

JOUR333 Copy Editing Spring 2012 v2

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Office hours: Mon. 1:30-3 p.m., Tue. 11 a.m.-12:30 p.m., Wed. 1:30-2:30 p.m.
Doug's blog: <http://commonsensej.blogspot.com>

Discussion: Col. **3003** Mon., Wed, Fri. 8-8:50 a.m.

Lab: Mon. & Wed.: Col. **3004**. 12:20-1:10 p.m.



Books (required)

- Brooks, Pinson, Wilson: "Working with Words" (7th Ed.)
- AP **2011** Stylebook - online subscription (hard copy is alternate, but online is updated regularly)
- Webster's New World College Dictionary (4th Ed) **It must be this dictionary.**
- Russia: "Strategic Copy Editing"

Recommended: Small calculator

Other materials (required)

- The State (daily)
- From Blackboard:
 - JOUR333 "Success" guide
 - Local Style Guide
 - Lab instructions
 - Acronym study guide
 - Defense Dept. headline book
 - Headline schedule
 - Copy-editing marks sheet
- Other readings assigned by instructor
- **Pencils** (mechanical recommended)
- **Flash drive to back up your work.**

PREREQUISITE: JOUR 202 WITH A GRADE OF C OR BETTER.



Yes, it's an 8 a.m. class. But please do the readings before class, pose questions and respond to mine. If you consistently tell me "I don't know" or just sit there, I'll have to lower your grade.

Things have changed. From the editor of the Minneapolis Star-Tribune:

Reporters cannot turn in stories without running a basic spell check. Editors should have reporters read over every story they have edited. Photographers must turn in accurate cutlines that adhere to AP style. More staffers will need to be flexible about the work they do, meaning some reporters might serve a shift as a copy editor or line editor in any given week.

Bloggers and proprietors of hyperlocal news sites have to do it all. Emphasis increases on things like search engine optimization, short messaging, etc. So we'll cover macro things such as structure, numeracy, missing information and online issues, along with detailed language and style.

On language and style: At the 300 level, we assume you have college-level language skills – especially grammar and usage. I'll do a quick review, but can't reteach freshman English. If you are shaky, consider withdrawing for now to brush up. I'm not being mean. After 30 years in the business, I know what's involved. Frustrating you is not my idea of how to help you become a journalist. It would be better to wait a bit – and even come see me on your own for some help or visit the university's writing center – than try to tough it out.

You should have had AP style basics in J202. We'll spend a bit more time on it throughout the semester, but I won't be "teaching" it, any more than I could teach any other reference work. The bulk of the learning still must be yours to become familiar with the stylebook, apply it, and ask questions. You will get a chance to help each other learn it – see the extra credit section later.

GOAL: Become the readers' surrogate by making sure story elements are as complete, as free of bias and legal problems, and as easy to read as possible. Show respect for the writer's copy and judgment.

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Objectives: A student who passes this course will be able to consistently:

- *Critically evaluate* whether all story elements *clearly, accurately and concisely* convey information and what must be done to perfect that communication without ransacking the writer's work.
- Show facility with *basic grammar, spelling, punctuation, and usage of Standard Written English* to build *the critical evaluation competency*.
- *Understand numeracy*, the correct expression of numerical concepts.
- Show a *mastery of relevant style* and be able to *critically evaluate appropriate deviations*.
- Quickly *access and assess a variety of research tools* (print and online).
- *Exhibit some basic cross-media skills*, such as editing and headline writing online and for broadcast, the appropriate use of linking, and the ability to summarize a story into a text message.

Attendance: University policy says absences beyond 10 percent may lower your grade. I won't force you to come to discussions – though that disadvantages you, and I may give a pop quiz for extra credit.



But missing a lab or quiz is an absence. More than three means an F.

Making up work: No make-ups unless you email you were absent, generally by 3 p.m. the same day. No reason needed. But I do need an exact subject line:

J333-yourlastname-absence-date
(Ex: J333-fisher-absence-0212)

“Oh crap, I forgot to let him know”: Let me know anyhow. We can probably work something out.

Make-ups are only at specified times. If you have a conflict, all I can say is redo your schedule, make peace with your other instructor, or don't be absent. Miss a Monday lab, make it up the following Wednesday at 1:25 p.m. in Room 3004. Miss a Wednesday lab, make it up the following Monday at 1:25 p.m. in 3004.

Deadlines: All other work is due when specified in the syllabus or on the assignment sheet.

Other email: All messages to me need “J333” and your name and date in the subject line (plus a topic). Do not just hit reply to messages you get from Blackboard. Make sure email isn't going to your spam bucket.

Other things:

- You will get a **class ID** for privacy. Don't use your name or university ID unless told to.
- All parts of the class are open-book, unless I tell you otherwise
- **Remove head coverings** unless they have a religious basis.
- **Turn off cell phones.** I will ask you to leave if yours repeatedly rings.
- Have **pencils**. All work is done in pencil so you can erase. Work in pen gets a zero.
- All other work not done in pencil is **printed out, not handwritten**.
- Remember, **everything you do is graded for language issues**.
- Laptops and tablets, good. **Dawdling on social media** not so much. If it's a repeated problem, I will bar you from bringing the laptop or tablet back into class.
- You need a **working knowledge of MS Word and how to use review/track changes**.
- You must have a way to access Blackboard and email.



If you have a disability needing adaptations for the labs or quizzes (this includes dyslexia and ADD/ADHD), see the Office of Disability Services right away. I can't do anything without a letter from that office, and I can't do anything retroactively. Differences between high school and college are significant. See http://www.sa.sc.edu/sds/gen_faqs/ **There is no disgrace in seeking help!**

ASSESSMENT

- Up to two labs a week covering various aspects of editing plus a final exam/lab
- Quizzes on language and style, numeracy, current events, and general information needed for editing.
- Take-home assignments.
- Class participation.

GRADING

100-90 percent = A

89-87 percent = B+

86-80 percent = B

79-77 percent = C+

76-68 percent = C

67-60 percent = D

Below 60 percent = F

When you get your labs back, you will have to invert the score. We will show you how many you got wrong, say 15/57. Your actual score would be 42/57, or 73.7 percent.

Regular semester work – labs, quizzes, other assignments and extra credit – counts for 80 percent of your grade. Your final counts for 20 percent.

Example:

- You have 2,800 out of 3,800 points for the regular semester, or 73.7 percent.
- You get 120 out of 140 on the final, or 85.7 percent.
- Your grade is $(0.8 \times 73.7) + (0.2 \times 85.7)$ or $58.96 + 17.14$ for a total of 76.1 percent.

The final is 9 a.m., April 27. Students with an A or B+ for the semester may opt out by emailing me by April 26.

Cheating (including messaging between electronic devices or looking up electronic versions of lab stories) is an F and disciplinary action under the university honor code. Your work is exclusively your own unless you are told to work in teams. **Your lab computer can be monitored.**

Weekly Quizzes

- 7 a.m. Thursdays to 5 p.m. Fridays. Usually 40-50 questions of various types.
- Current events from the front page; metro, business and sports fronts; obits; and people section (page 2) of The State.
- Most also include general information, such as key government officials, etc. See schedule for details.
- Open book but timed - you won't be able to look everything up. Average about 40 seconds a question.
- Disable popup blockers for Blackboard. Make sure your browser works.
- Pay close attention to how questions are worded for the form of the correct answer. Check AP style, spelling, punctuation, etc. Correct information submitted incorrectly is wrong. Details count.
- If you run over time, do not stop. However, you incur penalties for an unfair advantage.
- If you run into technical problems, Get out of Blackboard and go back in (the clock keeps running).
 - If that doesn't work, **call me immediately – 386-1084 – from 7 a.m. to 11 p.m. If I am unavailable, leave a message and we'll figure it out when I get back. If you don't do this and are unable to get back in, you're stuck. Once I grade it, there are no make-ups.**
 - Don't wait till 4:30 p.m. Friday to start. If you have problems after 5 p.m., you'll be shut out (you still must call me).

Teaching AP and Local Style

You will be assigned a Friday to give a teaching presentation on a specified part of the AP and local style guides. It does not have to be elaborate, and you should not try to cover everything – only a few key entries (part of the teaching is your deciding what is key, though I'll give you some guidance). Plan to have a handout.

You'll send me your teaching presentation and handout the Wednesday before; I may give you some feedback and will copy your handout for you or put it on Blackboard.

Your classmates and I will evaluate your work for up to 50 additional points. It is extra credit but not optional.

Optional extra credit - Error Hunt

You can give me five errors a week from designated sites/publications for up to four points each. Due Mondays at end of discussion. Not accepted otherwise, even if absent. See schedule.

- Only from the previous seven days of The State, Charleston Post & Courier, Charlotte Observer and Free Times and WIS, WLTX or WACH.
 - The stuff from The State can include AP stories (no AP stories from the TVs).
 - No more than one each week from all the TV sites combined. They are too messy.

- Or pictures you take of grammar or punctuation errors on signs (put in a Word doc for printout and list location and day taken).
- Or ads and fliers – but you have to check with me first; these get lots of leeway.

Restrictions

- Maximum one comma error per week; they are just too common, and I reserve the right to give only part credit unless the error is flagrant. Can't be a missing comma, only a case where one is used and not needed.
- No missing periods or commas, missing words, duplicate words, missing letters or scrambled spelling – these are too often computer glitches
- Nothing for which a correction has run in the paper or online.
- No AP or local style (every publication has variations, and no one else has to follow our local style).
 - Spelling can't be a style choice ("cancelled"/canceled) but must be clear error ("concensus").
 - Same with capitalization, unless there is a clear consensus (such as English, Spanish, etc.)
- No brevity, unless a clear tautology (Ex.: "three different," "past history," "completely destroyed").
- None of your opinion – you may think something is poor taste or flabby, but that doesn't count here.

Fact errors must be accompanied by primary documentation to prove your point. (Ex: a page from USC's online media guide for a player's name or an agency directory (or bio page) for an official's name, etc.)

I'll reject all of your week's submissions if I suspect *Google harvesting* (putting known errors into Google).

Neatness please:

- One article per page, taped or pasted (no staples). Please don't leave stuff hanging out.
- Please clearly highlight the error in yellow. (If you don't highlight it, I don't search for it.) On the same page, please type an explanation of the error and of the fix.
 - If you are cutting something out of a publication, just give me a few inches around the error.
 - However, if you are citing multiple errors in the same article, cut out as much as needed as one piece (lots of little cutouts just don't work well). List each error and fix in a numbered list. Without the numbered list, I can't give you multiple credit.
 - If it's a website printout, put your explanations on a separate sheet in front of the printout.
 - If it's a sign, embed the photo in an MS Word page and put the explanation on the same page.
 - If it's a fact error, follow the instructions for either the cut out article or a website page, but make sure your primary source material follows immediately.
- Upper left on each page (other than website printouts, which should already have the URL and date – though you might want to pencil in your ID in case it gets separated) please put on separate lines:
 - Your class ID and the date you are submitting it – **Make sure all dates conform to AP style.**
 - The date of the article and name of the publication.
 - The full URL, if it came from online and is not already there or is truncated (you can use a bit.ly or other link shortener if the original is too long – as long as I can get to it, if needed).
- Staple the entire packet in the upper left. I will not grade otherwise. Too much can go missing unless it is all stapled together.

The community of scholars at the University of South Carolina is dedicated to personal and academic excellence. Every graduate of the School of Journalism and Mass Communications will embrace the principles of The Carolina Creed and will:

1. *Demonstrate ability to conduct research, gather information, write clearly and correctly and present relevant news or persuasive information at a professional level.*
2. *Think critically, creatively and independently; evaluate his or her own work and the work of others for accuracy, fairness, clarity, style and correctness.*
3. *Understand the history of journalism and mass communications, the diversity of groups in a global society in relationship to communications and the role of journalism and mass communications in society.*
4. *Understand the ethical concepts and legal implications, considerations and practices that guide the mass media professions.*
5. *Demonstrate the ability to apply tools and technologies appropriate for the production, editing and presentation of visual, aural, textual or other media content.*
6. *Apply basic numerical and statistical concepts and methods appropriate for the communications professions.*

J333 Schedule Spring 2012

The letters listed in the quiz section are the parts of AP and local style as well as the parts in Chapters 8 and 10 in Working With Words that you should review every week beforehand. "Abbrev" refers to sections on the acronyms sheet you are to be filling out. "Gen" refers to general knowledge areas. **All quizzes contain current events – see syllabus. Readings, especially Russial and those on BB, can be tested any time after they are due to be read.**

BB=Blackboard, Ru=Russial, WWW=Working with Words, AP=Stylebook, LSG=Local Style Guide

Be prepared to do a graded lab at any time incorporating material we have covered.

(Updated 1/18 to change style teaching dates)

Dates	Readings	Quiz	On your own
1/9 Intro, the job	BB: <i>Breadcrumbs</i> , everything in <i>Syllabus</i> area, begin <i>CopyEd Marks</i>		Start digging into the <i>CopyEd Marks</i> on BB. You need to master them on your own within a week.
First assignment	By 1/16 post on the BB wiki a short bio that includes explaining how you came to be at the j-school. Please also look at www.datelinecarolina.org and share thoughts. 40 pts.		
1/11-1/13 Lang. Review	BB: <i>AP/Local Style, The Editor's Job</i> , finish <i>CopyEd Marks</i> . WWW: Intro, Chs. 1,2,4,8 (Review all of 8, though you will take pieces more intensely after this) LSG: Review all of it and then go back through it more intensely each week. AP: Punctuation, plurals, possessives, dangling modifiers, ages, dates.	Please take the Hot Spot quizzes (1 & 2) in the quiz area – we need to test your technology. These don't count beyond that.	1/13 – have finished the style exercise in BB AP/Local Style and have with you to go over in class.
Note: You may also find the Appendix in Working With Words to be a useful AP summary. But always cross-reference with the Local Style Guide, and remember, some small things may have changed since WWW came out – it's no substitute for actually reading AP.			
1/18-20 (no class 1/16) Lang. Review	BB: <i>Language/style</i> , especially <i>Idiom & Usage</i> (make sure you read Wallace), <i>Nouns, Verbs</i> (note Cappon reading), <i>Modifiers; Editing Terms</i> . WWW: Chs. 3, 5, 6, 7, 10 (as with 8, review all of it, though you will take pieces more intensely after this) RU: Intro and Chs. 1-2 AP: Addresses, Capitalization (and all related entries), datelines, directions and regions military titles, months, prefixes, states		1/18 - Copied marks assign due in discussion
1/23-27 Spelling, quotes & punctuation	BB: <i>Language/style – Spelling, Quotes & attribution, Punctuation</i> WWW: Ch. 9 RU: Chs. 3-4 Webster's: <i>The dictionaries of English</i> . Also review the resources at the back of the book. AP: Quotations in the news, numerals (and all related entries), A-B	Practice quiz 1/26-27. Make sure you take it to ensure everything works and to get an idea of questions.	1/25 – based on your readings, bring the brackets handout from BB marked up and prepared to discuss. 1/27: Spelling/Quotes exercise from BB due in discussion. 1/27-Student style A & B

<p>1/30-2/3 Macro issues</p>	<p>BB: Review <i>The Editor's Job</i>. Read Ten-Minute: <i>Missing in Plain Sight, Story Structure and Ledes</i> WWW: Ch. 14 RU: Chs. 5-7 AP: sports, C-D</p>	<p>Quiz 1:</p> <ul style="list-style-type: none"> • A-B, • Abbrev: Health/Safety • Gen: Copyed marks, editor's job, editing terms, quotes 	<p>1/30-First Error Hunt</p> <p>1/30 – Turn in comma exercise that is in BB</p> <p>1/30 – review Missing in Plain Sight packet on BB and prepare to discuss.</p> <p>2/3 – Review and bring Ledes package from BB. Also have reviewed the two stories in Story Structure and be prepared to discuss.</p> <p>2/3 – student style C & D</p>
<p>2/6-10 Macro issues, Fairness, brevity</p>	<p>BB: Ten-Minute: <i>Fairness & Language, Brevity</i> WWW: Chs. 12 & 13 AP: business, E-H</p>	<p>Quiz 2:</p> <ul style="list-style-type: none"> • C-F • Abbrev: law enforcement • Gen: fact checking, language issues (incl. Cappon reading), ledes 	<p>Error Hunt 2</p> <p>2/6 – Review fairness handout on BB and prepare to discuss</p> <p>2/8 – Review Brevity and Mann-Simmons handouts from BB, be prepared to discuss.</p> <p>2/10 – student style E & F</p>
<p>2/13-17 Brevity</p>	<p>AP: food, I-L</p>	<p>Quiz 3:</p> <ul style="list-style-type: none"> • G-L • Abbrev: Federal • Gen: AP-media law & fairness issues, more language issues, brevity 	<p>Error Hunt 3</p> <p>2/17 – student style G-L</p>
<p>2/20-24 SMS, Online</p>	<p>BB: <i>Online</i> WWW: Ch. 16 AP: social media and M-P</p>	<p>Quiz 4:</p> <ul style="list-style-type: none"> • M-P • Abbrev: State / local • Gen: more brevity, key federal officials 	<p>Error Hunt 4</p> <p>2/24 – IRE math test due (from BB)</p> <p>2/24 – student style M-O</p>
<p>2/27-3/2 Numeracy & Graphics</p>	<p>BB: <i>Numeracy and Graphics</i> RU: Review Ch. 4 AP: Q-T</p>	<p>Quiz 5:</p> <ul style="list-style-type: none"> • Q-T • Abbrev: Military, international • Gen: SMS, online, linking; key state officials, including Congress; numeracy 	<p>Error Hunt 5</p> <p>2/27 – bring numeracy handouts from BB</p> <p>2/29 – review and bring graphics handout from BB</p> <p>3/2 – student style P-S</p>

Spring break

<p>3/12-16 Headlines, SEO</p>	<p>BB: <i>Headlines in Advanced Topics</i> AP: headlines, U-Z RU: Chs. 8-9</p>	<p>Quiz 6:</p> <ul style="list-style-type: none"> • U-Z • Abbrev: Journalism / media • Gen: Headlines & SEO, graphics, numeracy 	<p>Error Hunt 6</p> <p>Make sure you have your headline schedule from BB with you at all times from here on out.</p> <p>Take-home headline exercise posted on BB in <i>On Your Own</i></p> <p>3/16 – student style T-Z</p>
<p>3/19-23 Headlines, Cutlines</p>	<p>BB: <i>Cutlines in Advanced Topics</i> WWW: Ch. 16 RU: Chs. 10-12. I also recommend 13; though we won't do page design, we do in senior semester AP: Review entries as needed</p>	<p>Quiz 7:</p> <ul style="list-style-type: none"> • A-H – spelling/ usage • Abbrev: Business • Gen: More headlines and SEO, numeracy 	<p>Error Hunt 7</p> <p>3/23 – Please turn in cutlines exercise from BB</p> <p>3/23: Take-home headline exercise due</p>
<p>3/26-30 Blogging, Speed editing</p>	<p>BB: <i>Blogging Basics and Speed editing</i>. Also, review <i>Effective Linking</i> in the <i>Ten-Minute/Online</i> folder</p>	<p>Quiz 8:</p> <ul style="list-style-type: none"> • I-P – spelling/ usage • Abbrev: Tech, misc., politics • Gen: Cutlines, blogging and other online, numeracy 	<p>Error Hunt 8 – last error hunt</p>
<p>4/2-6 Speed editing, Broadcast</p>	<p>BB: <i>Broadcast</i> WWW: Ch. 15</p>	<p>Quiz 9:</p> <ul style="list-style-type: none"> • Q-Z spelling/ usage • Abbrev: sports, full words • Gen: Broadcast style, blogging/ social media, numeracy 	<p>Blogging week 1 (instructions will be on BB)</p> <p>Take-home headline exercise posted (if needed)</p>
<p>4/9-13*, Recipes, Business, Sports</p>	<p>BB: <i>Recipes, Sports and Business</i> AP: review sports, business and food</p>	<p>Quiz 10:</p> <ul style="list-style-type: none"> • AP-food, business, sports • Gen: international capitals, numeracy 	<p>4/13 – Take-home headline exercise 2 due (if needed)</p> <p>Blogging week 2</p>
<p>4/16-20* Trims, Science</p>	<p>BB: <i>Trims, Science</i></p>	<p>4/16 in class – places, dates and people quiz</p>	<p>4/16 – from BB, trims handout. Review and be ready to discuss.</p>
<p>4/23 Your ques. for review</p>			
<p>4/27 9 a.m</p>		<p>Final exam in class</p>	

*How far we get in the specialty editing sessions depends on class progress. Some of these may be bypassed in discussion if we get behind. You still are responsible for the readings and can be tested on them.