

***The Academy Life* Policy Guide**
applies to
***The Academy Life* newspaper and its associated media.**

The Academy Life is the student newspaper of the Columbus Academy and serves as a public forum for its students to discuss relevant information and their opinions with the school community. All content is the product of Columbus Academy students, with the exception of letters to the editor.

Roles and Responsibilities

The newspaper staff and editors are responsible for content in *The Academy Life* publications. Staff members aim to present balanced content and bear the necessary responsibilities for the newspaper's publication.

Editorial Board

The Editorial Board, composed of all editors, is in charge of all decisions concerning the entirety of the newspaper and reserves the right to the following:

1. Reject an article for publication
2. Approve new initiatives
3. Write editorials
4. Vote on issues applicable to the newspaper, with each editor granted one vote:
 - a. Issues are resolved by the majority
 - b. In the case of an impasse, the Faculty Advisor gets one tie-breaking vote

Editors-in-Chief

Two Editors-in-Chief are responsible for the management of *The Academy Life* each year. Editors-in-Chief organize and lead meetings, enforce deadlines, and ensure the paper is consistent with a high standard of publication. Editors-in-chief may call a vote during meetings with the Editorial Board.

Section and Department Editors

Editors are responsible for the management and quality of their respective departments. Editors must set and enforce deadlines in conjunction with their staff, copy edit their sections, and enforce initiatives determined by the Editorial Board within their department. Editors may submit new ideas and are allowed one vote on the Editorial Board.

Staff

Staff members are responsible for creating content for *The Academy Life* newspaper, such as written articles, digital media, graphics, photographs, publications, and social media. Staff members may submit new initiatives to the Editorial Board.

2.

Advisor

The Advisor reserves the right to coach, to discuss content, and to reject any content deemed unsatisfactory, as determined by the content section of this Policy Guide. The Advisor teaches new staff members the principles of journalistic writing and helps students create a balanced publication. The Advisor serves as a consultant for all meetings and provides counsel for controversial topics and legal issues. During meetings of the Editorial Board, the Advisor may call for a vote. The Advisor reserves the right to appoint and to remove any Editors, with input from the Editors-in-Chief.

Organizational Chart



Work produced flows to the level above.

i.e. A Staff Writer's article will be copyedited by a Section Editor. Section Editor's work will be copyedited by the Editors-in-Chief. After one round of revisions, work will flow to the advisor.

*A Staff writer's article will be copyedited by a Section editor.
Section Editors' work will be copyedited by the Editors-in-chief.
After one round of revisions, work will flow to the advisor.*

Concerning Selection

At the conclusion of each school year, the Advisor, with input from the Editors-in-Chief, will select the following year's Editors-in-Chief. The Advisor and the following year's Editors-in-Chief will then appoint Section and Department Editors for the following year.

Concerning Dismissal

Staff members may be suspended or dismissed from their positions or the publication for any of the following reasons:

1. Deadlines are consistently missed: 3 articles per half of each semester

2. Plagiarized content
3. Quote Falsification
4. Vandalism or theft of equipment
5. Failure to adhere to responsibilities
6. Actions deemed unbecoming of a staff member
7. ABSENCES: to be discussed

3.

The Advisor, with input from the Editors-in-Chief, reserves the sole right to dismiss a staff member. If there is a conflict of interest between an Editor-in-Chief and the staff member in question, the Advisor reserves the right to exclude that Editor-in-Chief from the decision making process.

Concerning Meeting Times

The Academy Life is a zero period class that meets every Monday, Tuesday, Thursday, and Friday morning. Each staff member is required to attend their classes to the best of their ability. The following sections meet on the following days:

1. Monday - School News, Arts, Sports, Media
2. Tuesday - World, News, Opinion, Local
3. Thursday - First-year students
4. Friday - The Editorial Board

Concerning Deadlines and Grades

At the beginning of every quarter, all sections meet and set their own schedules and deadlines, including monthly or bi-monthly pieces or a quota of work over a given period of time. Staff members set their own expectations with their section editor to reach that goal. In addition, each student sets the penalties he or she incurs if he or she fails to meet his/her own “set-expectations.” Section editors are expected to enforce deadlines within their sections, while Editors-in-Chief are responsible for each section to meet their deadlines. **Students are graded based on whether they meet their own expectations.**

At the end of each half or full semester, the Advisor and Editors-in-Chief will review first-year students. Those who have demonstrated a solid grasp of journalistic writing and media may have the option be placed into the next advanced section. The Advisor and the Editors-in-Chief will also evaluate each student’s contributions, including 1) any written article or opinion, 2) any graphic, and 3) any media piece.

The following rubric shows staff writers and editors how grades are assigned at the end of each quarter. No final exam grade is assigned for this zero period class. A minimum of three submissions (article, graphic, or media) are required per quarter.

| | |
|----|---|
| A+ | Student consistently meets all deadlines. Standards listed in this guide for every article, graphic, or media work are followed. Articles are free of content and mechanical errors. Student attendance is excellent (excepting illness or parental communication.) |
|----|---|

| | |
|----|---|
| A | Student meets the standards listed in this guide on <u>all but one</u> of his/her pieces. All deadlines are met. Articles have a minimal number of content and mechanical errors. Student attendance is excellent (excepting illness or parental communication.) |
| A- | Student meets the standards listed in this guide on <u>all but two</u> of his/her pieces. <u>All but one</u> deadlines are met. Articles have a minimal number of content and mechanical errors. Student attendance is excellent (excepting illness or parental communication.) |
| B+ | Student completes assignments “adequately,” yet needs one-to-one help with the Advisor or one of the editors to improve an article. Student attendance is excellent (excepting illness or parental communication.) |
| B | Students who receive a grade of B or below usually need help with following the style guide’s standards for content and sentence construction, have missed two or more classes (not due to illness or parental communication), or have not attended meetings arranged for extra help with the Advisor or an editor. |

Concerning Work

A “Work” is defined as the following

1. Articles
2. Photographs
3. Graphics
4. Print Media

All articles must contain at least one photo or graphic. All photographs must contain a caption and given proper credit.

Concerning Content

The Academy Life holds itself to a high standard of publication. All content is student-produced, and any opinions presented are those of the student whose name appears in the byline. *The Academy Life* does not censor content due to bias.

No unsatisfactory content is allowed. Content deemed unsatisfactory is subject to removal or to revision by the Advisor, with input from the Editors-in-Chief. Unsatisfactory content is defined as follows:

1. Libelous
2. Unnecessarily offensive
3. Unwarranted invasion of privacy
4. Illegal, such as copyrighted works
5. Plagiarism
6. Quote Falsification
7. Unnecessarily profane

If any persons wish to excuse themselves from the content of the publication, they may do so by contacting the advisor, or by emailing academylife@columbusacademy.com.

Concerning Conflict of interest

Any conflict of interest must be duly noted by the author of the work at the bottom of the page, following the format “Disclaimer: John Smith’00 is a member of xyz.”

Concerning Controversy

1. *The Academy Life* strives to present balanced stories. Controversial content that is not an Opinion covers all sides of any story.
2. Any controversial content is presented respectfully and in accordance with the content policy.

Concerning Editorials

1. All editorial content will be determined by the Editorial Board.
2. *The Academy Life* will not publish any Editorial for which there is a conflict of interest.
3. A chance for comment on all sides of an issue will be provided.
4. The views stated in editorials represent that of a majority of the Editorial Board.

Concerning Opinions

1. Any Opinions expressed are the sole views of the author whose name appears in the byline.
2. Only content explicitly defined as Opinion is opinionated. All other content is balanced and explores both sides of an issue.

Concerning Interviews

1. All interviews must be conducted in person.
2. Interviewers must confirm quotes with the interviewee before content reaches publication.
3. *The Academy Life* is not liable for any quoted content, unless a quote is falsified or misused.

All quoted material MUST BE VERIFIED with the interviewee and then copied to Ms.

Hogan on an email.

Sections

The Academy Life maintains the following sections in its publication. A Section Editor leads his/her appointed section. However, it is not mandatory for a section to have an Editor.

1. School News
2. Arts
3. Sports
4. Op/Ed
5. Local
6. World
7. Media

6.

Departments

The Academy Life maintains the following departments. An Editor leads his/her appointed department. However, no department requires an Editor.

1. Digital Media
2. Print Media

3. Social Media

Bylines

1. Authors of any content that is not Editorial content are bylined following the format “John Smith’00.” **NEVER PUT PERIOD AFTER Q MARKS!**
2. Editorial content is bylined “Written by the Editorial Staff”.
3. If any work contains more than one contributor, both are bylined.
4. All bylined authors are accountable for their content.

Letters to the Editor

1. Any person of relevance to the Columbus Academy community may submit a letter to the Editor.
2. Letters to the Editor may be submitted to the Advisor, or emailed to academylife@gmail.com.
3. Letters to the Editor are subject to review by *The Academy Life*
4. All letters must be signed. **We never accept “anonymous” letters.**
5. All letters must follow the Content Policy outlined in this guide.
6. The Academy Life reserves the right to reject or edit all Letters to the Editor

Concerning Comments

1. Any comments relating to *The Academy Life* and its associated publications are subject to review by *The Academy Life* Advisor.
2. All comments must be signed.
3. All comments must follow the Content Policy outlined in this guide.

Concerning Errors

1. Errors are amended as follows: “An earlier version of this article contained an error. DESCRIPTION OF ERROR. Amended 01/01/14 12:00pm.”
2. Any errors identified may be sent to the Advisor or emailed to academylife@columbusacademy.com.

Concerning Death

1. In the event of a death, permission must be respectfully obtained from family members of the deceased before any content is produced. If approval is not received, no content shall be produced. Head of school is the paper’s publisher and makes executive decision.
2. Family members will be shown all work relating to the deceased prior to publication.
3. Any death within the student body or faculty shall be acknowledged with an article, if permission is obtained. In the event of a suicide, the word “suicide” shall not be used.

Style Guide

Common Conventions

Our school’s name is *Columbus Academy*, not *The Columbus Academy*

Our newspaper is *The Academy Life*, not *Academy Life*

Quotes

Place only the exact words of the source within quotation marks.

This rule is often broken because beginning writers feel it necessary to clean up incorrect grammar or include a word that clarifies the quotation. Writers should remember that they cannot put words in their sources’ mouths when writing, but only hope to get them to say what’s desired.

Verify all quotes with the source.

Go back and check with the person you’ve quoted and make sure they approve the quote.

When quoting, place the quote and all punctuation within the quotation marks.

“I love food,” Jerry said.

NOT

“I love food,” Jerry said.

When attributing quotes, put said after the subject, not before.

“I love food,” Jerry said. **NOT** “I love food,” said Jerry.

The exception to the above rule is when the source has a long title.

“I love food,” said Jerry, President of Foodies for a Better World Club.

Put the attribution at or near the beginning of a long quotation. Readers need to know who is saying what in a long quotation.

“I love food,” Jerry said. “There’s something delightful about biting into a fresh homemade pizza and letting the mozzarella melt, hot in your mouth. I don’t know what I’d do without food. I don’t think I’d survive.”

Attribution that appears in the middle of a sentence should come at a natural break, rather than at interrupt a thought.

RIGHT: "For years it's been profitable being a mechanic in this city," Logan Greene said. "They said training could take up to six months."

WRONG: "For years," Logan Greene said, "it's been profitable being a mechanic in this city."
<http://writing2.richmond.edu/writing/wweb/journalism/quotes.html>

2.

Associated Press Style: Abbreviations and Acronyms

Some widely known abbreviations are required in certain situations, while others are acceptable but not required in some contexts. For example, *Dr.*, *Gov.*, *Lt. Gov.*, *Rep.*, *the Rev.* and *Sen.* are required before a person’s full name when they occur outside a direct quotation. Please note, that medical and political titles only need to be used on first reference when they appear outside of a direct quote. For courtesy titles, use these on second reference or when specifically requested. Other acronyms and abbreviations are acceptable but not required (i.e. FBI, CIA, GOP). The context should govern such decisions.

Addresses

For numbered addresses, always use figures. Abbreviate *Ave.*, *Blvd.*, and *St.* and directional cues when used with a numbered address. Always spell out other words such as *alley*, *drive* and *road*. If the street name or directional cue is used without a numbered address, it should be capitalized and spelled out. If a street name is a number, spell out *First* through *Ninth* and use figures for *10th* and higher. Here are some examples of correctly formatted addresses: *101 N. Grant St.*, *Northwestern Avenue*, *South Ninth Street*, *102 S. 10th St.*, *605 Woodside Drive*.

Ages

For ages, always use figures. If the age is used as an adjective or as a substitute for a noun, then it should be hyphenated. Don’t use apostrophes when describing an age range. Examples: A 21-year-old student. The student is 21 years old. The girl, 8, has a brother, 11. The contest is for 18-year-olds. He is in his 20s.

Books, Periodicals, Reference Works, and Other Types of Compositions

Use quotation marks around the titles of books, songs, television shows, computer games, poems, lectures, speeches and works of art. Examples: Author Porter Shreve read from his new book, “When the White House Was Ours.” They sang “The Star-Spangled Banner” before the game.

Do not use quotations around the names of magazine, newspapers, the Bible or books that are catalogues of reference materials. Examples: *The Washington Post* first reported the story. He reads the *Bible* every morning.

Dates, Months, Years, Days of the Week

For dates and years, use figures. Do not use *st*, *nd*, *rd*, or *th* with dates, and use Arabic figures. Always capitalize months. Spell out the month unless it is used with a date. When used with a date, abbreviate only the following months: *Jan.*, *Feb.*, *Aug.*, *Sept.*, *Oct.*, *Nov.* and *Dec.* Commas are not necessary if only a year and month are given, but commas should be used to set off a year if the date, month and year are given. Use the letter s but not an apostrophe after the figures when expressing decades or centuries. Do, however, use an apostrophe before figures expressing a decade if numerals are left out. Examples: Classes begin Aug. 25. Purdue University was founded May 6, 1869. The semester begins in January. The 1800s. The '90s.

3.

If you refer to an event that occurred the day prior to when the article will appear, do not use the word “yesterday.” Instead, use the day of the week. Capitalize days of the week, but do not abbreviate. If an event occurs more than seven days before or after the current date, use the month and a figure.

Dimensions

When writing about height, weight or other dimensions, use figures and spell out words such as feet, miles, etc. Examples: She is 5-foot-3. He wrote with a 2-inch pencil.

Miles

Use figures for any distances over 10. For any distances below 10, spell out the distance. Examples: My flight covered 1,113 miles. The airport runway is five miles long.

Names

Always use a person’s first and last name the first time they are mentioned in a story. Only use last names on second reference. Do not use courtesy titles such as Mr., Mrs., Miss or Ms. unless they are part of a direct quotation or are needed to differentiate between people who have the same last name.

Numerals

Never begin a sentence with a figure, except for sentences that begin with a year. Examples: Two hundred freshmen attended. Five actors took the stage. 1776 was an important year.

Use Roman numerals to describe wars and to show sequences for people. Examples: *World War II*, *Pope John Paul II*, *Elizabeth II*.

For ordinal numbers, spell out *first* through *ninth* and use figures for *10th* and above when describing order in time or location. Examples: *second base*, *10th in a row*. Some ordinal numbers, such as those indicating political or geographic order, should use figures in all cases. Examples: *3rd District Court*, *9th ward*.

For cardinal numbers, spell out numbers below 10 and use figures for numbers 10 and above. Example: *The man had five children and 11 grandchildren*.

When referring to money, use numerals. For cents or amounts of \$1 million or more, spell the words cents, million, billion, trillion etc. Examples: \$26.52, \$100,200, \$8 million, 6 cents.

Punctuation

Use a **single space** after a period.

The Academy Life uses the Oxford Comma. Example: Purdue University's English Department offers doctoral majors in literature, Second Language Studies, English Language and Linguistics, and Rhetoric and Composition.

Commas and periods go **within** quotation marks. Example: “I did nothing wrong,” he said. She said, “Let’s go to the Purdue game.”

4.

States and Cities

When the name of a state stands alone in a sentence, spell it out. When the name of a city and state are used together, the name of the state should be abbreviated (except for Alaska, Hawaii, Idaho, Iowa, Maine, Ohio, Texas and Utah). States should also be abbreviated when used as part of a short-form political affiliation. Examples: He came from Lafayette, Ind. The peace accord was signed in Dayton, Ohio. The wildfire began in California and moved east toward Carson City, Nev.

State abbreviations in AP style differ from the two-letter ZIP code abbreviations. Here is how each state is abbreviated in AP style:

State Abbreviations

| | | | | |
|--------|-------|-------|-------|------|
| Ala. | Ind. | Mont. | Ore. | Wis. |
| Ariz. | Kan. | Neb. | Pa. | Wyo. |
| Ark. | Ky. | Nev. | R.I. | |
| Calif. | La. | N.H. | S.C. | |
| Colo. | Md. | N.J. | S.D. | |
| Conn. | Mass. | N.M. | Tenn. | |
| Del. | Mich. | N.Y. | Vt. | |
| Fla. | Minn. | N.C. | Va. | |
| Ga. | Miss. | N.D. | Wash. | |
| Ill. | Mo. | Okla. | W.Va. | |

AP style does not require the name of a state to accompany the names of the following 30 cities.

Cities Not Requiring State Names

| | | | |
|------------|--------------|---------------|----------------|
| Atlanta | Detroit | Minneapolis | Pittsburgh |
| Baltimore | Honolulu | New Orleans | St. Louis |
| Boston | Houston | New York | Salt Lake City |
| Chicago | Indianapolis | Oklahoma City | San Antonio |
| Cincinnati | Las Vegas | Philadelphia | San Diego |
| Cleveland | Los Angeles | Phoenix | San Francisco |
| Dallas | Miami | Pittsburgh | Seattle |
| Denver | Milwaukee | Phoenix | Washington |

Times

The exact time when an event has occurred or will occur is unnecessary for most stories. Of course, there are occasions when the time of day is important. In such cases, use figures, but spell out *noon* and *midnight*. Use a colon to separate hours from minutes, but do not use :00. Examples: 1 pm. 3:30 am.

Titles

Generally, capitalize formal titles when they appear before a person's name, but lowercase titles if they are informal, appear without a person's name, follow a person's name or are set off before a name by commas. Also, lowercase adjectives that designate the status of a title. If a title is long, place it after the person's name, or set it off with commas before the person's name. Examples: President Bush; President-elect Obama; Sen. Harry Reid; Evan Bayh, a senator from Indiana; the senior senator from Indiana, Dick Lugar; former President George H.W. Bush; Paul Schneider, deputy secretary of homeland security.

Technological Terms

Here are the correct spelling and capitalization rules for some common technological terms:

- BlackBerry, BlackBerrys
- download
- eBay Inc. (use EBay Inc. when the word begins a sentence)
- e-book
- e-book reader
- e-reader
- email
- cellphone
- Facebook
- Google, Googling, Googled
- hashtag
- IM (IMed, IMing; for first reference, use instant messenger)
- Internet (after first reference, the Net)
- iPad, iPhone, iPod (use IPad, IPhone, or IPod when the word begins a sentence)
- LinkedIn
- social media
- smartphone
- the Net
- Twitter, tweet, tweeted, retweet
- World Wide Web, website, Web page
- webmaster • YouTube

6.

Contributors: Christopher Arnold, Tony Cook, Dennis Koyama, Elizabeth Angeli, Joshua M. Paiz.

<https://owl.english.purdue.edu/owl/owlprint/735/>

Writing Tips

1. Caption Writing:
 - a. A caption should completely, accurately, and creatively identify and describe the action/reaction of the photo.
 - b. The ABC's of Caption Writing
 - i. The first sentence describes the ACTION in the photo without stating the obvious

- ii. The second sentence gives BACKGROUND information not seen in the picture
- iii. The third sentence should add COLOR or CONTEXT, often including a quote.

c. Types of Captions:

- . One sentence summary
- i. Expanded or mini-story
- ii. Identification caption
- iii. Group identification

2. Column Writing:

Columnists are a writers who has developed a distinctive voice. Readers may agree or columnists may strongly object to their positions, but they read the column. The best way to get started writing columns is to read columns while watching for the columnists' voice, tone, and subjects.

a. Types of Columns:

- 0. *Personal Reflection*: Human interest that works if reader can relate to the topic; trying to strike an emotional chord with the reader. (Andy Rooney, Craig Wilson)
- 1. *Humor*: A column that can make you laugh while making you think and enlightening you. (Dave Barry)
- 2. *Restaurant Review*: What to buy and where to get the most for your money-this review includes decor of the restaurant, wait time, service, type of restaurant and its specialties. You must convey the aromas, the ambience.
 - 1. Include name of restaurant, address, phone number, hours and days open and whether or not reservations are needed, price range for appetizers, entrees, and the full experience. Take a group of friends, so everyone can order something different.
 - 2. Use all senses to convey flavor, texture, and appearance. You may compare items on the menu or contrast to the same item at a different restaurant.
 - 3. Be concrete. State ingredients, sauces, spices. If you don't know, ask your waiter.
 - 4. Disappointed? Glad you didn't order what your friend did? Include it in the review.

7.

- iv. **Social Commentary**: The school community will be your beat; you can localize national events to your local readers. You are concerned, you care.

v. **Sports Columns:**

- 1. **Don't tell the readers what they already know.** Add knowledge of a player's background, the game stats in perspective of the home team or other teams, invest the time to get insights - spend time with the team in practice or pre-game.
- 2. Avoid sports cliches. Use technical terms sparingly. Avoid jargon. Use informal language.
- 3. Avoid state of being verbs. Use active, vibrant verbs. This column should be used for an exchange of ideas and dialogue about daring to meet challenges.

4. Provide the insight that the fan at the game didn't get. (Rick Reilly)
- vii.* **World, Political, Legal Commentary:** You must be informed. You need to know who is responsible for decisionmaking and what the chain of authority is. Know who the elected student government and club officers are, but also know the committee chairs and the "real" workers. You need to know the big picture, the background, and be able to find perspective to an issue. Be direct, use clarity of expression.
- viii.* **Review of the Arts:** This review's primary function is to be critical. The review should do the following:
1. Make sense to the readers whether or not they saw the movie, attended the play, or listened to the music.
 2. Extend one's appreciation of the performance or convey honest and fair criticism, pro or con; usually a good review includes both elements, though not necessarily in balance.
 3. Offer a unique perspective, one reflecting the production as a whole, and one stressing a significant, fresh angle.
 4. Cite tangible, observable evidence for all conclusions.
 5. Build on accurate observations and appropriate reporting (listening, watching, reading - often more than once) as well as interviewing background sources. (Ben Brantley)
- ix.* **Book Review:** Clearly establish your evaluation of the book. Let the reader know if this book is worth the price and time to read, based on the reader's knowledge and interests.
- x.* **Editorial Comment:** "Fact behind the news" column where writer shows a more personal reaction to what's in the news. This can work for school news or national stories.

A beat is a specific area of reporting. Covering local news means your beat is local news.

8.

3. Editorial Writing:

- a. The editorial is the official stance of the publication. The staff's editorial board should discuss and evaluate the merits of possible stances on issues and then take a position and assign a member of the board to write the editorial. If the board does not agree unanimously, the vote should run at the bottom of the editorial and someone should write a commentary for the op/ed section to express the opposition viewpoint.
- b. **What an editorial should do:**
 - i. Defend: stand up for an individual or institution that is under attack
 - ii. Criticize: if you criticize, offer suggestions for change, be constructive
 - iii. Endorse: give solid reasons for endorsement of an issue or political candidate
 - iv. Compliment: show evidence that the compliment is deserved; do praise when warranted
 - v. Entertain: make sure it has a worthwhile point and that they subject is worth the reader's time
 - vi. Predict: support your predictions with fact
 - vii. Instigate, advocate, or appeal: to instigate editorially means the newspaper is on a crusade for something. Or the paper might advocate that this be accomplished by citing suggestions put out. An appeal could be when you're encouraging people to vote for something.
- c. **Specs Formula:**
 - . state the problem

- i. position to the problem
- ii. evidence to support the position
- iii. conclusions; who's affected and how
- iv. solutions to the problem; at least two

d. Writing the editorial:

- . Brainstorm
- i. Research
- ii. Develop your thesis
- iii. Avoid preaching. This turns the reader off. Build your editorial around a logical framework. You need an introduction to get the reader's attention.
- iv. Body: to persuade the reader
- v. Conclusion: to prompt the reader into action

4. Feature Writing:

. A feature story lead should create an image, send a verbal message, and capture the reader's imagination. The tone of it should fit in the mood of the story and supply the theme or angle.

- a. What makes a good feature story lead:
 - 0. an anecdote that represents the universal truth
 - 1. the description of a scene that helps to establish a tone or mood

9.

- iii. a description of a subject: face, demeanor, posture
- iv. a powerful quote
- v. a startling statement
- vi. the strength of any sentence is judged by its degree of improbability

c. Types of feature stories:

- . **Human Interest:** Involves persons rather than things
- i. **Interviews:** can be either informational or a profile feature. Informational deals with an authority whose opinions on certain subjects, facts about things, or comparison are of significant value. Personality interviews are interesting because of the individual rather than the subject matter.
 - ii. **Informational Features:** of historical, social, practical interest. Basic purpose is not to entertain but inform.
 - iii. **Personality Sketch:** develops a total picture of the person, gets the facts from the person in question, attempts to reveal personality through anecdotes, looks at mannerisms/actions/dress/experiences, talk to other people about the person
 - 1. name
 - 2. personality
 - 3. background
 - 4. physical appearance
 - 5. environment
 - 6. hobbies
 - 7. their influence on others
 - 8. anecdotes/observation
 - iv. **Featurettes:** clever, attention-getting beginning with events told in chronological order, conclusion - often a surprise - told quickly

4. Headline Writing:

- c. The lead of a news story summarizes the story, and the headline should summarize the lead, and it must do so in a limited amount of space. The headline should be reader-friendly, so there are some basic rules to guide the headline writer in this task.
 - . Headlines should emphasize, summarize, and help sell the stories' columns.
 - i. There should be no opinion stated in a headline, with the exception of headlines for editorials and columns.
 - ii. Readers generally scan headlines very quickly to see if there is anything they want to read about, so the most newsworthy information must be featured.
 - iii. The headline should not give information that is not given in the story.
 - iv. The headline should inform the reader through a simple declarative sentence: subject, verb, direct object.
 - v. The best headlines are in active voice and use action verbs rather than "being verbs"
 - vi. To reflect past action, the headline should be written in present tense.

10.

- viii. To show further or possible action, the headline should be written with the infinitive form of the verb: to + verb
- ix. Headline writers should use "can" or "may" rather than "will" unless they are absolutely sure their predictions are accurate
- x. Headlines should let the reader know who is doing what, along with the other necessary "who what when where why and how" elements. (The when is not usually needed)
- xi. Abbreviations should be avoided in headlines. Initials should be used only when the readers are familiar with what they stand for.
- xii. The vast majority of the student body knows what school they attend, so it is not necessary to tell them repeatedly in headlines. Don't use the name of the school or its initials in headlines.
- xiii. Avoid the use of "a," "an," and "the." Eliminating these words makes more room for interesting subjects, verbs, and objects.
- xiv. Keep capitalization at a minimum. Most newspapers use down-style, that is, capitalizing only the first word in the headline and all proper nouns and adjectives. All-cap headlines are difficult to read and should be used in small doses for emphasis.
- xv. Punctuation in headlines should be minimal:
 - 1. Use single quotations rather than double.
 - 2. Use a comma in place of the word "and."
 - 3. Colons can be used to replace the word "said."
 - 4. Use a semicolon to separate two complete thoughts.
- xvi. Headline structure should be varied. Use multi-line headlines as well as one-line headlines on news stories. For special stories or feature stories, use specialty or feature headlines.
 - 1. When writing multi-line headlines:
 - a. Keep verb phrases on the the same line.
 - b. Keep adjectives and the words they modify on the same line.
 - c. Keep adverbs and the words they modify on the same line.
 - d. Keep prepositional phrases on the same line.
 - e. A line of a headline cannot end with a hyphen.

The Inverted Pyramid Structure

Leads

1. Finding Your Lead

- a. What is the story about in 25 words or less?
- b. Write the nut graf, or focus graf, first.
- c. Pretend you are telling the story to a family member at the kitchen table.
- d. Without looking at your notes, what do you remember as interesting or unusual?
- e. Don't be satisfied with your first lead attempt. Explore your options.

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1.

2. Types of Leads

- a. Descriptive Lead: often sets the scene and/or shows a person in action.
- b. Focus on a Person Lead: generally shows a person in action
- c. Analogy Lead: uses a comparison
- d. Narrative Lead: often works well to open longer stories
- e. Question Lead: avoid the "Have you ever wondered?" type questions, but a really intriguing question can work for specific stories
- f. Mystery Lead: brightening a very dull, routine story, this technique uses foreshadowing to draw the reader in
- g. Shock Teaser: if you have the right material, you can set the reader up, and then shock them. Let the story do the shocking.
- h. Build on a Quote Lead: the lead is based on a backup quote, usually in the second graf (sometimes called a "stutter lead")

Interviewing

1. **Fact Interview:** This type is a straightforward question-and-answer conversation intended to get facts and quotations for advance stories or supplementary follow-up coverage of past events. These are routine interviews and can be conducted over the telephone if necessary.
2. **Personal Interview:** A more formal approach, also called the feature interview. The reporter should prepare a list of questions ahead of time, but be prepared to take a different path of questioning if the situation calls for it.
3. **Group Interview:**
 - a. **Man-on-the-street of inquiring reporter:** The reporter asks the same question of interviewees selected at random. The answers may be limited to one or two sentences, and are printed just as given, with no comment from the reporter. These might be published in an inquiring reporter type of column along with a small picture of the interviewee.
 - b. **Symposium Interview:** The reporter gathers statements from several people, usually authorities or specialists with similar interests or expertise. The statements are compared, contrasted, analyzed or interpreted, and are used as direct and indirect quotes throughout an article.
 - c. **Prepare for the Interview:**
 - i. make an appointment in advance
 - ii. learn as much about the topic or person as you can in order to ask intelligent questions
 - iii. know what you want to accomplish in the interview
 - d. **Conducting the Interview:**
 - . be on time, with adequate supplies of paper and writing utensils or a recording device
 - i. introduce yourself and the purpose of the interview
 - ii. be friendly and courteous

- iv. volunteer information only when it is necessary to stimulate conversation or to get it back on track
- v. don't interrupt
- vi. avoid overly personal questions
- vii. ask specific, thought-provoking questions; avoid yes-or-no questions
- viii. don't let the conversation run wild, but if an unexpected angle should develop, be prepared to follow it
- ix. take good notes, but don't distract the interviewee while doing so
- x. do not exclusively depend on a recording of the interview
- xi. obtain all of the information you think you will need before concluding the interview, but be sure to get a phone number where your interviewee can be reached if necessary
- xii. go over all quotes with the interviewee to check accuracy
 - d. Writing Interviews:
 - . Begin writing soon after the interview while notes are fresh.
 - i. Select and evaluate notes carefully. Include only interesting, pertinent material.
 - ii. Follow the order of decreasing importance for new stories and most symposium interviews. Use your imagination and originality to determine the best order for a personality interview.
 - iii. Begin with an appropriate lead.
 - iv. Place your most dynamic quote after the lead to hold your reader's attention.
 - v. Alternate paragraphs of direct quotations and indirect quotations or summarizing statements. Use direct quotes for elaboration or points of emphasis for especially forceful or colorful language. Use indirect quotes for summarizing statements.
 - vi. Make quotes more compact if possible, but don't change the meaning of what was said.
 - vii. Avoid any reference to yourself ('when asked...', 'I interviewed...', etc.)
 - viii. Weave characteristic expressions, mannerisms, or gestures into the story if appropriate, especially in a personality interview.
 - ix. Use the word "said" for attribution. Not "says," not "stated," not "remarked," not "replied." Only said.
 - x. For a one sentence quote in the body of the story, follow this format:
 - 1. "This is a quote," Susie Senior said.
 - xi. If the quote is longer than one sentence, you can break it up by putting the attribution in the middle:
 - 1. "This is a quote," Susie Senior said. "And I said it."
 - xii. At the end of the story, put the attribution in the middle, even for a short quote. Never end a story on the word "said."
 - 1. "This," Susie Senior said, "is a quote."
 - xiii. You may use partial quotations interspersed in your own sentences:
 - 1. John finds it "funny peculiar" in the senior play when he...
 - xiv. Use synonyms for the interviewee's name in order to avoid overworking it.
 - 1. the senior, the player, the club member

Notes.
