

RUNNING A STUDENT NEWSPAPER AT A TWO-YEAR COLLEGE

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of the Department of Communication
at Southern Utah University

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The undersigned, having been appointed by the Dean of the College of Humanities and Social Science, have examined the capstone project titled

RUNNING A STUDENT NEWSPAPER AT A TWO-YEAR COLLEGE

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Abstract

Printed versions of student newspapers are disappearing in favor of online editions. Since 2006, online journalism has become increasingly prominent on college and university campuses. Students entering the field of communication, specifically journalism, will undoubtedly encounter the question of the future of printed newspapers. The principal objective of this Capstone Project was to create a student newspaper guide for campus newspaper advisers and a handbook/guide for students at Snow College on the *Snowdrift* staff. The information currently available is becoming obsolete because of the way that the field of journalism has evolved. This guide will be accompanied by courses that focus on fundamentals of printing a newspaper, as well as online journalism, photojournalism, and public relations. Students will be encouraged to explore the many aspects of journalism. To summarize, these materials will help advisers and students accomplish three objectives:

1. Provide information and assist educators to advise a student newspaper.
2. Help students understand journalism basics to encourage longevity of printed press.
3. Understand the requirements and application of print and online journalism.

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INTRODCUTION

The objectives for this capstone project include the following:

1. Write a staff handbook for the *Snowdrift*, the newspaper staff at Snow College.
2. Write an adviser's guide to help faculty operate a two-year student newspaper program.
3. Establish requirements and applications of the journalism program at Snow College.

These objectives have been highlighted, researched and presented in a way that advisers and students can understand and utilize the information in a journalism course. This project has helped Snow College become more developed and accomplished in the field of journalism. I have seen that as the objectives are met that I have gained experience, understanding, and a love for a field in which I have not been previously involved. This has been of great value to me, not only in my education, but also in my career. I believe that as the field of journalism evolves, so must the instructors of this field. My education at SUU has helped prepare me to be one of the instructors that can combine the current trends of journalism along with holding to some traditions that are fundamental to understanding the role of media. I have always had a love for the written word. It has created a desire to save the printed newspaper, and to couple this desire with an on-line source to reach a wide variety of readers. Since starting my education at SUU, I have been asked to take over as adviser of the *Snowdrift*, which is Snow College's student newspaper. I started with a newspaper production class and for spring 2013 added Media Writing and Photojournalism. These classes work together to produce a high quality, interesting bimonthly newspaper, and an online source. For the Fall 2013 semester, a public relations course will be added. These experiences have provided me with the experience, research and intimate knowledge of the field of journalism. Through each of these roles, I have gained knowledge of the things that are important for communication professionals to understand the media field.

Every campus has its own personality, chain of events, and daily issues. The student newspaper is often the only publication that reports on the college community from an unbiased perspective. The primary audience of student newspapers is students. A well-written paper should

cover the whole campus including faculty, staff and the non-traditional student. To help create a comprehensive, well-written, unbiased student paper at Snow College, I have created a handbook for students to assist them in accomplishing the goal of running a smoothly operation and appealing to a variety of readers. The handbook, known as the *Snowdrift Handbook*, supplies information about the way the campus newspaper functions. In addition to the handbook, I have also compiled a guide to help advisers develop, organize, and produce a student newspaper. This guide will provide the same information as weekly class lectures. It provides assignments, activities and practical applications. The chapters are intended to help students understand and apply their knowledge in a professional setting. In addition to the *Snowdrift Handbook*, students are also required to read from the textbook *Inside Reporting* by Tim Harrower. While the *Snowdrift Handbook* provides an understanding of how Snow College's student paper is run. *Inside Reporting* is intended to give students a broader understanding of the selected topics. It offers a more detailed understanding of the field of journalism. It gives a technical look at specific rules of writing for mass media.

This course also requires weekly assignments, including writing articles for each edition of the newspaper. One of the objectives requires students to create their own newspaper. They are asked to create basic layout features using In-Design, a desktop publishing application that is part of the Adobe Creative Suite. The students create their own front pages of a non-published paper. After taking this course, students should have a basic understanding of how a newspaper office runs.

To assess the progress throughout this capstone project, I have compiled a list of evaluations from student and letters of support from fellow faculty. The responses were very positive. The complete list is in Appendix A. Some of the comments from students include:

- “This was my absolute favorite class of my whole college career. I loved everything about it. I loved the class, the professor, the newspaper, everything.”

- “I hope they keep the newspaper at Snow for many more years. I know I probably wouldn't be coming back next year if it wasn't for newspaper.”
- “I liked being part of the *Snowdrift* staff. It teaches a lot about responsibility, and gives you a taste of what it would really be like to have a career similar.”
- “Students need to be aware of how much time out of the classroom needed if they join the senior staff. The grade is definitely not given to you in this class. You need to be fully aware that this is a team effort class.”
- “I liked how we picked our articles, and we got to talk about them a little bit during the writing process. I also loved the friendly atmosphere.”
- “This is the best class to take ever!”
- “I loved that we learned a lot of different styles of editing in this class. I learned a lot about Photoshop and a lot about my camera. The skills I learned in this class will benefit me for a long time.”

The letters of support from faculty are included in Appendix B. Some of the comments from faculty include:

- Elaine Compton, Communication Department Chair, wrote: “I could not be more pleased with the efforts of Sandra and the staff of the paper. The *Snowdrift* is now a paper that the college can be proud of. The administration is very pleased as well and has decided to continue to support the paper as well as Sandra.”
- Richard W. Wheeler, Associate Professor of Communication, wrote: “Her journalism project has helped to improve the *Snowdrift* and the journalism courses associated with the student paper. In my view, the paper has improved steadily since Sandra's appointment. One major reason for the improvement has been her drive for accuracy, consistency, and timely news. I am excited about her plans to implement a standardized handbook for policies and procedures. I reviewed the

Snowdrift Student Handbook authored by Sandra. One of the challenges associated with the paper in the past has been a lack of common standards and consistence both in processes and outcomes. The handbook will be instrumental to have success in improving both student consistency and outcomes.”

- Malynda Bjerregaard, Instructor of Communication, reports: “I attest that the paper has improved 10-fold since Sandra has taken over. Her professionalism, instruction, and ability to lead a team has supercharged the paper and made it something that shines for our department as a whole.”

The letters from students seem to suggest that the content provided new and valuable information for their current positions and would have helped them be far more effective in their jobs had they received the information in school. This feedback, taken in conjunction with the comments of my colleagues, was encouraging, and I hope that this course material will be used for many years to come at Snow College.

COURSES APPLIED TO CAPSTONE PROJECT

My experience at Southern Utah University (SUU) has been a key ingredient to assist me in completing my Capstone Project and in running the journalism program at Snow College. I have learned valuable techniques for teaching and learning online. One of the most valuable things I learned is that clear, constant communication is essential in the educational environment. Many of the skills I have learned are a direct result of my graduate classes and the instructors at SUU

The first class that comes to mind is Professional Writing and Presentation (Comm 6040). This class was slightly awkward because of a change in instructors during the semester, but I felt the project was very useful in preparing me to advise a student newspaper. Dr. Challis instructed us to create a business and put together the paper work, organization, and many other components that are involved in a new business. This class had a research element that encouraged me to call local businesses to check prices and availability of needed products. This was a very interesting start for what I am doing now. I created a book, which was a nice introduction to condensing information for

others to read. I was able to apply advanced research and writing techniques that affected the quality of my work. I would have loved an opportunity to see other student's projects, but on a whole it was one of my favorite projects. It prepared me for this capstone project and the job at Snow College.

Communication Ethics (Comm 6050) was a class that had a large amount of components relevant to my current position. This class had many real life ethical dilemmas that made me evaluate what I would do in a similar situation. This was very applicable. In a journalism program, one is likely to face many ethical matters. The key to surviving ethical dilemmas is to have education, a support system, and a desire to stay within ethical boundaries. I remember a specific assignment where one was to evaluate the ethical issues involved with the decision about printing a photo of a student who had been involved in a car accident. This specific case may not be in my future, but a very similar question is likely to arise in my career. As an adviser it is critical that I am able to understand ethics within the communication field. This is information I used in both the student handbook, and in the adviser's guide. Also, I spend two days in each of my classes going over ethics with students.

The next class I would like to highlight is Contemporary Audiences Seminar (Comm 6020). This is a class that focuses on surveys, polls, and sampling procedures. I enjoyed looking at the different academic research. This course taught me the skills I need to gather research, document, and interpret findings. It taught me to understand how to read statistics, and research. There are techniques that researchers use to make their research appear more valid than it is. It is important to be able to discern if research is valid or not. This class helped me learn how to read between the lines, to take information into account when interpreting research data, and to understand the true story behind the numbers. While I was doing research concerning the future of media, and the statistics on internet use, I used skills taught in this class to interpret the information. This was helpful in writing the student handbook and adviser's guide. A journalist needs an understanding on these aspects to be able to watch or read everyday news.

The last class I would like to address is Comm 6850. It was a summer research project in which Professor Husselbee monitored. I focused specifically on the trends of newspaper and establishing an online presence. I read about the shift that newspapers are having, the role of college newspapers, and the differences between college newspapers and a community newspaper. I read many online articles and books concerning digital media and the role it is taking in the lives of young people. As I investigated digital media and also social media, I discovered the importance of having a presence on Facebook, twitter, my space and Pintrest. During the course of the summer I designed, redesigned, crashed and had individual's changes their mind on protocol for the *Snowdrift* website. I focused in what makes a good web design, what other colleges are including in their online publication, what works for other colleges and what problems other colleges have faced. I also looked into the basics of newspaper writing and the differences that the online media has created. I created a web presence using the blogging site Wordpress. Dr. Husselbee was very influential in guiding me to helpful sources.

One of the things I learned through distance education was the need for clear communications. Sometimes classes on-line can feel disconnected, yet this is reduced if the instructor and student strive to communicate openly and clearly. This taught me communication skills that will be vital in teaching. I enjoyed my classes and am grateful for the opportunity to live where I do and also earn my degree.

PROGRAM RELEVANCE TO COMMUNICATION PROFESSIONALS

A student newspaper is not just a class; it is an opportunity for students to be heard while they gain valuable work experience. While not all students may become journalists, employers appreciate applicants who write and communicate well. Working on a student newspaper also gives students a chance to see if journalism might be a possible career choice. Do they love taking pictures or writing about the big game? In other words, this early experience helps find that place in society where a student will be happy with a future job. Finally, it is a blast. Not everything in life has to focus on

bettering one's future; sometimes it is good to do something that one simply has fun doing! Snow College has struggled with its journalism program for the last six years. Ten years ago, it won Associated Press awards, but after the adviser moved on, the program has been declining. There are many things that can be done to improve the quality of the journalism program at Snow College.

To increase the quality of the *Snowdrift*, Snow College is creating a series of journalism classes. These are classes that I instruct. In addition, there will also be the new *Snowdrift* handbook, and an adviser's guide for student newspapers. The combination of these key components will fulfill my capstone requirements. The courses include the following: Newspaper Production 1, Newspaper Production 2, Media Writing, and Photojournalism. Each course will have a designated role in the production of a bi-monthly printed newspaper, *The Snowdrift*, as well as the online news site, *Snowdrift Online*, and a student-produced magazine.

These courses will give Snow College students an opportunity to expand their knowledge of communication, with an emphasis on journalism. Journalism provides students many educational benefits. It gives them a chance to build important skills like researching, writing, interviewing, advertising, mass media layout designing, digital media editing, understanding social media, and taking quality photographs. As students begin to use these concepts in practical applications, they will learn about themselves and their community. Furthermore, when the *Snowdrift* is published, not only the college community, but also the people of Sanpete County will hear the voices of the students.

LITERATURE REVIEW

Thomas Jefferson (1999) wrote, "The basis of our governments being the opinion of the people, the very first object should be to keep that right; and were it left to me to decide whether we should have a government without newspapers or newspapers without a government, I should not hesitate a moment to prefer the latter" (p. 206). Newspapers are icons that keep the people informed and updated. In the small rural community of Ephraim, where the deer outnumber the people, it is vital for individuals to stay connected with one another. The local papers in Sanpete County are

unlike many printed papers across the United States, and unlike many of the news web-based papers. Papers in a large city focus on the dealings of a great number of people. For example, if a student were to attend Harvard University, the chances of his or her name and picture appearing in the paper are very unlikely. In contrast, Snow College provides opportunities for the average student to be part of and appear in the *Snowdrift*. This is a concept that is true in small communities as well as a two-year college, such as Snow College. Local newspapers are vital to the community. They do not publish information about people that no one knows; they contain articles and events that are happening right in the heart of the readers' lives. The community paper shows pictures of the local elementary students, who win at a science fair, or the college student who is competing nationally on the forensic team. People, who love living in a small community, love to hold on to that sense of unity, cohesiveness, and familiarity with all their neighbors' business. There is no way that a large city paper could deliver the local context in articles like a small town paper can.

The articles are not the only draw in a small community. Many business owners in small communities do not want to use self-service interfaces to buy ads. There is a sense of kinship when a friend, stops by to review and renew his contract. Thriving communities support local business people. These business people in return will support enterprises like newspapers.

Small community/college papers such as the *Snowdrift* are not owned by big newspaper chains. Wall Street for years has encouraged newspaper holding companies to aggregate lots of local newspapers. Many newspaper operators long ago realized that there is very little scale advantage to owning lots and lots of disparately located local newspapers (Morgan, 2011). Papers in small communities and small colleges are privately owned, or sponsored by the college. This gives the publication the unique advantage of a personal touch. It is an entity that is not mass-produced; it is produced in a smaller context, giving it a personal feel. In modern society, individuals like having a personal feel, but they also enjoy the privileges of 20th century living. This is where web services become very important. When these small town papers produce a website for the local news, the site contains similar content as the printed paper. This will generate comparable interest for the

information. This is unlike web services that are produced on a large scale and then fail. “Web services can launch quickly, grow fast, and become robust overnight. They also can become irrelevant and disappear even faster; think about MySpace and Friendster and Microsoft Sidewalk. Not so with a strong, small-town newspaper that sticks to its roots and does what it does best, will not falter” (Morgan, 2011). Small town papers can stick to their roots, have a shared purpose, and provide a great service for their community, yet stay with industrial standards and current trends.

On the journalism.org website, a committee of concerned journalists, which was part of the Pew Center’s Project for Excellence in Journalism, released a statement of shared purpose. The mission statement explains that the central purpose of journalism is to provide citizens with accurate and reliable information they need to function in a free society (Kovach & Rosenstiel, 2007).

This encompasses many roles — helping define community; creating common language and common knowledge; identifying a community’s goals, heroes and villains; and pushing people beyond complacency. This purpose also involves other requirements such as being entertaining, serving as watchdog, and offering voice to the voiceless.

Over time, journalists have developed nine core principles to meet the task. They comprise what might be described as the theory of journalism. The nine principles were later published in a book titled *The Elements of Journalism* by Bill Kovach and Tom Rosenstiel. The complete list of these principles is found in Appendix C.

The first principle is, “Journalism’s first obligation is to the truth” (Kovach & Rosenstiel, 2007, p.36). There is no obligation that will come before truth. Journalists must seek out truth, and report it accurately. This needs to be done in a realistic fashion. It is unrealistic to think that a journalist is all knowing, but to strive for accuracy is a must in journalism. Journalist must seek information from a variety of reliable sources, and do their best to report it accurately. Accuracy is paramount for a good journalist. Every mistake that a journalist makes jeopardizes the newspaper’s credibility with the readers and viewer (Rich, 2007).

The second principle is, “Journalism’s first loyalty is to citizens” (Kovach & Rosenstiel,

2007, p.50). Government, administration, local businesses, and other outside sources should have no influence on the content that is printed in a paper. Journalists must look at their society with the focus on informing the public of the world around them. American sociologist Herbert J. Gans in his book *Democracy and the News* says journalism itself “can do little to reduce the political imbalance between citizens and the economic, political and other organizations” (2004, p. 5). This is to say that journalists must inform the public, and then it is the public responsibility to engage and participate in democracy. He continues to say that it is vital to have healthy news media in order to give the public the tools needed to have a healthy democracy (Gans, 2004, p. 7).

The third principle is, “Journalism’s essence is a discipline of verification” (Kovach & Rosenstiel, 2007, p. 70). Reporters must seek out multiple witnesses, disclosing as much as possible about sources, or asking various sides for comment. These elements all signal journalistic standards. When only one source is used, the information is distorted. According to Kovach and Rosenstiel, “This discipline of verification is what separates journalism from other modes of communication, such as propaganda, fiction, or entertainment (Kovach & Rosenstiel, 2007, p. 70).

The fourth principle is, “Journalism’s practitioners must maintain an independence from those they cover” (Kovach & Rosenstiel, 2007, p. 94). Journalists must have independence. They must not be devoted to a certain group or seek a certain outcome. When one covers the news, there is no way to have no opinion, but the key is to be neutral. A journalist must understand that the opinion must be based on facts and the hard evidence presented, not on an institution’s agenda. In the textbook, *Writing for Television, Radio and New Media*, Hillard (2011) wrote that the level of objectivity achieved is determined by the following factors:

1. The policy of the station owner.
2. The political and social attitudes of the community.
3. Pressures from advisers, including a desire to avoid anything controversial.
4. Personal biases of the news director, news writers, and newscasters.
5. Expediency in news reporting.

6. Infotainment replaces information with the influence of entertainment.

Independence or the lack of may be an issue that arises on a college campus. In describing the importance to be free from censorship, Stephen J. Humes says that dealing with administration censorship is an important issue. It is something that is not impossible. One needs to remember that censorship can be solved as long as the paper remains responsible and seeks help from people who know how to change the system. "Accepting the status quo will never change a simple thing" (Humes, 1989, p.111).

The fifth principle is, "Journalism must serve as an independent monitor of power" (Kovach & Rosenstiel, 2007, p. 112). Throughout society there are individuals that are in power that have the ability to effect society. The journalist's role is to serve as the watchdog over these individuals who are in power. A watchdog is defined by the *Collins English Dictionary* as "a person or group of persons that acts as a protector or guardian against inefficiency, illegal practices" (watchdog). This does not mean the journalist must watch solely the government, but any powerful institution in society. This is a role that needs to be taken seriously, and not abused. This also encompasses the need for journalists to ask questions that other people dare not ask. There are many times that people just "go with the flow." This is not acceptable with media. It is the journalist's responsibility to ask questions of those in power to help monitor actions and policies. While the news media must take this responsibility seriously, there is also the responsibility to follow ethics and not abuse the desire for a story.

The sixth principle is, "Journalism must provide a forum for public criticism and compromise" (Kovach & Rosenstiel, 2007, p.131). The news media is a place for public discussion. This discussion cannot be based on prejudice and assumptions. The discussions need to be based on facts, and strive to represent all points of view. They must serve a variety of societal interests. These elements work together to find common ground where problems can be solved. In the book, *Media Freedom and Accountability*, the authors focus on the importance of media having freedom from censorship. Journalists need a strong awareness of Americans' constitutional franchise of freedom of

expression. This book seeks to define meaningful forums where citizens can air their views about media to a large enough audience to make a significant impact (Dennis, Gillmor, & Glasser, 1989). Part of the present-day American culture is the ability to use social networks to find forums to discuss important issues. Although this book was published before the boom of the social media, the concept of wanting an open place to discuss issues is relevant. The location of the forums has simply switched to a new medium. The easy accessibility has also increased the traffic within these forums.

The seventh principle is, “Journalism must strive to make the significant interesting and relevant” (Kovach & Rosenstiel, 2007, p.147). If news becomes boring and repetitive, the public is likely to lose interest. It is the responsibility of the reporter to make the significant events interesting enough that the public wants to be informed. It is the responsibility of the new media to have a variety of events covered. Feature articles and hard news give the public a wide variety of news. “Public journalism sets out to increase awareness of public issues, but news stories do not activate the same cognitive processes for all people all the time” (Glasser, 1999, p. 69). Individuals all have a different thought process and therefore, different information will appeal to them at different times.

The eighth principle is, “Journalism must keep the news comprehensive and proportional” (Kovach & Rosenstiel, 2007, p. 163). Journalists must look at the event as a whole and highlight the important information. Newsrooms need to have diversity among stories and among the reporters. If a journalist misses key information, the report is not accurate and is not complete. Quotes may be one of the easiest elements to distort. Journalists must monitor quotes that come from participants, experts, or eyewitnesses. Quotes need to be used in context; they add interest, context, and immediacy to a story (Hilliard, 2011). One way to avoid any distortions is to use a method of verification of all information. If any information seems distorted or does not ring true, journalists must double check the source and verify information.

The ninth and last principle is, “Journalism’s practitioners must be allowed to exercise their personal conscience” (Kovach & Rosenstiel, 2007, p. 179). Every individual has a moral compass; people must have a sense of personal responsibility and ethics. This is the small voice in one’s head

that tells the individual to watch for more detail or not to believe a source. Journalists must be willing to look at each side of the issue fairly and justly. They must know when they are crossing ethical lines. They must use common sense and know the limits of investigation. There is a diversity among people that creates an individual's personal conscience, yet that conscience must be acknowledged.

These nine core principles focus on the history of effective journalism. The current trend of journalism is one thing that many are debating. There are some that believe that printed media is a thing of the past. I believe that the world is in a transition where on-line is vital, but students need to have the basics of print media before they can fully embrace online media. New media/Social media is the wave of the future, and on-line news sources are becoming a vital aspect of college newspapers. Mogual Zuckerman, a billionaire in the real estate market and a media tycoon, appeared on ABC News to present his information on newspapers and on-line media. He focused on the point that he believes that the future of media is online but nothing can replace the newspaper since it gives a city and its residents its character (Zuckerman, 2013).

In an article presented by Tony Rogers, he said "If college newspapers are a training ground for the journalists of the future, students at online-only news operations are missing out on the skills that come with producing a printed publication such as layout and typography. Why are those skills important? Because there are still roughly 1,300 newspapers in the United States, papers that in the years to come will need young journalists who have the kinds of skills I'm talking about (Rogers, 2011)." One can see how civilian journalism can create problems with inaccurate reporting. In the recent case of the Boston Marathon bombing, there were inaccuracies in reporting. Some believe this may be linked to the amount of blogging and everyday citizens trying to report facts. People have a new concept on up-to-date news is. A majority of the population carry cell phones, when news happens cell phone pictures are readily available. While this is true, it does not reduce the need for educated reporters and photographers. It has changed the face of journalism, but has not reduced the need for it. There is no denying that while an online presence is definitely vital, education in journalism is just as essential. Martin Hurst, a professor at Auckland University of Technology

recently wrote a book titled, *Can Journalism survive the Internet?* In this book he argues that journalism will survive but it must be adapted to current trends. He says that the number of readers of printed material is significantly down. In 2009, the number of printed media readers was around 1.9 million. He goes on to joke that this is more people than eat a Big Mac at McDonald's every day. While this is a humorous comparison, it does show that although numbers may be significantly down, it is still a large industry (Hurst, 2011). A variety of academic sources are available that show similar findings. For example:

- “Conventional journalism, like higher education, has been challenged by new high-tech methods of delivery, among many other things. Money's tight; public skepticism, high. But the new journalism, also much like higher education, is more complicated than it seems. Journalism isn't going away. It's changing” (Marcus, 2011).
- “To figure out where media is heading, we need to push the conversation beyond the traditional ideas we hear every day in the social media echo chamber. We need to connect the dots between the present and the future of media” (“Tedxpoynter institute: Discovering,” 2013).
- “As the Internet becomes a more dominant source of news and information, the bloom may be off the rose of TV-newspaper partnerships. That's the conclusion of a national survey of newspaper editors, which found that the early promises of cross-media partnerships to create full convergence have yet to come to fruition, that full convergence might never materialize and that the future of newspaper-television partnerships could be in jeopardy” (Spillman, Dailey & Demo, 2009).

The reason for the need of the change in journalism is directly related to mobile devices, and on-line media. In a study done by Pew Research, it was found that, “while most, 55%, of tablet news users say the news they get on their tablet is replacing news they would have gotten in other ways, nearly as many, 43%, say the news they get there is adding to the overall news they consume. And

when we look at those who get news across all four of the platforms we asked about (tablet, smartphone, laptop/desktop and print), a solid majority, 58%, said their tablet news is adding to the overall amount of news they consume. In addition, almost a third of respondents, 31%, said they are spending more time getting news now that they have a tablet. That is nearly identical to the 30% who responded that way in 2011. Just 12% say they get less news now. Similarly, 31% say they are getting news from new sources on their tablet. Again, that is nearly identical to 2011, at 33%” (Pew Research, 2012). This research shows that the need for journalists is as great as ever. In fact, the need for news has increased because it is so easily available.

The question can be asked. What do community colleges that have a successful journalism program, incorporate in their program?

Salt Lake Community College is a two-year college that is comparable to Snow College. *The Globe* is the SLCC student newspaper. It is printed once a week and has an online presence. Students from COMM 1130, 1140, 1610, 1620, and 1630 are the primary contributors to *The Globe*, although MCC student producers and students in other communication courses are encouraged to submit work as a part of practicum. It has established a transfer program, which I would like to establish at Snow College also. Students can transfer into the University of Utah Communication Department as a declared major after completing their Communication degrees with a 3.2 GPA. Utah State University (Speech and Journalism) Communication department applies three SLCC Communication courses toward major requirements. Dixie State College applies the majority of SLCC Communication classes toward the major requirements.

- COMM 1130 Reporting for the Mass Media 3 cr
- COMM 1140 Environmental Communication 3 cr
- COMM 1610 — Journalism I Reporting/Writing
- COMM 1620 — Journalism II - Editing
- COMM 1630 — Journalism III - Layout/Design

- COMM 1120 — Principles of Interviewing
- COMM 2500 — Elements/Issues-Digital Media(ID)
- COMM 2590 — Advertising Media & Sales

The three community colleges I talked with both have an online and a printed presence on campus. Mesa Community College is a two-year college with a successful journalism program. Their website claims “The journalism program at MCC offers classes that will start students on the path to a career as a journalist and give them what they need to transfer to a four-year university.” I talked with Jack E. Mullins, who is over the journalism program at MCC. He has on average, 150 students in his journalism program. There are two full time staff, and three adjuncts that are involved in a program that almost died out 12 years ago. They have been winning awards over the last five years. Their program has a variety of classes offered, these include the following:

- ENG 216 — Persuasive Writing on Public Issues
- JRN 125 — Photo Editing
- JRN 133 — Development of Small Publications **or** JRN 205 — Copyediting
- JRN 201 — News Writing
- JRN 203 — Writing for Online Media
- JRN 215 — News Production
- JRN 225 — Photojournalism
- JRN 234 — Feature Writing
- JRN 240 — Journalism Internship
- MCO 120 — Media and Society
- MCO 220 — Cultural Diversity and the Media

Snow College has a distance to cover before it has such a wide repertoire of classes, but I

would like to make it happen. Snow College is in the process of recreating the requirements of general education. As the college changes, I am trying to increase my classes available. The photojournalism class was the first addition to creating a more well-rounded program.

Onondaga Community College, located in Syracuse, N.Y., also boasts a successful journalism program. I felt it would be interesting to see the offerings of a two-year college in a more metropolitan area. Onondaga's list of courses is similar to but larger than that of MCC:

- ART 142 — Introduction to Computer Graphics
- ART 203 — Typography and Layout
- ART 204 — Intermediate Computer Graphics
- ART 240 — Advanced Graphic Design
- ART/PHO 290 — History of Photography
- CIS 100 — Principles of Information Systems
- CRJ 217 — Crime and the Media
- ENG/JRN 123 — Newspaper Production
- ENG/JRN 252 — The new Non-Fiction and Popular Writing
- JRN 253 — Newspaper Editing Laboratory
- JRN 255 — Writing for Electronic Media
- LIB 100 — The Art of Inquiry
- PHO 100 — Basic Photography
- PHO 150 — Black and White Photography
- EMC 101 — Introduction to Electronic Media
- EMC 251 — Sportscasting I **or** EMC 252 — Sportscasting II

By comparison with either Mesa or Onondaga, Snow College has a large hill to climb, but every program has to have a start. Students show an interest in a program that runs smoothly and produce an interesting paper. The administration at Snow College has shown an interest in expanding

the program, if it can prove effective in recruiting students.

In an article written by Bill Kruenger, published in *Poynter* in September 2010, he explains how a successful newspaper program is enjoyed by college students. “My experience is that if something is free and it’s convenient to get and whatever is in it is relevant to them, they have no qualms about printed versus non-printed,” said Kevin Schwartz, general manager of *The Daily Tar Heel* at the University of North Carolina at Chapel Hill. “A college newspaper, if it’s done right, is all of those things.” *The Daily Tar Heel*, for example, publishes 18,000 copies, five days a week. They are distributed free at 205 locations around the campus. And the staff works hard to catch the attention of incoming freshmen and others new to the campus, mailing an edition of the newspaper to about 9,000 newcomers over the summer. The paper also prints a guide for new students and an edition welcoming students back to school. “Some of these kids have never had a newspaper in their house,” Schwartz said. “If you start picking up the *DTH* your first year, we feel like we’ve got you for four years” (Kruenger, 2010). This is a larger university, but the concept of students enjoying the paper is similar.

One of the key components to this start is the introduction of a handbook to guide students at Snow College to the basic information concerning being on the *Snowdrift* staff.

THE SNOWDRIFT STAFF HANDBOOK

As part of the capstone requirement, I wrote and designed a handbook for the staff of the *Snowdrift*, which provides the students with the purpose and philosophy of the *Snowdrift*. The purpose and philosophy were designed from ideas compiled by the senior staff. The original statement of the *Snowdrift* — “Let Your Voice Be Heard” — has been the motto for more than 50 years. Tradition encouraged students to stay with the time-honored phrase. The *Snowdrift* was established in 1923. It has a long history of reporting and writing. Students, with the assistance of an adviser, demonstrate the culture, needs, and experiences of students at Snow College. The quality of our paper is astounding and continually advancing as media technology evolves. The *Snowdrift* represents the diverse voices on campus. Content is selected that is relevant to the students, the

faculty, and staff. As a paper, the *Snowdrift* is committed to reporting with accuracy and truth.

The Snowdrift Student Handbook defines the roles of each member of the senior staff. It provides a list of responsibilities and the organization of assignments. The responsibilities are designed to mirror most newspapers. The journalism program is a learning experience designed to prepare the students for further education and jobs. The senior staff is also responsible to mentor students to prepare them to be senior staff the following year.

The handbook starts with Chapter 1, which explains the basics of how the *Snowdrift* functions on day-to-day basis. It tells about the purpose and the philosophy of the journalism program at Snow College. It explains that journalistic excellence is the goal. Quality, accuracy, and fairness are a policy of the *Snowdrift*. For new members of the *Snowdrift* staff, it is hoped that their experiences will be not only memorable, but serve as a learning opportunity as well. There is nothing quite like watching a staff which collaborates on a quality newspaper. Seeing stories go from random ideas to the final production on a printed page can be a natural high. There is a sense of pride for a student to hold something in his or her hand and tell someone, "I wrote this!" It's the opportunity to leave a piece of oneself behind for others to see and appreciate. With this opportunity comes responsibility. The need to be accurate and truthful is something that cannot be overemphasized. A dedication to quality is also included in this responsibility. Deadlines are not negotiable. They are a must. Ethics is another must in the world of journalism. The handbook touches on the basic ethics of journalism, and their importance.

The second chapter of the handbook focuses on production. Within this section, different topics are discussed including news beats, investigative journalism, photojournalism, print journalism, and on-line journalism. These topics focus on assisting the students in understanding how the different parts of production work together. For example, the best advice for students covering a beat is to get out and do it. It is important to not wait until the night before deadline and then try to find all the information on the internet. Students need to think about what other students would be interested in and research the topic. They need to look deeper into the subject, or find the tidbit of

information that grabs the reader's attention. If students have an interest in the beat, it is always more exciting and rewarding to cover.

The third section of the handbook focuses on writing and editorial guidelines. The first area is a *Snowdrift Stylebook*. This is in the style of the AP stylebook. It is specific to Snow College and the surrounding community. The president of Snow College is President Wyatt. He has requested that Snow College not be called "Snow." It needs to be referred to as "Snow College" or "the college." This and other guidelines are addressed in the *Snowdrift Stylebook*. Basic use of the *AP Stylebook* is covered in the following section. This section gives students some basic knowledge of how to use the *AP Stylebook*. The *AP Stylebook* is also known as "The Journalist's Bible." On the *AP Stylebook* website, it explains that the stylebook "provides fundamental guidelines on spelling, grammar, punctuation, and usage (AP website). This book is updated and published on a yearly basis. It is typically released in the spring. The online version is continually being updated. The 2012 version has new chapters on fashion and broadcast terms and an expanded social media chapter, in addition to chapters on food, social media, business, sports and media law (AP online)." The *AP Stylebook* is necessary in the life of a reporter.

The next section under the writing/editing guidelines explains the policies of editing. A student is responsible to have the article proofread and ready for print. There needs to be additional grammar checks. This is the responsibility of the advisers and the senior staff. This section provides a framework of where the articles will be sent and how to submit and accept grammar corrections.

"Accuracy, Accuracy, Accuracy." There is no greater compliment to reporters than to say that they were accurate. Accuracy starts with research and solid information. Stories need to be chosen based on accurate information. As a reporter begins to research and interview, there are some key points in keeping the information accurate. Journalists, who research, should be careful to avoid unprofessional websites such as Wikipedia, which are not always clearly sourced or accurately edited. Printed and digital documents are a good source of information as long as they are professional, accurate, and unaltered. When interviewing, a journalist cannot just interview anyone. It must be

someone who knows accurate information. Journalists can quickly find themselves in trouble by using second- hand information.

Headlines and captions are the last subjects to be covered in the writing/editing guidelines. A reporter must have a solid knowledge of the story to write a strong headline. It is vital for the reporter to reread the story and to draw the headline from the first part of the article, typically from the lead. The headlines need to be a complete subject and predicate. The headline will sound catchier and grab the audience's attention if the verb is active and vigorous. Being active is imperative. It is also important to make the headline as specific as possible. Although there are a few exceptions to this rule, headlines should be kept in the present tense. The exception is when the event happened in the past and the time- frame is given in the headline. Some headlines can be made more interesting with the use of creativity, but it is important not to use tired clichés or corny wording.

Chapter 3 focuses on the room in which the *Snowdrift* is produced. The *Snowdrift* has specific rules that are associated with the use of the lab. The lab is located in room 132 of the Greenwood Student Center. The lab is open between 9 a.m. and 10 p.m. The lab is for the use of *Snowdrift* staff. The purpose of the lab is to have an area to meet to discuss ideas, do research, and write news. Students have eight computers that are open to staff use.

There is a refrigerator and a microwave in the lab. Food left in the refrigerator over the weekend will be removed and discarded. Students are asked not to take food that is not theirs. Information and papers left on the table will be removed at the end of the day.

Every staff member is asked to spend one hour in the *Snowdrift* lab in a two- week time frame. During this hour, the staff member should listen for the phone and help anyone who may stop by. There is notepaper by the phone. This is to be used to leave any notes of about future assignments, ads, or miscellaneous information.

Chapter 5 focuses on the role and responsibility of the adviser. Students need to understand the adviser's role. Student newspaper advisers serve in that coaching capacity. The dynamics of the newspaper staff are different than the classroom, giving the students the opportunity to take charge.

The adviser does not lecture or assign homework, as would be the case in the classroom. In the newspaper office, the adviser helps students work through real-world problems as they arise. Team spirit creates an environment for learning to work as a team. There are some steps that can help in creating a team spirit with a group such as a newspaper staff.

1. **Emphasize a common goal** — The purpose of the staff is to produce a paper that both its members and the student body can take pride in.
2. **Show awareness of staff hierarchy** — It is appropriate for junior staff to ask senior staff questions and ask for advice. The *Snowdrift* is a team where staff members work together to create a masterpiece.
3. **In question of ethics, explain alternatives thoroughly** — Sometimes it is not always easy to see the consequences to actions. When a question of ethics arises, it is useful as a group to have a thoughtful discussion. This works better than telling a staff members that their idea is wrong or against ethics. Your adviser is also a good source of ethical dilemmas.
4. **Take a positive approach** — Negativism is popular on television and in today's society. It is important to show appreciation for good work, trying to make fellow staff members feel their value as a team member.
5. **Avoid the impression of having favorites** — Staffers need to make everyone feel important. It is no fun to be left out. It is important for the adviser as well as senior staff to reach out to all members, avoiding the present of favoritism.
6. **Make sure everyone has a special duty assignment** — Each member will have task in which they are responsible.
7. **Use the staff manual** — This staff manual is designed specifically for the *Snowdrift* at Snow College.
8. **Show interest in work in progress** — Sometimes it is difficult to work in a newsroom because of all the commotion and the noise. It is important to be aware of those around

each member. This may include having tolerance for noise, and also being aware of other working to keep the noise down.

9. **Show support for one another** — Show support for your fellow staff members. It is a goal of all members to create a newspaper that Snow College can be proud of. When differences arise within the team it is important to withhold judgment until all facts are known, and then accept the majority's will.

Chapter 6 covers the use of advertising in the *Snowdrift*. One senior staff member is in charge of going to the local businesses to solicit advertising. The student has a sheet known as the rate card, which is given to the business to explain prices and policies. This sheet is included within this chapter, as well as information about ads and the ability to trade ads for food for the senior staff production night.

Snow College affiliated clubs, organizations, and administrations are given a free 3 X 3 inch ad. The idea is to create a sense of support and used for promotional use by the staff. College clubs and others like a place where they can advertise their events. This chapter ends with design tips that can be used in designing ads.

Chapter 7 goes into details on the different sections that are currently used within the newspaper. Each newspaper has a front page, a sports page, an opinion page, world news, student life, campus news, and a photo highlight page. While each paper includes each of these sections the amount of pages allotted to each section varies by the articles that are available for the printing. There are different purposes for each page. For example, "A paper's news philosophy is mostly visibly reflected on page one: in the play of photos, the styles of headlines, the variety of graphics, and the number of stories" (Harrower & Elman, 2013). Newspapers need to keep the reader in mind. What catches the reader's attention? The key is to understand the dynamics of your information and present it in a fashion that appeal to the audience. In contrast to the hard news which appears on the front page, opinion pages are usually a favorite of college campuses. While opinionated writing is to be avoided on the news pages, it is the idiom of the editorial page. Editorials and opinion columns are

the place for expressing the views of the writers, or the paper. Writing a column or editorial takes more reporting, not less. While the reporting for a news article needs to continue until all reasonable sides can be adequately represented, the reporting for an opinion piece needs to continue until the writer can judge reasonably which side has the strongest case. That takes more work, not less.

The final page is the photo page. Images support written information. Image composition may convey subtle perspectives or work to influence audiences. A majority of people love to see their photo in print. In 2012, the *Snowdrift* staff decided to have the last page of the paper a photo collage. This has become the most popular page of the newspaper. Photos should have a variety of layout, and a variety of subjects. It is no fun to see 10 photos of a group of students lined up smiling, action or real life shots are preferred.

Chapter 8 addresses printing with the *Richfield Reaper*. This is a local newspaper company that has been contracted with Snow College for printing. There are specific costs associated with printing, and this chapter breaks down those costs. It explains how pages are to be submitted, using a program called “Cyber Duck.” It finalizes with contact information for the staff at *Richfield Reaper*.

Chapter 9 explains how to lay out a newspaper. There is a sample template showing how to use center marks. The layout consists of headlines. When people glance at a paper in the hallway or on the way to the cafeteria, the information that leaps out and grabs them is the headlines. Headlines have power; they are often the strongest weapon in a design arsenal (Harrower & Elman, 2010). The headlines are the information that is noticeable from a distance. The story may be well written, but the reader has to pick up the paper. Most newspapers use a outline writing style that calls for the first sentence to be written in the present tense and for subsequent sentences to be in the past tense. The rationale is that the first sentence tells the reader what is happening in the photo. Subsequent sentences tell the context and background for what happened. There are many different aspects that make the layout complete within a professional newspaper. Chapters 10 and 11 are the works cited and the appendix for the handbook.

A copy of the staff handbook is attached as Appendix E.

ADVISER'S GUIDE TO STUDENT NEWSPAPERS

This guide is to be used as a reference for advisers running a student newspaper. This book was written as the second part of my Capstone Project. The adviser acts as an instructor, counselor, and guide to students producing a newspaper. According to the Student Press Law Center, “Advisers exist in a kind of limbo. They are both teachers and collaborators; advocates of the students and colleagues of the teachers; watchdogs of the elected school board and employed by the same” (2002). The College Media Advisers (CMA) has a code of ethics that shows the importance of adviser’s ethical code. It states: “The adviser is a journalist, educator and manager who is, above all, a role model. Because of this, the adviser must be beyond reproach with regard to personal and professional ethical behavior; should encourage the student media advised to formulate, adhere to and publicize an organizational code of ethics; and ensure that neither the medium, its staff nor the adviser enter into the situations which would jeopardize the public’s trust in and reliance on the medium as a fair and balanced source of news and analysis” (*Code of ethical*, 2010).

In a student newspaper, one must address the fundamental purpose of the newspaper. This includes the purpose, the name, the design philosophy, the publication schedule, budget goals, printing costs, faculty sponsor, and goals of organization. Every college newspaper has an individual purpose and role within its community. Once this role is defined, it can guide the staff through tough times and sets the stage for dealing with everyday challenges. The name of the school newspaper can come from the name of the school, the mascot, the town, or the area highlights. Using play on words may be a fun strategy in finding a catchy name. The publication schedule interacts directly with the size of staff, the budget concerns, and the goals of the paper. These items are covered in the chapter 1 of the adviser’s guide. In addition, a sample contract is provided, along with information on team building. Every newspaper needs an efficient staff. The staff needs to work together for a common goal. Working as a team and understanding one’s responsibilities can accomplish this goal.

Chapter 2 addresses these issues the issue of working within a college setting. There are positives and negatives to a campus observing everything that is produced. Along with information

on a campus setting, there is a sample staff application, scholarship information, special duty assignment sheets, job descriptions, and a code and contract for staff members. There are common prerequisites that many college newspapers require (Osborn, 1998). These include:

1. Have taken journalism, basic photography, or mass media class.
2. Meet specific grade requirements.
3. Have a teacher or teachers' recommendation; generally, at least one is required to be from an English teacher.
4. Take part in an interview with adviser/editorial board.
5. Have attained junior or senior status.

While these may be prerequisites for large universities, this is not practical at a junior college. Within the two-year college setting, the staff is not as large, which limits recruitment. A majority of junior staff are freshmen that are experimenting with ideas for future careers. This aspect creates a need for classes to produce a paper within the first three weeks of class. Large universities have the option of using solely senior staff for articles. In a smaller setting students need to write articles within their first month of class. This quickly creates an environment of newspaper basics and hands-on assistance from the senior staff.

The third chapter in the manual addresses the basics of news writing. News writing follows some key elements. The basic news story has a headline, a body and an ending. "Other elements are backup (support) for the lead, nut graph (which is the paragraph explaining the focus), impact, attribution, background, and elaboration" (Rich, 2007). There may be a variety of styles. For example, a feature story is going to sound and look very different from a hard news story. In essence, all news stories have key ingredients that make it possible to deliver the news. These key ingredients are five W's in journalism. These five W's refer to the Who, What, When, Where, and Why that every story should address. This chapter includes sample worksheets and ideas to improve students' writing. Topics include style of news writing, obeying the rules, commonly misspelled words, lead basics, nut graph, inverted pyramid, transitions, using quotes, and covering all angles.

Chapter 4 covers the way students find stories that are interesting to their peers, faculty, and the surrounding community. A finished newspaper is simply a product of a series of events which begins with gathering formation, proceeds through writing, editing, production, and finally, printing. The final product is picked up by the reader. Once the reader interprets the writing, the job has become complete (Humes, 1989). The key is to get the reader to pick up the paper to read it. Readers decide in less than three seconds if they will read a story or move on (Osborn, 1998). The focus of this chapter is to find news that interests the target audience, and compels that audience to read the paper.

“Newspaper design is a creative art, and the possibilities to vary design are endless. Newspaper designers judge the value of a designed spread by looking at it themselves and imagining how readers can perceive it or sense what it feels like” (Holmqvist & Wartenberg, 2005). The purpose of design is to call the readers’ attention to the stories and the features in the paper and to increase the paper’s readability. One important aspect is to not get lost in desktop publishing programs. Layout that is too extreme makes the paper difficult to read can be made extreme where papers get impossible to read content. Content is the purpose of the paper; layout is a means to the content. Therefore, it is vital that the layout enhances the paper, not distracts from the purpose. Chapter 5 focuses on the many aspects of layout design. This includes information in many areas. The first is on the importance of content. Second, the nameplate on a newspaper is covered. According to newsdesigns.com, “out of all the evolutions in newspaper design over the last century, none have been more transforming than the styling of nameplates. They are the crowning jewel of a newspaper’s design, setting the tone for the style of the entire publication” (“What’s in a,” 2010). Headline and cut lines are the third topic covered in this chapter. The headline is the line on top of the story that tells the reader what the story is about. It is based on the main points of the story; this is usually covered within the first few paragraphs of the article. The cutline is the caption near a photograph in a student newspaper. A standard cutline informs the audience of who, what, when, where and why about the photograph. The cutline is (almost) always written in the present tense. A

standard outline is written as such (Hancock, 2008): “(noun) (verb) (direct object) during (proper event name) at (proper noun location) in (city) on (day of the week), (month), (year).” Why or How.

Chapter 5 also consists of information on layout basics and examples of layout designs. There are pros and cons to some layout designs. These are explained throughout the chapter. The formula for excellence will always be less about format and typography than about the unreserved commitment to the community of readers that newspapers serve and clarity about the nature and interests of those readers. What is a perfect look for an audience in Beijing or Oslo will not likely be perfect for an audience in Buenos Aires or Charlotte. A newspaper must find the voice that speaks clearly to its unique audience of readers, and the best newspapers will always do so. Advertisement is also discussed, with the subtopics of ad design ideas, sample letters and invoices, basic advertisement guidelines, and ideas to enhance advertisement sales. The final topic of Chapter Five is the need to have identification for a staff within the college setting.

The adviser’s role within the college newspaper setting is fulfilling and challenging at the same time. While students look to the adviser for support and guidance, they also want the paper to be their own. They want to have independence. The college is paying the student newspaper adviser’s salary, yet the adviser is expected to let the paper have independence. This is a role that may feel like a juggling act, yet spending time with the students can make the experience worth all the headaches. Chapter 6 looks at the different roles of the adviser. Included in this chapter are how to use time, priorities, and use of goals.

Chapter 7 looks at the future of media writing. It deals with the common notion that the newspaper is a dying art. New media/Social media is the wave of the future, and on-line news sources are becoming a vital aspect of college newspapers. Mogual Zuckerman, a billionaire in the real estate market and a media tycoon, appeared on ABC News to present his information on newspapers and on-line media. He focused on the point that he believes that the future of media is online but nothing can replace the newspaper since it gives a city and its residents its character (Zuckerman, 2013).

While the printed source of newspaper is traditional, online media is becoming extremely popular. Creating apps and on-line sites are the new trend within mass media. Chapter Eight focuses on the basics of on-line media, and new media. This chapter compares and contrasts the key points of writing for printed media and online media. Web journalism has its own uniqueness. This includes the need for immediacy, interactivity, digital storytelling, planning a website, and reaching the audience.

Chapter Nine concludes the guide with the reasons that school newspapers are an essential tool for learning in the present day. These reasons include but are not limited to:

1. Students and faculty need a resource to provide information about school and community, and other events that relate directly to them.
2. A student newspaper improves communication among all individuals involved in the college setting.
3. It can provide information about rules and regulations within a school setting and provide feedback on students' reactions. It helps maintain order by reporting violations of school rules.
4. It develops the habit of becoming a concerned citizen by reading newspapers and reading information that relates directly to the student.
5. College student newspapers stress the importance of free press and the elements of a democratic nation. It gives the students a forum where they may express their opinions.
6. A student newspaper broadens the students' awareness of activities and clubs available within their school and community. It benefits the school by stimulating attendance and participation.
7. Students on newspaper staffs improve in writing, editing, taking photographs, working as a team, learning to sell ads, public relations, etc.
8. Staffers who conduct interviews gain experience interacting with people in a professional setting.

9. Staff members understand the importance of taking accurate notes and using reference materials.
10. Students who have experience on the staff make better critics of the public press.
11. School papers prepare students for future roles and habits of being informed about the world around them.

A copy of the adviser's guide is attached as Appendix F.

SNOW COLLEGE JOURNALISM PROGRAM

Three primary goals will be pursued to increase the quality of the Snow College journalism program. The first goal is to teach students to write clearly, concisely, and correctly in journalistic style. Journalists have a unique style that students can become familiar with and benefit from throughout their education and future jobs. While students will develop an understanding of writing styles, they will also learn ethics and life skills. Some of these skills include interview skills, public relations, current events, government influence, and media influence. In the new age of digital media, journalism students need additional knowledge. Understanding the role of new media is vital. "Digital technologies have fundamentally altered the nature and function of media in our society, reinventing age-old practices of public communication, and at times circumventing traditional media and challenging its privileged role as gatekeepers of news and entertainment" (Pavlik, 2008, p.347).

A second goal of the program is to provide unique experiences for every student. Snow College freshmen have the opportunity to be on a production team. This is different from larger universities in the fact that it is typically juniors and seniors who are writing for the newspaper. While Snow College students may be younger and more inexperienced, the hands-on experience will be a benefit. They do not need to spend four years in a program to decide if they like it or not. The students will have a portfolio when they graduate to help them continue their journalism education, or a portfolio to assist them in obtaining employment. It is also an enjoyable class in which the students can participate and have a positive experience.

The third goal of the journalism program is to produce a quality newspaper and website. This is accomplished through a team effort. The team must work together toward the common goal.

The classes associated with the student media each have a specific role. The Media Writing 1 class is for the reporters, who research and write the articles. The Newspaper 1 class also has responsibility to research and write articles, and the students also learn advertising, layout, and web design. The Newspaper 2 class is the senior staff, which spends the late nights producing and designing final layout. These are the students who are on scholarship and put in the extra hours to make a quality paper. They spend their time designing and submitting the final product. The final class is Photojournalism 1. This class is responsible to provide captivating photos that will grab the reader's attention. This class focuses on the different aspects of journalism through photography.

Copies of the course syllabi are attached in Appendix D.

These classes are currently elective classes at Snow College. Since the classes are electives, they only transfer to other university as an elective. I would like to change this status. I have talked to my department chair about trying to get them changed and she is onboard with ideas I may present. In the next year, I will be pursuing the idea of making the classes more transferable. My ultimate goal is to start a program that can set Snow College students on track to transfer with some journalism credits to other universities.

These goals and classes combine to make Snow College's journalism program a high quality, award-winning journalism program. It is dedicated to increasing diversity and commitment in the area of journalism, which is the basis for classes to work together. It is not solely about the production of news, but also how journalism can help prepare students for a variety of areas where gathering information and communicating are important. There is a variety of employment opportunities for students with journalism majors. These include reporting, editing, public relations, advertising, newspaper, television, publishing, radio, newsletters, corporate publications, writing training programs, screenwriting, and writing books.

Research has found that the introduction of mobile devices have increased people's

awareness of news. The Pew Research released an article titled, “The Explosion in Mobile Audiences and a Close Look at What it Means for News.” It explains that “News remains an important part of what people do on their mobile devices-64% of tablet owners and 62% of smartphone owners say they use the devices for news at least weekly, tying news statistically with other popular activities such email and playing games on tablets and behind only email on smartphones (not including talking on the phone). This means fully a third of all U.S. adults now get news on a mobile device at least once a week” (Mitchell, Rosenstiel, Santhanam & Christian, 2012).

In summary, the future of journalism is not gloom and doom. Journalism is alive and well. The key component is that the face of journalism is changing. The newspaper stand on every corner is a thing of the past. This Capstone Project was focused on improving the resources for Snow College journalism students. This was done through a student handbook, and an adviser’s guide to student news. The research has shown that the face of media is changing, but the need is for students who understand media is as vital (or more vital) than it has ever been.

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APPENDIX A

Student Evaluations

Newspaper Production 1 (Comm 1900)

Event Item Evaluation Reporting

University level questions	Total	Strongly Agree(%)	Agree(%)	Neutral(%)	Disagree(%)	Strongly Disagree(%)	Avg	Std Dev
	4	96	4	0	0	0	4.95	0.09

Description	Total	Strongly Agree(%)	Agree(%)	Neutral(%)	Disagree(%)	Strongly Disagree(%)	Avg	Std Dev
Course exceptionally good	4	100					5.00	0.00
Instructor exceptionally good	4	75	25				4.75	0.50
Course satisfaction	4	100					5.00	0.00
Course outline	4	100					5.00	0.00
Well prepared	4	100					5.00	0.00
Instructor presentation	4	100					5.00	0.00
Instructor feedback	4	100					5.00	0.00
Instructor questions	4	100					5.00	0.00
Instructor interest	4	100					5.00	0.00
Grading Policy	4	75	25				4.75	0.50
Instructor out-of-class	4	100					5.00	0.00
Creative thinking	4	100					5.00	0.00







All Snow College Courses	Total	1/4(%)	1/2(%)	3/4(%)	All(%)	Avg	Std Dev
	4	10	30	5	55	1.95	0.76

Description	Total	1/4(%)	1/2(%)	3/4(%)	All(%)	Avg	Std Dev
Lecture	4	25	25	25	25	2.50	1.29
Class Discussion	4		25		75	1.50	1.00
Group Activities	4		25		75	1.50	1.00
Audio/Visual Equipment	4		25		75	1.50	1.00
How often did you use the textbook?	4	25	50		25	2.75	1.26

Outcomes related questions	Total	Avg	Std Dev
	4	5.00	0.00

Description	Total	1/4(%)	1/2(%)	3/4(%)	All(%)	Avg	Std Dev
This class helped me to write, speak, or perform more effectively.	4					5.00	0.00
This class helped me to retrieve, evaluate, interpret or deliver information using traditional or electronic media more effectively.	4					5.00	0.00

Background Questions		Total 4	
Description	Response Total	Response Percent	
Course reason			
Personal Interest	2	50%	
Elective	1	25%	
Major Requirement	1	25%	
Expected grade			
A	4	100%	
College GPA			
3.0-3.4	2	50%	
2.0-2.4	1	25%	
3.5-4.0	1	25%	
Study Hour per week			
5 to 6 hours	3	75%	
3 to 4 hours	1	25%	

Open-Ended Questions		Total 4	
Description			
Like Best			
 I enjoyed all of it! It was really fun to go out and get involved in campus so articles could be written.			
 I liked being part of the <i>Snowdrift</i> staff. It teaches alot about responsiblity, and gives you a taste of what it would really be like to have a career similar.			
 I loved the laid back feel- but still felt like I learned something. I also loved that there was ALWAYS positive feedback not just negative.			
Like Least			
Class Improvements			
 I think a little more organization would help things run a little smoother.			
Other Comments			
 Sandra was a great teacher I really enjoyed my time in her class!			
 Students need to be aware of how much time out of the classroom needed if they join the senior staff. The grade is definitely not given to you in this class. You need to be fully aware that this is a team effort class.			

Newspaper Production 2 (Comm 2900)

University level questions	Total	Strongly Agree(%)	Agree(%)	Neutral(%)	Disagree(%)	Strongly Disagree(%)	Avg	Std Dev
	6	82	17	1	0	0	4.80	0.37

Description	Total	Strongly Agree(%)	Agree(%)	Neutral(%)	Disagree(%)	Strongly Disagree(%)	Avg	Std Dev
Course exceptionally good	6	83	17				4.83	0.41
Instructor exceptionally good	6	83	17				4.83	0.41
Course satisfaction	6	83	17				4.83	0.41
Course outline	6	67	17	17			4.50	0.84
Well prepared	6	83	17				4.83	0.41
Instructor presentation	6	83	17				4.83	0.41
Instructor feedback	6	83	17				4.83	0.41
Instructor questions	6	83	17				4.83	0.41
Instructor interest	6	83	17				4.83	0.41
Grading Policy	6	83	17				4.83	0.41
Instructor out-of-class	6	83	17				4.83	0.41
Creative thinking	6	83	17				4.83	0.41

All Snow College Courses	Total	1/4(%)	1/2(%)	3/4(%)	All(%)	Avg	Std Dev
	6	23	27	17	33	2.40	0.73

Description	Total	1/4(%)	1/2(%)	3/4(%)	All(%)	Avg	Std Dev
Lecture	6	33	50		17	3.00	1.10
Class Discussion	6		33	33	33	2.00	0.89
Group Activities	6	17	17	33	33	2.17	1.17
Audio/Visual Equipment	6		17	17	67	1.50	0.84
How often did you use the textbook?	6	67	17		17	3.33	1.21

Outcomes related questions	Total	Avg	Std Dev
	6	4.83	0.39

Description	Total	1/4(%)	1/2(%)	3/4(%)	All(%)	Avg	Std Dev
This class helped me to write, speak, or perform more effectively.	6	17				4.83	0.41
This class helped me to retrieve, evaluate, interpret or deliver information using traditional or electronic media more effectively.	6	17				4.83	0.41

Background Questions		Total 6	
Description	Response Total	Response Percent	
Course reason			
Personal Interest	4	67%	
Elective	1	17%	
Major Requirement	1	17%	
Expected grade			
A	6	100%	
College GPA			
3.5-4.0	6	100%	
Study Hour per week			
5 to 6 hours	2	33%	
7 to 8 hours	2	33%	
0 to 2 hours	1	17%	
3 to 4 hours	1	17%	

Open-Ended Questions		Total 6	
Description			
Like Best			
<input checked="" type="checkbox"/> I LOVE SANDRA.			
<input checked="" type="checkbox"/> I loved the relaxed but fun atmosphere about the class, it was so nice yet I feel like I learned a lot.			
<input checked="" type="checkbox"/> This was my absolute favorite class of my whole college career. I loved everything about it. I loved the class, the professor, the newspaper, everything.			
<input checked="" type="checkbox"/> Very fun! I learned a lot about writing			
Like Least			
<input checked="" type="checkbox"/> I think that it could use a bit more organization. Also I feel like this class should be a 3 credit course because of the work amount and load.			
<input checked="" type="checkbox"/> NONE.			
<input checked="" type="checkbox"/> Nothing! I loved it all!			
<input checked="" type="checkbox"/> That it is only a two credit class. I did more work and spent more time doing stuff for this class than I did for any other class this semester.			
Class Improvements			
<input checked="" type="checkbox"/> Absolutely nothing.			
<input checked="" type="checkbox"/> NONE.			
Other Comments			
<input checked="" type="checkbox"/> I hope they keep the newspaper at Snow for many more years. I know I probably wouldn't be coming back next year if it wasn't for newspaper.			
<input checked="" type="checkbox"/> NONE.			

Media Writing (Comm 1130)

University level questions	Total	Strongly Agree(%)	Agree(%)	Neutral(%)	Disagree(%)	Strongly Disagree(%)	Avg	Std Dev
	9	68	30	3	0	0	4.64	0.44

Description	Total	Strongly Agree(%)	Agree(%)	Neutral(%)	Disagree(%)	Strongly Disagree(%)	Avg	Std Dev
Course exceptionally good	9	56	44				4.56	0.53
Instructor exceptionally good	9	67	33				4.67	0.50
Course satisfaction	9	44	56				4.44	0.53
Course outline	9	67	33				4.67	0.50
Well prepared	9	78	22				4.78	0.44
Instructor presentation	9	67	22	11			4.56	0.73
Instructor feedback	9	67	22	11			4.56	0.73
Instructor questions	9	78	22				4.78	0.44
Instructor interest	9	78	22				4.78	0.44
Grading Policy	9	78	22				4.78	0.44
Instructor out-of-class	9	67	33				4.67	0.50
Creative thinking	9	67	22	11			4.56	0.73

All Snow College Courses	Total	1/4(%)	1/2(%)	3/4(%)	All(%)	Avg	Std Dev
	9	41	25	14	20	2.89	0.66

Description	Total	1/4(%)	1/2(%)	3/4(%)	All(%)	Avg	Std Dev
Lecture	9	11	56	11	22	2.56	1.01
Class Discussion	8	38	25	25	13	2.88	1.13
Group Activities	9	67	22	11		3.56	0.73
Audio/Visual Equipment	9	22	11	11	56	2.00	1.32
How often did you use the textbook?	9	67	11	11	11	3.33	1.12

Outcomes related questions	Total	Avg	Std Dev
	9	4.67	0.49

Description	Total	1/4(%)	1/2(%)	3/4(%)	All(%)	Avg	Std Dev
This class helped me to write, speak, or perform more effectively.	9	33				4.67	0.50
This class helped me to retrieve, evaluate, interpret or deliver information using traditional or electronic media more effectively.	9	33				4.67	0.50

Background Questions	Total 9
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Description	Response Total	Response Percent
Course reason		
Major Requirement	3	33%
Elective	2	22%
GE Requirement	2	22%
Personal Interest	2	22%
Expected grade		
A	5	56%
B	3	33%
C	1	11%
College GPA		
3.0-3.4	4	44%
3.5-4.0	4	44%
Study Hour per week		
0 to 2 hours	4	44%
3 to 4 hours	4	44%
9 or more hours	1	11%

Open-Ended Questions	Total 9
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Description		
Like Best		
<input checked="" type="checkbox"/> Great teacher! She helped me decide on my major, and i learned a lot in this class		
<input checked="" type="checkbox"/> I liked how we picked our articles, and we got to talk about them a little bit during the writing process. I also loved the friendly atmosphere.		
<input checked="" type="checkbox"/> I liked how we were in charge of finding ideas for our articles.		
<input checked="" type="checkbox"/> I loved writing and being published!		
<input checked="" type="checkbox"/> It was more relaxed than other classes		
<input checked="" type="checkbox"/> It was structured well, the assignments were fun but they also applied to what we were doing.		
<input checked="" type="checkbox"/> The teacher was very interactive. It kept the class enjoyable.		
<input checked="" type="checkbox"/> This was a great class! I loved being involved and writing for the school newspaper!		
Like Least		
<input checked="" type="checkbox"/> Class seemed a little useless at times because we mostly just worked on our articles.		
<input checked="" type="checkbox"/> How I bought a book and never really used it.		
<input checked="" type="checkbox"/> How we had to hurry through the material before our first article.		
<input checked="" type="checkbox"/> I am not a fan of textbooks in general, but compared to other classes it wasn't too bad.		
<input checked="" type="checkbox"/> I felt like i could have learned more about writing.		

<input checked="" type="checkbox"/> Not a lot of in-class instruction.		
<input checked="" type="checkbox"/> Nothing really, I loved this class!		
Class Improvements		
<input checked="" type="checkbox"/> Class could be more structured and organized.		
<input checked="" type="checkbox"/> Giving us more time to learn about writing articles before we have to write them.		
<input checked="" type="checkbox"/> I would have liked a little more instruction on how to successfully write a newspaper article.		
<input checked="" type="checkbox"/> It's good how it is.		
<input checked="" type="checkbox"/> Maybe have a few more classes where we could get to know each other.		
<input checked="" type="checkbox"/> More help with writing first few articles		
<input checked="" type="checkbox"/> Not sure.		
Other Comments		
<input checked="" type="checkbox"/> Love love love this class!		
<input checked="" type="checkbox"/> Sandra is such a sweetheart and an excellent teacher who wants to see her students succeed.		
<input checked="" type="checkbox"/> Sandra is very easy to get along with and is a great professor.		
<input checked="" type="checkbox"/> This is the best class to take ever!		

Photojournalism (Comm 2180)

University level questions	Total	Strongly Agree(%)	Agree(%)	Neutral(%)	Disagree(%)	Strongly Disagree(%)	Avg	Std Dev
	5	92	8	0	0	0	4.92	0.10

Description	Total	Strongly Agree(%)	Agree(%)	Neutral(%)	Disagree(%)	Strongly Disagree(%)	Avg	Std Dev
Course exceptionally good	5	80	20				4.80	0.45
Instructor exceptionally good	5	100					5.00	0.00
Course satisfaction	5	80	20				4.80	0.45
Course outline	5	60	40				4.60	0.55
Well prepared	5	100					5.00	0.00
Instructor presentation	5	100					5.00	0.00
Instructor feedback	5	100					5.00	0.00
Instructor questions	5	100					5.00	0.00
Instructor interest	5	100					5.00	0.00
Grading Policy	5	80	20				4.80	0.45
Instructor out-of-class	5	100					5.00	0.00
Creative thinking	5	100					5.00	0.00

All Snow College Courses	Total	1/4(%)	1/2(%)	3/4(%)	All(%)	Avg	Std Dev
	5	12	12	8	68	1.68	0.69

Description	Total	1/4(%)	1/2(%)	3/4(%)	All(%)	Avg	Std Dev
Lecture	5	20			80	1.60	1.34
Class Discussion	5		20	20	60	1.60	0.89
Group Activities	5		20	20	60	1.60	0.89
Audio/Visual Equipment	5				100	1.00	0.00
How often did you use the textbook?	5	40	20		40	2.60	1.52

Outcomes related questions	Total	Avg	Std Dev
	5	5.00	0.00

Description	Total	1/4(%)	1/2(%)	3/4(%)	All(%)	Avg	Std Dev
This class helped me to write, speak, or perform more effectively.	5					5.00	0.00
This class helped me to retrieve, evaluate, interpret or deliver information using traditional or electronic media more effectively.	4					5.00	0.00

Background Questions	Total 5
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Description	Response Total	Response Percent
Course reason		
Personal Interest	4	80%
Major Requirement	1	20%
Expected grade		
B	3	60%
A	1	20%
D	1	20%
College GPA		
3.0-3.4	2	40%
3.5-4.0	1	20%
Study Hour per week		
3 to 4 hours	3	60%

Open-Ended Questions	Total 5
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Description	Response Total	Response Percent
Like Best		
<input checked="" type="checkbox"/> I loved that we learned a lot of different styles of editing in this class. I learned a lot about photoshop and a lot about my camera. The skills I learned in this class will benefit me for a long time.		
<input checked="" type="checkbox"/> Pictures we took got put in the school newspaper.		
Like Least		
<input checked="" type="checkbox"/> The class was hard because some students in my class didn't want to participate in the activities. It made it frustrating to those of us who wanted to do more.		

APPENDIX B

Letters of Support



May 8, 2013

Letter of Support for Sandra Cox

When Sandra Cox started work in the communication department at Snow College her primary assignment was to take on the *Snowdrift*. For several years the paper had been advised by an adjunct professor and the quality of the paper was lacking. There was some talk of shutting down the paper if the quality did not improve dramatically. Sandra took on the assignment to create a quality paper with her "can do" attitude and has turned the paper around.

We have gone from what I would have termed a "high school" quality paper to one that reflects what one would expect from a college level paper. We now have the *Snowdrift* online, stories are researched well, and the community has again started supporting the paper by placing ads in it. She has designed a handbook for the staff. I have looked over the book and I am very excited about the content. It will be an effective tool in assisting students on a road to a journalism future. The *Snowdrift* has not had a book like this, and it will be a great addition. It has a pleasing layout, and makes the information interesting.

I could not be more pleased with the efforts of Sandra and the staff of the paper. The *Snowdrift* is now a paper that the college can be proud of. The administration is very pleased as well and has decided to continue to support the paper as well as Sandra.

Best Regards,

Elaine Compton

Elaine Compton
Communication Department Chair



May 10, 2013

To whom it may concern

As requested, this is my letter of support for Sandra Cox. As a new faculty member and adviser for the student newspaper she has been a welcome addition to the faculty and to the Communication Department. Her journalism project has helped to improve the *Snowdrift* and the journalism courses associated with the student paper. In my view, the paper has improved steadily since Sandra's appointment. One major reason for the improvement has been her drive for accuracy, consistency, and timely news. I am excited about her plans to implement a standardized handbook for policies and procedures. I reviewed the *Snowdrift* Student Handbook authored by Sandra. One of the challenges associated with the paper in the past has been a lack of common standards and consistency both in processes and outcomes. The handbook will be instrumental to have success in improving both student consistency and outcomes.

Sandra worked with imagination, focus and understanding on the project. She reestablished constructive relationships with faculty, student leaders and professional staff. I have been impressed with her commitment to students and to the department. She has a quick learning curve and is a budding academic professional.

As you can tell, my evaluation of Sandra and her project is very positive. As you review her project and academic work, I hope you will make it possible that she may continue to be an important part of our department. If I may be of assistance to you in this important matter, please feel free to contact me.

Sincerely,

Richard W. Wheeler
Associate Professor of Communication



To whom it may concern:

Four years ago in 2009, I began working full time in the communication department at Snow College. Although our program excelled in many areas, it was extremely weak in its newspaper production, the *Snowdrift*. The full time adviser had retired years before, and the paper was being run by a part time adjunct who was also a full time recruitment and PR manager for the school. As one might imagine, the paper became an outlet for public relations for the school, featuring articles about why Snow was a fun place for college students and what students enjoyed about the campus. Often the articles were not edited, and the paper was rarely read by anyone on campus.

When Sandra Cox took over the paper, this immediately changed. She noticed from the start that current *Snowdrift* students were receiving little to no instruction regarding reporting, newswriting, editing, photojournalism, and the like. Sandra rid herself of the past staff and started fresh with students that she could raise the bar with; teaching them how to write a newsworthy paper which benefited students to read. Sandra had her students covering international news, national news, and campus scandals right from the beginning. Although the school was not used to having the truth investigated, due to her students getting involved and reporting the issues, the campus as a whole was able to see improvement in honest communication and responsibility. Also, due to actual news being included in the paper, students were educated when reading the articles, especially on issues facing college students today.

I attest that the paper has improved 10 fold since Sandra has taken over. Her professionalism, instruction, and ability to lead a team has supercharged the paper and made it something that shines for our department as a whole.

Sincerely,

Malynda Bjerregaard
Instructor of Communication
Snow College

APPENDIX C

The Elements of Journalism: Nine Core Principles

The Committee of Concerned Journalists was established in 1997 by the Pew Research Center's Project for Excellence in Journalism. The committee's task was to identify the foundational principles that constitute the essence of journalism. After four years of research, the committee

released a Statement of Shared Purpose that included nine core principles designed to define journalism. These principles were also published in *The Elements of Journalism* (Kovach & Rosenstiel, 2007), the authors of which played key roles in the committee's work. The nine principles are as follows:

1. Journalism's first obligation is to the truth

Democracy depends on citizens having reliable, accurate facts put in a meaningful context. Journalism does not pursue truth in an absolute or philosophical sense, but it can — and must — pursue it in a practical sense. This “journalistic truth” is a process that begins with the professional discipline of assembling and verifying facts. Then journalists try to convey a fair and reliable account of their meaning, valid for now, subject to further investigation. Journalists should be as transparent as possible about sources and methods so audiences can make their own assessment of the information. Even in a world of expanding voices, accuracy is the foundation upon which everything else is built — context, interpretation, comment, criticism, analysis and debate. The truth, over time, emerges from this forum. As citizens encounter an ever greater flow of data, they have more need — not less — for identifiable sources dedicated to verifying that information and putting it in context.

2. Journalism's first loyalty is to citizens

While news organizations answer many constituencies, including advertisers and shareholders, the journalists in those organizations must maintain allegiance to citizens and the larger public interest above any other if they are to provide the news without fear or favor. This commitment to citizens first is the basis of a news organization's credibility, the implied covenant that tells the audience the coverage is not slanted for friends or advertisers. Commitment to citizens also means journalism should present a representative picture of all constituent groups in society. Ignoring certain citizens has the effect of disenfranchising them. The theory underlying the modern news industry has been the belief that credibility builds a broad and loyal audience, and that economic success follows in turn. In that regard, the business people in a news organization also must nurture — not exploit — their allegiance to the audience ahead of other considerations.

3. Journalism's essence is a discipline of verification

Journalists rely on a professional discipline for verifying information. When the concept of objectivity originally evolved, it did not imply that journalists are free of bias. It called, rather, for a consistent method of testing information — a transparent approach to evidence — precisely so that personal and cultural biases would not undermine the accuracy of their work. The method is objective, not the journalist. Seeking out multiple witnesses, disclosing as much as possible about sources, or asking various sides for comment, all signal such standards. This discipline of verification is what separates journalism from other modes of communication, such as propaganda, fiction or entertainment. But the need for professional method is not always fully recognized or refined. While journalism has developed various techniques for determining facts, for instance, it has done less to develop a system for testing the reliability of journalistic interpretation.

4. Journalism's practitioners must maintain an independence from those they cover

Independence is an underlying requirement of journalism, a cornerstone of its reliability. Independence of spirit and mind, rather than neutrality, is the principle journalists must keep in focus. While editorialists and commentators are not neutral, the source of their credibility is still their accuracy, intellectual fairness and ability to inform — not their devotion to a certain group or outcome. In our independence, however, we must avoid any tendency to stray into arrogance, elitism, isolation or nihilism.

5. Journalism must serve as an independent monitor of power

Journalism has an unusual capacity to serve as watchdog over those whose power and position most affect citizens. The Founders recognized this to be a rampart against despotism when they ensured an independent press; courts have affirmed it; citizens rely on it. As journalists, we have an obligation to protect this watchdog freedom by not demeaning it in frivolous use or exploiting it for commercial gain.

6. Journalism must provide a forum for public criticism and compromise

The news media are the common carriers of public discussion, and this responsibility forms a basis for our special privileges. This discussion serves society best when it is informed by facts rather than prejudice and supposition. It also should strive to fairly represent the varied viewpoints and interests in society, and to place them in context rather than highlight only the conflicting fringes of debate. Accuracy and truthfulness require that as framers of the public discussion we not neglect the points of common ground where problem solving occurs.

7. Journalism must strive to make the significant interesting and relevant

Journalism is storytelling with a purpose. It should do more than gather an audience or catalogue the important. For its own survival, it must balance what readers know they want with what they cannot anticipate but need. In short, it must strive to make the significant interesting and relevant. The effectiveness of a piece of journalism is measured both by how much a work engages its audience and enlightens it. This means journalists must continually ask what information has most value to citizens and in what form. While journalism should reach beyond such topics as government and public safety, a journalism overwhelmed by trivia and false significance ultimately engenders a trivial society.

8. Journalism must keep the news comprehensive and proportional

Keeping news in proportion and not leaving important things out are also cornerstones of truthfulness. Journalism is a form of cartography: it creates a map for citizens to navigate society. Inflating events for sensation, neglecting others, stereotyping or being disproportionately negative all make a less reliable map. The map also should include news of all our communities, not just those with attractive demographics. This is best achieved by newsrooms with a diversity of backgrounds and perspectives. The map is only an analogy; proportion and comprehensiveness are subjective, yet their elusiveness does not lessen their significance.

9. Journalism's practitioners must be allowed to exercise their personal conscience

Every journalist must have a personal sense of ethics and responsibility — a moral compass. Each of us must be willing, if fairness and accuracy require, to voice differences with our colleagues,

whether in the newsroom or the executive suite. News organizations do well to nurture this independence by encouraging individuals to speak their minds. This stimulates the intellectual diversity necessary to understand and accurately cover an increasingly diverse society. It is this diversity of minds and voices, not just numbers that matters.

APPENDIX D

Course Syllabi

Newspaper Production Course Outline

Course Description: Newspaper production is designed to provide practical journalism experience to students through actual production of *The Snowdrift*. Students will be writing stories, creating artwork, designing pages and handling advertising for this publication. There are no prerequisites for this class. Students should expect to spend time with editors/adviser of *The Snowdrift* in order to receive and complete assigned stories.

Course Objectives: The purpose of this class is to help each of you:

- To develop news concepts and the competence to find, gather, and report news of campus life.
- To develop the ability to interview people involved in news events and to write the interview.
- To find events and people which provide the color and spirit of a diverse campus community. To write articles that feature the human interest aspects of campus life.
- To develop editing and proofreading skills.
- To design staffing systems that assure efficient and thorough coverage of student life, that assure responsible managing of revenue and expenses, that assure a responsible editorial, production and business decision making process.
- To develop design and layout concepts. To apply those concepts to *The Snowdrift*.
- To consider legal and ethical guidelines for producing a newspaper.

While all students will focus on overall objective of producing a quality newspaper, students will choose a concentration for the semester and break into groups as writers/reporters, and artists/photographers/designers. The objectives for each group are:

Writers/Reporters

- To improve your writing skills
- To give you hands-on experience writing various types of articles
- To increase your portfolio size, diversity and quality
- To have your work published

Artists/Designers

- To help you gain experience in your area of expertise
- To increase your understanding of the role art/design plays in newspaper production
- To provide you with published work for your portfolio

Layout Designers

- To improve knowledge of In-Design
- To understand graphic design and current trends in layout
- To help you gain experience in your area of expertise
- To increase your portfolio size, diversity and quality
- To have your work published

Policies

- **Classroom environment:** This will be a discussion, skill building, production class. Please come to class ready to participate to the current chapter lecture. I will include participation in part of my grading breakdown and will expect you to contribute with well thought out, constructive comments. Turn your cell phones off before you come in, be tolerant of your classmates' opinions, and avoid academic dishonesty in all its forms. (See Snow College Academic Catalog pg. 23-24 for further clarification.)
- **Plagiarism** is presenting someone else's work as your own work, without proper acknowledgment or submitting work that has been created by another person. Any plagiarized paper, whether copied or paraphrased from a published article or another person's paper, will be justification for failure on that assignment and can also be justification for failure of the course. All plagiarism will be reported to the college.
- **Participation:** Attendance will be necessary in this class due to the amount of material covered in class lecture, and the group effort to produce news articles. If you have a school documented activity requiring you to miss class, be sure to show me the schedule of those activities signed by your coach or adviser.
- **Attendance:** I will allow three absences. Beginning with the fourth absence, your grade will be one letter symbol (A to an A-. These absences cannot be on exam days. You will not be able to make up exams and will receive a zero unless you have a documented emergency.
- **Late work:** Late work policy is as follows: Assignments are due at the beginning of each class. Late work will receive ½ credit. Please, have your work turned in on time. News does not wait for you. If you know you will be gone make sure you turn in your work before you leave.
- **Late Arrivals and Early Departures:** Class begins promptly, please be on time. I take role at the beginning of class every day. Three late arrivals, or early departures equal one absence. If you are late during a student presentation, please wait until the student is done to enter.
- **Disabilities:** Any student with medical, psychological, learning or other disability desiring accommodations, academic adjustments, or auxiliary aids will need to contact the Accessibility Resource Center, room 221, Greenwood Student Center, phone 283-7321. The Americans with Disabilities Act (ADA) Coordinator at the Accessibility Resource Center (ARC) determines eligibility for and authorized the provision of appropriate service and aids.

Communication Department Policies

In the unusual case that a student has questions, concerns, or complaints regarding their instructor, the procedure is as follows: If the student feels comfortable speaking to the instructor regarding the issue, please go directly to the instructor to clear it up. However, if the student does not feel comfortable communicating directly with the instructor or if a problem should arise, the student then meets with the department chair. Together the student and department chair will determine the next course of action.

Assignments:

Reading Quizzes (10 points): Each chapter will have a reading quiz. Answer each reading question as thoroughly and precisely as possible. I read each response. Therefore, don't try to fluff your answers to make it look more impressive. Some questions can be answered rather briefly; others may take some length to explain in full.

Communication 1130 001
Media Writing

Instructor: Sandra Y. Cox
Phone: office- cell (435) 851-3751
Please do not call or text after 9:00 pm

Email: sandra.cox@snow.edu
Office: GSC
Office Hours: M W 8:30-9:25 am
and 1:20-2 pm
T R 10:45-1:00 pm

Required Textbook: Elements of News Writing, Kershner, 2nd edition, ISBN: 0205577660
Suggested Textbook: Associated Press Stylebook.

Course Description: This course is designed to instruct the student in the collecting, writing, editing and publishing of news and feature articles in periodicals. Although weekly lecture and discussion periods will be mandatory, the emphasis in the course will be on writing news stories outside of regular class time. We will work with some digital media, preparatory for working with online media. Essentials of the writing process, Associated Press Style and interviewing techniques will all be discussed and evaluated in the class.

Student learning outcomes: Students who successfully complete this course will be able to do the following:

- Write news and feature stories suitable for publication in newspapers or other news media.
- Conduct interviews in order to obtain newsworthy information to be used in news stories.
- Identify common organizational structures commonly used in news and feature stories.
- Write news and feature stories using the conventions of the Associated Press Stylebook
- Gather and analyze information and present it clearly and accurately.
- Critically analyze news and feature stories in the news media.
- Discuss the history of journalism in the United States and media's influence in society.
- Discuss the major ethical issues involved in modern journalism and take ethics into account when writing news stories.
- Demonstrate media literacy as a critical consumer of the mass media.
- Demonstrate an ability to compare and contrast the role of the mass media in various cultures and societies
- Discuss the role of the mass media in fostering understanding of diverse cultures and communities within the United States.
- Practice interviewing sources from a variety of racial, ethnic and identity groups in order to present a balanced account of events in our multicultural society.
- Draft news stories using current word-processing software and transmit them in appropriate format to a publication.

Instructional methods: The class meetings include a mixture of lectures and class discussions, plus individual critiques of written assignments. Weekly writing assignments will be completed outside of class time. Students are required to be involved with the school newspaper.

Specific evaluation and grading procedures: The final grade will be based on five factors:

- | | |
|---|-----|
| • Five news writing assignments before mid-term | 20% |
| • Five news writing assignments after mid-term | 20% |
| • Attendance, participation, and portfolio | 20% |
| • Newspaper clippings and school newspaper help | 20% |
| • Two tests and 10 quizzes | 20% |

Course Content: Media writing is designed to give students a real-world experience in news writing and digital media. Students will have an opportunity to learn and practice all aspects of writing for the media. The course is a writing based course, and your grade will be based on the progress you make throughout the semester.

Policies:

- **Classroom environment:** This will be a discussion, skill building class. Please come to class ready to participate to the current chapter lecture. I will include participation in part of my grading breakdown and will expect you to contribute with well thought out, constructive comments. Turn your cell phones off before you come in, be tolerant of your classmates' opinions, and avoid academic dishonesty in all its forms. (See Snow College Academic Catalog pg. 23-24 for further clarification.)
- **Plagiarism** is presenting someone else's work as your own work, without proper acknowledgment or submitting work that has been created by another person. Any plagiarized paper, whether copied or paraphrased from a published article or another person's paper, will be justification for failure on that assignment and can also be justification for failure of the course. All plagiarism will be reported to the college.
- **Participation:** Attendance will be necessary in this class due to the amount of material covered in class lecture. If you have a school documented activity requiring you to miss class, be sure to show me the schedule of those activities signed by your coach or adviser.
- **Attendance:** I will allow three absences. Beginning with the fourth absence, your grade will be one letter symbol (A to an A-. These absences cannot be on exam or presentation days. You will not be able to make up exams or presentations and will receive a zero unless you have a documented emergency.
- **Late work:** Late work policy is as follows: Assignments are due at the beginning of each class. Late work will receive ½ credit. Please, have your work to me on time. If you know you will be gone make sure you turn in your work before you leave.
- **Late Arrivals and Early Departures:** Class begins promptly, please be on time. I take role at the beginning of class every day. Three late arrivals, or early departures equal one absence. If you are late during a student presentation, please wait until the student is done to enter.
- **Disabilities:** Any student with medical, psychological, learning or other disability desiring accommodations, academic adjustments, or auxiliary aids will need to contact the Accessibility Resource Center, room 221, Greenwood Student Center, phone 283-7321. The Americans with Disabilities Act (ADA) Coordinator at the Accessibility Resource Center (ARC) determines eligibility for and authorized the provision of appropriate service and aids.

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Assignments:

Writing assignments:	40% of grade
Quizzes:	10% of grade
Presentations/ Projects	25% of grade
Final:	25% of grade

Quizzes: There will be six chapter quizzes. In an effort to make this as real life as possible, stylebook quizzes will be open book, timed quizzes.

Weekly writing assignments: Each student will be tasked with a writing assignment each week. Assignments will be as real world as possible, and some products will be submitted for publication in the *Snowdrift*. Starting the second week, you will have a weekly writing assignment. The assignment will need to be a third person, 350-500 word (unless otherwise noted) news story with at least two sources, quotes and no opinions.

Final: Dec. 15, Noon-2 p.m. More information to come

Grading Breakdown:

A (93-100%)

A- (90-92%)

B+ (87-89%)

B (83-86%)

B- (80-82%)

C+ (77-79%)

C (73-76%)

C- (70-72%)

D+ (67-69%)

D (63-66%)

D- (60-62%)

F (0-59)

Grade Percentage breakdown will not change.

Digital Photojournalism

Instructor: Sandra Y. Cox
Phone: office-(435) 283-3751
Please do not call or text after 9:00 pm

Email: sandra.cox@snow.edu
Office: GSC
Office Hours:

Required Textbook:

Guide to Photojournalism By. Brian Horton (Associated Press Handbooks)
The National Geographic Field Guide to Photography — choose your edition. It will be fun to have a variety

COURSE DESCRIPTION

This is an introductory course in photojournalism presented in a multimedia context. The course will be taught as a hands-on workshop. Instruction will progress from basic camera operation and the news “one shot” to more comprehensive visual storytelling that may incorporate audio, video or other multimedia components.

Despite technologies that in recent years have transformed how news photography is produced and distributed, the strength of the still image remains undiminished. In fact, the market for stories communicated visually has never been stronger. Photographs presented alone or as an essay in a multimedia context, continue to provide the photojournalists who make them a uniquely powerful window onto the world in which we live.

Course content will include:

- The essential elements of good visual storytelling- Visual journalistic communication that will help you develop the photographic skills needed to become successful at producing images and recognizing what makes a good photograph in terms of content, composition and technical quality. “Communication” is a key word here as the skills you will learn are designed to help you become better communicators — our end goal is not to become “photographers” but “photojournalists”— professionals who tell stories through images.
- How to photograph the single-image news and feature assignment
- Techniques for developing and structuring professional caliber long-form photo stories
- How to edit, caption and organize large numbers of photos and audio
- Intermediate/advanced use of post-production software including Adobe Photoshop
- Tools and standards for building a professional portfolio and presenting visual work online.

GRADING

Grades for the course will be broken down as follows:

- First five weekly assignments: **20 percent**
- First photo essay: **15 percent**
- Second photo essay: **15 percent**
- Final photo essay: **25 percent**
- Class participation (including online discussions, professionalism and attendance: **25 percent**)

Attendance is mandatory. Students who must miss a course should notify me beforehand. Extra credit is available to students who wish to do a 10-15 minutes presentation on a photographer of their choice. Other projects may be considered for extra credit.

COURSE MATERIAL

Assignments:

This is an overview of the assignments students will have this semester - more detailed information on each assignment will be provided in class. All photographs turned in for this class must have complete caption information. Examples will be shown when the assignment is given. Each assignment is meant to build on the skills students are learning.

NOTE: While news values and ethics in photojournalism do not appear as a specific topic in the outline below, we will discuss it frequently in the context of what is outlined.

Week One - Introduction

- Course overview
- Tips for success in photography
- Examples of student work
- Introduction to photography for the *Snowdrift*
- The importance of working as part of a team.
- *Snowdrift* photo requests

Week Two - Post production tools and the pro camera bag

- The vocabulary of photography and photo critique
- Camera equipment: What's in a pro camera bag?
- Photographer of the day
- *Snowdrift* photo requests
- Assignment #1

Week Three- The Look: Composition, Style, Cropping and more on post-production software

- more on post-production software
- Composition Elements for the reader's attention
- Post-production tools — Photoshop Elements and the Adobe Organizer
- *Snowdrift* photo requests

Week Four - The environmental portrait

- Review of assignment #1
- Photographer of the day
- Shooting the environmental portrait
- *Snowdrift* photo requests
- Assignment #2

Week Five- News: Sensitivity, Thinking, Instinct and Curiosity

- Look beyond the obvious
- Dealing with the public while covering sensitive issues.
- The importance of your images accurately reflecting the diversity of a community
- *Snowdrift* photo requests

Week Six - Photographing Places, Object and Events

- Review of assignment #2
- Photographer of the day
- Photographing objects, places and events

- Working with reporters
- Finding stories
- *Snowdrift* photo requests
- Assignment #3

Week Seven - The Photo Essay and Working with Lighting

- Review of assignment #4
- Photographer of the day
- Identifying photo essay projects
- *Snowdrift* photo requests
- Assignment #5
- Idea for an essay due

Week Eight - Editing photographs

- Editing your own work
- Editing stories for publication
- Web-based photo platforms
- *Snowdrift* photo requests

Week Nine - On Assignment: From Local News to Travel Photography

- Review of assignment #5
- Photographer of the day
- Writing For Photographers
- Review of first photo essay progress
- *Snowdrift* photo requests

Week Ten - Developing themes and personal style

- Photographer of the day
- Professional style and personal vision
- *Snowdrift* photo requests
- First essay/series due
- Idea for second essay or series due

Week Eleven — Sports Photography

- Different types of action and sports that can be photographed
- Important planning and preparation
- Fundamentals and techniques useful for capturing moving subjects
- Moving subjects in both a realistic and creative fashion
- *Snowdrift* photo requests
- assignment #6

Week Twelve - Photography in a Multimedia Context and with Audio in Particular

- Examples of audio slideshows
- Collecting ambient sound
- Basic audio tools
- Audio editing
- *Snowdrift* photo requests

Week Thirteen - The professional world of photojournalism

- Review of assignment #6
- The Photo Portfolio
- Copyright and fair use of photographs
- What editors are looking for
 - Developing the portfolio site
 - ‘The look’
 - Presentation tools
- *Snowdrift* photo requests

Week Fourteen - The future of photojournalism

- Emerging tools
- Experimental photo projects
- Changing pattern of distribution
- *Snowdrift* photo requests
- Speaker: TBA

Week Fifteen - Review of final projects**Captions:**

You should all know that I take captions VERY seriously. I expect you to put thought and energy into them. **YOU MUST HAVE NAMES FOR INDIVIDUAL IN PHOTOS.** In most cases I expect quotes from your subjects on top of the relevant information (refer to handouts) The caption is very important to the viewer’s understanding, and appreciation for the moment captured. They play a huge part in making the viewer care about the subject.

Critique:

Here are some things to be thinking about during our in-class critiques.

- **Interest:** Does the content engage our interest? Or do we tire of it quickly?
- **Audience:** To what audience is the content addressed? A mass public audience? A special interest group?
- **Publication:** Do you feel the content could be published? If so, where?
- **Revelation:** Does the content lead the viewer to a new level of understanding of the subject? New Information? A unique perspective?
- **Value:** Does the content have any value to the community?
- **Originality:** Is the central idea of the story original? Or is it cliché?
- **Options:** What factors limited the content provider’s options?
- **Impact:** Does the content command attention?

Grading Breakdown:

A (93-100%)	A- (90-92%)	B+ (87-89%)	B (83-86%)
B- (80-82%)	C+ (77-79%)	C (73-76%)	C- (70-72%)
D+ (67-69%)	D (63-66%)	D- (60-62%)	F (0-59)

Grade Percentage breakdown will not change.

APPENDIX E

The Snowdrift Staff Handbook

Attached.

APPENDIX F

Adviser's Guide to Student Newspapers

Attached.