The Daily Tar Heel* and another North Carolina daily newspaper, but don’t stop there.

## ONLINE

You will note that a number of the assigned readings will come from online sources, especially the Poynter Institute. Poynter’s site ([www.poynter.org](http://www.poynter.org)) is rich in hints and help for journalists, discussions of the practice of journalism and the profession, and training aids for just about any need. It is also the home of Jim [Romenesko’s](#) daily roundup of news and buzz about news people. You should make this part of your daily reading – who knows, it might even yield some quiz questions from time to time.

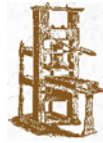
## ON RESERVE AT PARK LIBRARY

- Bowles, Dorothy, & Diane Borden. *Creative Editing for Print Media*, 3rd ed. Belmont, CA: Wadsworth, 2000. (Hereafter: “B&B.”)
- Friend, Cecilia, Don Challenger, & Katherine McAdams, *Contemporary Editing*. Chicago: NTC/Contemporary Publishing, 2000. (Hereafter: “F,C&M.”)
- Harrower, Tim, *The Newspaper Designer’s Handbook*, 5th ed. Boston: McGraw-Hill, 2001.
- Strunk, William & E.B. White, *The Elements of Style*. You really should own a copy of this classic, and read it once a year.



## LECTURE RECAP

Sometime after each day's class, I will post an outline or mini essay on that day's lecture or discussion. This will include notes on what was going to be said in class, no doubt annotated by comment on what actually occurred. It will emphasize, amplify and, one hopes, clarify important points. The recaps will be found in the Course Documents section of JOMC 157.004 site for your section <<http://blackboard.unc.edu>>.



## COURSE SCHEDULE

<p><b>Day 1: Jan. 10</b></p>	<p><b>Topics:</b> Introductions, syllabus, key course concepts, key questions, intro to the editing computers.</p>	<p><b>Read:</b></p> <ul style="list-style-type: none"> <li>• Course outline and syllabus</li> <li>• <a href="#">“10 Things to Know &amp; Love About Copy Editors”</a></li> <li>• <a href="#">“Why Copy Editing Matters”</a></li> <li>• <a href="#">“Perfect Copy Editor”</a></li> <li>• <a href="#">“Seven Deadly Sins”</a></li> <li>• <a href="#">“Personal Responsibility”</a></li> <li>• <a href="#">“Note to an Intern”</a></li> </ul> <p><b>Due:</b></p> <ul style="list-style-type: none"> <li>• Student Surveys</li> </ul>
<p><b>Day 2: Jan. 15</b></p>	<p><b>Topics:</b> Sources and reference material. Raising your accuracy quotient. The wired editor.</p>	<p><b>Read:</b></p> <ul style="list-style-type: none"> <li>• Blue Pages, pp. 1-16, 25.</li> <li>• <a href="#">What's a Copy Editor?</a></li> <li>• <a href="#">“A Passion for Accuracy”</a></li> <li>• <a href="#">“WED”</a></li> <li>• <a href="#">Search Engine Tutorial</a></li> </ul> <p><b>Recommended Readings:</b></p> <ul style="list-style-type: none"> <li>• B&amp;B: Ch. 1,5 and pp. 95-97</li> <li>• F,C&amp;M: Ch. 1 and pp. 73-89</li> </ul>

<p><b>Day 3: Jan. 17</b></p>	<p><b>Topics:</b> News judgment and story selection.</p> <p><b>Quiz:</b> Syllabus, current events, readings.</p>	<p><b>Read:</b></p> <ul style="list-style-type: none"> <li>• Blue Pages, pp. 1-16, 25. (No, it's not a mistake.)</li> <li>• Working With Words, Ch. 14.</li> <li>• “44 Tips for Greater Accuracy”</li> <li>• AP Stylebook, sections A-F.</li> <li>• <a href="#">“How a Copy Desk Works”</a></li> <li>• News Editing Notebook, pp. 9 - 10.</li> <li>• Handouts</li> </ul> <p><b>Recommended Readings:</b></p> <ul style="list-style-type: none"> <li>• F,C&amp;M: Ch. 2</li> </ul> <p><b>Due:</b></p> <ul style="list-style-type: none"> <li>• Internet Search Exercise, if not completed in class on Day 2</li> </ul>
<p><b>Day 4: Jan. 22</b></p>	<p><b>Topics:</b> Fundamentals of editing.</p> <p>Quiz: AP1 (A-F)</p>	<p><b>Read:</b></p> <ul style="list-style-type: none"> <li>• Blue Pages, p. 21.</li> <li>• <a href="#">“Writer, Edit Thyself”</a></li> <li>• <a href="#">“Keep In Mind”</a></li> <li>• Local stylebook, pp. 44-45.</li> <li>• AP Stylebook, sections G-L.</li> <li>• AP Stylebook, Punctuation Guide.</li> </ul> <p><b>Recommended Readings:</b></p> <ul style="list-style-type: none"> <li>• B&amp;B: Ch. 2,3 and pp. 405-412</li> <li>• F,C&amp;M: Ch. 3,4</li> </ul>
<p><b>Day 5: Jan. 24</b></p>	<p><b>Topics:</b> Quotes, sourcing and attribution.</p> <p><b>Quiz:</b> AP2 (G-L)</p>	<p><b>Read:</b></p> <ul style="list-style-type: none"> <li>• News Editing Notebook, pp. 1-7, 11-28.</li> <li>• Working With Words, Ch. 11.</li> <li>• <a href="#">“The Tools of a Writer”</a></li> </ul> <p><b>Recommended Readings:</b></p> <ul style="list-style-type: none"> <li>• B&amp;B: Ch. 4</li> <li>• F,C&amp;M: Ch. 5</li> </ul>
<p><b>Day 6: Jan. 29</b></p>	<p><b>No Class Today.</b></p>	<p><b>Read:</b></p> <ul style="list-style-type: none"> <li>• Working With Words, Ch. 12.</li> <li>• AP Stylebook, sections M-R.</li> </ul>

<p><b>Day 7:</b> <b>Jan. 31</b></p>	<p><b>Topics:</b> Editing ledes, middles and endings.</p> <p><b>Quiz:</b> APME’s “50 Common Writing Errors”</p>	<p><b>Read:</b></p> <ul style="list-style-type: none"> <li>• Blue Pages, pp. 17, 28.</li> <li>• <a href="#">“We Are Not Bemused”</a></li> <li>• <a href="#">“High-Speed, High-Stakes Copy Editing”</a></li> <li>• <a href="#">Clichés</a></li> </ul> <p><b>Due:</b></p> <ul style="list-style-type: none"> <li>• Accuracy Topic Paper</li> </ul> <p><b>Recommended Readings:</b></p> <ul style="list-style-type: none"> <li>• B&amp;B: pp. 95-104</li> <li>• F,C&amp;M: Ch. 8</li> </ul>
<p><b>Day 8:</b> <b>Feb. 5</b></p>	<p><b>Topics:</b> Editing for tight spaces.</p> <p><b>Quiz:</b> AP3 (M-R)</p>	<p><b>Read:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">Words Commonly Confused</a></li> <li>• AP Stylebook, sections S-Z</li> </ul> <p><b>Recommended Readings:</b></p> <ul style="list-style-type: none"> <li>• B&amp;B: pp. 105-114</li> <li>• F,C&amp;M: Ch. 7</li> </ul>
<p><b>Day 9:</b> <b>Feb. 7</b></p>	<p><b>Topics:</b> Law, ethics and “isms” for copy editors.</p> <p><b>Quiz:</b> AP4 (S-Z)</p>	<p><b>Read:</b></p> <ul style="list-style-type: none"> <li>• Working With Words, Ch. 13.</li> <li>• <a href="#">“Balance and Fairness”</a></li> <li>• <a href="#">When Truth Is No Defense</a></li> </ul> <p><b>Recommended Readings:</b></p> <ul style="list-style-type: none"> <li>• B&amp;B: Ch. 6,7</li> <li>• F,C&amp;M: Ch. 11</li> </ul>
<p><b>Day 10:</b> <b>Feb. 12</b></p>	<p><b>Topics:</b> Editing practice.</p> <p><b>Quiz:</b> Libel Basics.</p>	<p><b>Read:</b></p> <ul style="list-style-type: none"> <li>• Libel Handouts</li> </ul> <p><b>Due:</b></p> <ul style="list-style-type: none"> <li>• Editing Topic Paper</li> </ul>
<p><b>Day 11:</b> <b>Feb. 14</b></p>	<p><b>Topics:</b> Graded editing exercise.</p> <p><b>Quiz:</b> Local Stylebook, pp. 2-19.</p>	<p><b>Read:</b></p> <ul style="list-style-type: none"> <li>• Handouts</li> </ul>
<p><b>Day 12:</b> <b>Feb. 19</b></p>	<p><b>Topics:</b> Graded editing exercise</p>	<p><b>Read:</b></p> <ul style="list-style-type: none"> <li>• Handouts</li> </ul>
<p><b>Day 13:</b> <b>Feb. 21</b></p>	<p><b>Topics:</b> <b>First Comprehensive Assessment: Editing</b></p>	<p><b>Read</b></p> <ul style="list-style-type: none"> <li>• News Editing Notebook, pp. 29-38.</li> <li>• Local Stylebook, pp. 46, 47.</li> </ul>

<b>Day 14:</b> <b>Feb. 26</b>	<b>Topics:</b> Newspaper Ethics	<b>Read:</b> <ul style="list-style-type: none"> <li>• <a href="#">Ten Questions to Ask</a></li> <li>• <a href="#">“Codes of Ethics and Beyond”</a></li> </ul> <b>Due:</b> <ul style="list-style-type: none"> <li>• Headlines Topic Paper</li> </ul>
<b>Day 15:</b> <b>Feb. 28</b>	<b>Topics:</b> Working with wire. Packages and roundups.  Last day for double Copy Edit the World! points	<b>Read:</b> <ul style="list-style-type: none"> <li>• News Editing Notebook, pp. 39-47.</li> <li>• Blue Pages, p. 20.</li> </ul>
<b>Day 16:</b> <b>March 4</b>	<b>Topics:</b> Headlines & Points of Entry	<b>Read:</b> <ul style="list-style-type: none"> <li>• News Editing Notebook, pp. 49-57.</li> <li>• Blue Pages, pp. 18-19, 28.</li> <li>• Handouts</li> <li>• <a href="#">“Display and Voice”</a></li> </ul> <b>Recommended Readings:</b> <ul style="list-style-type: none"> <li>• B&amp;B: Ch. 9</li> <li>• F,C&amp;M: Ch. 12</li> </ul>
<b>Day 17:</b> <b>March 6</b>	<b>Topics:</b> Headlines: Part 2.	<b>Read:</b> <ul style="list-style-type: none"> <li>• <a href="#">“Headlines Are Easy, Aren’t They?”</a></li> <li>• <a href="#">“Stuck for a Headline?”</a></li> <li>• Handouts</li> <li>• Harrower, pp. 2-38.</li> </ul>
<b>Day 18:</b> <b>March 18</b>	<b>Topics:</b> Headline practice. Quiz: Headline basics.	<b>Read:</b> <ul style="list-style-type: none"> <li>• Toward Headline Excellence</li> <li>• Getting Ahead</li> <li>• Head Hints</li> </ul>
<b>Day 19:</b> <b>March 20</b>	<b>Topics:</b> Graded In-class Exercise: Headlines.	<b>Read:</b> <ul style="list-style-type: none"> <li>• Handouts</li> </ul> <b>Due:</b> <ul style="list-style-type: none"> <li>• Style Topic Paper</li> </ul>

<b>Day 20: March 25</b>	<b>Topics:</b> Layout & Design: Basics and Beyond. Editing, cropping and scaling photos	<b>Read:</b> • Harrower, Ch. 2, 3 • News Editing Notebook, pp. 65-72. • Blue Pages, pp. 26-29.  <b>Recommended Readings:</b> • B&B: Ch. 10 • F,C&M: Ch. 13, 14.
<b>Day 21: March 27</b>	<b>Topics:</b> <b>Second Comprehensive Assessment: Editing &amp; Heads</b>	<b>Due:</b> • Design Topic Paper.
<b>Day 22: April 1</b>	<b>Topics:</b> Cutlines and Captions: Writing cutlines, long and short.	<b>Read:</b> • Harrower, Ch. 4, 5 • News Editing Notebook, pp. 59-64. • Blue Pages, pp. 22-24. • <a href="#">“Captions They’ll Love”</a> • 10 Tips for Better Captions  <b>Recommended Readings:</b> • B&B: Ch. 8,11 • F,C&M: Ch. 15
<b>Day 23: April 3</b>	<b>Topics:</b> Layout & Design practice.	<b>Read:</b> • <a href="#">SND Tips for Better Design</a>
<b>Day 24: April 8</b>	<b>Topics:</b> Layout & Design practice.  <b>Quiz:</b> Design Theory.	<b>Read:</b> • TBA
<b>Day 25: April 10</b>	<u>American Copy Editors Society conference.</u> <u>No Class Today.</u>	
<b>Day 26: April 15</b>	<b>Topics:</b> Graded exercise on Layout & Design.	<b>Read:</b> • TBA
<b>Day 27: April 17</b>	<b>Topics:</b> Online copy editing: Text and Headlines.	<b>Read:</b> • TBA
<b>Day 28: April 22</b>	<b>Topics:</b> Online copy editing: Creating a Slideshow.	<b>Read:</b> • TBA
<b>Day 29: April 24</b>	<b>Topics:</b> <b>Third Comprehensive Assessment, Carroll 58.</b>	<b>Due:</b> • Redesign Topic Paper