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 Ka ‘Ohana, 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 250 or consent of instructor.

The course may require individual conferences with the instructor outside of our regularly scheduled class time. Variable hours, including weekends, may also be required to meet newspaper deadlines.

STUDENT LEARNING OUTCOMES

The student learning outcomes for this 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.

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.
COURSE CONTENT

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

- News values (what makes news)
- Journalism ethics and media law including libel, privacy and intellectual property
- Story forms (short news, features, straight news, editorials)
- Basics of photo composition and operation of camera
- Design principles (balance, contrast, dominant photo, vertical and horizontal formats)
- Basics of the desktop publishing software InDesign to produce a publication such as Ka ‘Ohana
- Social media

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 adviser to copyedit articles for factual accuracy, news style, grammar and mechanics.
4. Take photos to accompany stories.
5. Use InDesign to plan and produce Ka ‘Ohana for publication.
6. Work as part of a team to meet deadlines.
7. Use social media to promote Ka ‘Ohana.

COURSE TASKS

1 credit – Attend and participate in class. As a writing intensive course, the student needs to write **one story (500+ words)** for each of the four issues of the newspaper, **plus related social media content and other blurbs (totaling at least 1,500 words over the term)**. The student is also responsible for taking original photographs to accompany his/her stories and to lay out his/her assigned stories and pages in InDesign. At the end of the semester, the student should submit a 500+ word reflection paper about his/her work and experience over the term.

2 credits – Attend and participate in class. As a writing intensive course, the student needs to write **two stories (500+ words each) plus related social media content** for each of the four issues of the newspaper. The student is also responsible for taking original photographs to accompany his/her stories and to lay out his/her assigned stories and pages in InDesign. At the end of the semester, the student should submit a 500+ word reflection paper about his/her work and experience over the term.

3 credits – Attend and participate in class. As a writing intensive course, the student needs to write **at least two stories (500+ words each) plus related social media content** for each of the four issues of the newspaper. The student is also responsible for taking original photographs to accompany his/her stories and to lay out his/her assigned stories and pages in InDesign. **In addition, the student must contribute significantly in at least one area of newspaper production such as copyediting, design, ad sales, photography, video production, web maintenance or social media.** At the end of the semester, the student should submit a 500+ word reflection paper about his/her work and experience over the term.
SUMMARY OF REQUIRED WRITING OVER THE TERM

<table>
<thead>
<tr>
<th></th>
<th>1 credit</th>
<th>2 credits</th>
<th>3 credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>February issue</td>
<td>1 story (500+ words)</td>
<td>2 stories (500+ words each)</td>
<td>2 stories (500+ words each)</td>
</tr>
<tr>
<td>March issue</td>
<td>1 story (500+ words)</td>
<td>2 stories (500+ words each)</td>
<td>2 stories (500+ words each)</td>
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<tr>
<td>April issue</td>
<td>1 story (500+ words)</td>
<td>2 stories (500+ words each)</td>
<td>2 stories (500+ words each)</td>
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<tr>
<td>May issue</td>
<td>1 story (500+ words)</td>
<td>2 stories (500+ words each)</td>
<td>2 stories (500+ words each)</td>
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<tr>
<td>Additional required writing throughout the term</td>
<td>Blurs (1500+ words total) + 1 final reflection paper (500+ words)</td>
<td>1 final reflection paper (500+ words)</td>
<td>1 final reflection paper (500+ words)</td>
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<tr>
<td>TOTAL</td>
<td>4000+ words</td>
<td>4500+ words</td>
<td>4500+ words</td>
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COURSE DEADLINES

FEBRUARY ISSUE

Monday, Jan. 7  Pitches due  
Friday, Jan. 18  Rough draft and social media due  
Friday, Jan. 25  Final draft due  
Wednesday, Jan. 30  Layout completed  
Monday, Feb. 4  Proofread / send to printer  
Monday, Feb. 11  February issue distributed

MARCH ISSUE

Wednesday, Feb. 6  Pitches due  
Sunday, Feb. 17  Rough draft and social media due  
Sunday, Feb. 24  Final draft due  
Wednesday, Feb. 27  Layout completed  
Monday, March 4  Proofread / send to printer  
Monday, March 11  March issue published

APRIL ISSUE

Wednesday, March 6  Pitches due  
Sunday, March 17  Rough draft and social media due  
Sunday, March 31  Final draft due  
Wednesday, April 3  Layout completed  
Monday, April 8  Proofread / send to printer  
Monday, April 15  April issue published
MAY ISSUE

Wednesday, April 3       Pitches due
Sunday, April 14         Rough draft and social media due
Sunday, April 21         Final draft due
Wednesday, April 24      Layout completed
Monday, April 29         Proofread / send to printer
Monday, May 6            May issue published

ASSESSMENT AND GRADING

Grading will be based on a point system as follows:

1. Meeting deadlines (20 points) – The journalism world is built on deadlines, and meeting them is key to your success in this course. Students automatically receive 20 points for the semester. However, 1 point is deducted each time a deadline (rough draft/social media, final draft or layout) is missed. If you have two stories due and you miss the deadline for both of them, you will lose 2 points. Deadlines are always by 11:59 p.m., unless otherwise noted.

2. Stories (10 points x 4 issues, 40 points total) – Students can earn up to 5 points for their stories in each issue of the newspaper, broken down as follows: up to 4 points for the quality of the writing, 0.5 point for the photography and/or graphics and 0.5 point for layout and page design. Improvement over the semester will be noted. Since all work is intended for publication, students will be expected to strive for professional journalistic excellence. Goals include:

   Writing Accuracy in facts, grammar, punctuation, word usage and news style; thoroughness, balance and fairness in reporting; concise, clear and engaging writing, including headlines and cutlines.

   Photography Effective composition; focused, well-exposed photos, cropped for maximum impact; appropriateness to the story.

   Page design Logical, easily followed layout; effective use of graphic elements, photos, type and design principles; able to use basic InDesign operations to place stories, size photos and do proofreading for accuracy and alignment of elements.

3. Peer editing (2 points x 4 issues, 8 points total) – Students will be assigned to read and provide constructive written feedback on at least two other stories each issue, in addition to participating in proofreading.

4. Self evaluations (2 points x 4 issues, 8 points total) – Students are expected to complete a self-evaluation after each issue of the newspaper is completed.

5. Reflection paper (4 points) – At the end of the semester, students will complete a 500+ word reflection paper about his/her work and experience over the term.

6. Attendance (10 points) – You are expected to attend all classes. Excused absences (for illness, jury duty, military duty, bereavement, etc.) must be cleared with me via email prior to or
within 24 hours of your absence. You must provide documentation (doctor’s note, jury summons, etc.). Under certain circumstances and with prior consent, using class time to do on-the-ground reporting will be allowed. I will make the final determination of whether an absence is excused.

Unexcused absences will count against your final grade. At the end of the semester, you will be awarded up to 10 attendance points based on the percentage of classes you attended. So if you had 4 unexcused absences during the semester, you will have attended 27 out of the 31 total classes or 87%. This would translate to \( .87 \times 10 = 8.7 \) attendance points. Being tardy more than 20 minutes of class counts as an unexcused absence.

7. Participation, attitude and teamwork (10 points) – Students are expected to come to class ready to learn and to engage productively with other members of the staff. Besides completing one’s individual assignments for each issue, students are expected to help set the overall vision, tone and design of the newspaper and to contribute to other aspects of the newspaper’s production such as copyediting, design, ad sales, photography, video production, web maintenance or social media, depending on their interests and number of credits.

Your points will be converted to a letter grade at the end of the semester as follows:

**Point System and Letter Grades:**

Note: These are whole grades. +/- (such as A-, B+) will not be given.

- 90 – 100 points = A
- 80 – 89 points = B
- 70 – 79 points = C
- 60 – 69 points = D
- Below 60 points = F

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

A note on academic honesty: Windward Community College follows the University of Hawai‘i Code of Student Conduct which defines expected conduct for students and specifies those acts subject to University sanctions, such as cheating and plagiarism. Plagiarism includes but is not limited to submitting any document to satisfy an academic requirement that has been copied in whole or part from another individual’s work without identifying that individual; neglecting to identify as a quotation a documented idea that has not been assimilated into the student’s language and style, or paraphrasing a passage so closely that the reader is misled as to the source; submitting the same written or oral material in more than one course without obtaining authorization from the instructors involved; or drylabbing, which includes (a) obtaining and using experimental data from other students without the express consent of the instructor, (b) utilizing experimental data and laboratory write-ups from other sections of the course or from previous terms during which the course was conducted, and (c) fabricating data to fit the expected results.

To avoid plagiarism, you must give the original author credit whenever you use another person’s ideas, opinions, drawings, or theories as well as any facts or any other pieces of information that
are not common knowledge. Additionally, quotations of another person’s actual spoken or written words; or a close paraphrasing of another person’s spoken or written words must also be referenced. Accurately citing all sources and putting direct quotations – of even a few key words – in quotation marks are required. **Note that all information on the Web is copyrighted just as it is in print. Do not use any online information without attribution or permission.**

A failing grade will be given on any assignment that has been plagiarized, and you will be reported to the Vice Chancellor of Student Affairs. The assignment must also be redone in order to pass the course.

**LEARNING RESOURCES**

We will use a variety of class handouts, hands-on computer training and tutorials. Copies of the AP Stylebook are also available for student use throughout the semester.

**Writing Intensive (WI) Courses** are part of a University of Hawai‘i system-wide 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:

1. **The course uses writing to promote the learning of course materials.**
   Instructors assign formal and informal writing, both in class and out, to increase students' understanding of course material as well as to improve writing skills.

2. **The course provides interaction between teacher and students while students do assigned writing.** In effect, the instructor acts as an expert and the student as an apprentice in a community of writers. Types of interaction will vary. For example, a professor who requires the completion of one long essay may review sections of the essay, write comments on drafts, and be available for conferences. The professor who requires several short papers may demonstrate techniques for drafting and revising in the classroom, give guidance during the composition of the papers and consult with students after they complete their papers.

   *At least one student-teacher conference on a writing assignment is required in writing intensive courses.*

3. **Writing contributes significantly to each student's course grade.** Writing assignments must make up at least 40% of each student's course grade.

4. **The course requires students to do a substantial amount of writing—a minimum of 4000 words, or about 16 pages.** This may include informal writing. Depending on the course content, students may write analytic essays, critical reviews, journals, lab reports, research reports, or reaction papers, etc. In-class exams and drafts are not counted toward the 4000-word minimum. To allow for meaningful professor-student interaction on each
student's writing, the class is restricted to 20 students. Professors who team teach or who are assisted by a teaching assistant may request that the enrollment be higher as long as a 20-to-1 student to faculty ratio is maintained.

THE WRITING CENTER

You are encouraged to use WCC’s Writing Center for assistance with your work. The staff can assist you at any stage of the writing process (brainstorming, drafting, revising, etc.). The FREE service offers:

- One-on-one tutoring
- Thesis development
- Peer editing
- Assistance with:
  - Pre-writing – understanding and analyzing the assignment
  - Planning – gathering and organizing information, structuring the report
  - Feedback – on drafts for organization, idea development and grammar/punctuation/format

The Center is located in Hale La‘akea, Room 222 (phone: 235-7473) and is open on the following days and times:

M...........11:30am-2:30pm and 4:00-8:00pm
T............10:00am-8:00pm
W...........11:30 am-2:00pm and 4:00-8:00pm
R............10:00 am-1:00 pm and 3:00-8:00pm
F.............12:00-4:00pm

Students can make appointments using MySuccess (accessible through MYUH). The center also takes walk-ins. For more information, contact Center coordinator Annette Priesman at priesman@hawaii.edu.

MY SUCCESS

At Windward Community College, we want every student to be successful. MySuccess is a system-wide effort that seeks to connect students to campus supports early in the semester. If I feel you’re having difficulty in the class within the first few weeks of the semester (e.g. missing class, missing assignments), you will receive an email from me through MySuccess. The email will explain my concern and encourage you to make an appointment with me and other campus resources through MySuccess.

DISABILITIES ACCOMMODATIONS

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
Title IX
Title IX prohibits discrimination on the basis of sex in education programs and activities that receive federal financial assistance. Specifically, Title IX prohibits sex discrimination; sexual harassment and gender-based harassment, including harassment based on actual or perceived sex, gender, sexual orientation, gender identity, or gender expression; sexual assault; sexual exploitation; domestic violence; dating violence; and stalking. For more information regarding your rights under Title IX, please visit: https://windward.hawaii.edu/Title_IX/.

Windward Community College is committed to the pursuit of equal education. If you or someone you know has experienced sex discrimination or gender-based violence, WCC has resources to support you. To speak with someone confidentially, contact the Mental Health & Wellness Office at 808-235-7393 or Kaahu Alo, Designated Confidential Advocate for Students, at 808-235-7354 or kaahualo@hawaii.edu. To make a formal report, contact the Title IX Coordinator, Karla K. Silva-Park, at 808-235-7468 or karlas@hawaii.edu.

Alternate Contact Information
If you are unable to contact me, have questions that I cannot answer, or have any other issues, please contact the Academic Affairs Office:

Location: Alakai 121
Phone: 808-235-7422
Email: wccaa@hawaii.edu