

Beginning Editing

University of Nebraska-Lincoln
College of Journalism and Mass Communications

Course: JOUR201, Section 001

Semester: Spring 2016

Credit hours: 3

Schedule: 9:30 a.m. to 10:45 a.m., Tuesdays and Thursdays, Room 114, Andersen Hall

Office hours: 1:30 p.m. to 4:30 p.m., Tuesdays and Thursdays.

Instructor: Sue Burzynski Bullard, associate professor

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Course Description

Whatever you aspire to be — reporter, photojournalist, designer, multimedia producer, broadcaster, editor, public relations specialist, advertising copy writer or communicator in some other field — you'll need to be a strong self-editor to succeed. In today's fast-paced media world, you cannot rely on others to catch your mistakes.

Editors work for a variety of organizations on many different platforms (print, broadcast, Web, mobile). The goal of editing is clarity, regardless of delivery method. Editors help readers navigate through information by distilling messages. Mastering editing skills will help you improve your work and succeed in any field requiring clear communication.

This course covers the fundamentals of editing for print, online and broadcast, including: evaluating content for accuracy, fairness and bias; applying Associated Press style; writing headlines and captions; critically evaluating and improving stories for a variety of media platforms.

Prerequisites

A minimum 2.00 GPA and completion of JOMC 101 is required.

Books

“Everybody’s an Editor Navigating Journalism’s Changing Landscape,” by Sue Burzynski Bullard, ISBN: 978-1-61549-703-4, Great River Technologies. This e-book contains the reading assignments, exercises, and quizzes you will use during the semester. Access codes can be purchased directly online with any major credit card. Go to www.grtep.com and click on the “Purchase an access code now” button, which you can find in the bottom right corner of the login area. You also may purchase an “access card” at the University Bookstore. Enter the access code from the card the first time you log on to the site. **Please make sure you register for the correct section of the class. You are in JOUR201, Section 001/Bullard. You will need this book on the first day of class.**

A step-by-step document outlining how to register for the e-book is also posted on Blackboard.

You also need the “Associated Press Stylebook,” preferably 2015 edition. Note: Major changes were made in the stylebook last year so you may err if you rely on older editions.

Student Learning Outcomes

ACEJMC Competencies

The Accrediting Council on Education in Journalism and Mass Communications (ACEJMC) accredits the College of Journalism and Mass Communications. The mission of ACEJMC is “to foster and encourage excellence and high standards in professional education in journalism and mass communications.”¹ ACEJMC recommends that all graduates should be aware of certain core values and competencies. This course addresses the following:

- Students will demonstrate competency in critically evaluating their own work and that of others for accuracy, fairness, clarity, style and grammatical correctness
- Students will demonstrate competency in writing correctly and clearly in styles appropriate for various media.
- Students will demonstrate an understanding of gender, race, ethnicity, sexual orientation and, as appropriate, other forms of diversity in domestic society in relation to mass communications.

Course Outcomes

After completing this course, students will be able to:

- Recognize the importance of accuracy, fairness, balance and verification.
- Understand the need to avoid stereotypes in news coverage and the importance of diversity in media.
- Understand an editor’s role in the journalistic process and how it’s changing.
- Identify digital tools used by editors to deliver news across multiple platforms.
- Produce headlines for both print and the Web.
- Apply the basics of AP Style, grammar, spelling, punctuation and word usage.
- Use editing tools to improve writing and provide clear communication
- Evaluate your own work and the work of others.

Expectations

We meet for less than three hours a week even though this is a 3-credit course. Because we have so little time in class, you should expect to do a lot of work outside of class hours. You will be assigned readings, videos, exercises and quizzes as homework. You’ll be expected to watch short narrated lectures outside of class. This will give us more time in class for hands-on editing and robust discussions. Keep in mind that editing mechanics are learned best through practice and repetition. You’ll be assigned many exercises (both as practice and for grades) in class. The repetition is deliberate; it’s the only way you’ll master editing skills.

What I expect from you

We cover a lot of ground in this course. Like most editors, you’ll need to learn to manage your time and multi-task. The following tips will help you succeed:

- **Blackboard and participation.** Log in to Blackboard daily to view announcements.
- **Syllabus and e-book calendar.** These are tools that will help you stay on track. Read the syllabus carefully (you’ll take a quiz based on the syllabus). Check the Week-by-Week Modules in Blackboard to stay on track.
- **Manage your time:** This is a three-credit course, but we only meet for 2.5 hours in the classroom each week. As mentioned earlier, you will be assigned a lot of work including

¹ Accrediting Council on Education in Journalism and Mass Communications, Journalism and Mass Communications Accreditation, 2008-2009

watching short video lectures outside of class.

- **Assignments and due dates:** All assignments are due on the date/time stipulated. In many cases, you can work ahead on assignments. But no late work will be accepted (no exceptions). Do not wait until the last minute to submit. If you submit very close to the deadline, any technical problems with your computer or Internet connection may lead to missing the deadline. Assignments will be submitted in either the e-book or on Blackboard. Check directions carefully. Make sure you watch the video on how to use the e-book and carefully read the step-by-step guide on using the e-book (both posted in Blackboard and found under Course Information in the e-book).
- **Professional conduct:** Cellphones must be **turned off** before class. You will use computers to complete certain assignments. However, when we are not doing specifically assigned computer work, computers should remain idle. Please do not check or respond to e-mail, use Facebook, or send texts etc. once class has begun. I am impatient with rude behavior including chatting during class (unless you are contributing to the discussion), arriving late, text messaging or other inappropriate behavior. It is disruptive. Your participation grade will take into account such unprofessional conduct. You will lose points if I have to tell you to knock it off. You also may be asked to leave the class if such behavior occurs and will not be allowed to make up any work you miss that day. No food or drinks are allowed in the computer labs.

What you can expect from me

As your instructor, I am committed to providing a quality learning experience through thoughtful planning, implementation and assessment of course activities. I want you to learn as much as you can about editing and the skills that come with it. You'll use those skills in other courses and in real world jobs in just about any field. I will be available to students throughout the semester:

- During office hours and by appointment (or just stop by my office to see if I'm in).
- By replying to questions via email within 48 hours.
- By returning graded course work promptly.

Procedures & Organization

This course is organized in weekly modules on Blackboard. Each module explains assignments, quizzes and additional reading/viewing materials. Watch deadlines carefully. Late work will not be accepted.

Each week there will be readings, videos, narrated lectures and flashcards to study. You'll take quizzes and exercises, based on that material. Most of it will be found in your e-book. (Please make sure you watch the Using the [E-Book video](#) found on Blackboard). Most weeks, you'll turn in short Discussion Questions that we will use for classroom discussion. The course also includes three other major assignments — a Twitter project, a group midterm paper and a final project (more details on those later). You'll also write four short reflection papers on specific topics.

When you access the course on Blackboard you will notice a series of buttons on the left side of the screen: Announcements, Faculty Information, Getting Started, Syllabus + E-book. A separate

section marks the content area consisting of the Modules, Assignments, Discussion Board, Groups. The final area includes tabs for accessing your grades, sending email, and using general Blackboard tools.

Getting Started: Read this first, please. It provides a number of tutorials and tools you'll need for navigating the course. You'll also find an introductory video from me. And it provides you with technical support for the course.

Instructor: You'll find my email and cellphone number.

Syllabus/ E-book: You can access or download the syllabus. You also will find instructions on buying the e-book and accessing it. You'll also find a step-by-step guide for using the book here and a video on the book.

Announcements: I will post any updates in this area, which you also will receive as an email.

Week-by-Week: Each module breaks down the week's readings, assignments and due dates.

Discussion Board:

You'll find a Question Forum in the discussion board. If you need clarification about assignments, course materials or assessments, post your questions here. This is an open forum, and you are encouraged to give answers and help each other. If you have a question that pertains only to you individually, please send me an email directly.

My grades. Although many of the exercises and quizzes you take will be graded automatically in the e-book, this section of Blackboard is where you'll be able to see your grades and the running weighted total throughout the semester.

Rubrics. Rubrics explain how I grade each type of assignment. Please read them closely. (Note: Some rubrics are attached to the assignments in Blackboard).

Send email. You can use this link to send a message to me or to your fellow students in the class.

Blackboard tools. More detailed information on using all of Blackboard's tools is available here.

Grading Process

Your grade will be based on: chapter quizzes, exercises, Editing Tip quizzes, short reflection papers, discussion cards and participation, a Twitter assignment, a group newspaper comparison project and a final project. You'll be able to track your weighted grade in Blackboard. You'll find rubrics for most of the assignments that are not multiple choice posted in Blackboard. Note: There is no extra credit in this class. The course includes a lot of assignments; simply do the assigned work and you'll succeed. Here is the course grading scale:

Grading scale for the class

97-100 =A+
94-96 = A
90-93 = A-
87-89 = B+
84-86 = B
80- 83 = B-

77-79 = C+
74-76 = C
70-73 = C-
67-69 = D+
64-66 = D
60-63 = D-
Under 60 = F

How Your Grades Will Be Weighted

Chapter Quizzes _____	15%
Exercises _____	15%
Editing Tip Quizzes _____	10%
Reflection Papers _____	10%
Discussion Cards/Participation _____	8%
Twitter _____	15%
Newspaper Comparison Group Project _____	12%
Final project _____	15%

Overview of assignments – check the Rubrics tab in Blackboard or the e-book (under Course Information) for detailed assignment directions and rubrics:

Chapter Quizzes: You will take quizzes based on each chapter of your e-book. The multiple choice quizzes are based on e-book content, including the videos, text sections, and flashcards under the Chapters tab in your e-book. The quizzes also cover material in the narrated lectures under the Lectures tab. You also can review the PowerPoints in each chapter, but they are similar to the narrated lectures. Each chapter includes a non-graded pre-test that will help you succeed on the chapter quiz. You will have 14 quizzes, one for each chapter, plus a graded quiz on the syllabus. The quizzes are aimed at assessing your knowledge of the readings and other course material. Each quiz is timed so you need to read the material, study the flashcards and watch the videos before you take them. You must take the quizzes **in class**. You might be able to check a few things in your stylebook while you're taking the quiz, but you won't have enough time to look up everything. You must read and study beforehand.

Exercises: You will be assigned a number of exercises located under the Chapters tab of your e-book. Some of the exercises involve multiple-choice questions and are automatically graded. Others will require you to answer questions or write headlines or captions. You'll submit the exercises in the e-book unless directed otherwise. The exercises are aimed at helping you learn to use editing tools to improve writing. You will be able to use your AP Stylebook when you complete some exercises. You'll do some exercises as practice and others will be graded. Some exercises will be done in class; others will be assigned as homework.

Editing Tip Quizzes: During the first weeks of the course, you'll watch five brief Editing Tip videos per week. After you watch the videos, you'll take a multiple-choice quiz on the material covered in that week's videos. These videos cover basic AP style rules, grammar, punctuation and word usage that you should memorize. The quizzes will help reinforce these basic rules. These are timed so you won't be able to look everything up as you take the quizzes. These are things you should know by heart. You must read and study beforehand. You'll take these quizzes as homework.

Reflection Papers: You'll write four short (no more than two pages) reflection papers during the course of the semester, answering specific questions posted in an exercise. Your grade will be based on the thoughtfulness of your answers as well as the mechanics – grammar, usage, spelling and style.

Discussion Cards/Participation/ Attendance: Most weeks, you'll be asked to answer two questions on an index card that you will turn in at the beginning of class. After reading the chapter text and listening to the narrated lecture videos, you'll be asked to jot down the following: 1) What surprised you the most in the readings/lectures? 2) What do you have questions about or want to know more about? In other words, are you confused by anything or is there something that sparked your interest for more information? Your answers can be short, but they must be specific. I'll select cards to use in class discussions that week. You will lose points if you don't turn in a card or if your card doesn't address both questions. Discussion cards will be a critical part of your participation grade. The participation grade will also take into account your participation in class discussions and occasional one-minute reflections at the end of class.

Attendance in this class is critical to learning. In most classes, we'll have graded quizzes or exercises designed to reinforce the readings and narrated lectures. Your attendance also will factor into your participation grade. **No makeup work is allowed if you miss an assignment done during class.** I will drop one low grade on a quiz or exercise at the end of the semester. That means you can miss one class without fear of penalty. Because we have so many quizzes or exercises, missing two won't affect your grade substantially. But if you miss more assignments or classes, your grade will start to suffer. Note: All major assignments (midterm project, Twitter, Reflection Papers and Final Project) must be turned in when they are due or you will earn a zero for those projects.

Twitter: During this assignment, you'll use Twitter for headline practice. You'll be required to follow journalists and other media folks on Twitter. You'll need to find interesting articles published about the media industry. And you'll write headlines about those articles and tweet the headlines along with a link to each story. You'll also write a short reflection paper at the end of this assignment. This assignment is aimed at improving your headline skills, familiarizing you with how journalists use social media and helping you learn more about the media industry. It will give you a better understanding of how editors deliver news across multiple platforms.

Newspaper Comparison Group Project: For this project, you'll be assigned to small groups. Each group will compare the front pages of two newspapers that I assign them to monitor. You'll write a group paper about the similarities and differences that you find. This assignment is aimed at helping you look more critically at news coverage and recognize the impact that editing decisions make on coverage. As always, you should follow AP Style when you write your paper and adhere to spelling, grammar and punctuation rules.

Final Project: For your final project, you will create a post for the class blog based on a current editing topic or an interview with an editor. You also will do a short presentation on what you learned in this final project for the class. You must identify your topic and interview subject and get it approved by me no later than **March 9**. This will give you plenty of time to arrange for an interview(s). Editors are busy people so you cannot wait until the last minute to set this up. The goal of this final is: You'll learn how to create a post for the blog and have a better understanding of a content management system (WordPress). As a result, you'll get interviewing and writing practice, edit your own story, write your own headline for the post, peer edit a classmate's post, learn more about editing from a professional in the field, post a picture or video with your story, and add links to your post. Your final projects will be due the last week of classes.

Course Assessment: You will take a pre-assessment test and a post-assessment test at the beginning and end of the course as well as completing a pre-survey and a post-survey. Although these assignments will not be factored into your overall grade, they will help me craft the course and make revisions where needed. To be an effective teacher, I need to understand what you know coming into the course so I know what to focus on. I also need to understand what you've learned by the end of the course so I can make adjustments in future classes.

Important Policies

Deadlines

Deadlines are critical in journalism. Deadlines will be spelled out in the Week-by-Week Modules on Blackboard. Many of them are already in the syllabus. Late assignments will not be accepted and will earn an automatic F.

Assignments

Any assignments with poor grammar, punctuation and/or spelling will be downgraded. Written assignments are graded on organization, clarity of issues/arguments, content, as well as on grammar, spelling, punctuation and AP Style. Follow instructions, detailed in the e-book or on Blackboard, closely for submitting assignments.

Academic Integrity

Every student must adhere to the policy on academic integrity set forth in the UNL Student Code of Conduct as outlined in the UNL Bulletin. Students who plagiarize or fabricate may receive a failing grade on an assignment or for an entire course and may be reported to the Student Judicial Review Board. The work a student submits in a class must be the student's own work and must be work completed for that particular class and assignment. Students wishing to build on an old project or work on a similar project in two classes must discuss this with both professors.

Academic dishonesty includes:

- Handing in another's work or part of another's work as your own.
- Fabricating quotes, interviews or other material for any content you submit in this class.
- Turning in one of your old papers (including something you wrote in high school) for a current class.
- Turning in the same or similar paper for two different classes,
- Using notes or other study aids or otherwise obtaining another's answers for a quiz or an examination.

Anything and everything you include in your papers that comes from another source must be attributed with proper citation. That includes ideas and opinions.

Plagiarism consists of using phrases, sentences or paragraphs from any source and republishing them without alteration or attribution. The sources include, but are not limited to, books, magazines, newspapers, television or radio reports, Web sites and other students' papers.

Students with disabilities

Students with disabilities are encouraged to contact the instructor for a confidential discussion of their individual needs for academic accommodation. It is the policy of the University of Nebraska-Lincoln to provide flexible and individualized accommodation to students with documented disabilities that may affect their ability to fully participate in course activities or meet course requirements. To receive accommodation services, students must be registered with the Services for Students with Disabilities (SSD) office, 132 Canfield Administration, 472-3787 voice or TTY.

Diversity

The College of Journalism and Mass Communications values diversity, in the broadest sense of the word – gender, age, race, ethnicity, nationality, income, religion, education, geographic, physical and mental ability or disability, sexual orientation. We recognize that understanding and incorporating diversity in the curriculum enables us to prepare our students for careers as professional communicators in a global society. As communicators, we understand that

journalism, advertising and other forms of strategic communication must reflect society in order to be effective and reliable. We fail as journalists if we are not accurate in our written, spoken and visual reports; including diverse voices and perspectives improves our accuracy and truthfulness. In advertising, we cannot succeed if we do not understand the value of or know how to create advertising that reflects a diverse society and, thus, appeals to broader audiences.

Week-by-Week Tentative Schedule

Please Note: The instructor may add material to the schedule after the course begins. Watch the e-book calendar and modules in Blackboard for updates.

Week 1 (Jan. 12-14)	
Tuesday, Jan. 12:	Introductions, syllabus, e-book.
Due before class begins Thursday, Jan. 14:	<p>Read Syllabus and Step-by-Step Guide to using e-book in Blackboard. Watch e-book video.</p> <p>Access e-book so you can take quiz on syllabus. (Under Course Information). Take the syllabus quiz before you come to class on Thursday.</p> <p>Read at least three short editor profiles on Editing Matters blog. http://editingmatters.wordpress.com/</p> <p>Be prepared to talk about one surprising thing you learned from the editor profiles in class on Thursday.</p>
In class Thursday, Jan. 14:	<p>Discuss Editing Matter profiles – variety of editing jobs.</p> <p>Take assessment pre-test (Under Course Information/Assessment in e-book). Take assessment pre-survey. (Under Course Information in e-book)</p>

Week 2 (Jan. 19-21)	
Due before class begins Tuesday, Jan. 19:	<p>Read Chapter 1 Everybody’s an Editor including text, video, narrated lectures, flashcards. Take Chapter 1 pre-test (this will not be graded but it will help you pass the graded post-test you’ll take in class Thursday.)</p> <p>Complete Discussion Card 1 and bring it to class: What surprised you the most in the readings/lectures? 2) What do you have questions about or want to know more about? In other words, is there anything that was confusing or is there something that simply sparked your interest for more information? Your answers can be short, but they must be specific.</p>
In Class, Tuesday, Jan. 19:	<p>Discussion based on Discussion Cards.</p> <p>Introduction of AP Style Basics</p>
Due before class begins Thursday, Jan. 21	<p>Watch all 5 Week 1 Editing Tip Videos found under Editing Tips tab in the e-book. Take Editing Tip Quiz 1, found in the same location. Review the following categories in the AP Stylebook to help you master the quiz material: addresses, ages, numerals, composition titles and capitalization.</p> <p>Make sure you’re ready to take the Quiz on Chapter 1 of the e-book.</p>
In Class, Thursday,	Quiz on Chapter 1 - text, videos, flashcards and narrated lectures.

Jan. 21	
Week 3 (Jan. 26-28)	
Due before class begins Tuesday, Jan. 26	<p>Read Chapter 2 Everybody's an Editor including text, video, narrated lectures, flashcards. Take pre-test.</p> <hr/> <p>Complete Discussion Card 2 and bring it to class: What surprised you the most in the readings/lectures? 2) What do you have questions about or want to know more about? In other words, is there anything that was confusing or is there something that simply sparked your interest for more information? Your answers can be short, but they must be specific.</p> <hr/> <p>This is not required but suggested: Enroll in Poynter's NewsU Cleaning Your Copy Course http://www.newsu.org/courses/cleaning-your-copy-grammar-style-more (It won't be graded, but this free course will help you pass the graded grammar exercises)</p>
Tuesday, Jan. 26	<p>AP Style Basics Exercise 1, found in Chapter 4, opens. You can take this at home up to three times before class on Tuesday, Feb. 2. High score will count. To prepare, study – "Style Basics: What You Should Know by Heart," in Chapter 4. You'll also want to study the following sections in the AP Stylebook before you try the exercise: abbreviations and acronyms, addresses, arrest, capitalization, numerals, plurals, possessives, punctuation guidelines, state names, times and titles.) Use the AP Style Cheat Sheet, posted in Blackboard as a study guide as well.</p> <hr/> <p>In class Tuesday: AP Style Basics Review Games</p>
Due before class begins Thursday, Jan. 28:	<p>Write a Short Reflection Paper answering the questions posed in "Which Story Works Best?" found in Blackboard, under Assignments. Answer the questions in a word document of no more than 2 pages. Upload your reflection document in Blackboard under Assignments.</p> <p>Be ready to take Quiz 2 on Chapter 2 in class on Thursday.</p>
In class Thursday, Jan. 28	<p>Discussion of "Which Story Works" best exercise.</p> <p>Take Chapter 2 Quiz (text) under Chapters tab in e-book.</p>
Week 4 (Feb. 2-4)	
Due before class begins Tuesday, Feb. 2	<p>Read Chapter 3 Everybody's an Editor including text, video, narrated lectures, flashcards. Take pre-test.</p> <p>Read and Study the Grammar Cheat Sheet, posted in Blackboard.</p> <p>Complete Discussion Card 3 and bring it to class: What surprised you the most in the readings/lectures? 2) What do you have questions about or want to know more about? In other words, is there anything that was confusing or is there something that simply sparked your interest for more information? Your answers can be short, but they must be specific.</p> <hr/> <p>Basic AP Style Pool Exercise 1 (Chapter 4) closes. Make sure you've completed it. High score of maximum three attempts counts.</p>
In Class	Discussion Cards Chapter 3

<p>Tuesday, Feb. 2</p>	<p>Grammar and Editing Exercises and Review</p> <p>Basic Grammar Exercise in e-book, Chapter 3 Exercises, opens – You can take this one at home up to three times before class Tuesday, Feb. 9– your high score will count. Questions will change each time you take it. It is only open for only 30 minutes each time.</p>
<p>Due before class Thursday, Feb. 4</p>	<p>Watch all 5 Week 2 Editing Tip Videos found under Editing Tips tab in the e-book. Take Editing Tip Quiz 2, found in the same location. Study the commas, apostrophes, hyphens and quotation marks section of your AP Stylebook before you take the quiz.</p> <p>Read and study the Punctuation Cheat Sheet posted in Blackboard.</p> <p>Be ready for the Chapter 3 e-book quiz.</p>
<p>In class Thursday, Feb. 4</p>	<p>Take Chapter 3 Quiz (text) under Chapters tab in e-book</p> <hr/> <p>Grammar exercises</p>
<p>Week 5 (Feb. 9-11)</p>	
<p>Due before class Tuesday, Feb. 9</p>	<p>Basic Grammar Exercise in e-book, Chapter 3 Exercises, closes – You can take this one up to three times before class Tuesday, Feb. 9 – your high score will count. Questions will change each time you take it. It is only open for only 30 minutes each time.</p> <hr/> <p>Read Chapter 4 Everybody’s an Editor including text, video, narrated lectures, flashcards. Take pre-test.</p> <p>Complete Discussion Card 4 and bring it to class: What surprised you the most in the readings/lectures? 2) What do you have questions about or want to know more about? In other words, is there anything that was confusing or is there something that simply sparked your interest for more information? Your answers can be short, but they must be specific.</p>
<p>In Class Tuesday, Feb. 9</p>	<p>Style discussion / exercises</p> <hr/>
<p>Due before class begins Thursday, Feb. 11</p>	<p>Watch all 5 Week 3 Editing Tip Videos found under Editing Tips tab in the e-book. Take Editing Tip Quiz 3, found in the same location. Study the commas, apostrophes, hyphens and quotation marks section of your AP Stylebook before you take the quiz.</p> <p>Write a Short Reflection Paper answering the questions posed in “Coach Paterno dies?” You’ll find it under Assignments in Blackboard.</p> <p>Answer the questions in a word document of no more than 2 pages. Upload your reflection in Blackboard.</p> <p>Be ready for quiz on Chapter 4 in e-book.</p>

<p>In Class Thursday, Feb. 11</p>	<p>Group assignments for newspaper comparison project, which will be explained in class. Details posted in Blackboard under Assignments.</p> <hr/> <p>Paterno paper discussion</p> <hr/> <p>Take Chapter 4 Quiz (text) under Chapters tab in e-book</p> <hr/> <p>More style exercises</p> <hr/>
<p>Week 6 (Feb. 16-18)</p>	<p>Monitor front pages this week for group project</p> <hr/>
<p>Due before class begins Tuesday, Feb. 16</p>	<p>Read Chapter 5 Everybody’s an Editor including text, video, narrated lectures, flashcards. Take pre-test. Complete Discussion Card 5 and bring it to class: What surprised you the most in the readings/lectures? 2) What do you have questions about or want to know more about? In other words, is there anything that was confusing or is there something that simply sparked your interest for more information? Your answers can be short, but they must be specific.</p> <hr/>
<p>Tuesday, Feb. 16</p>	<p>AP Style Basics Exercise 2, found in Chapter 4, opens. You can take this at home up to three times before class begins Tuesday, Feb. 23. High score will count. To prepare, study – “Style Basics: What You Should Know by Heart,” in Chapter 4. You’ll also want to study the following sections in the AP Stylebook before you try the exercise: abbreviations and acronyms, addresses, arrest, capitalization, numerals, plurals, possessives, punctuation guidelines, state names, times and titles.)</p> <hr/> <p>In class: Accuracy and fairness discussion: Avoiding stereotypes and why diversity matters</p> <hr/>
<p>Due before class begins Thursday, Feb. 18</p>	<p>Watch all 5 Week 4 Editing Tip Videos found under Editing Tips tab in the e-book. Take Editing Tip Quiz 4, found in the same location. Study the commas, apostrophes, hyphens and quotation marks section of your AP Stylebook before you take the quiz.</p> <p>Study People Flashcards in Chapter 5 of your e-book</p> <hr/>
<p>In Class Thursday, Feb. 18</p>	<p>Take Chapter 5 Quiz (text) under Chapters tab in e-book</p> <p>Complete People exercise based on People flashcards in Chapter 5</p> <hr/>
<p>Due Tuesday, Feb. 23</p>	<p>Read Chapter 6 Everybody’s an Editor including text, video, narrated lectures, flashcards. Take pre-test. Complete Discussion Card 6 and bring it to class: What surprised you the most in the readings/lectures? 2) What do you have questions about or want to know more about? In other words, is there anything that was confusing or is there something that simply sparked your interest for more information? Your answers can be short, but they must be specific.</p> <hr/> <p>AP Style Basics Exercise 2, found in Chapter 4, closes. You can take this up to three times before class begins Tuesday, Feb. 23. High score will count. To prepare, study – “Style Basics: What You Should Know by Heart,” in Chapter 4. You’ll also want to study the following sections in the AP Stylebook before you try the exercise: abbreviations and acronyms, addresses, arrest, capitalization, numerals, plurals, possessives, punctuation guidelines, state names, times and titles.)</p> <hr/>

Week 7 (Feb. 23-25)	Monitor front pages this week
In Class Tuesday, Feb. 23	<p>Discussion based on cards.</p> <p>AP Style Basics Exercise 3, found in Chapter 4, opens. You can take this up to three times before class begins Tuesday, March 2. High score will count. To prepare, study – “Style Basics: What You Should Know by Heart,” in Chapter 4. You’ll also want to study the following sections in the AP Stylebook before you try the exercise: abbreviations and acronyms, addresses, arrest, capitalization, numerals, plurals, possessives, punctuation guidelines, state names, times and titles.)</p>
Due Thursday, Feb. 25	Write a short reflection paper based on Fairness in a Digital World under Assignments in Blackboard. Submit in Blackboard. We’ll discuss in class on Thursday. Be ready for quiz on Chapter 6 in class.
In Class Thursday, Feb. 25	<p>Take Chapter 6 Quiz (text) under Chapters tab in e-book</p> <p>Discussion based on Fairness in Digital World assignment.</p> <p>Understanding Diversity Exercise.</p>
Week 8 (March 1-3)	Work on group paper this week
Due Tuesday, March 1	<p>AP Style Basics Exercise 3, found in Chapter 4, closes. You can take this up to three times before class begins Tuesday, March 2. High score will count. To prepare, study – “Style Basics: What You Should Know by Heart,” in Chapter 4. You’ll also want to study the following sections in the AP Stylebook before you try the exercise: abbreviations and acronyms, addresses, arrest, capitalization, numerals, plurals, possessives, punctuation guidelines, state names, times and titles.)</p> <p>Read Chapter 9 Everybody’s an Editor including text, video, narrated lectures, flashcards. Take pre-test.</p> <p>Complete Discussion Card 7 and bring it to class: 1) What surprised you the most in the readings/lectures? 2) What do you have questions about or want to know more about? In other words, is there anything that was confusing or is there something that simply sparked your interest for more information? Your answers can be short, but they must be specific.</p> <p>First draft of your portions of group paper due to group members</p>
In class Tuesday, March 1	Peer editing of group paper / Discussion Cards - headlines
Due Thursday, March 3	Final version of group paper is due before class begins. Submit under Assignments in Blackboard.
In Class Thursday, March 3	Discussion of group paper findings / Chapter 9 quiz / Explanation of Twitter assignment and Final Project assignment. Celebrate National Grammar Day
Week 9 (March 8-10)	Twitter assignment begins
Due Tuesday,	Create Twitter accounts.

March 8	<p>Send Sue names of Final Project interview subjects for approval before class begins. Read Chapter 7 Everybody's an Editor including text, video, narrated lectures, flashcards. Take pre-test.</p> <p>Complete Discussion Card 8 and bring it to class: What surprised you the most in the readings/lectures? 2) What do you have questions about or want to know more about? In other words, is there anything that was confusing or is there something that simply sparked your interest for more information? Your answers can be short, but they must be specific.</p>
In class Tuesday, March 8	<p>Headline exercises / Chapter 7 Discussion Cards</p> <hr/>
Due Thursday, March 10	<p>More headline exercises</p> <hr/>
In class Thursday, March 10	<p>Chapter 7 Quiz and Exercises</p> <hr/>
Week 10 (March 15-17)	<hr/>
Due before class Tuesday, March 15	<p>Keep Tweeting</p> <p>Read Chapter 8 Everybody's an Editor including text, video, narrated lectures, flashcards. Take pre-test.</p> <p>Complete Discussion Card 9 and bring it to class: What surprised you the most in the readings/lectures? 2) What do you have questions about or want to know more about? In other words, is there anything that was confusing or is there something that simply sparked your interest for more information? Your answers can be short, but they must be specific.</p> <p>Complete the Headline Exercise under Assignments in Blackboard. Upload it to Assignments in Blackboard.</p>
In Class Tuesday, March 15	<p>Chapter 8 Discussion</p> <hr/>
In class Thursday, March 17	<p>Take Chapter 8 Quiz (text) under Chapters tab in e-book</p> <p>Chapter 8 exercises</p>
Week 11 (March 22-24)	<p>No classes – Spring Break</p> <hr/>
Week 12 (March 29-31)	<p>Keep tweeting</p> <hr/>
In Class Tuesday, March 29	<p>Design</p> <hr/>
Due Thursday, March 31	<p>Read Chapter 11 Everybody's an Editor including text, video, narrated lectures, flashcards. Take pre-test.</p> <hr/>
In class Thursday, March 31	<p>Take Chapter 11 Quiz (text) under Chapters tab in e-book</p> <hr/>
Due Tuesday, April 5	<p>Write a short reflection paper based on Photo Ethics Exercise, found under Assignments Blackboard. Upload your reflection to Blackboard. We'll discuss in class on Tuesday.</p> <p>Read Chapter 10 Everybody's an Editor including text, video, narrated lectures, flashcards. Take pre-test.</p> <p>Complete Discussion Card 10 and bring it to class: What surprised you the most in the</p>

	readings/lectures? 2) What do you have questions about or want to know more about? In other words, is there anything that was confusing or is there something that simply sparked your interest for more information? Your answers can be short, but they must be specific.
Week 13 (April 5-7)	
In class Tuesday, April 5	Photo Ethics discussion/exercises / Chapter 10 Discussion Cards
Due Thursday, April 7	Twitter assignment concludes; paper /tweets due
In class Thursday, April 7	Take Chapter 10 Quiz (text) under Chapters tab in e-book Twitter/ discussions / Caption exercises
Week 14 (April 12-14)	Note: Two chapters due this week
Due before class begins Tuesday, April 12	Read Chapters 12 and 13 Everybody's an Editor including text, video, narrated lectures, flashcards. Take pre-test. Complete Discussion Card 11 and bring it to class: What surprised you the most in the readings/lectures? 2) What do you have questions about or want to know more about? In other words, is there anything that was confusing or is there something that simply sparked your interest for more information? Your answers can be short, but they must be specific.
In class Tuesday, April 12	Guest speaker
Due Thursday, April 14	Editing Exercises
In class Thursday, April 14	Take Chapters 12 and 13 Quizzes (text) under Chapters tab in e-book.
Week 15 (April 19-21)	
Due Tuesday, April 19	Read Chapter 14 Everybody's an Editor including text, video, narrated lectures, flashcards. Take pre-test. Complete Discussion Card 12 and bring it to class: What surprised you the most in the readings/lectures? 2) What do you have questions about or want to know more about? In other words, is there anything that was confusing or is there something that simply sparked your interest for more information? Your answers can be short, but they must be specific.
In Class Tuesday, April 19	Discussion Card, Chapter 14 Final project uploading instructions
In Class Thursday, April 21	Chapter 14, Quiz, Post-assessment survey and quiz
Week 16 (April 26-28)	

Due before class begins Tuesday, April 26	Final Project Draft is due – Peer editing
In class April 26	Peer editing
Thursday, April 28	Final project due /oral presentation/ Semester ends
NO final exam	