JOURNALISM 285V    Newspaper Laboratory
1 – 3 credits (Writing Intensive)

INSTRUCTOR:    Elizabeth “Libby” Young
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OFFICE HOURS:    1:30 – 3 p.m. T, Th or anytime by appointment
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EFFECTIVE DATE:  Spring 2015

WINDWARD COMMUNITY COLLEGE MISSION STATEMENT

Windward Community College offers innovative programs in the arts and sciences and opportunities to gain knowledge and understanding of Hawai‘i and its unique heritage. With a special commitment to support the access and educational needs of Native Hawaiians, we provide O‘ahu’s Ko‘olau region and beyond with liberal arts, career and lifelong learning in a supportive and challenging environment — inspiring students to excellence.

CATALOG DESCRIPTION

Complete production of the student newspaper, including fact gathering, writing, layout, editing and photography. Repeatable up to 6 credits; 6 credits applicable toward A.A. degree. Prerequisite: English 100. Completion of or concurrent enrollment in JOUR 205 or consent of instructor.

Activities Required at Scheduled Times Other Than Class Times

Variable hours to meet newspaper deadlines. Some time during one weekend a month may be needed for Ka ʻOhana production.

STUDENT LEARNING OUTCOMES

The student learning outcomes for the course are:

1. Apply basic journalistic concepts and principles to produce a range of articles that meet standards for publication, including readability, accuracy, news style and mechanics.
2. Demonstrate a working knowledge of page design principles and software to produce pages for a tabloid publication.
3. Apply knowledge of photography to take pictures using a digital camera, crop photos and adjust them using PhotoShop software.
4. As part of a team, produce a monthly publication that meets journalistic standards for news value, readability, accuracy, objectivity, clarity, balance and fairness.
5. Demonstrate an ability to generate story ideas, meet deadlines, gather and organize information, and follow through on assignments.
6. Be able to upload stories and photos to the Ka ʻOhana web site and work as part of a team to produce a combined print, audio and video package for the newspaper site.
# COURSE CONTENT

**Concepts or Topics** *(Terms, topics, or concepts students should know or understand)*

- News values (what makes news)
- Journalism ethics
- Story forms (short news, features, straight news, editorials)
- Basics of photo composition and operation of camera
- Design principles (balance, contrast, reverse-S, dominant photo, vertical and horizontal formats and others as used in page and ad design)
- Various type faces and graphic elements
- Basics of the desktop publishing program InDesign to produce a publication such as Ka ‘Ohana
- Basics of uploading stories and photos to the Ka ‘Ohana web site.
- Basics of combining print, audio and video into a package for the web site.

**Skills or Competencies** *(What students should be able to do in order to complete the student learning outcomes)*

1. Identify potential news stories, sources of information and interview questions.
2. Conduct interviews in a timely way to produce readable stories and meet deadlines.
3. Work with editors and advisor to copy edit articles for factual accuracy, news style, grammar and mechanics.
4. Take photos as needed to accompany stories.
5. Use InDesign to plan and produce Ka ‘Ohana every month for publication.
6. Work as part of a team to meet monthly deadlines.
7. Work as part of a team to post stories and photos to the Ka ‘Ohana web site and produce a combined print, audio and video package for the site.
8. Use the basics of iMovie to produce a short video clip for posting to the Ka ‘Ohana web site.

# COURSE TASKS

1 credit – Attend and participate in 70 percent of classes. Complete tasks in at least one area such as copyediting, ad sales, writing, photography and page design. Work should cover all four issues during the semester. Submit a final portfolio of assignments completed for the newspaper with a one-page summary of what you learned. **As a writing intensive course, the student needs to write at least one article for each of four issues of the newspaper plus other shorter blurbs.** Work as a team member on one combined print, audio and video package.

2 credits – Attend and participate in 80 percent of classes. Complete tasks in two areas of copyediting, ad sales, writing, photography and page design. Work should cover all four issues during the semester. Submit a final portfolio of assignments completed for the newspaper with a one-page summary of what you learned. **As a writing intensive course, the student needs to write at least one article for each of four issues of the newspaper plus other shorter blurbs.** Work as a team member on one combined print, audio and video package.

3 credits – Attend and participate in 90 percent of classes. Complete tasks in three areas of copyediting, ad sales, writing, photography and page design. Work should cover all four issues during the semester. Submit a final portfolio of assignments completed for the
newspaper with a one-page summary of what you learned. As a writing intensive course, the student needs to write at least two articles for each of four issues of the newspaper. Work as a team member on one combined print, audio and video package.

ASSESSMENT TASKS AND GRADING

Grading will be based on both quantity and quality of work as well as the student’s ability to work as part of a team to produce the student newspaper and meet deadlines. Since all work is intended for publication, students will be expected to strive for professional journalistic excellence.

Goals include:

• Stories – Accuracy in facts, grammar, punctuation, word usage and news style; balance and fairness in reporting; concise and clear writing; adherence to deadlines.

• Photography – Effective composition, in focus, well-exposed photos, cropped for maximum impact, use of Photoshop to prepare photos for publication.

• Video, audio production– Visually engaging, clearly sequenced narrative and effective use of iMovie tools to tell the story.

• Page design – Logical, easily followed layout; effective use of graphic elements, photos and type and design principles; able to plan a page of Ka ‘Ohana using a dummy layout and use basic InDesign operations to place stories, size photos, write engaging headlines that fit, write cutlines, and do proofreading for accuracy and alignment of elements.

• Ad design – Uncluttered, easily read, attractive to readers to deliver a clear message from the advertiser.

• Web site - Demonstrated independent ability to post stories and photos to Ka ‘Ohana web site and to work as part of a team to produce a combined print, audio and video package for the site.

INDIVIDUAL CONFERENCES WILL BE REQUIRED ON ALL ARTICLES AND OTHER ASSIGNMENTS AS NEEDED.

LEARNING RESOURCES

Variety of class handouts; hands-on computer training and tutorials.

DISABILITIES ACCOMMODATION STATEMENT

If you have a physical, sensory, health, cognitive, or mental health disability that could limit your ability to fully participate in this class, you are encouraged to contact the Disability Specialist Counselor to discuss reasonable accommodations that will help you succeed in this class. Ann Lemke can be reached at 235-7448, lemke@hawaii.edu, or you may stop by Hale ‘Akoakoa 213 for more information.
Writing Intensive (WI) Courses are part of a University of Hawai‘i systemwide movement to incorporate more writing in courses from all disciplines. A WI course is a discipline-specific course in which writing plays a major integrated role. Students in course sections designated as a “WI” (preceding the course title in the Schedule of Classes) learn to understand course content through writing and to write in ways appropriate to that discipline.

English 100 is a prerequisite before students take the two required WI courses for the Associate in Arts degree. Students transferring to some bachelor’s degree campuses in the UH system may bring two or three WI courses with them to count for the bachelor’s degree. The hallmarks of a writing intensive course are:

- Writing promotes learning of course content.
- Writing is considered to be a process in which multiple drafts are encouraged.
- Writing contributes significantly to each student’s course grade.
- Students do a substantial amount of writing, a minimum of 4,000 words. Depending on the types of writing appropriate to the discipline, students may write critical essays or reviews, journal entries, lab reports, research reports or reaction papers.
- To allow for meaningful teacher-student interaction on each student’s writing, the class is restricted to 20 students.
- Individual conferences on writing assignments are required in WI courses at Windward CC.