

## **JOU 4202 ADVANCED EDITING**

Summer "A" Session 2013

Tuesdays & Thursdays

9:30 a.m. to 12:15 p.m. (one 15-minute break)

Weimer room 3028

**Instructor:** David Hipschman

**Email:** davidhipschman@gmail.com

**Phone:** Please use email unless contacting me is critical or an actual emergency.

My cell phone number is 352-682-2921.

**Office hours:** I have no office, will meet with you by appointment if need arises.

### **Course Description:**

The goal of Advanced Editing is to get you to think as an editor thinks, and have you work collaboratively with other editors and content providers. We will build upon your existing reporting, writing, fact-finding and editing skills to launch you on to the life-long journey of becoming a collaborative, creative and thoughtful editor in the rapidly changing world of content creation, manipulation and presentation.

This will include:

- Understanding the editor's role
- Expanding and sharing your web and digital skills
- Content presentation
- Editorial decision-making
- Generating story ideas
- Project management

### **What Is Required of You**

#### **1. The never-ending challenge, "How many excellent story ideas can you generate?"**

A class-participation exercise upon which item 6 (below) relies. We will work together as a class "newsroom" to find real stories for the Summer A class publishing project.

**— 300 POSSIBLE POINTS**

#### **2. Regular and required reading in the field.**

You are expected to be able to discuss and communicate about the world of journalism. To that end, a list of reading material will be provided. I will add to the list in class and via email. Explore it on a regular basis. Your contributions to the list by suggesting things for us to read and discuss is a very good thing. Additional requirements of this course (see below) depend on this reading.

**— 300 POSSIBLE POINTS**

### **3. Create and post to your “Advanced Editing Blog.”**

#### **— 1600 POSSIBLE POINTS**

You can use any blogging tool you like, but you must post to your blog at least 16 times throughout the summer session. You must invite me to the blog and have it notify me of new posts.

Your posts cannot all appear at the end of the semester in a desperate last-minute act. If that happens, I will not grade them. The subject is anything to do with journalism, the tools of online media, or the media in general. They could be responses to the reading list, which will show me that you have engaged in the required reading. I will grade on the editing and critical thinking on your part. Here is the basic formula from which I will work (flawed self-editing of these could bring your score down):

— Flawlessly edited blog posts that are descriptive only **1 to 60 points**.

— Description with some basic analysis **61 to 80 points**.

— Exploration of journalism based on class discussion, your own experiences, or your reading **80 to 100 points**.

### **4. Create your own resume and cover letter.**

You will soon need one. This is an opportunity for your class to help you make it better.

#### **— 300 POSSIBLE POINTS**

**5. Create an “electronic newsletter” or “e-news product.”** This is about design and presentation, with linked content, in a project that will be accomplished by individuals, in teams or as a class, depending on the class size and its energy. It will be graded as much on collaboration and participation as content.

#### **— 500 POSSIBLE POINTS**

E-newsletter examples: AOPA, EAA, AvWebFlash, Florida Trend, The Global Museum, eMentor.

**6. Class Project** — We will choose among the stories generated in the “How many excellent story ideas can we come up with challenge,” and report, edit and content-manage them in a session-long publishing project as a class or in teams. This project is professional-grade and may later serve you as part of your portfolio.

**— 3000 possible points (Half the grade for the class.)**

### **7. A Final Editing & Grammar & AP Style & Overall Knowledge Test.**

**—POINTS TO BE DETERMINED.** This may include editing exercises; short essay answers related to the topics we have covered in class, and editing/writing exercises of various forms as well as multiple-choice questions. **Date to Be Determined**

*Note: Depending on the overall performance of the class, this test may be dropped.*

#### ***More on Grading***

Any copy you hand in, blog or post shall be edited for correctness, tone and AP style as if your work was being posted on a newspaper web site or in its print editions. Points are deducted for overlooking mistakes or (worse) introducing them. AP style errors will cost you points. Errors in grammar, punctuation and word use will cost you points. Misspellings cost points. Fact errors will cause a deduction of points.

#### **Required Materials**

An AP Stylebook. **Bring your Stylebook to every class.** I require no other textbooks. The dictionary used in grading is the same the AP Stylebook uses: Webster's New World College Dictionary, 4th Edition.

### **Class Participation**

You are expected to attend and participate in class. Because life happens – people get sick, cars don't start, emergencies arise – I will attempt to be reasonable. ***But, missing class and/or not doing required assignments shall have an adverse effect on your grade. Making up work in the short summer session is often difficult due to timing issues. Therefore, it is entirely your responsibility to be proactive about finding out what you have missed if you must be excused from class.***

### **Demeanor**

Professionals treat each other with courtesy and mutual respect. Newsrooms are full of bright creative people with strong opinions, but politeness matters. This class is conducted as a mirror of that real world.

### **The Real World: Regarding Integrity**

University of Florida's [honor code](#) prohibits academic dishonesty. Violations may result in a failing grade, with details forwarded to the Dean of Students Office. In the real world you would get fired.

### **Students with Disabilities**

To request a disability-related accommodation, contact the [Disability Resource Center](#) as early in the semester as possible. The center will provide documentation so appropriate accommodations can be made. The center is in Reid Hall, 392-8565.