Program Manual

Student Media

2026-2027

About Pierce Student Media

District Student Media serves the Pierce College campus community. It serves students, staff, and faculty who read our publications. It also serves those who work for student media along with its online outlets and those who desire to contribute stories/photos or to publicize events.

For readers, *student media* publishes two magazines per school year. Of the 1,500 to 2,000 copies of the magazine that are printed, about 400 to 500 copies are distributed at various magazine racks and locations on campus. The rest of the printed publications are given out at the two publications events in the winter and spring quarter. These events bring 200 to 250 students to campus to read the new publication together, but for student media also to meet the students behind the publications. Student leaders in *student media* learn valuable skills from creating content for publication to then also marketing the content to its audience on both campuses. Creating unique perspectives in each publication, but also seeing the impact those publications create with their readers.

For those interested in contributing to the publication, *Student Media* staff welcomes public service announcements from many offices and programs on campus. The publication has printed announcements from the Office of Student Life, TRIO, ASPIRE and the music studio on both campuses.

Mission Statement

Student Media at Pierce College connects and informs the college community by amplifying diverse student voices through multiple media platforms. As a student-led program, it promotes inclusivity, creativity, respect, and leadership development.

The program is committed to protecting students' First Amendment rights while fostering ethical journalism and responsible content creation. Its mission is to support independent publications that elevate student perspectives and provide relevant, meaningful information to the Pierce College community.

Student Code of Conduct

Student Media has a code of ethics, a plagiarism policy and a corrective action plan outlined in the Student Leader Expectations document. By signing and submitting the Staff Agreement page (at the bottom of this document), you signify that you have read and understand all of these materials. You may not work for or receive payment for the student magazine until you have done so.

If you have any questions, comments or suggestions concerning the information within these documents or any aspect of Pierce College student media, please see the student engagement manager of student media.

Purpose and Advantage of a college publication

By becoming staff members for Student Media, students:

- **Enhance Communication Skills –** Learn the power of written expression and receive feedback.
- **Develop Professionalism –** Gain experience in conducting interviews and managing responsibilities.

- **Explore Ethics and Values –** Make decisions involving journalistic integrity and responsibility.
- **Improve Writing Proficiency –** Build skills useful in journalism and other professional fields.
- **Learn Time Management –** Meet deadlines and work collaboratively within a production team.
- **Take on Leadership Roles –** Serve as editors, designers, and team managers.
- **Gain Technical Experience –** Use modern publishing tools and technologies.
- **Express Creativity –** Share original ideas and creative work.
- **Build School Identity –** Contribute meaningfully to the school community.
- **Accept Accountability –** Understand the impact and responsibility of publishing publicly.

Purpose and Advantages for the college communities

For the students, staff and faculty as a whole, school publications:

- **Serves a Unique Audience –** Tailored specifically to the school's community.
- **Unifies the Student Body –** Encourages shared interests and school spirit.
- **Provides a Student Voice –** Offers a platform for student opinions and ideas.
- **Disseminates Information –** Shares news and updates not easily communicated otherwise.
- **Ensures Balanced Coverage –** Aims for fair and inclusive reporting.
- **Promotes Ethical Journalism –** Encourages high standards in writing and reporting.
- **Highlights Journalism's Role –** Shows the importance of media in society.
- **Explores Complex Issues –** Encourages thoughtful discussion of school-related topics.
- **Supports Literacy –** Reinforces the value of reading and writing.
- **Fosters Engagement –** Helps students feel involved in their educational journey.

Student Media Code of Ethics

Statement:

The Pinnacle Student Media follows ethical standards adapted from the Society of Professional Journalists (SPJ) Code of Ethics and the Associated Collegiate Press (ACP) Code of Ethics. These guidelines provide a practical framework for responsible journalism and help student journalists maintain credibility, integrity, truthfulness, and accuracy in their reporting.

The Pierce College District Student Media Code of Ethics is designed to meet the needs of the college community and serves as the ethical foundation for all Student Media staff and the Advisory Board. The code establishes standards for content published through *The Pinnacle* and all Student Media platforms, ensuring that student journalists produce fair, accurate, responsible, and trustworthy content while serving the interests of students, faculty, staff, and the broader college community.

The Pierce College Student Media Code (updated 11/1/25):

For a Free Press

- Disallowing prior review is a standard tenet of professional journalism, meant to preserve journalists' watchdog role and ability to approach stories with fairness and without undue influence from outside sources. Report any attempts to influence content to the editor, adviser, and manager.
- Do not offer a source the opportunity to review content prior to publication. Be willing to read back quotes to check for accuracy.
- If content is technical in nature, journalists have permission to allow a source to review the technical components only to ensure accuracy.
- If a source has already provided comments on the record, they cannot rescind their comments due

to not being allowed prior review.

- To be an effective watchdog on other agencies, the Student Media must remain independent.
- The Student Media will refuse any attempt to censor material, accepting delay as the price for publishing uncensored material.

Truth and Accountability

- Be honest, accurate, truthful, and fair.
- Do not distort or fabricate facts, imagery, sound, or data.
- Provide accurate context in reporting and writing.
- Plagiarism is prohibited, and it is illegal to copy material that is copyright protected.
- Seek diverse voices that can contribute important perspectives.
- Ensure sources are reliable. To the maximum extent possible, make clear to your audience who and what your sources are, what motivations your sources may have, and any conditions sources have set for providing information.
- Omit information that has not been corroborated.
- Correct errors quickly, completely, and visibly. Make it reasonable for audience members to bring errors to Student Media members' attention.
- If content includes criticism of people, give them the opportunity to respond.
- Clearly distinguish fact from opinion in content.
- Undercover reporting only is permitted when a story is important enough to justify doing so and all other reasonable methods have been exhausted.

Conflicts of Interest and Independence

- Student journalists must avoid any conflict of interest that undermines their ability to report fairly. Unavoidable conflicts or situational factors that may affect judgment or credibility must be disclosed.
- Student journalists should not cover stories involving friends, family, or organizations to which they belong. While they may provide story leads about such organizations, they must not participate in any news, editorial, or business decisions related to them.
- Transparency is essential. Student journalists should disclose their campus activities, community involvements, political affiliations, or any other memberships—especially those related to topics they might cover. These disclosures should appear in both general statements on the organization's website and within relevant stories.
- To maintain independence, student journalists must not accept gifts, free travel, accommodations, or meals in relation to coverage. Minor tokens (food items, pens, or items under $10) may be retained. Otherwise, gifts should be returned or donated.
- Financial interests in companies or subjects being covered must be reported immediately to a supervisor, who should consider reassigning the story.
- Student journalists must not hold elected or appointed positions in student government or engage in political activity that could compromise their independence or credibility. Those involved in political or community organizations, especially in leadership roles, should not cover related topics.
- Other employment or volunteer work must not conflict with the journalist's responsibilities to Student Media. All outside employment or freelance work must be reported and approved in advance and may not be conducted in a competitive medium or used simultaneously for Student Media and an outside outlet.
- Student journalists must adhere strictly to Student Media's ethics and standards and consult their editor or manager if uncertain about any potential conflict of interest.

Minimize Harm in the Community

- Respect the audience and the people who are written about.

- Consider how the content and its permanence may affect the subjects.
- Keep promises to sources, readers, and community members.
- Consult with local officials to determine whether a threat is credible before publishing a story.
- Authorities' recommendations in covering hostage situations will be considered.
- Keep promises to sources, readers, and the community.
- To ensure fairness, Student Media covers not only the most powerful voices on an issue but also those that are not typically heard.
- If an issue generates debate, even when one perspective has been credibly established as fact, the organization will seek and report dissenting views in a proportionate way.

Nature of Your Journalism

- *The Pinnacle*'s journalists should not express their personal opinions while reporting and creating.
- Stories are neutral and do not reflect bias. Exceptions include creations by editorial writers, columnists, commentators, and cartoonists.

The Pinnacle reserves the right to publish regardless of official positions on the content.

Interviewing Sources

- Student Media does not pay for interviews.
- The organization will pay for rights to photographs and video in conjunction with an interview.
- Interview subjects will be provided with a general idea of the questions in advance.
- The organization may use sources with a conflict of interest in stories, but details signaling the conflict of interest should be included.
- Source attribution is included in online stories, along with links, if available, that provide additional information.
- The organization will not alter quotations, although it will clean up random utterances such as pauses,"um," or "you know," unless such elements materially alter the meaning.
- All sources must be attributed by name, and for digital sources, a link to the original source must be provided.
- A link to a digital source is sometimes sufficient attribution, and there is no need to name the source in the text if the information is considered routine.
- When using someone else's exact words, quotation marks and proper attribution are required.
- Student Media generally does not allow reporters to conduct interviews over email, text message, or other non-video digital message except as a last resort, and only with prior approval from an editor.
- Email and digital tools may be used to schedule interviews and provide sources with basic information about the purpose of the interview and goal of the story.
- In-person or video interviews generally yield a higher quality interview than phone interviews, but phone interviews are acceptable.

Accuracy

- The organization could utilize fact-checkers to verify information before publication.
- Student journalists are responsible for the accuracy of all published information and use an accuracy checklist before publication.
- Student journalists take reasonable steps to ensure the accuracy of information, noting sources where applicable.
- The organization does not publish rumors or unverified information.
- If there is uncertainty regarding the accuracy of information, sources are cited, stories are worded carefully to avoid spreading false rumors, and the community is asked to help confirm or correct the

information.

- The mission is to independently verify all information before publication.
- Student journalists take responsibility for the accuracy of information.

Online Commenting

- The organization has a system that allows individuals to flag comments for potential problems, and those flagged comments are reviewed systematically and in a timely manner.
- Comments are removed based on potentially libelous language or hate speech, as defined by the organization. Spelling and grammatical errors could not change.
- Comments are permitted on content.
- Pseudonyms are allowed for commenting as long as a user has registered an account with the organization.
- Commenting is permitted only with a verified identity, such as login information.

Withholding Names

- Unless there is a compelling reason to withhold a name, names of people involved in stories will be published.
- The Student Media do not publish names of sexual assault victims unless they agree to speak on the record.
- The Student Media will consider potential harm to sources facing intolerance in their societies before naming them in stories.

Plagiarism and Attribution

- All sources should be attributed by name, and if the source is digital, a link to the original source should be provided. A link to a digital source may sometimes be considered sufficient attribution; naming the source in the text is not always necessary if the information is routine.
- When using someone else's exact words, quotation marks and proper attribution must be used.
- Staff members are encouraged to retweet, reblog, share, and otherwise disseminate content they find interesting on social media, and they are trusted to provide context when appropriate.
- If staff members wish to share unconfirmed information on social media—such as rumors or hearsay—they should explain in their posts why the information is being shared, for example, to seek community confirmation.
- When communicating with or about individuals in dangerous situations, staff should carefully consider the safety and security of those depicted or mentioned in the content.
- Inaccurate social media posts should be edited or deleted to prevent the further spread of misinformation. Any such changes should be clearly noted.

Online Content

- If a mistake is made in a social media post, Student Media will delete the original post and publish a corrected version with an indication that the new post is a correction.
- Any errors in the archived content will be corrected, and corrections will be noted.

Photo and Video

- When documenting private or traumatic moments, Student Media will shoot photos or video first and then seek permission from subjects before publishing the content.
- Drones will be used by Student Media only to capture images in public areas.
- Photos or videos do not need to be labeled if they are clearly posed.
- If Student Media staff believe they can provide help or mitigate harm by actively participating in a situation, rather than solely documenting it, they are encouraged to do so—provided they disclose

their participation to viewers.

- Student Media will edit or manipulate images only if such changes do not affect the news content or alter the meaning viewers will derive from the image.
- Images will be obscured or pixelated only when the intent is to protect the identity of someone in the image or to shield viewers from gory or graphic material.
- Student Media will shoot re-enactments of news events only if they contribute to a better understanding of the issue, and such footage will be clearly labeled as re-enactments.
- The sources of photos or videos distributed by other organizations will be clearly labeled by Student Media.
- When using generic photos, Student Media will ensure they are clearly labeled as such.

Plagiarism and Copyright Policy

Student Media staff must produce original work and properly credit all sources. Plagiarism is presenting another person's work as your own without attribution. Publishing plagiarized content may also constitute copyright infringement.

Violations may result in:

1. An official written warning.
2. Termination from Student Media employment for repeated offenses.
3. Referral to the college's student conduct process.
4. Financial responsibility for any copyright infringement costs or settlements.

This policy applies to all Student Media staff and supports the organization's commitment to ethical journalism and academic integrity.

Publication Corrections and Conflict of Interest Policies

Publication Corrections Student Media is committed to accuracy and will correct errors promptly when identified. Corrections will follow a consistent format and be clearly noted. Archived content will not be removed but may be updated with an editor's note documenting corrections or factual updates when appropriate.

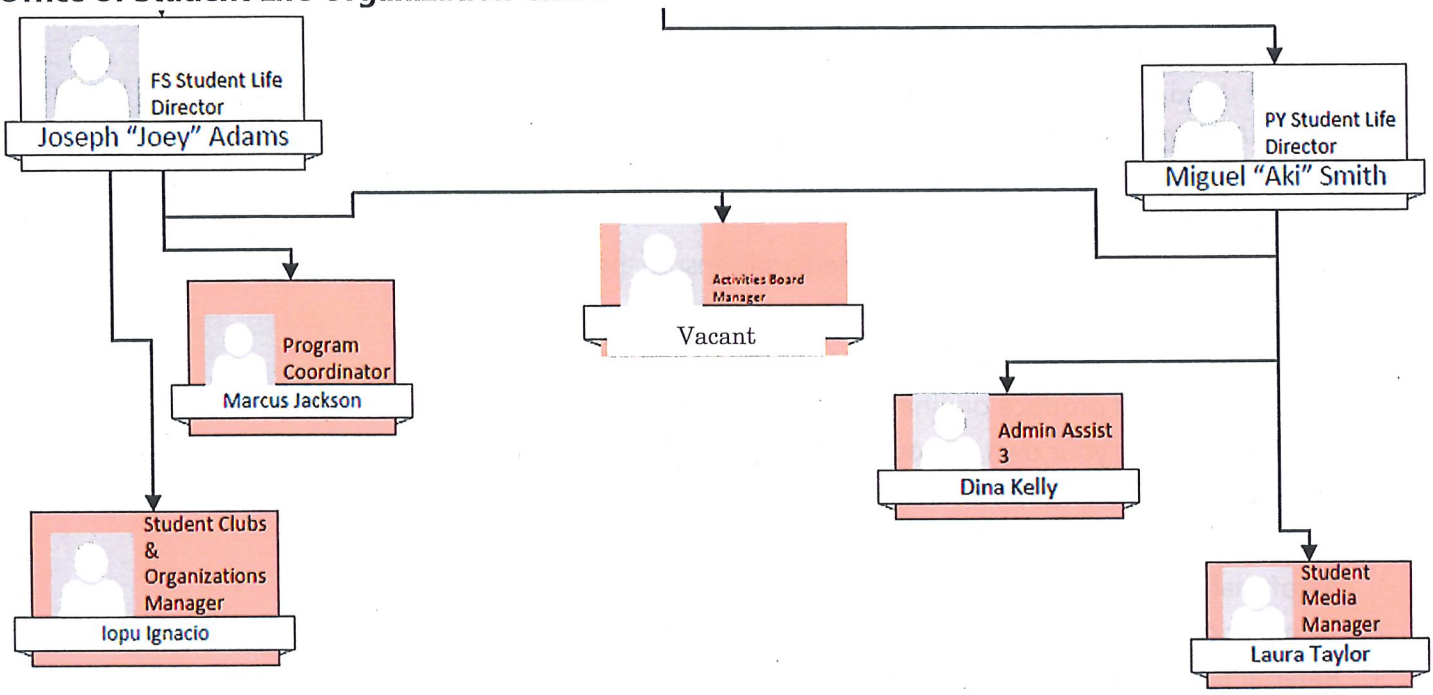
Requests for corrections must be submitted in writing and include contact information, the content URL, and documentation supporting the claim. The Editor-in-Chief and editorial staff will review requests and determine whether a correction or update is warranted.

Conflict of Interest Student Media staff must avoid real or perceived conflicts of interest that could compromise editorial independence. Staff may not cover organizations, events, or individuals with whom they have personal, financial, academic, or leadership relationships. Conflicts involving family members, close friends, romantic partners, roommates, or organizations in which a staff member participates must be disclosed to supervising editors.

Editorial staff should remain independent of student government activities and campaigns. When a story involves an issue connected to an editor's leadership role or significant involvement, a disclosure note must be included to maintain transparency and credibility.

Office of Student Life Teams

Office of Student Life Organization Chart



Office of Student Life Team Descriptions

Student Government – The Associated Students of Pierce College District - Fort Steilacoom & Puyallup (ASPCD-FS/PY) holds meetings throughout the quarter open to all students. Student Government is involved in meeting with college leadership, making budget decisions, approving new clubs, recruiting students for a variety of college committees and councils, participating in state legislative training, and even going to the capital to support positive political change for the state.

Clubs and Organizations– A fantastic way to find students with common interests is to join a club! If you do not see a club that interests you, think of creating one and helping others to build student-driven community on campus. The club team works hard at bringing student communities together who share like-minded hobbies and interest, but club organizations also focus on diverse minded clubs like Black Student Union. Three club fairs are held every fall, winter and spring quarter, these are events that bring 150-200 students to the campus to share in the community activities clubs and organizations support here at Pierce College.

Activities Board– If you like attending fun, educational and social events at Pierce College, then Activities Board (AB) runs many of the events throughout the fall, winter, and spring quarters. AB events are aimed at creating various student-centered diverse opportunities for all students here at the college. Many of the events bring large groups onto both campuses, for example; Raider Appreciation Day, or RAD for short, happens in the Spring quarter, where almost 400-500 students, staff and faculty come to enjoy the all-day festival that AB works months in advance to coordinate and execute.

Student Media Job Descriptions

Student leaders working in Student Media are integral members of the Office of Student Life. Student Media works closely and collaboratively with Student Government, Activities Board, and Clubs to support the college student community. This teamwork fosters understanding, boosts efficiency, and sparks innovation. While Student Media often works to support other areas of the Office of Student Life, it also maintains its independence as a department serving students and the community through independent journalism.

The following job descriptions are subject to change and updated based on decisions made by Student Media. These job descriptions can be revised at the end of the spring term by a two-thirds vote taken at a Student Media meeting.

Student Engagement Manager for Student Media

Manage the overall operations of the student media program by overseeing budgets, payroll, hiring, and expenditures. Recruit, interview, and select student staff while providing ongoing mentorship, training, and leadership development in journalism, ethics, writing, design, and media production. Advise student editors and reporters on editorial decisions, content development, and ethical standards, while supporting weekly meetings and individual coaching. Oversee production of *The Pinnacle* and related media platforms, ensuring quality content, audience engagement, and effective marketing.

Build connections with readers through surveys, outreach, and campus events to gather feedback and inform publication decisions. Coordinate required training workshops and professional development opportunities to help student staff develop leadership, communication, and media management skills.

Student Media Staff Positions

Editor In Chief (EIC):
Supports the student editorial team; ensures quality, accuracy, and consistency in content; provides feedback and helps shape content; maintains the production schedule; and keeps the team on deadline.

Editor:
Coordinates with the team to track progress; ensures content moves from pitch to publication; and reviews drafts for clarity, accuracy, structure, and adherence to journalistic standards.

Photo/Video Coordinator:
Captures high-quality photos and videos of student experiences and college activities to support the magazine, social, media, and website.

Graphic Design Coordinator:
Leads visual design efforts, ensuring consistency in branding and overseeing the creation of promotional materials.

Graphic Design Assistant:
Assist visual design efforts such as articles, digital media, and flyers while supporting branding and promotional efforts, ensuring consistency in the creation of student-led editorial content.

Media Writer:
Creates written content for newsletters, the student-led magazine, social media, and website to highlight

student experiences, college activities, and campus issues.

Shared Expectations for All Student Media Staff

All staff members are expected to:

- Attend meetings and actively participate in program activities.
- Meet deadlines and maintain professional communication.
- Use equipment responsibly and help maintain an organized workspace.
- Follow Pierce College policies, the Student Media Code of Ethics, and Office of Student Life student leadership expectations.
- Support Student Media events, outreach, and promotional efforts.
- Perform additional duties as assigned by the Student Media Manager, Adviser, and Office of Student Life staff

Corrective Policy

Please Refer to the **Expectations of Student Leaders** document, which is in the following link, OSL Student Leader Expectations (DRAFT 24-25).docx

I have read and understood the student media procedure manual for Pierce College. I agree to act in accordance with this agreement and the student code of conduct as a condition of my employment with Pierce College. If I have questions or concerns about my position expectations, I will consult my immediate supervisor. Finally, I understand that the contents of these procedures for student employees are simply procedures and guidelines, not a contract but an agreement to uphold my position within the Office of Student Life.

Employee Name (Please Print) _____

Employee Signature and Date: _____

Student Media Code of Cooperation

2025-2026

1. Use your binder: Consult resources to allow for self-development and seek answers on your own first.

2. Take your lunch: Be aware of your and others' well-being. Take breaks, take time for yourself in between duties, and encourage one another.

3. Be respectful: Approach interactions with consideration and intention, especially when someone offers suggestions, their time, and their boundaries.

4. Appreciate others: Be open-minded and show curiosity about people's diverse voices, perspectives, and ideas.

5. Take initiative: Be responsible for your work, your mistakes, and your responsibilities. Proactively begin tasks and look to help others when needed.

6. Advocate: Speak up for yourself and for others.

7. Manage your time effectively: Adhere to deadlines and keep the big picture in mind when identifying what to work on.

8. Communication: Be responsive and practice attentive listening.

9. Offer and receive constructive criticism: Create opportunities for professional development and space to think critically about your work.

10. Keep it clean: Maintain an organized and positive workspace that is respectful of others' space and focus.

11. Be mindful: Your actions impact others.

Pierce College Student Media: 2025–2026 Overview

About Student Media

- Publishes two magazines per school year and an online publication website.
- Distributes 600–700 copies on campus; rest at events.
- Events engage 200–250 students.
- Welcomes contributions and announcements from students and campus departments.

Mission & Values

- Unite Pierce College community through media.
- Empower student leaders in inclusive environments.
- Protect First Amendment rights and promote expression.

Benefits for Students

- Develop writing, interviewing, leadership, and tech skills.
- Learn ethical decision-making and deadline management.
- Gain experience in journalism and media production.

Policies & Expectations

- Strict plagiarism and copyright rules.
- Ethics based on SPJ and ACP codes.
- Staff must maintain 2.75+ GPA and behave professionally.

Warning System

- Warnings escalate to action plans and possible termination.
- Progressive discipline with monitoring and accountability.

Conflict of Interest

- Staff cannot be in student government or cover their own organizations.
- Must disclose personal relationships affecting reporting.
- Transparency required in editorial decisions.

Staff Roles

- Includes EIC, Graphic Design Coordinator, Graphic Design Assistants, Photo/Video Coordinators, and Media Writers.
- District teams and each role has defined responsibilities and expectations.

Operations

- Covers budgeting, recruiting, training, and advertising.
- Mandatory orientation and workshops.
- Correction policy ensures factual integrity.

Student Media Advisory Committee

2025-2026

STUDENT MEDIA ADVISORY COMITTEE

of the Associated Students of Pierce College District

Preamble

The Code of Student Rights and Responsibilities provide student publications policy and the advisory Committee which protects the students' freedom to deal with any ideas and to express opinions in student publications without fear of censorship. At the same time, the student media manager, student editor-in-chief, and student media officers, are charged with publication responsibilities to be governed by the Pierce College Student Media Code of Ethics. Therefore, the student media advisory committee has been established to support the code of ethics as it applies to publications and maintains freedom of speech for the student media student leaders.

All terms applied from any campus in the Pierce College District will be used universally, since the publication is not site bound, but created as a district publication, unless otherwise specifically identified (see also Article XIV.)

Article I

Student Media Advisory Committee

The Pierce College Student Media Advisory Committee, hereafter referred to as the Committee, is a body whose primary responsibility is to enforce the policies and implement the procedures specified in the student media advisory. The Committee has no power or authority beyond that granted by the Code.

The Committee's governing purpose is to provide enough process, policy and procedure to assure the routine operation of the publication and to resolve crises not resolvable by the Office of Student Life Director, the Student Media Manager or the Editor-in-Chief, in that order, but the Committee generally should avoid placing itself between the publication and the district community it serves.

The Committee should give wide latitude to staff members in interpreting and applying these broader principles to the specific instances of routine operation; the Committee should not concern itself with general content, news judgment or matters of taste. Governing should be accomplished on the basis of periodic meetings and at a level above the daily or routine operations of the publication.

The Committee may instigate its own action or act at the request of any individual or group. Its decisions shall be based solely upon the fair and impartial interpretation of the student media advisory and the Code of Ethics ratified by the Student Media team each year, with this also under consideration no publication will go forward to print, until the Code of Ethics has been voted on (2/3 majority vote) by its officers and ratified at the beginning of the Fall Quarter. Information presented to the Committee in relation to the issue(s) will also be taken under consideration. Although the deliberations of the Committee are not comparable to those of a

court of law and legal procedures do not apply, it is the responsibility of the Committee to afford all aggrieved parties concerned the right of due process and a fair and impartial hearing.

Article II

Student Media Advisory Committee Responsibilities

The role of the Student Publications Committee is to do all within its power to foster an environment conducive to the maintenance, growth, and development of student publications of the highest quality at Pierce College. Responsibilities associated with this role include:

A. Ensuring that the "Canon's of Journalism" (Ethical rules adopted by the American Society of Newspaper Editors on April 28, 1923, tor's code of ethics) may be reasonably applied to all student publications and are actively practiced.
B. Assuring that the Pierce College Student Media Code of Ethics as adopted by the Committee and approved by the student government and student media for student publications are actively practiced.
C. They shall have the authority to recommend removal of a student Editor-in-Chief for incompetence or for violation of the Pierce College Student Media Code of Ethics.
    a. Removal of Editor-In-Chief is then sent to OSL directors for final dismissal process.
D. Providing constructive criticism to all students and college personnel involved in the production of student publications.
E. Providing a speedy and fair disposition of resolution of questions and complaints pertaining to student publications.
F. Soliciting from the college community and forwarding to the appropriate personnel recommendations pertaining to policies, procedures and practices concerning student publications.

Article III

Student Publications Committee Membership and Rules

A. There shall be five voting members, including:
    1. Three students (each enrolled with a minimum of 10 credits) to be selected through mutual agreement between the Student Government President-elect and the newly appointed Editors-in-Chief at Puyallup and Fort Steilacoom.
    2. One administrator or full-time staff to be appointed by one OSL director.
    3. One instructor to be appointed by the Pierce College Federation of Teachers President and confirmed by the PCFI Executive Committee.
B. Ex-officio (non-voting) members shall include:
    1. One Office of Student Life Director
    2. One Student Editor-in-Chief
    3. The Student Media Manager

4. A professional journalist (optional)
5. The Student Government President or his/her designee (odd years will be the Fort Steilacoom President, even years the Puyallup President).

All other members of the student government, activities board, clubs and orgs., and student media may not be members of the Committee.

Terms of office for voting Committee members shall commence no earlier than the beginning of the summer quarter and expire at the end of the following spring quarter. Appointments will be made no earlier than after the spring Student Government elections and no later than 45 days after the beginning of the fall quarter. The Office of Student Life Director shall fill by appointment any remaining positions after 45 days from the beginning of fall quarter.

Appointments for vacancies occurring during the school year shall be made by mutual agreement between the Student Government President and the Editor-in-Chief. However, the Office of Student Life Director shall fill vacated positions not filled within 14 days of vacancy.

The voting members shall elect from their ranks a chair who will retain his/her vote. The minutes of the meetings.

A meeting may be called by the chair of any three voting members. Attendance shall be necessary to conduct business and shall consist of three voting members, which must include at least two student voting members.

Any voting member on the Committee that may need to removed from the Committee without cause must do so by a unanimous vote of the remaining members of the Committee.

At the end of spring quarter, the minutes of all Committee meetings and other Committee records shall be transmitted to the student media manager for the next academic year.

Article IV

Student Publications Committee Authority

A. Suspension or removal of Editor-in-Chief

The Committee shall have the authority recommend remove of a student Editor-in-Chief for incompetence or for violation of the Pierce College Student Media Code of Ethics adopted for that publication or for violation of the provisions of student media.

Specific charges against a student Editor-in-Chief must be presented in writing at an open Committee meeting (unless the Editor-in-Chief requests and the Committee agrees that the session be closed) before he/she may be either temporarily suspended or permanently removed from his/her position. The hearing will be confined to the issues presented in the written charges and should be conducted within two weeks after:

1. The Student Media Manager has notified the Editor-in-Chief in writing that the manager intends to have the Editor-in-Chief removed;

2. The Editor-in-Chief has been provided with a copy of the specific charges against him/her;
3. The Editor-in-Chief has been provided 10 school days to prepare answers to those charges.

Action taken by the Committee must be in open session and taken within three days of the hearing.

An Editor-in-Chief may be temporarily suspended for a period not to exceed two weeks and may be permanently removed from his/her position for the remainder of his/her term of office only by a minimum of three votes in favor of such removal.

B. Suspension of a student publication

The Committee also shall have the authority to temporarily suspend publication of a student publication in conjunction with or separate from the temporary suspension or permanent removal of a student publication with a minimum of three votes in favor of such a suspension. Temporary suspension of a student publication should be undertaken only when deemed necessary to provide adequate time to rectify the problems associated with the publication. Any documents not ratified by Student Media at the beginning of Fall Quarter or an approval vote has not been reach, which is a 2/3 majority vote, which is the Pierce College Student Media Code of Ethics or any other documents created and ratified by Student Media, will also be deemed a reasonable suspension of publication. Such temporary suspension of publication shall be for a specified and reasonable period of time, not to exceed one quarter, as determined by the Committee.

Article V

Committee Decisions

All decisions of the Committee shall be made by a simple 2/3 majority vote except where otherwise stipulated in this Code, and all decisions of the Committee shall be final.

Article VI

Committee Meetings

The Committee shall meet one time per fall, winter and spring quarter and as needed. Meetings of the Committee shall be open to all interested parties unless the Committee members determine that a closed session is necessary. Closed sessions shall be limited to confidential matters related to personnel issues. Official actions of the Committee may be taken only in open sessions.

Article VII

Role and Creation of Student Publications

The role of student publications is to report the news and/or provide an outlet for student opinion and student creative effort. This shall be done while striving for the highest journalistic standards written in the Pierce College Student Media Code of Ethics.

For the purposes of this Code, student publications shall include any printed and online material that is (1) written for and intended for distribution to the general student body, and (2) funded through Service and Activities funds. Student Media will also work on tasks for the Office of Student Life that include printed materials that are governed by the OSL and are not considered part of the student publications.

If the Committee determines that a certain publication should appropriately be classified as a student publication, and if that publication meets the criteria mentioned at the beginning of this section, the Committee may request that the Student Government, Student Media and the College President or his/her designee approve a statement of purpose for that publication by the Committee, thus placing it under the jurisdiction of this Committee. If so approved, the College President or his/her designee will approve or not approve said publication.

Article VIII

Student Media Manager

A Student Media Manager shall be appointed by the College President of his/her designee under OSL director approval. The manager is responsible for providing student editors and staff members with professional guidance/and leadership. The manager is responsible to the Office of Student Life Director for administering policies, practices and procedures concerning student programs as recommended by the Student Government, Student Media and approved by the College President or his/her designee.

The manager is responsible for representing the College and its policies and regulations to the student editor and staff members. The manager is expected to make every reasonable effort to ensure full compliance with all such policies and regulations short of censorship.

At the same time, the manager is responsible to the student editor and staff members for providing a working environment in which student publications may genuinely reflect student interests, needs, and opinion. Student concerns should be channeled through the manager to the appropriate college authorities.

The manager is further responsible for the effective organization of the publication so that it fulfills its stated purpose(s) as outlined in the Pierce College Student Media Code of Ethics. The manager is responsible for the preparation of a staff handbook and has budgetary authority and responsibility as outlined in the Student Programs Financial Code.

The manager has the authority to determine the organizational structure of the publication as well as the physical facilities and equipment such as deemed most beneficial to fulfilling the adopted Student Media Code of Ethics for the publication. The manager's recommendations regarding editing policy, content, layout, and any parts relating to the student content creation of the publication are to be given serious consideration by student editors and staff members. Any issues with content creation that do not abide by the Pierce College Ethics Code will be dealt with by the manager and the adviser for student media.

Article IX

Staff Handbook

The manager is responsible for the preparation of a staff handbook which shall include: the Student Media Policy Manuel, PC Code of Ethics, staff authority and responsibilities, job descriptions, organizational structures and policies on plagiarism. Copies of the handbook shall be available to students and college personnel.

Article X

Student Editors-in-Chief

Editors-in-Chief of student publications shall have the authority to determine the content of the publications within the guidelines set by PC Code of Ethics for that publication and the provisions of this Code. The Editor-in-Chief of a publication shall supervise the student staff members and be ultimately responsible for the publication's content. Concomitant with the authority given student Editors-in-Chief goes the responsibility for constant adherence to the highest journalistic and ethical standards which characterize responsible journalism. Failure to fulfill this responsibility shall be cause for the suspension or removal of an Editor-in-Chief.

Article XI

Student Government Responsibility

The Student Government shall exercise its responsibility concerning student publications through its monetary appropriation of powers and Student Government President's assistance in appointment of student members to the Committee. The Student Government, through its monetary appropriations powers, may at the end of the fiscal year vote to suspend funding of a student publication for the coming fiscal year provided that such discontinuation does not violate the constitutional guarantee of free speech. Furthermore, the Student Government is prohibited from arbitrary discontinuation of a student publication and/or funding during a fiscal year.

Article XI

College Authority and Responsibility

All student media publications abide by the PC SM code of ethics, which also aligns with the broader policies and procedures of Pierce College. Student Media student leaders follow the PC SM code of ethics when creating publishing content but also follow all student leader expectations outlined in their jobs for the Office of Student Life. The authority and responsibility for promoting and enforcing those policies and procedures, except where specifically noted herein, has been delegated to the directors of the OSL, student media manager, the adviser, the Editors-in-Chief and the student media leaders.

In so granting this authority, the Committee of Trustees recognizes that the student publication content retains the same rights, privileges and protections afforded the press under the First and Fourteenth Amendments of the U.S. Constitution and Washington State Laws RCW 28B.10.037 and the New Voices Law SSB 5064.

Article XII.

Grievance Procedures

Only students may file a grievance against a student publication. In such cases, the student must first discuss the problem with the Editor-in-Chief. If the Editor cannot resolve the matter to the student's satisfaction, then the student must provide the manager with a written copy of his/her complaint and discuss the problem with the manager. If the manager cannot resolve the matter to the student's satisfaction, then the student must repeat the process with the Office of Student Life Director. Resolution by the Editor, manager and/or Office of Student Life Director must be done in a reasonable and timely manner.

If the student still has not received satisfaction, then he/she may file a written grievance with the Committee through the chair. The Committee will address the complaint at the quarterly meeting.

Article XIV

Operational Directives

The Committee recognizes the fact that certain emergency situations might arise which are not covered by the Code or which occur at a time when it is impossible to convene the Committee. When such situations arise, the Office of Student Life Director or his/her designee is hereby authorized to issue operational directives in the Committee's name in order to protect the integrity of the Code: Operational directives will be issued only when it is not feasible for the Committee to act and will be temporary and subject to the automatic review of the Committee which shall convene at its earliest opportunity. Student Media is a district ran program, so it is expected that the Office of Student Life Director at Fort Steilacoom will consult with the Office of Student Life Director at Puyallup.

Article XV

Budgets and Fiscal Affairs

Budget requests and expenditures for student publications shall be administered in accordance with the provisions of the Student Programs Financial Code.

Article XVI

Amendment Procedures

Proposed amendments to this Code may be submitted exclusively by the Student Publications Committee to the Student Senate at any regularly scheduled meeting. Submission of

proposed amendments requires a minimum of three votes by the Committee. Amendments will be certified as passed by the Student Government President when two-thirds of the Student Senate, sitting in quorum, vote in the affirmative. The proposed amendment will then be forwarded for final approval to the student media manager. Approved amendments shall be returned to the Student Senate for insertion into the official copy of the student media advisory.

RCW 28B.10.037

Student expression in school-sponsored media.

(1) Students at institutions of higher education have the right to exercise freedom of speech and of the press in school-sponsored media, whether or not the media are supported financially by the school or by use of school facilities, or are produced in conjunction with a class. All school-sponsored media produced primarily by students at an institution of higher education are public forums for expression by the student journalists and student editors at the particular institution. Student media, whether school-sponsored or non-school sponsored, are not subject to mandatory prior review by school officials.

(2) Student editors of school-sponsored media are responsible for determining the news, opinion, feature, and advertising content of the media. This subsection does not prevent a student media adviser from teaching professional standards of English and journalism to the student journalists. A student media adviser may not be terminated, transferred, removed, or otherwise disciplined for refusing to suppress the protected free expression rights of student journalists.

(3) Nothing in this section may be interpreted to authorize expression by students that:

(a) Is libelous or slanderous;

(b) Constitutes an unwarranted invasion of privacy;

(c) Violates the federal communications act or any rule or regulation of the federal communications commission; or

(d) So incites students as to create a clear and present danger of:

(i) The commission of unlawful acts on school premises;

(ii) The violation of lawful school regulations, policies, or procedures; or

(iii) The material and substantial disruption of the orderly operation of the school. A school official must base a forecast of material and substantial disruption on specific facts, including past experience in the school and current events influencing student behavior, and not on undifferentiated fear or apprehension.

(4) Any student enrolled in an institution of higher education may commence a civil action to obtain appropriate injunctive and declaratory relief as determined by a court for a violation of subsection (1) of this section by the institution of higher education. Upon a motion, a court may award reasonable attorneys' fees to a prevailing plaintiff in a civil action brought under this section.

(5) Expression made by students in school-sponsored media is not the expression of school policy. Neither a school official nor the governing board of any institution of higher education may be held responsible in any civil or criminal action for any expression made or published by students in school-sponsored

media unless school officials or the governing board have interfered with or altered the content of the student expression.

(6) The definitions in this subsection apply throughout this section unless the context clearly requires otherwise.

(a) "School-sponsored media" means any matter that is prepared, substantially written, published, or broadcast by student journalists, that is distributed or generally made available, either free of charge or for a fee, to members of the student body, and that is prepared under the direction of a student media adviser. "School-sponsored media" does not include media that is intended for distribution or transmission solely in the classrooms in which they are produced.

(b) "Student journalist" means a student who gathers, compiles, writes, edits, photographs, records, or prepares information for dissemination in school-sponsored media.

(c) "Student media adviser" means a person who is employed, appointed, or designated by the school to supervise, or provide instruction relating to, school-sponsored media.

STUDENT MOBILE EQUIPMENT LOAN AGREEMENT

To be completed by the student-Please print:

NAME: _____ AREA CODE/PHONE#: _____

HOME ADDRESS: _____ CITY: _____ ZIP: _____

PIERCE SID#: _____ EMAIL: _____

- The student agrees that responsibility for the equipment rests solely with them and that they are liable for loss or damage, except that resulting from normal use, while it is in their custody. Replacement value is found on the mobile equipment tag and noted in online records and printed equipment notebooks.

- The student agrees to return loaned equipment, accessories and bags to the student media team in *clean, working order.* Failure to do so may result in charges for cost of cleaning/damages/loss.

- If equipment is not returned by its due date/time, the student will be charged an overdue fine. Equipment that loans *by* the hour incurs a fine of $5.00 per hour and equipment that loans by day/days incurs a fine of $5.00 per day until it is returned. Unpaid media fines will result in blocking of grades and transcripts and the ability to add or drop classes. Seven days overdue triggers theft/recovery reporting as noted in the Student Mobile Equipment Circulation Policy and pursuant to state RCWs covering theft; RCW 9A.56.030, RCW 9A.56.040, RCW 9A.56.050,

- Theft, misappropriation or loss may result in criminal or civil action as well as the withholding of grades, transcripts, and the ability to add and drop classes. If legal action is necessary for recovery of damages or loss of equipment, the student agrees to pay all associated legal costs and may trigger theft/recovery reporting as stated in the Student Mobile Equipment Circulation Policy pursuant to state RCWs covering theft: RCW 9A.56.030, RCW 9A.56.040, RCW 9A.56.050.

- The student remains responsible for equipment that Is lost or stolen while in their possession and will fully assist in efforts to recover the equipment. The student must report it to the library when discovered, file an incident report with Campus Safety and will likely to be required to also file a police report with the, local authorities. The report should include the equipment's serial number, provided by the library, and a copy should be submitted to Campus Safety.

- All equipment becomes due immediately if the student withdraws from Pierce College before the quarter ends.

- Safety Precautions:
  - Do not leave items unattended in a public place. This makes them vulnerable to theft.
  - Car break-ins can happen quickly. It's best not to leave Items in your car if possible.
  - Food and beverages can damage computers, accessories and bags and get them dirty. Please no food or drink.
  - WIFI hot spots will run slowly if too much data is used each month. Please be mindful when watching streaming video or engaging in data heavy activities. Try to limit use to Pierce College-related activities.
  - Hot spots are only for use in the United States. Please do not use them near the border or take them out of the country to avoid being held responsible for international data fees.
  - Data is not saved on loaned computers; you must save it elsewhere (USB, cloud, email, etc.) The library is not responsible for lost data, so save often and not on the loaned computer.

I acknowledge that I *have read and understand the* Pierce *College Mobile Equipment Loan Policy and* that in *taking* receipt *of* the equipment *at* its *current value,* I *am responsible for* this *equipment. Any damage,* loss or *theft may be bi/led* to me *and/or* referred to *collections* or treated *as* theft. *I also understand that disciplinary action may be taken for* use *of the* equipment in violation of Pierce *College* District Policies.

SIGNATURE: _____ DATE: _____

Newsletter Pitch

Date:

Name:

Student Email:

Topic:

Date of Event:

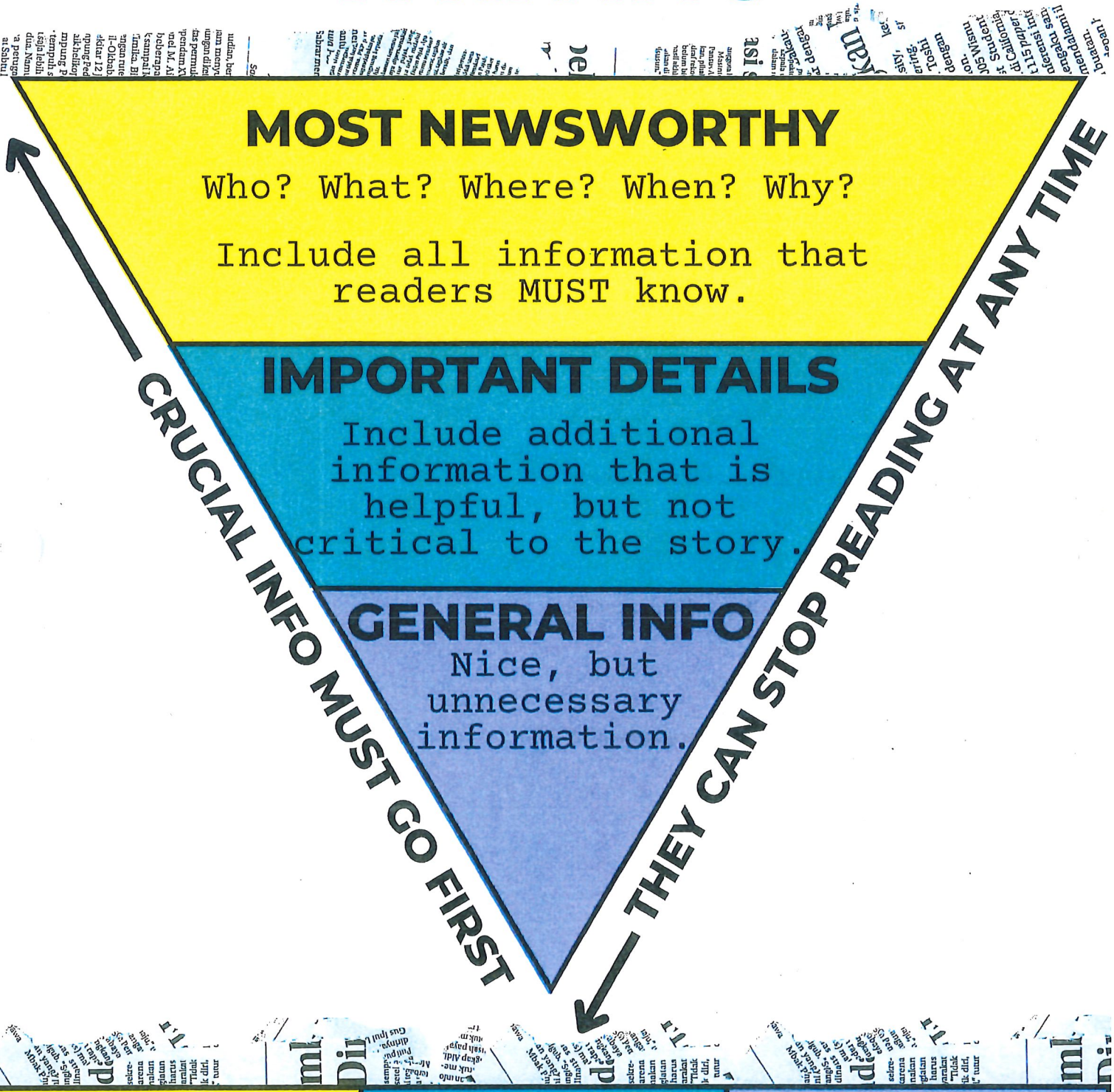
PITCH (name of story and a brief description of the nut graph-why will student's care?);

Summary (1-2 Sent break it down-set the scene):

Photo Description (what is if/any photos needed):

Interview Description (is an interview needed? Who?):

INVERTED PYRAMID WRITING



LEAD: Begin with the most important information that is crucial for the reader.

NUT GRAF: Discuss the 5Ws & H that were not mentioned in the lead.

BODY: Continue building the story using the LTQT method.

- **LINK:** Give more information.
- **TRANSITION:** Transition into a quote.
- **QUOTE:** Provide the quote with attribution.
- **TRANSITION:** Transition

BACKGROUND/ CONCLUSION: Provide any information that is the least important to the story, but still relevant enough to be included.

Use this as an opportunity to tie up any loose ends in the

Article Planner

STEP BY STEP

"Write day", from "Write month" of 20XX

1) Interview- who are you planning on?

Name:

sent email request? yes/no date?

if no response after week 1, email your editor

create 3-4 questions that relate to LEAD-

2)

We will include a photo of the news, and beneath the photo, there will be a caption

What picture do you aim to use? Describe below & create a "Picture by ____" (caption) under the photo to give credit

YOUR NEWS IS READY!

Remember that a news item is an informative text that presents a current or recent event involving an event, person, object, or animal.

3) LEAD-Body of the news

For the next step, we need to answer the following questions:

Who did it or to whom did it happen?

What happened?

When did it happen?

Where did it happen?

How did it happen?

4) Interesting facts and your money quote

5) Least important details-last paragraph

Writing flow for each job in Student Media

Each job is different, but all jobs do complete one thing ALWAYS-WRITING!!!

What does this mean???

We are a small team of 10 students, so to publish a magazine that supports the diverse community at Pierce College, we want ALL the leaders on Student Media to write about their perspectives.

I am not a writer.

Well, yes you are, ALL people feel passionate about one topic or another, so they could talk for hours on that topic, yes?

If there is a topic you could talk about, then all you need to do is write it down.

I do not believe I have a lot to say on the topic.

That's ok! Magazine articles are not the length of an essay, but very short, many times the length of only 3 paragraphs. Many students read things quickly and do not want a long story, so we call our stories, a "short story".

Below is the writing flow you are required to complete in each publication, which we publish twice a year.

Publication Writing Flow Requirements-

Writers-2-3 topics per magazine, which is at least 4-6 pages

Editors-1 topic only per magazine, which can be 2-4 pages

Graphics- 1 topic only per magazine, which can be 2-4 pages

Photo/Video- 1 topic only per magazine, which can be 2-4 pages

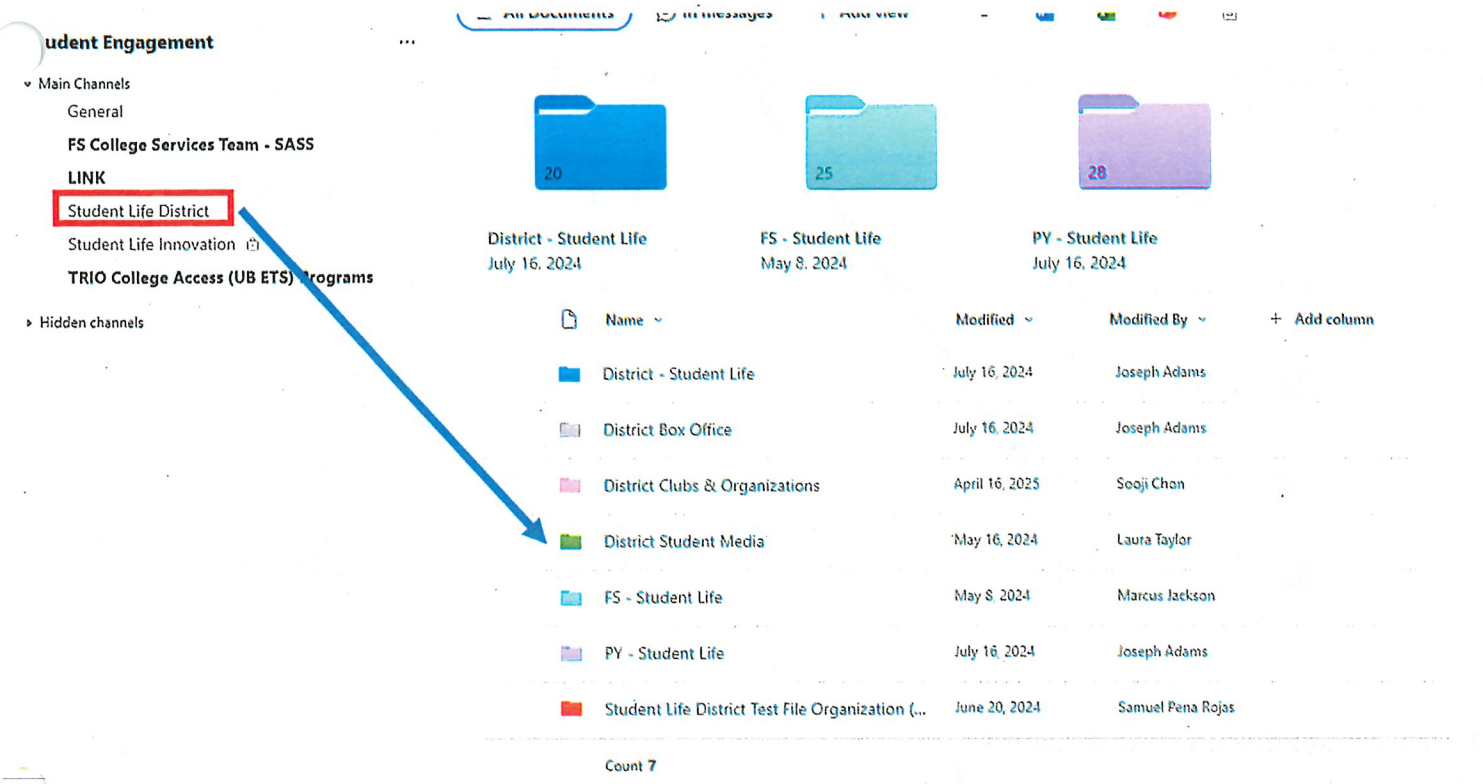
If you hold a graphics or photo position your topic can be heavily on the graphics for the page or a photo spread if you are the photo/video coordinator. Again, we want diverse content and you do not need to be limited to your job focus only for topics.

One more question-I am a horrible writer-I do not think I can write anything?!?!

That's ok, SM will walk through the process with you and your ideas will grow as you do, lean on the knowledge and growth you will gain as we train 😊

How to locate client files for publication sharing-

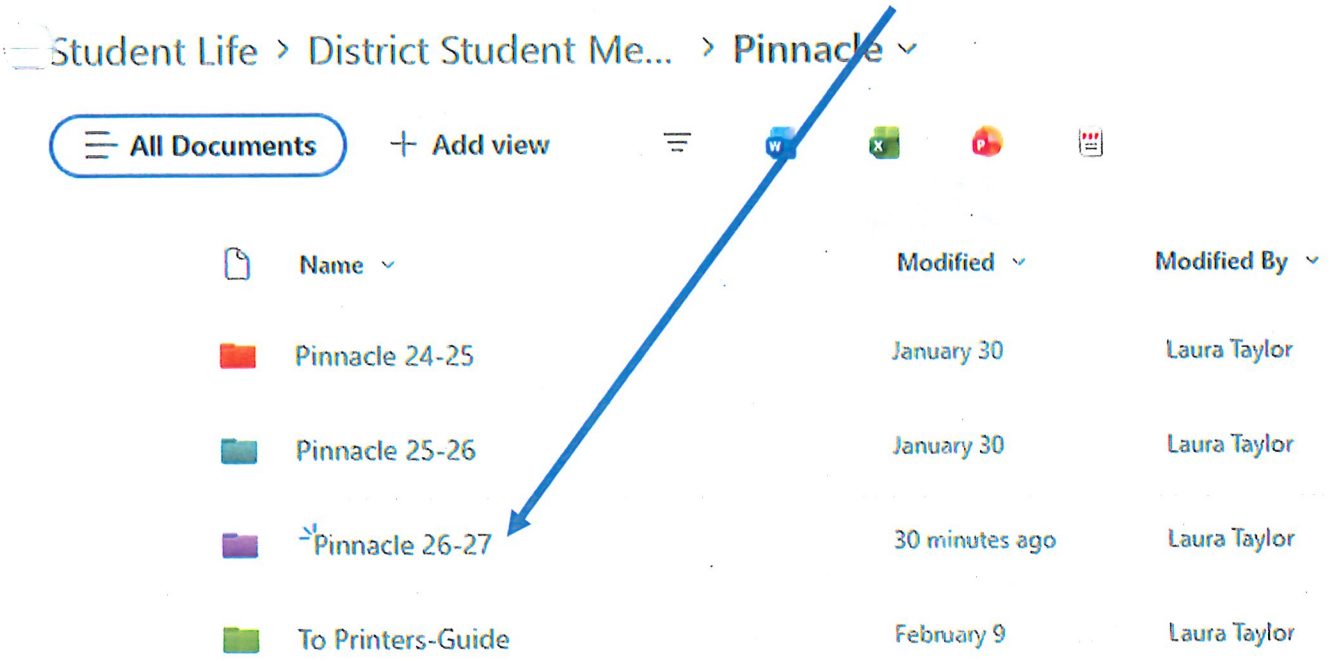
lick on “student life district”, then on “District Student Media”



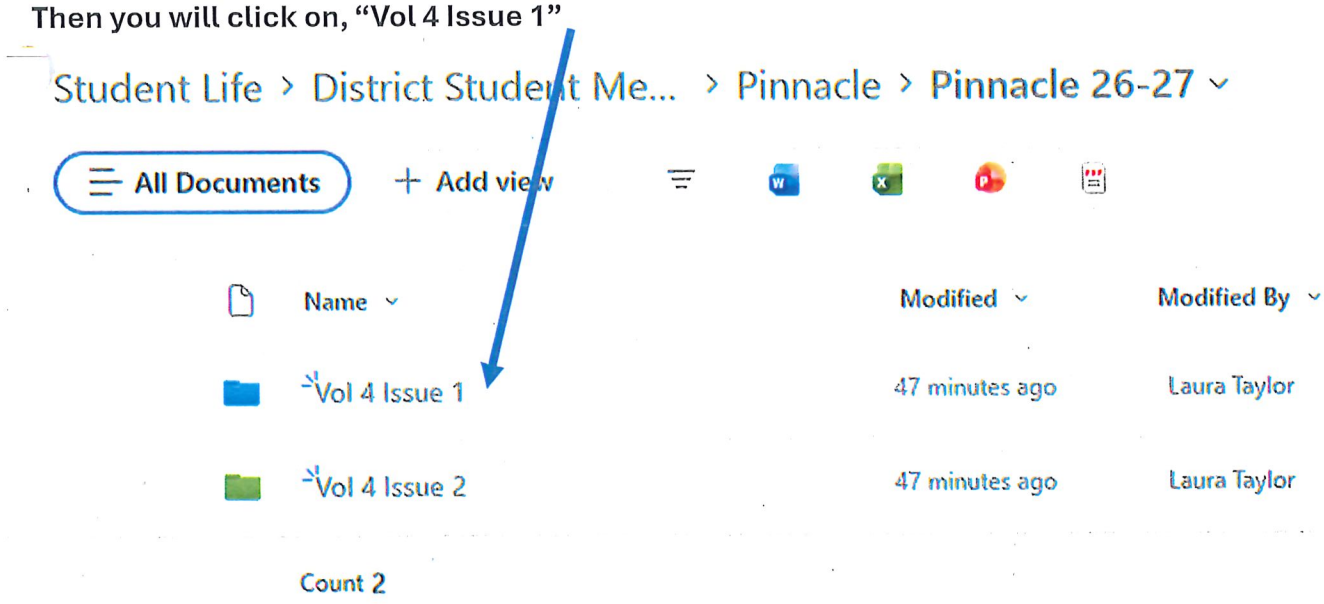
hen you will see a list of files, click on, “Pinnacle”



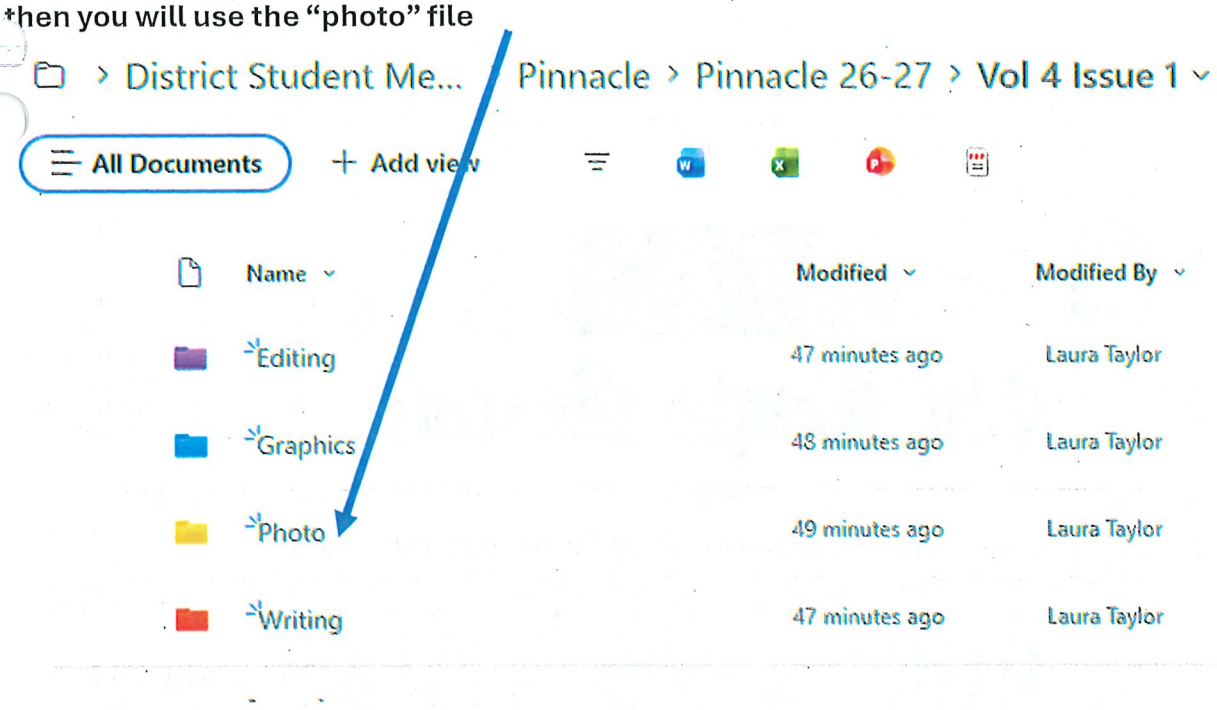
Once in the Pinnacle file, you will click on the year file, “Pinnacle 26-27”



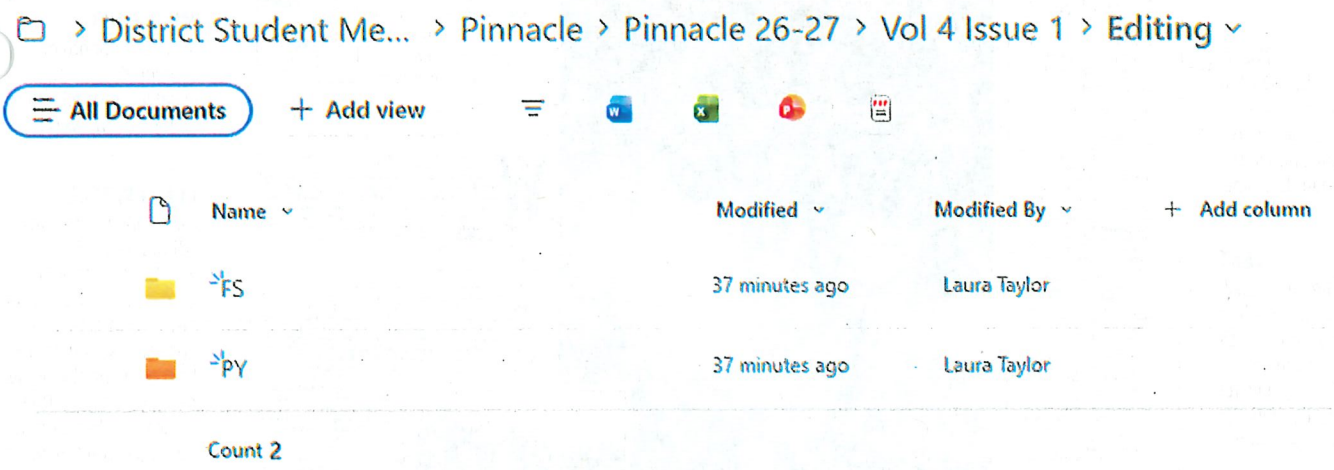
Then you will click on, “Vol 4 Issue 1”



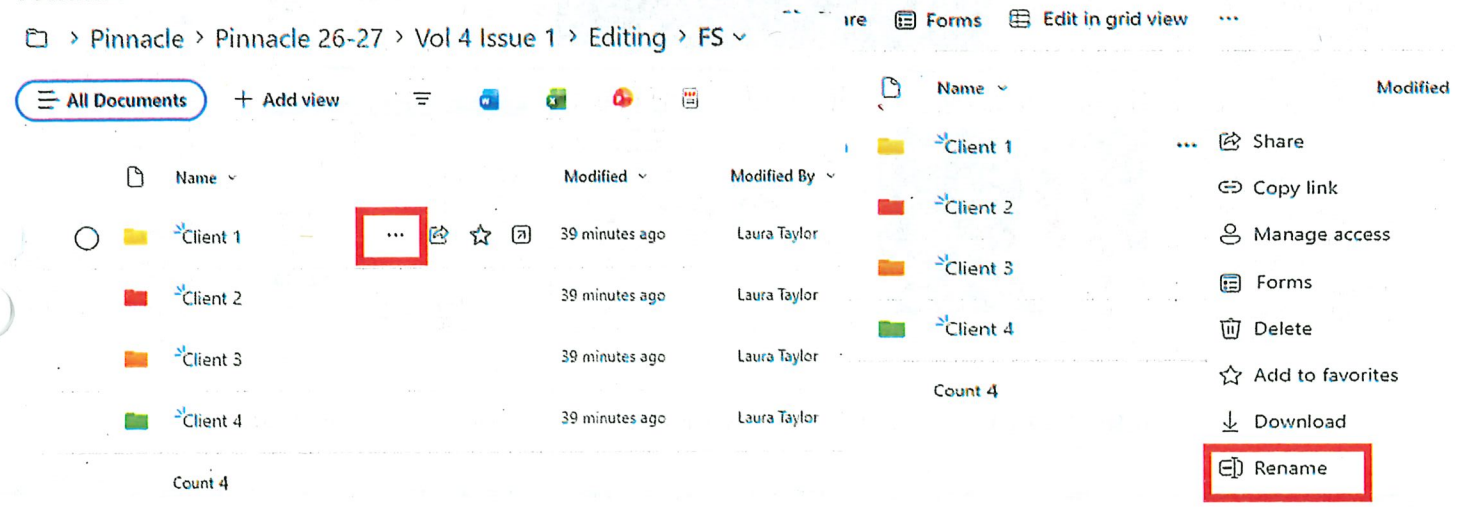
The file you click on next, is the job you do for Student Media, so if you are the photo/video coordinator, then you will use the "photo" file



Then you choose which campus you work on, each campus file is the same, but this allows each team to keep their campus files in one location as they work



Each client 1-4 is color coded, please add your client names by clicking on the "..." and click on "rename"



THE PARTS OF A PAGE

Join stories together and you create a full page. And at most newspapers, no page is more important than Page One, which showcases the day's most compelling stories and images. Here's a look at the components you might find on a typical front page:



FLAG
This is the one front-page element that never changes: the name of the paper set in special type.

EDITION
Daily papers often print one edition for street sales, another for home-delivery to subscribers.

INFOGRAPHIC
Informational graphics — maps, charts, lists, diagrams, timelines — display key facts from the story in a visual way. At big publications, they're created by artists.

DECK
A subheadline, written by copy editors, that supplements information in the main headline.

TEXT
The story itself. When text is set into columns of type, it's measured in inches. This story runs for about seven inches before it jumps.

JUMP LINE
When a long story is continued on another page, editors run this line to tell readers where the story continues, or *jumps*.

CUTLINE
(also called a *caption*). Information about the photo is often collected by photographers but written by copy editors or reporters.

TEASER
(also called a *promo* or *skybox*). This is designed to grab readers' attention so they'll pick up the paper and read this story in the sports section.

REFER
This alerts readers that there's another story on the same topic in another part of the newspaper.

WIRE STORY
A story written for another publication or a national news service, then sent (by telegraph wire, in the old days) nationwide.

MUG SHOT
A close-up photo of someone's face. These usually run small — just an inch or two wide.

CENTERPIECE
(also called a *lead story*). Editors decided that this was the top story of the day — either because of newsworthiness or reader appeal — so it gets the best play and the biggest headline on Page One. Notice how this story isn't about a current event; it's a type of feature story called a *follow-up*.

INDEX
One of the last page elements that copy editors produce before sending the paper off to the press.

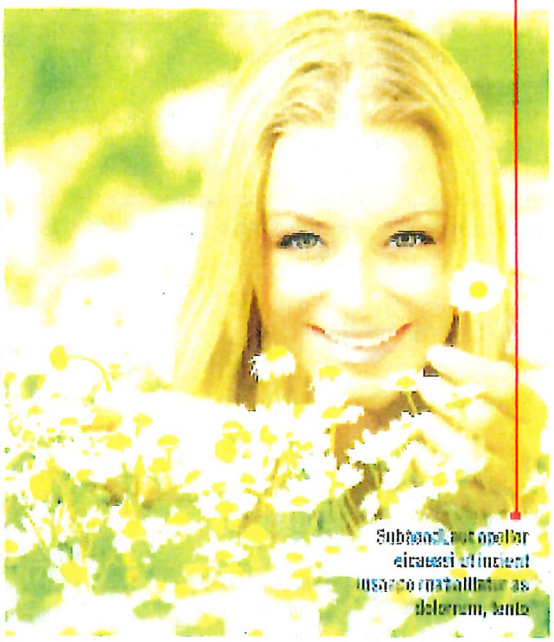
LOGO
A small, specially designed title (often with art) used for labeling special stor or series.

NEWS WEB PAGES use many of these same terms but add a few of their own. For a closer look ▶ 159

Elements of a page

TEXT Mikala Mikela PHOTO Screenshot

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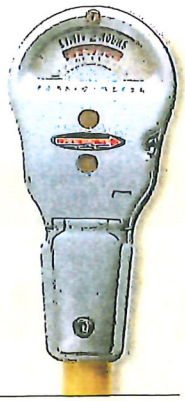
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Social Entrepreneurship Leads Global Development

folio | pull quote | body copy | subheads | byline

THE CITY INSTALLS NEW PARKING METERS. WHAT'S THE RIGHT LEAD TO WRITE?



The city council met Tuesday to consider installing parking meters on Boinck Street, a road bordering the school campus, where students have always parked for free. Angry students argued against the plan. "It's just greedy," said Dan DeLyon. "It's slimy," said Isabelle Ringing. "It's a stab in the back," said May K. Fist.

"It's long overdue," the mayor insisted, and the measure passed. Effective Jan. 1, the meters will cost 50 cents an hour — and parking violations will result in a $50 ticket.

Suppose you're covering this story for the campus newspaper. What kind of lead would you write? A basic news lead, or something more provocative? Let's explore your options:

> The city council met Tuesday to discuss . . .

Wait! Stop! This is boring. What's the *news?* Try again:

> A proposal to install parking meters on Boinck Street was a topic of hot debate at Tuesday's city council meeting.

Still too dull. Why? It misses the point. The *proposal* isn't the story. The *meeting* isn't the story. The *impact on your readers* is the story. That's got to be the main emphasis.

> Students will pay to park on Boinck Street starting Jan. 1, thanks to a measure passed by the city council Tuesday.

Better. It's a standard news lead, but it does a good job of answering the question, "Why should I care?" (although some editors might challenge the use of the word *thanks).*

But must this story use a serious lead? Or could we try:

> There's no such thing as a free parking space — not after Jan. 1, anyway, when students will start paying 50 cents an hour to park on Boinck Street.

Clever? Or cliché? That lead has a little attitude . . . but too much? And should it say "students will start paying" — or "*you* will start paying"? If it's more dramatic to aim this story at "*you,* the student reader," then how about:

> Starting Jan. 1, it'll cost you $50 if your parking meter expires on Boinck Street.
>
> Happy New Year.

Is it OK to featurize the lead like that? If so, why not show how the parking plan would affect a typical student —

> Dan DeLyon's job at Stinky's Pizza barely pays him enough to gas up his '93 Camaro every day. So starting Jan. 1, he'll be taking the bus to school.
>
> "They're sticking meters on Boinck Street," he said. "I can't pay 20 bucks a week to park."

— and then segue into the details of the plan that passed last night. Is that an engaging way to humanize the topic?

> "It's long overdue," said mayor Lilac A. Rugg, describing a new measure passed by the city council Tuesday authorizing the installation of parking meters on Boinck Street.

Ugh. A dull quote makes a dull lead — and so do phrases like "authorizing the installation." (Notice, too, how deeply buried the phrase "parking meters" is.) Some editors say it's lazy to start *any* lead with a quote. But how about:

> "It's slimy," said Isabelle Ringing.
>
> "It's just greedy," said Dan DeLyon.
>
> "It's a stab in the back," said May K. Fist.
>
> During an angry debate at Tuesday's city council meeting, students voiced their anger at a plan to install parking meters on Boinck Street. But the plan passed, so students will start feeding meters Jan. 1.

These quotes are strong, but those student names are a bit distracting (besides, the story isn't about *them).* What if we edited the quotes for greater impact? Like this:

> "Slimy."
>
> "Greedy."
>
> "A stab in the back."
>
> Students voiced their anger at the city council's plan to install parking meters on Boinck Street on Tuesday. But the plan passed, which means students will start feeding meters Jan. 1.

Those opening quotes now have more punch. But:

- It sounds like they'll install the parking meters *Tuesday.* That sentence needs rewriting to eliminate confusion.
- Many editors (and readers) may feel this lead is unfairly biased. It seems to side with the angry students. True?

The most effective lead, then, may be one that combines the meters, the meeting and your money. How about:

> The meters are coming.
>
> Despite opposition from students, the city council approved a new parking plan Tuesday — which means that starting Jan. 1, you'll pay 50 cents an hour to park on Boinck Street.

As you can see, you've got lots of options, depending on your taste and news judgment. Which version would you choose?

CHECKLIST

- **Be concise.** Streamline your ideas, your words, your sentence structure. Think *subject-verb-object.*

  The weakest leads are those that are vague and wordy. Remember, most leads are usually just one sentence. Most use fewer than 30 words. That's not an ironclad rule — just an observation *based on millions of successful news stories.*

- **Be accurate.** Get your facts and spelling right. One mistake in the lead can undermine the entire story.

- **Remember what day it is** when readers read your story. If there's a chance of confusion when you write about *tomorrow's concert* or *last night's game,* use the names of the days to be safe.

  And speaking of days: Be careful to put the date in the right place.

  Wrong: *The panel will meet to discuss drug use on Friday.*

  Right: *The panel will meet on Friday to discuss drug use.*

- **Avoid naming names.** Don't say *John Smith was hit by a bus* in your lead, unless everyone knows who John Smith is. (Don't just say *A . . . was hit by a bus,* either. Try to add a touch of description, like *An elderly Mudflap man was hit by a bus.)*

- **Use strong verbs.** Which means rewriting that sentence above to make it active, not passive: *A bus struck and killed an elderly Mudflap man Tuesday. . .*

  Beware of soft, mushy verbs like "be," "try" and "plan" — or dull, bureaucratic verbs like "considered," "met" and "issued." Don't let your leads bog down in meetingspeak. And speaking of meetings:

- **Ask "Why should I care?"** Write from the reader's perspective as often as possible. Don't just report — *explain.* Emphasizing why things matter often makes the best lead.

- **Sell the story.** Find out what makes *this* story different or special, and use that to punch up the lead. Who wants to read another ordinary meeting/game/speech story?

- **Don't get hung up** by a problem lead. Unsure of how to start the story? Just jot something down and move on. Finish the story, then loop back around to revisit the lead.

- **Move attributions to the end of the sentence,** the reporting textbook said. Not: *The reporting textbook said to move attributions to the end of the sentence.* ▼



THE PARTS OF A STORY: HOW TO ORGANIZE YOUR FACTS EFFECTIVELY

You've written a brilliant lead. You've added a solid nut graf. Congratulations. Now what?

You need to outline your story. To do that, first review your notes. Organize your material into sections, then try arranging those sections in different orders to see what's most logical.

For instance, suppose a college is debating whether to outlaw dogs on the school grounds. Here are two different ways to organize that story. Both work fine. Which do you prefer?

How to read these stories: In the first story (left), we labeled each paragraph A, B, C, D, etc. In the second story, notice how we've repositioned those same paragraphs.

VERSION ONE

Here's a straightforward story written as an inverted pyramid. (Notice how you could cut the text after paragraphs E, G or H.) As you read the story, pay attention to its structure. Does the material flow logically from point to point?

THE LEAD
A humorous approach to the dog problem.

THE NUT GRAF
This is the essence — the *so what?* — of the story: *Dogs may soon be outlawed.*

THE PROTESTER
We now hear from an anti-dog spokesman who addresses the *why* question.

RECENT DEVELOPMENTS
This describes *when* and *how* students and staff are reacting.

SIMS QUOTE #1
To balance the argument, Juliet now expresses the views of student dog owners.

SIMS QUOTE #2
With quotes this juicy, we're happy to let her keep talking....

SIMS QUOTE #3
Another juicy, dramatic sound bite.

THE CURRENT LAW
This provides more context about pet rules on campus.

WHAT NEXT?
We finish by sending readers to the big meeting.

A Dog poop. It's everywhere: on the sidewalk, on the lawn, on the soles of your shoes.

B But that may soon change. The Bilford College board of trustees, in response to hundreds of complaints, is considering a new regulation declaring the campus off-limits to dogs.

C Ferris Wheeler, president of Students Against Dogs (SAD), has collected nearly 300 signatures on a petition calling for a campus dog ban.

"This stinks," Wheeler says. "I mean, this school smells like dog doo. Irresponsible pet owners are letting their dogs chase cyclists, bark and crap all over campus."

D Last week, the school's landscaping crew — which students call the "poop patrol" — tried posting signs saying "NO DOGS ALLOWED." Students tore them down. Tempers have started to flare.

E "This proposal is ugly and unfair to responsible dog owners like me," says junior Juliet Sims. "I admit there's too much poop on the sidewalks, but it's wrong to let a few bad apples ruin it for everybody."

F Sims lives off-campus with a golden retriever named Romeo. "He's my sweetie," she says. "He sleeps with me, eats with me, showers with me. He even goes to class with me."

G A ban on dogs would pose a painful dilemma for dog-lovers like Sims.

"I hate locking Romeo up all day," she says. "I'd rather quit this stupid school."

H Campus regulations currently require all dogs to be leashed, but the rule is rarely enforced. And while pets are prohibited in campus dormitories, no law has ever banned them from school grounds.

I To resolve the dispute, the board will hold a public hearing at 7 p.m. Thursday in Bilford Union, Room 11.

VERSION TWO

This story uses all of Version One's material but arranges the paragraphs in a different order to produce a different effect. Notice how this version begins and ends with Juliet, the dog owner. Does this structure seem more appealing?

SIMS QUOTE #2
This lead starts the story with a more human angle.

THE NUT GRAF

SIMS QUOTE #1
Now we get the joke: Romeo is... a dog! This is a *blind lead* — where readers have to wait a paragraph or two for the setup to pay off.

THE CURRENT LAW
This info now appears sooner than it did in the previous story.

THE PROTESTER
Notice how the anti-dog argument comes later in this version. Does that seem to tilt the story in favor of Juliet? Is this biased?

RECENT DEVELOPMENTS
Notice how the line about "tempers" leads into the next paragraph.

WHAT NEXT?

SIMS QUOTE #3
Like closing a circle, the story ends where it began: with Juliet.

F Juliet loves Romeo.

"He's my sweetie," she says. "He sleeps with me, eats with me, showers with me. He even goes to class with me."

B But that may soon change. The Bilford College board of trustees, in response to hundreds of complaints, is considering a new regulation declaring the campus off-limits to dogs.

E Which means that Juliet Sims may have to bid farewell to Romeo, her golden retriever, whenever she goes to school.

"This proposal is ugly and unfair to responsible dog owners like me," says Sims, a junior living off campus. "I admit there's too much poop on the sidewalks, but it's wrong to let a few bad apples ruin it for everybody."

H Campus regulations currently require all dogs to be leashed, but the rule is rarely enforced. And while pets are prohibited in campus dormitories, no law has ever banned them from school grounds.

C But lately, some anti-dog activists have started to bark. Ferris Wheeler, president of Students Against Dogs (SAD), has collected nearly 300 signatures on a petition calling for a campus dog ban.

"This stinks," Wheeler says. "I mean, this school smells like dog doo. Irresponsible pet owners are letting their dogs chase cyclists, bark and crap all over campus."

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"I hate locking Romeo up all day," she says. "I'd rather quit this stupid school."

Proofreading Marks at a Glance

Proofreading marks (also called proofreaders' marks*) are symbols and notations for correcting typeset pages. The proofreader places these marks in the margins and in corresponding lines of text. A slash separates marginal marks that appear on the same line.*

Marginal Mark	Textual Mark	Instruction
the/a	In first step, model	insert
ℓ	refer back to	delete
#	Genesplice	insert space
thin #	300 000	insert thin space
□	This analysis	insert 1-em space
⁀	EEG re cording	close up space
⁀	inoculate	delete + close up
sp	npo for 8 h	spell out
a	seperate study	substitute
tr	mean rate error	transpose
¶	the RNA. We found	new paragraph
run in	The following five criteria	no paragraph
⌐	Use of anti-inflam-matory	break line
[	[to find the	move left
]	to find the]	move right
⌐	The drugs have	move up
⌊	The drugs have	move down
][	]Chapter Title[	center
||	$P < .001$ $P < .05$	align vertically
caps	Medline	capitalize
lc	DNAse	lowercase
c + lc	journal article	capitalize + lowercase
sc	d-galactose	set small caps

Marginal Mark	Textual Mark	Instruction
ital	strains of E coli	set *italic*
bf	Discussion	set **boldface**
lf	given **5 mg** daily	set lightface
rom	we *emphasize* that	set roman
V	3.27 × 109	set superscript
2	$2H_2 + O = 2H_2O$	insert subscript
wf	One participant had	wrong font
stet	and a double helix	stet (let it stand)
⊙	The study ended	insert period
^,	Moreover the data	insert comma
⊙:	on the following list	insert colon
⊙;	in all cases however,	insert semicolon
?	What is the dose	insert question mark
=	double blind study	insert hyphen
1/N	pp 300 / 305	set en dash
1/M //	the lowest, 1, 2, and 5 were added	set em dash
'	15 years experience	insert apostrophe
“/”	said that the side effects were minimal	insert quotation marks
(/)	tuberculosis TB	insert parentheses
[/]	(in tuberculosis TB)	insert brackets
minus	$x^2 - y^2$	set minus sign
equals	$x^2 - y^2 z^2$	insert equals sign
prime	The 5′ terminus	set prime sign

BioMedical Editor
Barbara Every

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PHOTO/VIDEO REQUEST

PLEASE MAKE SURE TO EMAIL THIS REQUEST AS A PDF DOCUMENT TO YOUR PHOTO/VIDEO COORDINATOR AT LEAST 2 WEEKS PRIOR TO EVENT OR ARTICLE DUE DATE.

ANY REQUEST SENT LATE, CAN BE REFUSED BY THE PHOTO/VIDEO COORDINATOR, SO TRY TO GET THIS TURNED IN EARLY!

NAME:

DATE:



EVENT OR ARTICLE NEEDED FOR?

IS THIS A PHOTO OR VIDEO REQUEST?

IF A VIDEO REQUEST, PLEASE DESCRIBE WHAT THE VIDEO IS FOR? WEBSITE/TIK TOK/INSTAGRAM?

CURRENTLY WE ONLY ACCEPT VIDEO REQUESTS FOR PUBLISHING ONLINE FOR COMMUNITY/MOVIE/EVENT TOPICS. DOES YOUR VIDEO FOCUS ON ONE OF THESE TOPICS? PLEASE DESCRIBE...

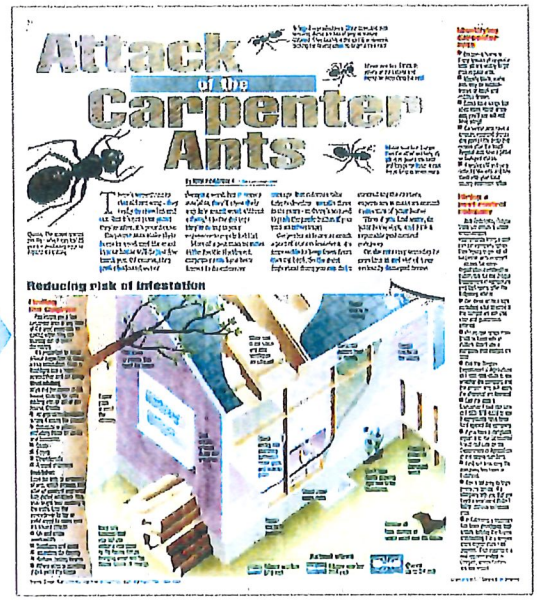


DESCRIPTION OF LOCATION, HOW MANY PICTURES NEEDED, AND WHO OR WHAT DO YOU WANT VISUAL OF IN THE VIDEO/PICTURES?

SM WILL SEND A REPLY WITHIN 48 HOURS TO YOUR REQUEST WITH A ROUGH TIMELINE IF WE CAN APPROVE THE REQUEST-THANK YOU!

Package planning

Teamwork can help turn stories into appealing packages



Most newsrooms are like factory assembly lines: the reporter reports. The photographer photographs. The editor edits. And then, at the last minute, the designer designs.

That assembly-line process works fine if you're making sausages, but it won't consistently produce reader-friendly pages. Lavish layouts rarely succeed when they're slapped together on deadline.

So how do you retool your newsroom to produce packages like *this?* By planning. If you institute a collaborative brainstorming process, you can shape stories *before* they're written.

A few years ago, Buck Ryan — journalism professor at the University of Kentucky — devised the Maestro Concept, a method of integrating writing, editing, art and design. Ryan proposed that each newsroom appoint a *maestro*, a visual journalist who could orchestrate the interplay between key staffers. And to streamline the process, participants would use a story planning form like the one reprinted on the next page.

How does it work? Suppose you've gathered information for a big story. Before you start writing, there's a brief meeting. That's where you, the editor, the photographer and the designer, with the maestro's help, explore the story's potential using a form like the one below to produce a package like the one above.

USING A PACKAGE-PLANNING FORM TO IMPROVE A STORY'S PRESENTATION

The story idea: *Can you summarize the story in 25 words or less? That's a good test to see if your focus is tight enough – or if you're still struggling with a fuzzy concept.*

Questions readers will ask: *The first question every reader asks for every story is "Why should I care?" Try to answer this question in a useful, visual way – with a headline, a photo, a sidebar. Now: What other questions will readers have, and how can you best answer them? That list of sidebar options provides alternative ideas for reporting and design.*

Photos or illustrations: *Too often, photographers are excluded from story-planning conferences, then sent on assignment with hardly a clue what the story's about. But when photographers are included in this preliminary discussion, they can shape the direction of the imagery AND the reporting. By this point in the planning meeting, an attentive photographer should be able to suggest photo ideas – or, if the story is better served by illustrations, staffers can weigh those options instead.*

Headline/deck: *Why wait until the story is written – and the clock is ticking – to write a headline? Chances are you have enough info to kick around a clever headline right now, or at least generate key words you can refine later. Writing the deck now also helps the team members clearly define the story angle.*

Staff, deadlines, lengths: *One last chance to ensure that everyone agrees on when the different story elements are due, what sizes they'll be, and most important, who's responsible for what.*

Rough layout: *While those ideas for photos, sidebars and headlines are being kicked around, the designer can sketch a layout that integrates all the key ingredients with their proposed shapes and sizes. Everything is subject to change, of course, but by the end of the meeting, all the participants should agree on this preliminary vision of the page. Remember, this is just a starting point — the actual page should only get better. After the meeting, this form is photocopied and distributed for future reference.*

STORY IDEA: Carpenter ants are a common pest – so here's a consumer guide to WHAT THEY ARE, WHAT THEY DO – and HOW TO GET RID OF THEM.

QUESTIONS READERS WILL ASK

1. Why should I care? They can cause expensive damage to the wood in your house.
2. How can you identify them? Photo: photo with bio box
3. Where do they invade your house? Cutaway diagram: cutaway diagram
4. How do you get rid of them? Checklist: checklist on exterminators

PHOTOS/ART

LEAD ART: Cutaway diagram of a house showing WHERE and HOW the ants usually enter and build nests.

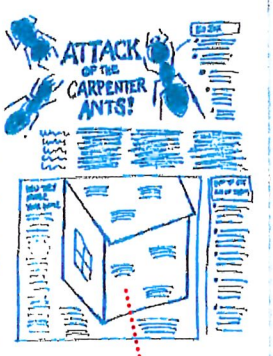
SECONDARY ART: Closeup photo of ants: queen, worker, etc. (If we can't shoot photos, we'll use illustrations.)

HEADLINE / DECK

MAIN HEADLINE: ATTACK OF THE CARPENTER ANTS (sci-fi movie type?)

DECK: The ants crawl in, the ants crawl out. But it's not your snout they're after – it's your HOUSE.

ROUGH LAYOUT



STAFF
KYM
REED
MOLLY
SHAWN

DEADLINES
Mon. 5/3
Wed. 5/5
Fri. 5/7
Mon. 5/10

LENGTHS
10"
5" each

Pete: call agriculture department for ant brochures

© 2010 by Tim Harrower.

STORY IDEA:

QUESTIONS READERS WILL ASK

1 *Why should I care?*

HOW ANSWERED: ☐ HEADLINE ☐ PHOTO ☐ DECK ☐ TEXT ☐ SIDEBAR: _____

2 _____

HOW ANSWERED: ☐ HEADLINE ☐ PHOTO ☐ DECK ☐ TEXT ☐ SIDEBAR: _____

3 _____

HOW ANSWERED: ☐ HEADLINE ☐ PHOTO ☐ DECK ☐ TEXT ☐ SIDEBAR: _____

4 _____

HOW ANSWERED: ☐ HEADLINE ☐ PHOTO ☐ DECK ☐ TEXT ☐ SIDEBAR: _____

SIDEBAR OPTIONS

- ☐ FAST-FACTS BOX
- ☐ BIO BOX
- ☐ WEB SITE LINKS
- ☐ LIST
- ☐ CHECKLIST
- ☐ BY THE NUMBERS
- ☐ Q & A
- ☐ MAP
- ☐ QUIZ
- ☐ EXCERPT
- ☐ GLOSSARY
- ☐ OPINION POLL
- ☐ CHART
- ☐ DIAGRAM
- ☐ TABLE
- ☐ TIMELINE
- ☐ QUOTE COLLECTION
- ☐ STEP-BY-STEP GUIDE

PHOTOS / ART

LEAD ART:

SECONDARY ART:

HEADLINE / DECK

MAIN HEADLINE:

DECK:

ROUGH LAYOUT

STAFF

WRITER

DESIGNER

ARTIST/ PHOTOGRAPHER

EDITOR/HEAD WORRIER

DEADLINES

INFO FOR SIDEBAR(S)

STORY — FIRST READ

FINAL STORY/ART

RUN DATE

LENGTHS

MAIN STORY

SIDEBAR(S)

OTHER NOTES:

The Pinnacle Winter Publication

PITCH TO PUBLISH TIMELINE

KEY	PLAN/START DATES	DUE DATES	EDITOR DATES	ADVISOR REVIEW	PUB PRINTER
Sunday	Monday	Tuesday	Wednesday	Thursday	Friday
DEC Week1	EDITOR Check in SM Team Meeting Pitches				Editor Email Pitch approval Email planner/package
DEC					
Week2	EDITOR Check in SM Team Meeting Interview Check?				Article Planner Due Request for photos due
DEC					
Week3	EDITOR Check in Interview final check				
Holiday week-nothing due					
DEC					
Week4	EDITOR Check in SM Team Meeting				Rough Draft Due With RD pics Graphic request due
JAN					
Week5	EDITOR Check in SM Team Meeting				Graphic rough draft due Send to writer -Writer content only notes
JAN		PY Welcome Days	FS Welcome Days		
Week6	EDITOR Check in SM Team Meeting				1st Graphics Check Due Finalize/postpone pages
JAN		FS Club Fair		PY Club Fair	
Week7	EDITOR Check in Page Count Publisher SM Team Meeting				2 Edits Due 2nd Graphics Check Due **LAST CHANCE BEFORE EDITOR REJECTION**
JAN					
Week8	Editor Check in Request Purchase Ord SM Team Meeting				Final Copy Due Final Photos Due Final Layouts Due
JAN					
Week9	Team Edits Editor Check in	Team Edits	Team Edits	Team Edits	Team Edits
FEB					
Week10	Advisor Review	Advisor Review	Advisor Review	Advisor Review	Advisor Review
FEB					
Week11	Final Editor Cuts	Final Editor Cuts	Final Editor Cuts	Final Editor Cuts	Out to Publisher Proofs/Confirm
FEB					
	Out to Publisher	Out to Publisher	Out to Publisher	Out to Publisher	Out to Publisher
FEB					
	Out to Publisher	Out to Publisher	Out to Publisher	Out to Publisher	Issue 4 Delivered out @ RAD
FEB					
MARCH- 1st week publication launch, handout magazine					

The Pinnacle Spring Publication

PITCH TO PUBLISH TIMELINE

KEY	PLAN/START DATES	DUE DATES	EDITOR DATES	ADVISOR REVIEW	PUB PRINTER
Sunday	Monday	Tuesday	Wednesday	Thursday	Friday
FEB Week1	EDITOR Check in SM Team Meeting Pitches				Editor Email Pitch approval/planner
MARCH					
Week2	EDITOR Check in SM Team Meeting Interview Check?				Article Planner Due Request for photos due
MARCH					
Week3	EDITOR Check in Interview final check				
MARCH					
Week4	EDITOR Check in SM Team Meeting				Rough Draft Due With RD pics Graphic request due
MARCH					
Week5	EDITOR Check in SM Team Meeting				Graphic rough draft due Send to writer -Writer content only notes
APRIL		PY Welcome Days	FS Welcome Days		
Week6	EDITOR Check in SM Team Meeting				1st Graphics Check Due Finalize/postpone pages
APRIL		FS Club Fair		PY Club Fair	
Week7	EDITOR Check in Page Count Publisher SM Team Meeting				2 Edits Due 2nd Graphics Check Due **LAST CHANCE BEFORE EDITOR REJECTION**
APRIL					
Week8	Editor Check in Request Purchase Ord SM Team Meeting				Final Copy Due Final Photos Due Final Layouts Due
APRIL					
Week9	Team Edits Editor Check in	Team Edits	Team Edits	Team Edits	Team Edits
MAY					
Week10	Advisor Review	Advisor Review	Advisor Review	Advisor Review	Advisor Review
MAY					
Week11	Final Editor Cuts	Final Editor Cuts	Final Editor Cuts	Final Editor Cuts	Out to Publisher Proofs/Confirm
MAY					
	Out to Publisher	Out to Publisher	Out to Publisher	Out to Publisher	Out to Publisher
MAY					
	Out to Publisher	Out to Publisher	Out to Publisher	Out to Publisher	Issue 4 Delivered out @ RAD
June					
Publication handout at RAD					

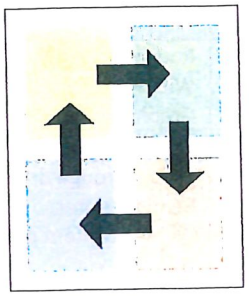
From print to the Web

Will digital media replace dead-tree newspapers (and books like this) someday?

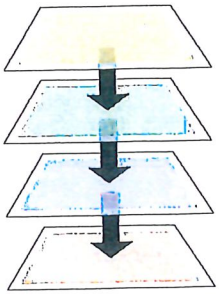
Most likely, print journalism won't go extinct. But it'll become increasingly difficult to compete against the impact and immediacy of digital media that combine text, photos, audio, video, animated graphics and user participation.

Online media offer readers more variety — and better yet, more control. Stories, images and digital extras can be linked together in layers, with endless options just a click away. That's why *navigation* is such a crucial factor on news websites. Editors must design sites that are informative, inviting and intuitively logical, sites that let users roam at random, poking their noses into any intriguing corner, following their curiosities to customize their news.

Instead of arranging stories side by side the way traditional newspapers do, like this —



— online news sites link related topics in layers that allow readers to click from story to story, like this —



To fulfill the potential of new media and satisfy the expectations of Web users, reporters need to develop new storytelling techniques. Why simply shovel long, texty stories online when you can enhance them with multimedia? If you want high readership, you'll need to deliver the news in dramatically different ways.

WHAT'S THE DIFFERENCE BETWEEN PRINT STORIES AND DIGITAL STORIES?

One crucial difference between print and digital stories is *timeliness:* digital stories can be posted seconds after they're written and updated constantly as events unfold, just like news that's broadcast on radio and TV.

Breaking news dispatches are usually filed by the reporter covering the story, though these "continuous news versions" are often pieced together by staffers using other media sources or rewriting a beat reporter's notes.

As New York Times political reporter Richard Stevenson explained, "If I feel that I don't have a story nailed down sufficiently, or that I don't have time... or that taking the time would prevent me from doing the reporting I need to do, then I won't agree to do a continuous news version."

Other differences between the two media are more visibly apparent. Take the newspaper story at left, for example. It uses a big photo to catch your eye. But on Web pages like the one at right, images usually run smaller, since users may have small monitors or slow connection speeds. (Click on that photo, though, and it will enlarge.)

Text is harder to read on a computer screen, which is why Web pages use bigger type than newspapers do. Stories run in just one column, too — which forces readers to scroll downward as they read. The story at right would fill two screens; longer stories can fill *dozens.* That's one reason long stories can seem longer (and less reader-friendly) on the Web.

In print, a "story" consists of just text, photos and graphics. Online, though, you can add audio, video and links to blogs, archived stories and other websites. A news *story,* in other words, may be just one part of a complex multimedia *package.*

And though your online options may be more diverse, your journalistic standards and reporting techniques remain the same.



Megan Peters (left) and Jennifer Kristie block a shot by Central's Amy Bethany in Saturday night's state championship game.

State champs!

The Bugler girls' volleyball team defeats Central to capture title

By LEX MINNIEAR
Bugle-Beacon staff

It took seven long years. But the Lady Bugler volleyball team of Lincoln High School captured the state championship Friday night for the first time since the 1994 season.

The final win against Central High School brought the team's overall record to 22-6, setting a school record.

The Buglers took the match against Central in only two games with scores of 15-7 for each. Teammates Robin Fox, Holly Lukas, Krystyna Wolniakowski and Lorrie Richardson landed 100 percent in serves to help clutch the victory. Patty Snow and Claire Puchy combined for 11 kills while Kathy Hughes and Sue Payseno chipped in with two hits.

Coach Georgia Eldridge was pleased with their performance. "I love these girls," she said. "There was never a point in this tournament when I thought we wouldn't go all the way."

Eldridge credited the Elite Eight seniors, Kathryn Wigginton, Nancy Casey, Holly Lukas, Krystyna Wolniakowski, Lorrie Richardson, Patty Snow, Claire Puchy, and Kathy Hughes for keeping the team focused and under control.

"They've each done a good job playing important roles for us and I am very proud of everything these kids have accomplished in the last two seasons," said Coach Eldridge.

INSIDE

- **Tournament results:** How other local teams fared / Page 7
- **The MVP:** Betty Coffman wins for her game-saving spike / Page 8
- **Fan reaction:** Bugle supporters celebrate in the streets / Page 9

The Lady Buglers were the runners-up in the state finals last year behind Northville. Nine of the returning players were on the team that advanced to the regional quarterfinals but were defeated by North Farmington.

Returning senior Holly Lukas said, "We determine our destiny. There is no mountain too high if we play as a team."

Freshman team star Lori Robinson proclaimed, "We showed them who's boss out there on the court! Now everyone knows we're back, we're bad — deal with it!"

The team showed a lot of character after coming back to beat North Farmington earlier in the district race. After being defeated by the Lady Eagles previously in the season, they knew the Central matchup would be crucial.

The Central coach was philosophical. "We gave it our best," said Marion Frederick. "But tonight, the best team won. I've got to hand it to the Buglers. They played a heckuva match out there."

The Buglers took the match against Central in only two games with scores of 15-7 for each. Teammates Robin Fox, Holly Lukas, Krystyna Wolniakowski and Lorrie Richardson landed 100 percent in serves to help clutch the victory. Patty Snow and Claire Puchy combined for 11 kills while Kathy Hughes and Sue Payseno chipped in with two hits.

Coach Georgia Eldridge was pleased with their performance. "I love these girls," she said.

Sports

PRINT THIS STORY EMAIL THIS STORY

Bugler girls' volleyball team wins state championship

By LEX MINNIEAR
Bugle-Beacon staff
8:30 p.m. — Nov. 20, 2012

It took seven long years. But the Lincoln High School Lady Bugler volleyball team captured the state championship Friday night for the first time since the 1994 season.

The final win against Central High School brought the team's overall record to 22-6, a school record.

The Buglers took the match against Central in only two games with scores of 15-7 for each. Teammates Robin Fox, Holly Lukas, Krystyna Wolniakowski and Lorrie Richardson landed 100 percent in serves to help clutch the victory. Patty Snow and Claire Puchy combined for 11 kills while Kathy Hughes and Sue Payseno chipped in with two hits.

Coach Georgia Eldridge was pleased with their performance. "I love these girls," she said. "There was never a point in this tournament when I thought we wouldn't go all the way."



Megan Peter (left) and Jennifer Christy block a shot by Central's Amy Bethany in Saturday night's state championship game. (Bugle-Beacon photo)

MORE ON THE MATCH

- **Tournament results:** How three other local girls' teams fared.

VIDEO HIGHLIGHTS

- **The winning point** and other memorable moments from the match.
- **Fan reactions** Bugle fans dance in the streets.

Eldridge credited the Elite Eight seniors, Kathryn Wigginton, Nancy Casey, Holly Lukas, Krystyna Wolniakowski, Lorrie Richardson, Patty Snow, Claire Puchy, and Kathy Hughes for keeping the team focused and under control.

"They've each done a good job playing important roles for us and I am very proud of everything these kids have accomplished in the last two seasons," said Coach Eldridge.

The Lady Buglers were the runners-up in the state finals last year behind Northville. Nine of the returning players were on the team that advanced to the regional quarterfinals but were defeated by North Farmington.

Returning senior Holly Lukas said, "We determine our destiny. There is no mountain too high if we play as a team."

The Central coach was philosophical. "We gave it our best," said Marion Frederick. "But tonight, the best team won. I've got to hand it to the Buglers. They played a heckuva match out there."

The Bugle-Beacon's Lex Minnear can be reached at (314)555-8776 or minnear@bugle.com

▲ BACK TO TOP

FROM HOME PAGE TO STORY: NAVIGATING ONLINE NEWS SITES

There's something inefficient — *messy,* even — about the way newspapers are put together. For example:

- Unrelated stories and photos are sandwiched together on the page, often colliding in awkward, distracting ways.
- Pages are hard to navigate; stories are hard to find. If you're passionate about a particular topic — hockey, for instance, or the environment — there's no easy way to search the paper and discover what subjects have been covered.
- Stories are often forced to jump from one page to another. Readers hate when that happens.
- Readers are subject to the editor's news judgment. The stories *you're* most interested in often don't make the cut.
- Space is limited. And as newsroom budgets tighten, the available space — the "news hole"— shrinks.

Online news sites, however, avoid many of these problems. Pages like the one at right don't exist on the Web, so many of the problems that affect them — like squeezing unrelated stories into a limited space until everything fits perfectly — don't exist, either.

Except on the home page.

Just as the front page is a doorway to the printed newspaper, the home page is a gateway to the online news. And because the home page links users to every related page, it must be comprehensive, yet easy to navigate. Busy, yet *clean.* Story links require compelling headlines and concise, engaging summaries.

Below, you'll see an example of a typical Web home page, we transform the newspaper at right into its online edition:


The Bugle-Beacon

Owner of 'Toad Hollow Hardware calls it quits

By LEX MINNEAR

Reservoir water level drops to a record low

By LEX MINNEAR

State champs!

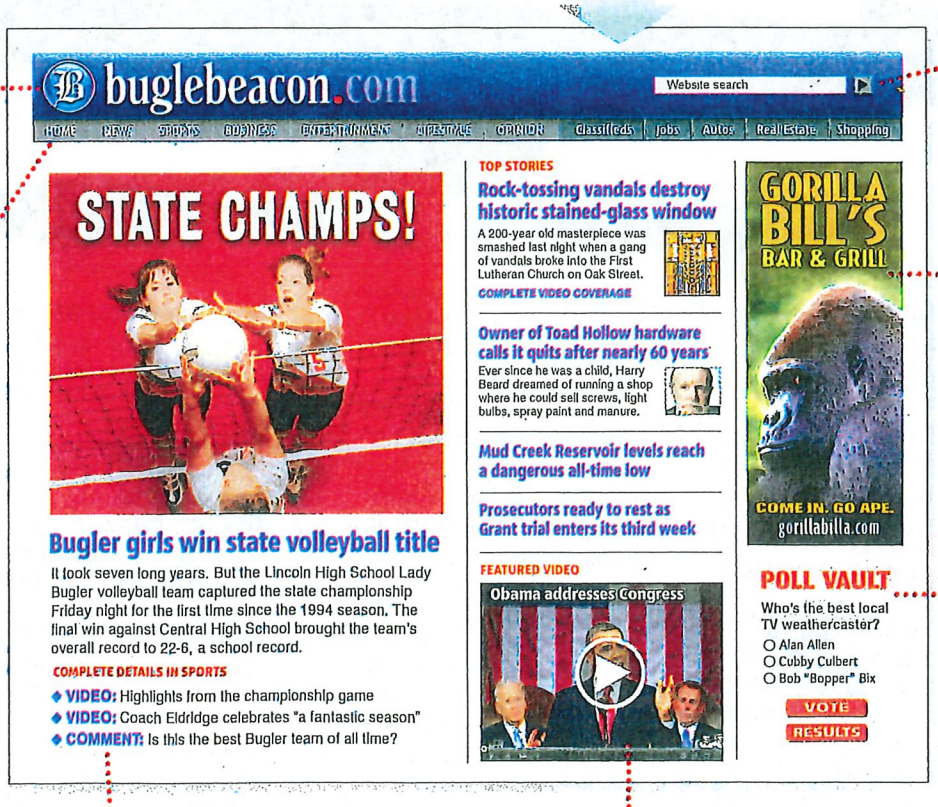
The Bugler girls' volleyball team defeats Central to capture

By LEX MINNEAR

Vandals smash 200-year-old church window

By LEX MINNEAR

This front page uses the same stories as the Web version below. How is it different? The printed page is bigger, obviously. And not nearly as busy, because it offers fewer options to readers. By comparison, the website's home page uses little narrative text; to read a story, you must follow the link to a separate page.



The flag: For its online editions, a news organization may devise a new name and snazzier logo, one that maintains a connection to its traditional "brand."

Index (or navigation bar): It's easy to get lost in cyberspace. That's why a complete, clickable index is vital on the home page — and on every other page in the site, as well. The more ambitious the site, the more complex its organization and navigation become.

Page depth: It would be terrific if home pages fit on one screen so readers wouldn't have to scroll down, but that's not easy for news sites that have dozens of elements to promote. What's more important is keeping all these elements visually organized. That's why news websites usually stick to design templates that make it easy to swap stories in and out.

Links: By now, users universally realize that clicking on images, icons and blue headlines like these will link them to the stories, photos and multimedia extras that are located on the site's other pages.

Multimedia: Online news sites provide features that traditional media can't: webcams, slideshows, podcasts, animated graphics, and videos like this one. The ever-increasing popularity of videos, in particular, has put more pressure on reporters to produce them, too.

Search engine: This helps users hunt for names, dates, topics, previous stories, etc.

Advertisements: These help pay the newsroom's bills – though for most news sites like this, online ads don't generate as much revenue as those in the print edition.

User participation: Online audiences like to interact, and surveys like these help them do it. But because they're statistically unreliable, they're usually treated either as fun diversions or as springboards to online discussion.

Beyond the Web: More and more news organizations are producing apps for cellphones and tablets, repurposing this same content into a more condensed format.



Until recently, print reporters wrote stories *only* for the newspaper; deadlines were dictated by printing-press schedules. TV and radio reporters produced stories *only* for broadcast during regular newscasts. The Web was just an afterthought, something you worried about *after you finished your REAL work.*

But that's changed. As media columnist Chris O'Brien observed: "While print will have a long future, it needs to be one of many platforms, rather than the primary one. Digital is the future, and it's well past time for newsrooms to be thinking online first."

THE NEW MOTTO IN MODERN NEWSROOMS: THINK ONLINE FIRST

An *online first* news philosophy takes shape in two key ways:

◆ **Story planning:** While gathering the news, reporters and editors need to decide *when* and *where* each story should run — and just as importantly, *how* it should be packaged. Adding multimedia and interactivity takes time and teamwork. The most effective online stories are tailored to the Web right from the start.

◆ **Story posting:** In the competitive world of 24/7 journalism, you want to be *first online* with news, whether it's a bulletin, a brief, a blog post or a tweet. Web users demand news *now,* and if you don't scramble to feed their need, someone else will. So file early and often. ***Online reporting = constant posting.***

(Not all stories are equally time-sensitive, though. Features, profiles, columns, reviews — it's best to wait until they're polished and finished, *then* post them.)

WHAT'S THE EASIEST WAY TO POST BREAKING NEWS?

Follow a foolproof template, advises media consultant Paul Conley. "Smart editors should create a story structure that will allow reporters to churn out copy at wire-service speed," Conley says.

To minimize deadline stress and delay, Conley suggests that online reporters adapt the format pioneered and perfected by Bloomberg, the financial news service:

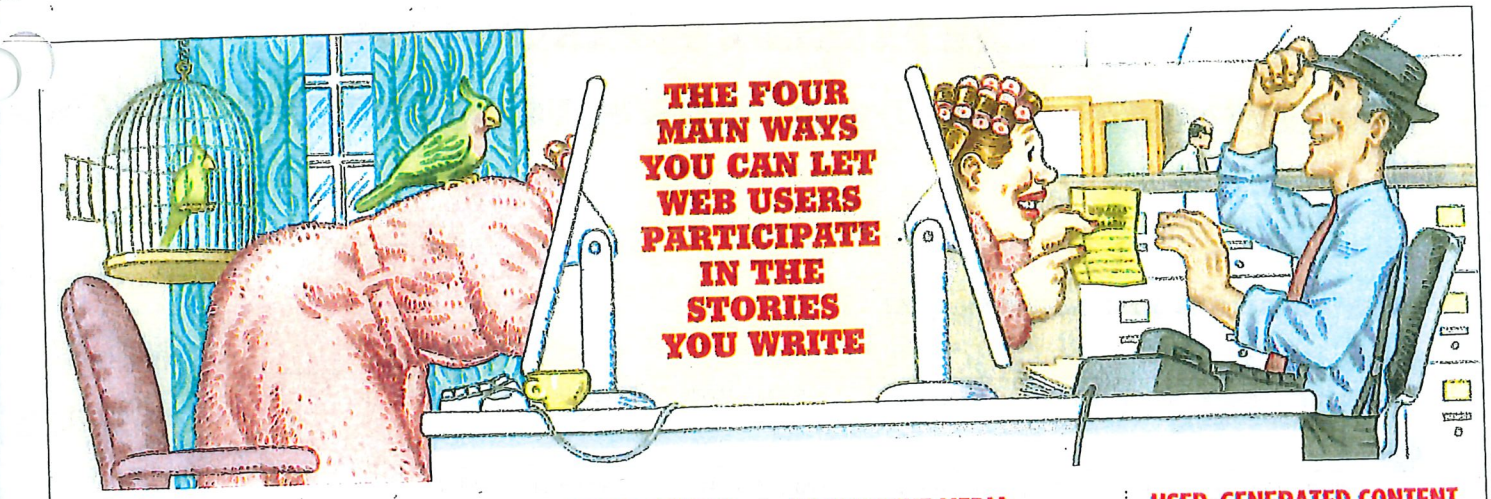
First, post a ***headline*** the instant news breaks. Add a sentence or two of detail if you can.

Minutes later, post a ***two-paragraph brief*** that quickly summarizes key facts.

Then write a ***four-paragraph story*** using this structure:

GRAF 1: What happened and why.
GRAF 2: A statement or quote from an authority.
GRAF 3: What's at stake / why readers should care.
GRAF 4: Additional details.

Revise and update this four-paragraph brief as new information comes in. Then post a longer, more polished story once you gather enough material.



THE FOUR MAIN WAYS YOU CAN LET WEB USERS PARTICIPATE IN THE STORIES YOU WRITE

COMMENTS AND DISCUSSION

With a simple **CONTACT US** link, users can respond to any story by sending an email message to the reporter or editor. But is that enough? Email messages are *private monologues;* it's much more empowering — and productive — to let users engage in *public dialogues.*

That's why most news sites encourage feedback, suggestions and discussions through:

◆ **Comment sections** following news stories, blogs, columns and reviews, where users address both the writer *and* each other (and the writer can weigh in, too). Comments are a terrific way to gauge the impact and accuracy of what you've written and generate ideas for new stories.

◆ **Moderated forums** where users discuss news topics — the economy, yesterday's earthquake or, most popular of all, sports — or debate music, movies, restaurants, cars, etc.

◆ **Live chat** where users can ask questions and react to the responses of visiting newsmakers, politicians, experts and celebrities.

SURVEYS, POLLS & QUIZZES

Never forget: **online polls** are *not* scientific. But though they may be statistically flaky, they still engage readers. Increase page views. Provide graphic interest. And they can steer news coverage by taking the community's pulse on a variety of topics.

Most polls ask simple yes/no or multiple-choice questions, which make it easy to tabulate results. Imagine, for instance, an Oscar ballot that lets users predict the winners in a dozen major categories, then tabulates the overall totals.

Even better, asking essay questions can provide quotes and sources you can use in a follow-up story.

Unlike polls, **tests and quizzes** often have correct answers — asking users to rate their knowledge of political history, sports trivia or health risks, for example. ▼ If they're visual and interactive enough, quizzes become more than just sidebars — they can function as the central element of your story.

And as we'll explain next, the more interactive, the better.

INTERACTIVE MEDIA

The Web is all about *links* — clicking links. And the more clickable choices you provide, the more users can customize their own newsscape.

This is especially true with online graphics. **Charts, graphs** and **maps** are flat and static in traditional media, but online they can be richly layered, responsive to your touch — and, with animation effects, gorgeously fluid. You can make a volcano erupt. Stroll through the wing of a new museum. Click on different parts of a painting to learn what the artist was thinking.

Searchable online databases let users zero in on the facts they need. How do test scores at your local high school compare to others? How did your county vote in the last presidential election? Transforming data into a Google mashup map is an easy way to let readers explore where local crimes have occurred — or where gas prices are cheapest.

The Web amasses mind-boggling heaps of data. But it's the *journalist's* job to organize and display that data in an accessible, customizable way.

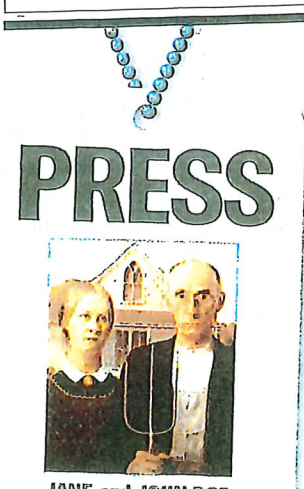
USER-GENERATED CONTENT

Smart, forward-thinking journalists know that news delivery isn't just a one-way monologue — it's a two-way conversation, an *information exchange.* By tapping into the resources of your readers, your stories become stronger. Your audience becomes more engaged.

Many online newsrooms ask users to submit their photos and videos, their anecdotes and opinions, their suggestions for stories. That's a good start. But news sites often shove that "amateur" content off to the side.

What's needed, instead, is more consistent integration of "pro-am" content: enlisting user contributions for more stories more often. When a fire ravages a college dorm, why not run a sidebar inside the main story soliciting eyewitness accounts or photos? For a story on bike theft, why not ask victims (or thieves) to share their experiences?

It's called **crowdsourcing:** using the collective wisdom of a large group to achieve what individuals can't. For solid online journalism, it's essential.



JANE and JOHN DOE
ANYTOWN NEWS

CITIZEN JOURNALISM: MEDIA POWER TO THE PEOPLE

When a tsunami devastates Asia or protests erupt in Egypt, ordinary citizens become instant journalists. They tweet eyewitness reports, post cellphone photos and tell stories that professional reporters *can't.* Their involvement is unexpected. Accidental.

But other ordinary citizens commit their acts of journalism *deliberately.* All over the world, untrained, unprofessional citizen journalists are writing blogs and creating news sites so their voices can be heard.

What's driving this growing trend?

◆ *A distrust of mainstream media.* Not surprisingly, many people feel the traditional media are biased, profit-hungry elitists. Citizen journalists believe they can provide more accurate, unfiltered news coverage.

◆ *A need for more localized news.* Big media simply cannot provide the extremely local — *hyperlocal* — news people need: news about community events, Little League games and neighborhood burglaries. But using teams of amateur reporters, online newsletters try to deliver material that Big Media usually overlooks.

◆ *The sense of empowerment* that new media offers. In the past, you needed a printing press and a fleet of trucks to deliver newspapers to the masses, but today's technology gives everyone a potentially powerful voice — especially minorities and young people who've been excluded or marginalized by traditional media.

Unfortunately, citizen journalism can result in dull, distorted and unreliable content. It will never displace the mainstream media, but it can help encourage journalism professionals to incorporate more voices, more viewpoints and more user-generated content in their online news presentations.

133 ◂ MORE ON QUIZZES

ONLINE PACKAGE PLANNING GUIDE

WHAT'S THE STORY?

STORY IDEA (in 25 words or less) _____

_____

WHAT QUESTIONS WILL READERS ASK?

1. *Why should I care?* _____
   HOW WE'LL ANSWER: ☐ MAIN TEXT ☐ SEPARATE PAGE ☐ SIDEBAR/GRAPHIC ☐ MULTIMEDIA ☐ LINK
2. _____
   HOW WE'LL ANSWER: ☐ MAIN TEXT ☐ SEPARATE PAGE ☐ SIDEBAR/GRAPHIC ☐ MULTIMEDIA ☐ LINK
3. _____
   HOW WE'LL ANSWER: ☐ MAIN TEXT ☐ SEPARATE PAGE ☐ SIDEBAR/GRAPHIC ☐ MULTIMEDIA ☐ LINK
4. _____
   HOW WE'LL ANSWER: ☐ MAIN TEXT ☐ SEPARATE PAGE ☐ SIDEBAR/GRAPHIC ☐ MULTIMEDIA ☐ LINK

STAFF

WRITER _____

EDITOR/PRODUCER _____

VISUALS/MEDIA _____

DEADLINES

TEXT/ SIDEBAR(S) _____

VISUALS/MEDIA _____

RUN DATE _____

NOTES:

SHOULD WE DIVIDE THIS STORY INTO SEPARATE PAGES OR SMALLER SECTIONS?

MAIN PAGE/LEAD STORY _____

ADDITIONAL STORIES/PAGES/SECTIONS _____

SIDEBAR & GRAPHIC OPTIONS

☐ FAST-FACTS BOX
☐ LIFTOUT QUOTE
☐ QUOTE COLLECTION
☐ STEP-BY-STEP GUIDE
☐ CHECKLIST
☐ DIAGRAM
☐ Q and A
☐ MAP
☐ CHART
☐ TOP 10 LIST
☐ BIO BOX
☐ TABLE
☐ QUIZ
☐ TIMELINE
☐ GLOSSARY

DETAILS _____

MULTIMEDIA OPTIONS

☐ PHOTO/MUG SHOT
☐ PHOTO GALLERY
☐ NARRATED SLIDESHOW
☐ VIDEO CLIP
☐ AUDIO EXCERPT
☐ PODCAST
☐ WEBCAM
☐ LIVE WEBCAST
☐ ANIMATED GRAPHIC

DETAILS _____

LINK OPTIONS

☐ PREVIOUS STORIES
☐ OTHER ONLINE STORIES
☐ INTERVIEW TRANSCRIPTS
☐ COLUMNS/EDITORIALS
☐ ORGANIZATIONS
☐ ORIGINAL DOCUMENTS
☐ BLOGS
☐ SOURCES CITED IN THE TEXT

DETAILS _____

USER-PARTICIPATION OPTIONS

☐ COMMENTS
☐ ONLINE POLL
☐ DISCUSSION GROUP
☐ LIVE CHAT
☐ CONTEST
☐ INTERACTIVE QUIZ

REQUEST FOR:
☐ INFORMATION
☐ PHOTOS/VIDEOS

DETAILS _____

SM Instagram Post Request- Name: _____ Date:_____

Please download a copy-do not modify online!

Please describe the visuals you will be using for the post or story. If only using one box, do not put anything in the other boxes leave them blank. If you only want a flyer for your event added to our IG page, please staple it to this request and turn into Laura Taylor's box at PY-CTR210 OR FS-CAS418 and thank you!

Description- Post or Story (circle choice)? Stories expire, but a Post is permanent. Keep your post description to 1-2 sentences, most students stop reading after 3-5 seconds, so make what you say worth it to the reader!

Description of Event-		
Date:	**Time:**	**Location:**
Building:	**Other details:**	

Hash tags you can use with your post/story-this will help your post/story reach more people at the college, circle choices…

#piercecollege #piercecounty #piercecollegepuyallup #piercecollegefortsteilacoom #piercecollege #TRIO #piercecollegepy #piercecollegefs #piercecollegestudentmedia

Other hash tags you would like to use that we will include on IG-

_____

Please email this to ltaylor@pierce.ctc.edu or leave in my box at FS or PY (location described above)

Posting immediacy is important, so the team manager or student lead will respond in 24 hours to your request.

FRADEL AND SPIES CO

SOCIAL MEDIA *Content Planner*

1 Introduction Video	2 "Did you know?" facts	3 Tutorial Video	4 A day in the life	5 Meet the team
6 Workspace or studio tour	7 Polls & quizzes	8 "This or That" choices	9 Q&A sessions	10 Product-making process
11 Introduction Video	12 Introduction Video	13 Introduction Video	14 Live stream	15 Introduction Video
16 Before & after	17 Customer testimonials	18 Inspirational quotes	19 Memes	20 Trending challenges
21 Fun facts	22 Seasonal & holiday themes	23 Feature highlights	24 Bundles & promos	25 Customer reviews