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Journalism IV

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## Fall JEA/NSPA National High School Journalism Convention Notes

### *I. Advising*

#### **Building your program in a pandemic and beyond**

##### **- Recruit**

- Know what you want & what your students want, then go for that
- Teacher to teacher references
- Activity fair
- Organizations
  - Send your students to organizations to tell people about your publication and get people on staff
- Open house tables & interactions
  - Invite people to your staff room for team bonding, then let them sit down and work with staffers hands on so they can see what people are doing and get excited
- Underclassmen/middle school students
- Be visible
  - Anywhere there's people, you want to be visible
- Note cards
  - Get in touch with prospective students & let them know you want them in the program
  - Student to student recommendations are more impactful than teacher to teacher recommendations
    - Gets a lot more responses
    - Get editors to sign these notes
- Public participation
  - Booster Club—get parents involved
    - Grows program
    - Helps recruit
    - Name
    - Meet at least 2-3 times per year
- A student-focused publication needs to have students recruiting
  - If students feel welcomed and worthy, they'll flock to the program

- Inclusivity (journalism is a great equalizer)
- Transferable skills (not training journalists, help kids gain skills that they can take with them in the future)
  - Communicate
  - Collaborate
  - Critically think
    - ^^Market *these*.
- Parent events
  - A lot of times, it's the parents who make that final push with their kids.
- Middle School Partners
  - 2-4 workshops per year
  - Student-led workshops
  - Staff room visits
    - Get the kids to come to us, rather than simply going to them
  - Presentations to classes 1-2 weeks before kids fill out schedules
  - Personal notes
  - Summer media camp for grades 3-8
    - Teach kids the basics in a fun, low-stress environment with low pressure
- **Retain**
  - Tips for avoiding burnout...
    - Training
      - New staff members need to be trained
      - Eventually EICs can take that on as well
      - Staff meetings/workshops every week
        - What are people struggling with? What does the staff as a whole need to work on?
        - Consider bringing in professionals from your area and let them do workshops for your students
      - Get out of the building
        - State conventions
        - National conventions
  - Job descriptions/staff manuals
    - History of the publication
    - Awards it has won
    - Copy sheet
    - Style style
    - Design style sheet
    - Policies & procedures
    - Every person on staff needs a job description

- Set high expectations
  - Students will stretch until those expectations are met
- Have some fun! If you don't enjoy being where you are, then you're not going to be there long.
  - Find ways to collaborate, but remember that working needs to be fun, too.
  - Don't just work
- Everybody needs to feel valued
- Train the staff to work together
- Fun fun fun fun & getting to know each other
  - Spend some time doing fun things together and know work
  - Do staff bonding outside of publications & staffs
    - Forget print, digital, news, viewpoints, etc. and split everybody up randomly for fun staff bonding (volleyball tournaments, games, etc.)
  - Family Fun Fridays
    - Make high school stink a little less
- Culture
  - High expectations and working year round
  - Create a staff culture that is respectable and known
- Student team focus
- One-of-a-kind program
- Legacy
  - Leave the program in a better place than you found it
- **Refocus**
  - Inevitable
  - New staff = refocusing
  - Maintain your solid foundation
    - Mission & core of program can remain the same
  - Expect the unexpected
  - Don't make it easy for them to quit
  - Technology can add efficiency
    - Think Trello for content organization
    - Slack for staff communication
    - Google Drive for editing
  - Communicate
    - Use Slack for group communication, but know that sometimes miscommunication can happen. Zoom is visual. FaceTime is visual.
    - Regular staff meetings are a must

- Include time to socialize in staff meetings. Play Jack Box, Kahoot, or Minecraft games to help staff bond.
  - Experience
  - Refocus students' lives
  - Set students free
  - Student ownership
  - Stability
    - Reliability in something is key
    - That sense of unease provokes creativity, but stability can also be grounding
  - Communication
    - Weekly meetings
      - Plan for next week, goals for next week (*small scale planning is key*)
      - Who is doing well/who do we need to celebrate, who do we need to support more, who do we need to kick in the but
  - **Remember**
    - Communication
      - Weekly ed board meetings
    - Culture
      - People first, produce second
    - Student focused all the way through
    - It's all about relationships
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## II. Editing

### AP Style ++

- Looking at the The Associated Press Stylebook, updated 2021 version
- Momentarily looking beyond AP Style... ++
  - **Convention style**
    - Official name: Fall JEA/NSPA National High School Journalism Convention
    - *Fall convention* or *national high school journalism convention* on second reference. Not JEA convention or NSPA convention.
    - #nhsjc used for social media
- **COVID-19**
  - The following examples have been taken directly from the AP Stylebook:
    - The term *coronavirus* is generally acceptable in references to the pandemic: *coronavirus cases*, *coronavirus tests*, *coronavirus variants*.

- Use the term *COVID-19* when referring specifically to the disease: *COVID-19 treatments, COVID-19 patients, COVID-19 deaths, recovering from COVID-19.*

#### - State names

- Official AP Style guidelines regarding state names has been changed:
  - State names are no longer abbreviated, but spelled out completely.
  - Always put commas on either side of the state names.
    - *He was travelling from Nashville, Tennessee, to Austin, Texas, en route to his home in Albuquerque, New Mexico.*
    - *She said Cook County, Illinois, was Mayor Daley's stronghold.*

#### - Time

- Use figures except for noon and midnight
- Use a colon to separate hours from minutes: *11 a.m., 3:30 p.m., 9-11 a.m., 9 a.m. - 5 p.m.*
- Avoid such redundancies as *10 a.m. this morning, 10 p.m. tonight* or *10 p.m.*
  - Instead of *Monday night*, use *10 p.m. Monday.*

#### - Day

- Use the days of the week, not *today* or *tonight* in news stories.
- Use *Monday, Tuesday*, etc., for days of the week within seven days before or after the current date.
- Avoid such redundancies as *last Tuesday* or *next Tuesday*. The past, present or future tense used for the verb usually provides adequate indication of which Tuesday is meant: *He said he finished the job Tuesday. She will return Tuesday.*

#### - Date

- If you're talking about an entire month, spell it out.
  - *January 2016 was a cold month.*
- Abbreviate the month when a date is specified.
  - *Jan. 2 was the coldest day of the month.*
- Abbreviate the month if a date and a year are specified.
  - *Feb. 14, 2013, was the target date.*
  - *She testified that it was Friday, Dec. 3, when the crash occurred.*
- Spell out the shorter months. Do not abbreviate the following: May, June, July, March, April. *Her birthday is May 8.*

#### - Commas

- WITH YES AND NO: *Yes, I will be there.*
- IN DIRECT ADDRESS: *Mother, I'll be home late. No, sir, I did not take it.*
- SEPARATING SIMILAR WORDS: Use a comma to separate duplicated words that would otherwise be confused.
  - *What the problem is, is not clear.*

- IN LARGE FIGURES: Use a comma for most figures greater than 999. The major expectations are street addresses (*1234 Main St.*), broadcast frequencies (*1260 kilohertz*), room numbers, serial numbers, telephone numbers, and years (*1876*).
- PLACEMENT WITHIN QUOTES: Commas always go inside quotation marks.
- IN A SERIES:
  - Use commas to separate elements in a series, but do not put a comma before the conjunction in most simple series.
    - *The flag is red, white and blue.*
    - *He would nominate Tom, Dick, Harry or Jeannette.*
  - Include a final comma in a simple series if omitting it could make the meaning unclear.
    - *The governor convened his most trusted advisers, economist Olivia Schneider and polling expert Carlton Torres.* (If Schneider and Torres are his most trusted advisers, don't use the final comma.)
    - *The governor convened his most trusted advisers, economist Olivia Schneider, and polling expert Carlton Torres.* (If the governor is convening unidentified advisers plus Schneider and Torres, the final comma is needed.)
  - Put a comma before the concluding conjunction in a series if an integral element of the series requires a conjunction: *I had orange juice, and hand and eggs for breakfast.*
- WITH EQUAL ADJECTIVES: Use commas to separate a series of adjectives equal in rank. If the commas could be replaced by the word *and* without changing the sense, the adjectives are equal: *a thoughtful, precise manner; a dark, dangerous street.*
  - Use no comma when the last adjective before a noun outranks its predecessors because it is an integral element of a noun phrase, which is the equivalent of a single noun: *a cheap fur coat* (the noun phrase is *fur coat*).
- WITH NONESSENTIAL CLAUSES: A nonessential clause must be set off by commas. An essential clause must not be set off from the rest of a sentence by commas.
- WITH NONESSENTIAL PHRASES: A nonessential phrase must be set off by commas. An essential phrase must not be set off from the rest of a sentence by commas.
- WITH CONJUNCTIONS: When a conjunction such as *and*, *but* or *for* links two clauses that could stand alone as separate sentences, use a comma before the conjunction in most cases: *She was glad she had looked, for a man was approaching the house.*

- **INTRODUCING DIRECT QUOTES**: Use a comma to introduce a complete one-sentence quotation within a paragraph: *Wallace said, "She spent six months in Argentina and came back speaking English with a Spanish accent."*
  - But use a colon to introduce quotations of more than one sentence
- **BEFORE ATTRIBUTION**: Use a comma instead of a period at the end of a quote that is followed by attribution: *Write clearly and concisely," she said.*
- **WITH HOMETOWNS AND AGES**: Use a comma to set off an individual's hometown when it is placed in apposition to a name (whether *of* is used or not): *Mary Richards, Minneapolis, and Maude Findlay, Tuckahoe, New York, were there.*
  - If an individual's age is used, set it off by commas: *Maude Findlay, 48, Tuckahoe, New York, was present.*
- **NAMES OF STATES AND NATIONS USED WITH CITY NAMES**: *His journey will take him from Dublin, Ireland, to Fargo, North Dakota, and back. The Selma, Alabama group saw the governor.*
- **WITH FULL DATES**: When a phrase refers to a month, day and year, set off the year with a comma: *Feb. 14, 2020, is the target date.*
- **But there's more...**
  - **TITLES**
    - Capitalize and spell out formal titles such as *chancellor, chair*, etc., when they precede a name. Lowercase elsewhere.
    - Lowercase modifiers such as *department* in *department Chair Jerome Wiesner*.
  - **NUMERALS**
    - Spell out nine or below
    - Use numerals for 10 and above
  - **AGES**
    - Always use numerals when referring to age.
    - Use hyphens for ages expressed as adjectives before a noun or as substitutes. *Exs: A 5-year old boy, but the boy is 5 years old. .*
    - ++Do not list grades after names.
      - Nathan Wang, 8, means Nathan is 8 years old, not in eighth grade.
      - Use *Nathan Wang '26* to show graduation year.
  - **GRADES**
    - Use figures for grades 10 and above. *10th grade.*
    - Spell out for first through ninth grades: *fourth grade, fifth grader.* (No hyphen. A change in 2019.)
    - ++Check your staff manual for school specific guidelines.

## - HYPHENS

- Use *hyphens* as joiners, such as for compound modifiers: *small-business owner*.
- AP also uses *hyphens* for ranges, such as *Jan. 1-4*, while some other styles use en dashes. There should be no spaces surrounding a hyphen.

## - DASH

- Note: To form an em dash in Google Docs, press option, shift and the dash button at the same time.
- In AP Style, all dashes are em dashes. Put a space on both sides of a dash in all uses.
- Use dashes to denote an abrupt change in thought in a sentence or an emphatic pause: *Through her long reign, the queen and her family have adapted — usually skillfully — to the changing taste of her time.*
- When a phrase that otherwise would be set off by commas contains a series of words that must be separated by commas, use dashes to set off the full phrase: *He listed the qualities — intelligence, humor, conservatism, independence — that he liked in an executive.*
- Use a dash before an author's or composer's name at the end of a quotation: *"Who steals my purse steals trash." — Shakespeare*

## - COURSES

- *My classes are English, math, history and yearbook.*
  - Only capitalize classes that are proper nouns or are the named title of the course.
  - Languages like French and Spanish are always capitalized, but history, math and science are not.
  - The History of West I and The History of the West II are course titles and are capitalized.

## - SPORTS

- Do not capitalize varsity, the names of sports or positions.
- The reason JV is capitalized is because it is an abbreviation.

## - COMPOSITION TITLES

- Put quotation marks around the names of titles of books, movies, plays, poems, albums, songs, operas, radio and television programs, lectures, speeches, and works of art except the Bible, the Quran and other holy books, and books that are primarily catalogues of reference materials.
  - Examples: "The Star-Spangled Banner," "The Rise and Fall of the Third Reich," "Gone with the Wind," "Of Mice and Men," "For Whom the Bell Tolls," "Time After Time," "the "Today" show, the



“CBS Evening News,” “This Is Us,” “A Star Is Born,” “Star Wars,”  
 “Game of Thrones.”

- ^^Notice how the commas are INSIDE the quotation marks.

#### - ++ QUOTATION MARKS

- Use typographer’s quotes: open-quote marks (“) and closed-quote marks (”).
- Use “*Quote,*” *name said.* Construction in separate paragraphs.
- “*When the seeker gives a complex answer with lots of information,*” *name said.* “*It’s best to ‘bury the attribution’ between the two thoughts.*”

#### - ++SAID

- The only word for *said* is *said*. Do not use *commented*, *told us*, *implied*, etc.
- Never use “when asked” as the quote should stand alone.
- The only exception is if your quote came from an announcement or press release. “*We love yearbook,*” *the principal announced at the pep rally.*

#### - APOSTROPHES TO FORM PLURALS

- Use apostrophes to form the plural of single letters but not figures or multiple letters.
  - A’s and B’s
  - Early 1920s
  - IQs, DVDs
  - Temperature in the low 20s
  - An ’80s dance

#### - RACE-RELATED COVERAGE

- Avoid broad generalizations and labels; race and ethnicity are one part of a person’s identity. Identifying people by race goes beyond simple style guidelines, so careful consideration is needed.
- Be sensitive to your varied audiences and their different perceptions of language and the larger world.
  - For instance, many people see *thug* as a code for a racial slur; *Black boy* has a loaded history and should be avoided in referring to Black males of any age; *unarmed Black man* could be seen as assuming the default is for Black men to be armed.
- Do not write in a way that assumes *white* is default. Not: *The officer is accused of choking Owens, who is Black.* Instead: *The white officer is accused of choking Owens, who is Black.*
- Some guidelines:
  - Race: Consider carefully whether identifying people by race is necessary. Often, it is an irrelevant factor and drawing unnecessary

attention to someone's race or ethnicity can be interpreted as bigotry. There are, however, occasions when race is pertinent:

- In stories that involve significant, groundbreaking or historic events, such as being elected U.S. president, being named to the U.S. Supreme Court or other notable occurrences.
  - *Barack Obama was the first Black U.S. president.*
  - *Sonia Sotomayor is the first Hispanic justice of the U.S. Supreme Court.*
  - *Jeremy Lin is the first American-born NBA player of Chinese or Taiwanese descent.*
- In cases where suspects or missing persons are being sought, and the descriptions provided are detailed and not solely racial. Any racial reference should be removed if the individual is apprehended or found.
- When reporting a demonstration, disturbance or other conflict involving race (including verbal conflicts), or issues like civil rights.
- In other situations when race is an issue, use news judgement. Include racial or ethnic details only when they are clearly relevant and that relevance is explicit in the story.
- Do not use a derogatory term except in rare circumstances — when it is crucial to the story or the understanding of a news event. Flag the contents in an editor's note.
- Racist, racism: Racism is a doctrine asserting racial differences in character, intelligence, etc., and the superiority of one race over another, or racial discrimination or feelings of hatred or bigotry toward people of another race.
  - The terms *systemic racism*, *structural racism* and *institutional racism* refer to social, political and institutional systems and cultures that contribute to racial inequality in areas such as employment, health care, housing, the criminal justice system and education. Avoid shortening this use to simply *racism*, to avoid confusion with the other definition.
- AAPI Asian Americans and Pacific Islanders: The acronym is widely used by people within these communities but is not as well known outside of them. Spell out the full term; use *AAPI* only in direct quotations and explain the term.

- anti-Asian sentiment: Avoid this euphemism, which conveys little meaning. Alternatives may include *anti-Asian bias*, *anti-Asian harassment*, *anti-Asian comments*, *anti-Asian racism* or *anti-Asian violence*, depending on the situation. Be specific and give details about what happened or what someone says happened.
- Asian American: No hyphen (a change in 2019 for this and other dual heritage terms). Avoid using *Asian* as a shorthand for *Asian American* when possible.
- Orient, Oriental: Do not use it when referring to zEast Asian nations and their peoples. *Asian* is the acceptable term for an inhabitant of those regions.
- Pacific Islander: Used to describe the Indigenous people of the Pacific Island, including but not limited to hawaii, Guam and Samoa. Should be used for people who are ethnically Pacific Islander, not for those who happen to live in Pacific Islands. Be specific about which communities you are referring to whenever possible. Do not use *Asian Pacific Islanders* as *Asian Americans*, *Asians* or *of Asian descent*.
- Stop AAPI Hate: A movement that was launched in March 2020 in response to a rise in anti-Asian bias and racism stemming from the coronavirus pandemic. Some prefer to use the hashtag #StopAsianHate.
- Black(s), white(s) (n.): Do not use either term as a singular noun. For plurals, phrasing such as *Black people*, *white people*, *Black teachers*, *white students* is often preferable when clearly relevant.

#### - CLIMATE CHANGE

- The terms *global warming* and *climate change* are often used interchangeably. But *climate change* is the more accurate scientific term to describe the various effects of increasing levels of greenhouse gases on the world because it includes extreme weather; storms; and changes in rainfall patterns, ocean acidification and sea level.
- *Global warming*, the increase of average temperature around the world, is one aspect of climate change.

#### - RIOT, UNREST, PROTEST, DEMONSTRATION, UPRISING, REVOLT

- Use care in deciding which term applies:
  - A riot is a wild or violent disturbance of the peace involving a group of people. The term suggests uncontrolled chaos and pandemonium.
  - Unrest is a vaguer, milder and less emotional term for a condition of angry discontent and protest verging on revolt.

- Protest and demonstration refer to specific actions such as marches, sit-ins, rallies or other actions meant to register dissent. They can be legal or illegal, organized or spontaneous, peaceful or violent, and involve any number of people.
- Revolt and uprising both suggest a broader political dimension or civil upheavals, a sustained period of protests or unrest against powerful groups or governing systems.

#### - THEY, THEM, THEIR

- In most cases, a plural pronoun should agree in number with the antecedent: *The children love the books their uncle gave them.*
- *They/them/their* is acceptable in limited cases as a singular and/or gender-neutral pronoun, when alternative wording is overly awkward or clumsy. However, rewording usually is possible and always is preferable. Clarity is a top priority; gender-neutral use of a singular *they* is unfamiliar to many readers. AP Style does not use other gender neutral pronouns such as *xe* or *ze*.

#### - GENDER AND SEXUALITY

- *Gender* is not synonymous with *sex*. *Gender* refers to a person's social identity, which *sex* refers to biological characteristics. Not all people fall under one of two categories for *sex* or *gender*, according to leading medical organization, so avoid references to *both*, *either* or *opposite sexes* or *genders* as a way to encompass all people. When needed for clarity or in certain stories about scientific studies, alternatives include *men and women*, *boys and girls*, *males and females*.

#### - 2021 BACK TO SCHOOL GUIDE

- Charter schools: Publicly funded, privately run, tuition-free public schools that operate independently of the local school district and with some autonomy over scheduling and curricula. Most charter schools are operated by nonprofit organizations but some states allow for non-profit organizations to manage them.
- Magnet schools: Public schools outside of the neighborhood public school that offer specialized curricula and to which students must apply.
- Vouchers: Allocations of per-child public funding that can be used toward private-school tuition.
- Education Savings Account: Government-authorized accounts into which public funds are deposited for families who withdraw their children from public schools. They can be used for private-school tuition, online learning tutoring or approved higher education expenses.
- Home schooling (n.) home-schooler (n.) home-school (v.) home-schooled (adj.): An alternative to public or private school, typically conducted at home by a parent. Oversight of student evaluations, curricula and parental qualifications varies by state.

- Private school: Operate independently of local, state or federal governments and without public money. Funding comes from state tuition, endowments, donations and grants from religious or other organizations.
  - Online learning: Lessons are conducted via the internet, with or without an instructor present. It can either supplement or replace in-person learning at every level of education, from prekindergarten through college. Students may complete single lessons or courses online, or in the case of online schools, an entire curriculum.
  - Blending learning or hybrid learning: Any combination of in-person and online instruction. For example, a student may attend school in person three days a week and receive remote instruction the other two.
  - Concurrent instruction or concurrent teaching: When teachers simultaneously instruct both students who are in the classroom and students who are attending remotely.
  - Synchronous instruction: Occurs when a teacher engages students online live, in real time. Avoid the term; if used in a direct quotation, explain it.
  - Asynchronous instruction: Lacks a live component; lessons and lectures may be pre recorded for students to access online when they choose. Avoid the term; if used in a direct quotation, explain it.
  - Virtual school: A school that does not have a physical building; students and teachers interact from separate locations.
- **ABCs**
- But single-letter grades get apostrophes: *an A, two B's and three C's*.
  - Academic degrees: If mention of an academic degree is necessary to establish someone's credentials, the preferred form is to avoid an abbreviation and use instead a phrase such as: *Fatima Kader, who has a doctorate in psychology*.
  - Use an apostrophe in *bachelor's degree, a master's*, etc., but there is no possessive in *Bachelor of Arts* or *Master of Science*.
  - Also: *an associate degree* (no possessive)
  - Use abbreviations such as *B.A., M.A., LL.D. and Ph.D.* only when the need to identify many individuals by degree on first reference would make the preferred form cumbersome. Use these abbreviations only after a full name — never after just a last name.
  - When used after a name, an academic abbreviation is set off by commas: *John Snow, Ph.D. spoke...*

### Making editing exciting

- **STEP 1: Editing starts with a writer**
  - Create a style guide

- You should have a style guide for commonly used items: names, titles, dates, quote structures, etc.
- Train staff to use it
  - Create quizzes, scavenger hunts or other activities to train staff
  - Periodically review common errors writer sare still missing after each issue
- Set expectations for writers
  - Everyone should spell check, confirm spelling of names, use correct grammar
  - Correct Google/Word alerts - squiggly red lines under words
  - Have at least two others read your writing before you turn it in to an editor
- **Get everyone on board**
  - Allow time for the editing process
    - If everyone is working at the last minute, none of this can happen
  - Establish a clear process with deadlines
    - Make sure all deadlines are clear and everyone knows what they are supposed to be doing
  - Give writers some time and space
    - You will see things more clearly when you allow yourself a little distance... just make sure you come back to it!
- **Writing process**
  - Research/information gathering
  - Draft
  - Revise
  - Get a little distance
  - Revise again
  - Polish
  - (Similar process for photographers... allow time for photo editing and reshooting if necessary.)
- **STEP 2: See the big picture**
  - When reading an article for the first time, don't focus on little things like spelling. Take a broad view of the article instead.
  - ROUND ONE: TAKE A WIDE VIEW
    - Sources?
      - Are the key sources included in the story?
      - Are there multiple sources from multiple points of view?
    - Content?
      - Are all the reader's questions answered?
      - Have the facts been checked for accuracy?
    - Organization?

- Is organization appropriate to the story?
- Is it easy for the reader to follow?

### - STEP 3: TRACK CHANGES

- Expect writers to make the changes you give them, and give them deadlines for making those changes.
- Expect staff to make changes
  - Use Google Doc. comments
    - Online documents make editing electronically easy
    - You can make edits and revisions when you can't be together in person
  - Establish a deadline
    - Most staffs have deadlines for turning in drafts
    - Also set deadlines for making edits/revisions
  - Don't do it for them
    - Do not make large-scale changes to any article without the writer's permission.
    - If the writers figure out you're going to make all the corrections, why should they do any of the work themselves?
- Remember, it's not personal
  - Critique the writing, not the writer
    - Receiving criticism can be hard, but it's not personal
  - Editing helps everyone improve
    - The more times a draft is edited, the more chances there are for improvement

### - STEP 4: NITTY GRITTY

- If the "big picture" is complete, it's time to get down to the small details.
- ROUND 2-3-4: DETAILS
  - Check for style
    - Titles, academics, organizations, sports, AP style for specific terms
  - Check for spelling
    - Remember, spell check doesn't catch everything
  - Check names
    - Have a master list available so every name can be checked
  - Read it out loud
    - Hearing the words in addition to seeing them help edit more closely

### - STEP 5: MAKE IT A PARTY

- Final edits can be a fun way to bond as a staff

- Final pages: All eyes on ‘em
- Distribute printouts of final pages to staff
  - Everyone gets 2-3 final designs
  - Editing is done on the paper
- Quiet time for editing each word on page
  - If there’s a word on the page, it needs to be checked
  - Have your name laster list available to check names one more time
- Page designers make all final changes
  - Return hard copies to the designer, who makes the final edits
- **Other options for final look**
  - Gallery walk
    - Hang spreads on the wall in your classroom or in the hallway (not as good for close reading)
  - Project them
    - Put spreads on the projector screen so everyone can see at the same time
  - Round robin
    - Sit in a circle and pass spreads around until everyone has seen them
- **STEP 6: REFLECT ON DEADLINE**
  - Once the deadline is completed, take time to reflect on how the editing process went.
  - Seeing the same mistakes over and over?
    - Plan mini lessons
      - Identify topics the whole class would benefit from receiving
    - Coach individuals
      - Sit down with the writer and work with them individually
- **Staff reflections**
  - Get feedback from staff
    - What improvements could be made in the editing process?
    - What are some of the strengths of the process?
  - Give time for self-reflection
    - Each staff member should evaluate their own strengths and weaknesses after each deadline and make goals for the next deadline

### *III. General interest*

#### **10 things you aren’t doing enough of**

- #10: Recruiting



- School journalism advisers should do more than tape a notice to a wall or have a message read in the daily announcements. Visit classes. Hang out sign-up interest sheets. Collect names and contact information from prospective publication members.
- **#9: Playing to students' self-interests (and college plans)**
  - Whatever students are interested in, they can explore through school journalism. Encourage them to go down these paths. And for college apps, what better way to show what a student is passionate about?
- **#8: Gathering subscribers/readers**
  - Bet it through an app, a Google form, or your website, you should collect the names and contact information of your audience. This way you can easily interact with them when you want to announce stories, events, or fundraisers.
- **#7: Make best use of social media**
  - The quickest and easiest way to reach a worldwide audience is with social media.
  - Whatever platform you choose — Facebook, Instagram, Twitter, TikTOK, YouTube, MySpace, etc. — it is simple and free, and finds an audience of all ages.
- **#6: Highlighting non-editorial opportunities**
  - Not every student wants to be a writer, reporter, or on-air talent... but you could use folks who want to edit stories, design pages, sell ads, run social media, and shoot photos and videos!
- **#5: Finding stories in school**
  - There are clubs, teams, classes, groups, and organizations in every school doing interesting things that nobody knows about. And by reaching out, maybe you will also find new people who would be eager to report on their activities, too!
- **#4: Finding stories in the community**
  - Your town is full of businesses, organizations, museums, and restaurants. Look at their websites and subscribe to their newsletters. They love to help students, so make it easy by reaching out. Invite them to class or see what you can do together!
- **#3: Using Zoom**
  - No... really. Now that everyone understands video conferencing, your program should use it to its greatest advantage: doing interviews: There's no better way for experts from everywhere to "come to your newsroom" and meet your student journalists.
- **#2: Telling the world**
  - When you publish your newspaper, update the website, upload a video, or drop the newest podcast... tell people! You all have spent a lot of time working to make it all happen, but your audience won't see any of it until you let everyone know.

## - #1: Asking

- Ask for an interview. Ask a follow-up question. Ask to Zoom. ASk if they want to visit the school. Ask to buy an ad. Ask a student to write a story. Ask for photos from summer vacation. Ask for free press passes. They might say no, but they can't say yes unless you ask them!

## The 7 skills you need to beat the competition

### - An overview of the 7 skills

#### 1. Active listening

- Regular listening is basically just paying attention. It's our everyday default. People can tell the difference between regular listening and active listening. You will build more trust with sources, get better quotes/information and pick up on details you might miss otherwise.
- Prepare your questions in advance so you're not worrying about them. Turn off all notifications on your phone.
- Focus on genuine reactions and follow-up questions, not reading off your list.

#### 2. Communicating with different types of people

- Prioritize what your sources want and need. Sometimes it might be easier to call adults on their work phones. Older generations might not have social media, so the way you communicate with them might not be what you're used to.
- It's not just about initial contact. The way you talk to your sources will be different from each source, and it won't be the same as how you talk to your friends.

#### 3. Offline research skills

- The internet has a lot of answers, but it doesn't have all the answers.
- Remember that offline research tools are still valid sources of information

#### 4. Knowledge of your audience(s)

- Think of the following questions while you're marketing to your audiences:
  - Who am I trying to reach?
  - Who needs this information?
  - How does my audience get their news?

#### 5. A willingness to learn new things

- Journalists are always learning new things
- Be able to adapt as things evolve

#### 6. Developing and pitching story ideas

- There's a difference between a story topic and a story question

Story Topic	Story Question
<ol style="list-style-type: none"> <li>1. Covering an annual school event (prom, elections, graduation)</li> <li>2. Feature on an interesting student/teacher</li> <li>3. In-depth story on how a national issue affects your school</li> </ol>	<ol style="list-style-type: none"> <li>1. How has that event changed over time? What makes this year different?</li> <li>2. Does that student/teacher represent a larger population or trend in your school?</li> <li>3. What policies and procedures are in place to deal with that issue?</li> </ol>

### 7. Critical thinking and healthy skepticism

- It doesn't have to be 'investigative' or controversial
- Try to verify information in multiple ways
- Don't be afraid to ask a question

#### IV. Leadership and team building

### 10 habits of a highly effective editor

#### 1. Communicate constantly

- Good communication happens vertically and horizontally. (adviser - editor; editor - section editor; section editor - writers)
- Suggestions for communication:
  - Remind about deadlines frequently
  - Have a set method of communicating
    - Morning meetings
    - Rotation calendar
    - Editorial Board meetings weekly
    - Stay within the hierarchy
      - Keeps everyone informed
    - Group chats
    - Put as much information as possible in a public/shared folder

#### 2. Model responsibility

- Quality work is modeled first, followed second. If others can't see you doing it, they won't do it themselves.
- Ways to model responsibility:
  - Meet your own deadlines
  - "Do as I do (and as I say)"

- Offer help frequently, rather than being absorbed in your own work
- Try to anticipate question of new staff
- Create guidelines/patterns that make it easy for others to follow

### 3. Practice problem solving

- You aren't expected to know everything, but you are expected to know how to figure things out.
- Creative problem solving means...
  - Helping another staff members find alternative source options
  - Figuring out how to meet deadlines when you have personal/technology issues
  - Addressing interpersonal issues before they get out of control
  - Diffusing tense situations without adding to them

### 4. Showcase flexibility

- Have a plan. And a backup plan. Then be ready for the plan to change.
- Expect to be flexible...
  - During precarious weather times (winter, hurricane season, etc.)
  - When staff members miss deadlines for various reasons
    - End goal = getting it done
  - When technology prevents you from being productive
  - When you spend all period helping someone else
  - ...when a global pandemic occurs

### 5. Know when to delegate

- Your job is not to do everything. Your job is to know whose job something is.
- Give it to someone else:
  - An easy assignment for you may be a learning experience for someone else
    - But it make take longer
  - Just because you can do it doesn' mean you should
  - Direct basic questions to lower editors
  - Have a "forward thinking" mindset
    - After you graduate, someone else will need to know/will know how to do these things

### 6. Develop patience

- Everything takes more explanation than you think it should. Every leader/teacher has experienced this.
- Ways to be patient:
  - "Teach a man to fish"
    - Shows someone how to design, don't design it for them
    - Give suggestions for an interview, but make them write the questions

- Respond consistently, even when you're in a bad mood or really stressed
- Remember how overwhelmed you once were by the same thing, and be prepared to help lowerclassmen in their learning process.

### 7. Keep a positive attitude

- Attitudes are contagious. Hopefully it's a good thing when someone catches yours.
- Be positive, especially when...
  - You have repeated issues with a student
    - Deadlines, quality of work, drama
  - Conferencing with students about problems
- A writer expresses his/her worry about an assignment
- Problems arise (with technology, administrators, disgruntled sources, etc.)

### 8. Be earnest, not sarcastic

- Save your complaints for a private and appropriate time.
- Earnest conversation means...
  - Addressing issues face-to-face
  - When confronting someone, remember what it was like when you were learning this process
  - Use all situations as teaching moments
  - Remembering short-term goals vs. long-term outlook
  - Conferencing with other editors in a non-gossip way (preferably when no one else knows you're doing it)
- Some side thoughts about earnestness
  - Sarcasm can create an irreparable rift among staff members.
  - Does your staff have a problem with earnestness?
    - Do you do most of your communication via text or Snapchat?
    - Do you frequently find yourself having to clarify what you meant?
    - Do you treat every person on staff the same way?
    - Are you more likely to complain about certain people?

^^If this sounds like your staff, address the issues before it is too late.

### 9. Treat others with consistency

- There's no room for friends or enemies in the publication lab. Play favorites — or appearing to — will kill your program.
- Consistency might be an issue when...
  - You let last deadline's results affect how you treat people this deadline
- Ways to maintain consistency:
  - Leave your drama at the door
  - Take a deep breath and remember: it's business, not personal

- Let the adviser deal with behavior patterns; you worry about the work staffers are doing

#### 10. Give feedback that works

- Everyone is motivated by a different type of feedback. Know what motivates the people you're responsible for.
- Suggestions for improving feedback:
  - Be specific
  - Cushion negative feedback with respect
  - Remember: typing shorthand often feels more negative than you intend it
  - Have a specific editing sheet to follow
  - Model feedback to all staff
    - Edit a sample story in front of everyone
  - Get to know how people work and determine the type of feedback they'll best respond to

#### 11. A couple more things to think about

- Take a minute to think:
  - What are strengths/weaknesses of your current leadership when it comes to...
    - Hierarchy/organization of staff
    - Communication
    - Managing issues (deadlines, personal problems, etc.)
    - Providing feedback

### V. Multimedia broadcasting

#### Broadcast news videos for the win

##### - Basics of a good news video

1. Make the subject matter meaningful
2. Every picture has a sound = draws people to video
3. Motion = emotion
4. Shaky video = amateur video
5. Zoom your feet, not the lens (If you need to get closer to something, *walk closer to it*. Don't risk the camera shaking.)
6. Visual appeal
7. Unique access
8. Characters - "Tell me about..."
9. If they SAY it, SHOW it
10. Every action has a reaction

##### - 6 basic shots

1. Action Wide - WS
2. Action Medium - MS

3. Action Tight - T or CU
  4. Reaction Wide
  5. Reaction Medium
  6. Reaction Tight
- **The Art of Storytelling**
    - Beginning, middle, end
    - Explanation to students = treat it like a creative essay
      - NAT sound as hooks
      - If they SAY it, SHOW it!
      - Figuring out sequencing, the best sound bite can lead the story
  - **5-Shot Sequence**
    1. Closeup of the hands
    2. Closeup of the face
    3. Wide shot
    4. Over the shoulder
    5. Unusual/alternative
    6. Interview
    - 45 seconds to 2 minute news packages
    - DonGoble.com — Resources — Broadcast Curriculum
    - 30 to 45-second voiceover videos
    - Resources
      - AP Style News Minute (good example, short and sweet, gets to the point)
      - Quik — GoPro Video Editor

## VI. *Newsgathering*

### **More than both sides: Redefining objectivity**

- For decades, every journalist has learned this fundamental lesson: Be objective.
- But why? And how are we defining “objective” anyway?
- Newspapers in history
  - In the late 19th century, “objective coverage slowly began to be defined by the consensus of the day. Because consensus was formed by the dominant ideology, objectivity was also defined from that perspective — the dominant group or majority.
- Newspapers in the “Age of Consensus”
  - After World War II, Americans experienced a new status as a dominant superpower, as well as general agreement on culture, government and economy (capitalism). *(At this time consensus was determined largely by people who were white, male, politically centrist — not people of color, women, LGBTQ+, religious minorities or people with far left or right political ideologies.)*
  - Journalism moved to the mainstream center — the place of consensus.

- Both sides: A false “balance”
  - Hypersensitivity among the press to charges of bias and challenge their objectivity
  - To combat perception of bias, mainstream news begins to present “balance” with sources, pundits, and analysis.
- Both sides: A false or performative “balance”
  - News outlets — then and now — tend to seek “both sides” of an issue, often a conservative or liberal, even when public opinion on the issue is not evenly split.
    - Iraq War
    - Climate change
- **A Journalist’s Role**
  - If you quote “both sides” of the story, is the story reported effectively?
    - “If someone says it’s raining, and another person says it’s dry, it’s not your job to quote them both.”
    - “Your job is to look out the... window and find out which is true.”
- **Hallin’s Spheres**
  - Developed by Daniel Hallin to explain coverage of the Vietnam War, has three concentric spheres:
    - Consensus (smallest, on the inside of the circle/in the middle)
      - General agreement among people — bedrock values
      - Also known as the **dominant ideology**
      - Topics can be reported on without controversy:
        - Parenthood — parents are good and good for the public
        - Crime is wrong
    - Legitimate controversy (outside of the circle, but still inside of it)
      - There is not general agreement among people (low consensus); multiple points of view
      - Audience becomes more educated
      - Journalists tend to seek neutrality
      - Majority of subjects in news media
      - Active debate:
        - “Should the city raise the minimum wage?”
    - Deviance (outside of the circle, not even in it)
      - Ideas too fringe, taboo, extreme, inconsequential or even dangerous to be represented in news coverage
      - Journalists decide to filter these viewpoints — they denounce or ignore them
        - Cannibalism
        - Aliens abducted cheerleaders
        - Conspiracy theories



- Anti-democratic values

- In a fractured media landscape, different audiences may place topics in different spheres.

- Ideas move between these spheres over time.
- Public opinion shifts. Journalism helps it shift.
- Shifting consensus
  - Chattel slavery
  - Segregation
  - Women's suffrage
  - Climate change
  - Marriage equality
  - Medical and recreational marijuana
  - Black Lives Matter
  - Vaccines

- Roots of a new objectivity

- As newsrooms change, is it possible to be fair and transparent — and still be objective?
  - Ida B. Wells-Barnett
    - Through her work as an investigative reporter, she told stories that the white press was unwilling to tell.
    - Led an anti-lynching crusade by reporting and publishing the truth, even at risk to her own life.
    - Honored with the Pulitzer Prize in 2020 — 85 years after her death
  - Nikole Hannah-Jones
    - Former reporter at The New York Times Magazine covering civil rights and racial injustice
    - “I don't find it useful to pretend we have no thoughts on the things that we cover. I always say, the only thing you don't have opinions on are things that you don't know enough about to form an opinion.”
    - 2020 Pulitzer Prize for commentary, “The 1619 Project”
  - Stephen J.A. Ward, media ethics expert
    - “Objectivity is not about perfect neutrality or the elimination of interpretation. Objectivity refers to a person's willingness to use objective methods to test interpretations for bias or inaccuracies. Objectivity as a method is compatible with journalism that interprets and takes perspectives.”

- Which opinions are valid? What responsibility do journalists have to shift them?

- Can you be objective? Strive more for fairness and transparency.
- Avoid “both sides” storytelling.

- Provide context. Be skeptical of institutions and motives. (What is the claim? By whom?)
  - Identify and use sources who provide complete perspective (not just convenience).
  - Don't just be a stenographer. Ask questions to get at the truth.
  - **Final thoughts**
    - Questions to think about:
      - What special circumstances do student journalists face?
      - What are possible "blind spots" or limitations when attempting coverage?
- 

## VII. Online

### Wouldn't touch it with a 10-foot poll

- All good journalism starts with a question
  - How will you ask the question? In-person interviewing? By emailing your source? By scheduling a Zoom interview? By talking on the phone? By meeting with a group of five students? By using public records? By reading professional media?
    - By tossing a poll on your publican's Twitter feed about teen sex and using the 55 responses to represent your school of 1,500 students?
      - Touchy subjects invite "joke answers" or lying.
      - Small samples can mislead
      - Might not even be your students
      - Subject to "ballot stuffing"
- **Let's start with a simple rule. AVOID POLLS THAT YOU ADMINISTER.**
  - Why? Because consider the pros...
    - But... All good journalism starts with a question. An original, local and narrow question – *one that doesn't involve YOU DOING polling.*
- **QUESTION WORDS that help you avoid polling...**
  - "HOW" rather than "HOW MANY"
    - *How* has the COVID-19 worker shortage affected students during lunch time?
  - "WHY"
    - *Why* are clubs at Sunflower High School requiring service hours this year?
  - Choose visual words
    - *What* did it look like when the Sunflower High School climbing club went to Arkansas last week?
- **"EXPERIENCES" invited interviewing**
  - *What* experiences are juniors having with the limited parking situation at Sunflower High School during construction this semester?
- **If you insist on polling...**

- Worst practices

- Social media polls
- Small polls
- Limited time polls
- Polls on controversial topics
- Polls representing huge groups

- Best practices

- “A fair sample is a representative sample.”
- Representing the entire school?
  - Each student has same likelihood of being selected
  - POLL: When? Where? How? Who?
- What would you want the poll to look like if it was about a vital school decision, like eliminating your favorite class/club/sport?
- Be as rigorous as you would ask others to be.

- Best practices for publishing

- Explain your process including your margin of error
  - “The Sunflower News polled 135 randomly chosen seniors during lunch during the week of Oct. 25 allowing students to submit anonymously. The poll has a margin or error of +/-7 percentage points.”

### VIII. Photojournalism

#### 50 photos your publication needs

- Levels

- Big picture
- The group
- Small group
- Individual
- Detail

- People

- Actors on stage
- Artists at work
- The crew
- Helpers
- Little kids
- Dancers
- The bench
- Adventures
- Builders

- Places

- In the community
- In the locker room
- In the huddle
- Things
  - You spend your \$ on
  - You care about
  - That have people talking
- Times
  - Before
  - During
  - After
- Prepositions
  - Above
  - Across
  - Against
  - Behind
  - Beneath
  - Beside
  - Between
  - Through
  - Toward
  - Under
  - Up
- Moments
  - Celebration
  - Catching air
  - Catch your breath
  - Hanging out
  - Brave
  - Crowd reaction
  - Celebration
  - Survive
- Academics
  - Role playing
  - Dissections
  - Field trips
  - Demonstrations
- Etc.
  - Fire
  - Water

- Ice
- 

*IX. Sponsored educational sessions*

**How to be a better sports journalist**

- **Avoid cliches...**

- ...in stories
  - “Stepping up” anywhere or under any circumstances!
  - Dinger, charity stripe, trifecta, downtown and on and on...
- ...in story ideas:
  - A preview on must win game or any preview
  - Senior Night

- **Tell us something we don't know...**

- Be timely (no gamers, look ahead)
- Take advantage of your unique position (photographers should carry cameras everywhere; stay aware)
- National to local

- **Seize Twitter**

- Maintain dedication accounts for writers and/or staff section
- Make a style guide for social media (just like the paper's)
- Be reliable (every game, quicker than your competition)
- A no-no: “Come out to support Badminton this Friday! Go Gladiators!”

- **Be a professional**

- You're not a fan. You're a journalist!
  - Be good at what you do and be proud of it!
  - Don't limit your stories. Think big!
  - Borrowing ideas is not plagiarism
-

## Fall Convention Reflection

I decided to take 11 classes instead of the minimum eight because I wanted to create a portfolio of notes that could be helpful to upcoming leaders in the ODYSSEY Media Group. That being said, I tried to cover all the bases for this assignment so I could hand this off to the upcoming EICs as something helpful for them to use next year. I also wanted to take advantage of this opportunity so I could help my own skills progress. Here's a list of the classes in this document of notes, organized by section:

1. Advising
  - a. Building your program in a pandemic and beyond
2. Editing
  - a. AP Style ++
  - b. Making editing exciting
3. General Interest
  - a. 10 things you aren't doing enough of
  - b. 7 skills you need to beat the competition
4. Leadership and Team Building
  - a. 10 habits of a highly effective editor
5. Multimedia Broadcasting
  - a. Broadcast news videos for the win
6. Newsgathering
  - a. More than both sides: Redefining objectivity
  - b. Wouldn't touch it with a 10-foot poll
7. Photojournalism

- a. 50 photos your publication needs
- 8. Sponsored Education Sessions
  - a. How to be a better sports journalist

The program building course was great. It gave me a lot of information that I already knew, but I wanted to see what other programs were doing for retainment. Natalie and I have been trying to come up with ideas for more staff bonding, but we've also had a lot of conversations within the Cabinet about all of the people we risk losing, so I watched this course hoping for ideas. And I got some! I'm going to write down a list of ideas and show them to Natlalie when we get a chance to talk. One thing that really stood out to me was that one journalism advisor in the video spoke about the weekly time that he gets built into class in which students are divided into teams to play games with and against each other, regardless of staff, leadership status, etc. I thought that was a great idea. Maybe we could have weekly tape ball tournaments?

I took the AP Style course so I could have a reference guide. I've been pretty good with that so far, but given that I haven't had time to finish editing the staff manual... I thought this would at least be helpful. I learned a lot of good information about AP Style in regards to race, age, states, commas, etc. I will absolutely be referring back to this throughout the year. Honestly, it made me realize how much I don't know about AP Style and it was great to learn so many new things (mostly about commas), especially before cycle two of the newsmagazine.

I know I can be fairly quiet when it comes to struggles with my mental health, but I've had a hard time finding motivation to edit this year. It usually comes down to finding the time to get through all the stories that need to be looked at, but it's been difficult at times. I was hoping

this session would help with motivation, but unfortunately it didn't give me any information that I didn't already know.

In the next class, "Ten Things You Aren't Doing Enough Of," I was hoping for more information relating to me on a more personal level. I was hoping for information that would help me as a student. It did, though, help me come up with some ideas for social media. Number eight on this list was more targeted toward engaging the audience, and so I was thinking that we should do countdowns on the Instagram story for stories being published, or at least start doing promotions. That might be a way to get people more excited. For example, promoting larger packages on stories like "Hey, watch out for this!" I think posts and stories would be extra beneficial because somebody might see one before the other, but at least they'll see it either way. It's really just gotten me thinking. I know there are definitely areas of the sports community at Clarke Central High School that need to be covered more, and I'd love to work with the future cabinet for next year to help them get that set up before graduation.

The broadcast video was super helpful. I probably won't have many opportunities to create broadcast videos this year, but I wanted to take a class that was somewhere along the lines of film and I just thought this one would be interesting.

I do want to talk about the class I took on how to be a better sports journalist because it said not to do many of the things that we currently do, so I think brainstorming some new ideas or trying to make these less "cliche" — as the program referred to it — could be beneficial to the sports staff.

I think it would take too long to do a reflection on every single class I took, but overall I'm happy with the course selection I chose. I think it was a good selection all around because I learned things I didn't know much about, and I took classes that would refresh my memory. I'm



proud of the notes I compiled and I think they will be a good resource as the rest of the year goes by.