

**OGLALA LAKOTA COLLEGE
COURSE SYLLABUS & ADMINISTRATION
Spring 2013**

Rebuilding the Lakota Nation through Education

Wounspe Ihuniyan Hci Lakota Oyate Kin Akta Ic'icakagapi Kte lo

Name of Course: Journalism	Course Number: Engl 413
Department: Humanities and Social Science	Credit Hours: Three (Yamni)
Location:	Time & Day:
Instructor's Name:	Email:
Phones:	Office Hours:

Course Description (Waunspe Oyakapi):

This course is designed to provide students the fundamental skills and knowledge needed to engage effectively in news gathering and news writing. . Students will review research techniques needed to write and develop their pieces, learn reporting methods, journalistic ethics, and style rules.

Prerequisites: Engl 113

Required Text and Materials:

Harrower, Tim. *Inside Reporting: A Practical Guide to the Craft of Journalism*. 2nd ed. New York: McGraw Hill, 2010.

Course Goal: The goal of this course is to teach students how to create news stories and review the quality of journalistic writing.

Learning Objectives (Wounspe Taku Unspepi Kte Kin He Le E): Upon completion of this course students will be able to:

- Gather information through observations, interviews or research
- Write news stories using various styles, including the inverted pyramid style
- Apply style rules to news stories
- Utilize various reporting methods
- Follow ethical practices when gathering and reporting news

Assessment: These objectives will be assessed through the use of writing assignments scored with rubrics, and discussions.

Instructional Methodology: This course will be taught utilizing the online virtual campus format. Instruction will be in the form of informational documents that explain assignments. Students are expected to read information presented in the online classroom, then complete assignments. Peer review is a critical aspect of this class. Students will review each other's work in online forums. The instructor will review work and send feedback privately.

Course Rationale: This course exists to assist students with gathering news and writing news stories. News writing is another form of writing that will allow an English and Communication major to have a well rounded education.

Homework: Each student should expect to spend two (nunpa) to three (yamni) hours out of class on reading and homework assignments each week, for every hour of class time (each credit hour), in order to perform satisfactorily. Therefore, if a course is three (yamni) credit hours you should spend approximately six (sakpe) hours outside of the course room on required readings and homework. However, every student differs in their individual skills, educational background, experience, capability and personal goals; so the amount of time you must dedicate to out of class work can vary significantly from this national average.

Reading Load: Reading will include approximately one (wanji) to two (nunpa) chapters per week, plus handouts and homework as assigned.

Type & Amount of Writing Load: This is a writing course and an online course, so a lot of writing is required. Students will complete weekly discussion posts and will write weekly news stories.

Lakota Perspective Provided Through: This course stresses **Wolakotakiciapi** of “learning Lakota ways of life in the community”. This course is based on the values of mutual respect and generosity (woohola na wochantognakapi), seeking to advance each individual’s knowledge through their continuing hard work (fortitude- wowalitake) and willingness to learn new information and viewpoints, as well as to demonstrate it, by speaking in front of the group (bravery-woohitike); all undertaken in an environment of complete truthfulness, trust, integrity and humility. We will do this by embracing the teaching of our ancestors as we learn new ways. (Waunspe wicakiyapi ki iglutanyan ihani unpi kun hena itan waunspe tokeca uha ayin kte.)

The Lakota perspective is encouraged in this course. In fact, writing exercises and threaded discussion continually supplies a Lakota perspective on many topics considered in class. Recommendations will be made to incorporate cultural themes and issues in writing assignments and discussion.

Evaluation and Grading:

Assignments:

- Forum Posts. There are several forum assignments. Students will be required to post TWO times in each forum. One post should be a substantial initial post responding to a discussion prompt provided by the instructor. The other should be a response to a classmate. See Discussion Rubric.
- Bio. This will be written in the third person. See Rubric for Writing.
- Ten Articles for your newsletter. All stories will follow ONE theme: Family, Community, Work, or College Center. There are four main types of articles we will work with: News, Feature, Life Stories, and Opinion. See Rubric for Writing.
- Newsletter. At the end of the semester, students will copy and paste all stories into one newsletter. Students will cut or add, move etc to fit the stories in a newsletter, as if it were a real newspaper. See Rubric for Writing.

Evaluation

The final grade will be determined in the following way:

Forum Posts (See Discussion Rubric)	800 Points
Bio (See Rubric for Writing)	100 Points
Ten Articles(See Rubric for Writing)	1000 Points
Final Newsletter(See Rubric for Writing)	100 Points
	<hr/> 2000 Points

Grading Scale

The following scale is used in determining averages:

100-90	A
89-80	B
79-70	C

69-60 D
59-0 F

A = Superior Quality Work = Demonstrated concept mastery by scoring 90% or better.

B = Good Quality Work = Demonstrated concept mastery by scoring 80-89%.

C = Satisfactory Quality Work = Demonstrated concept mastery by scoring 70-79%.

D = Marginal Quality Work = Demonstrated weak concept mastery by scoring 60-69%

F = Demonstrated concept mastery below the acceptable mark of 59%

NOTE: It is the student's responsibility to keep copies of all papers and records of grades in case of a grade dispute.

W = Withdrawal = You may withdraw from a course by filling out a Drop Card to be recorded by the Registrar. You must sign this form if you drop yourself. A Drop Card may/can be filled out and signed by a counselor/instructor for lack of attendance.

POLICIES

College Policy on Grading and Change of Grades:

http://www.olc.edu/~wwhitedress/student-services/Docs/OLC_Handbook.pdf see page 9 and 10

Course Requirements, Expectations or Students: Because OLC offers classes in three-hour blocks once per week, (for everyone's travel convenience), if you are absent from one OLC class session, it's like missing three classes at another college.] (See student handbook).

- Unannounced quizzes and graded in-class exercises will be given; content can include any course material assigned, up to and including the current session.
- Your homework assignments must be turned in on the dates due to get full credit.
- You are expected to participate in class discussion; this provides evidence of your interest in and preparation for the class. It also helps gauge the effectiveness of the instruction and everyone's level of comprehension of the material presented. Most importantly, fellow class members benefit from your opinions and insights; in addition, the questions you ask may be about the same topic with which other students are having difficulty, so by helping yourself you also help them.
- If the Instructor is not present at the beginning of the class, and the College Center Staff has not heard from the Instructor, you should wait at least 30 minutes past the normal start-time and then if the Instructor has still not arrived, you may leave.

Attendance and Tardiness

http://www.olc.edu/~wwhitedress/student-services/Docs/OLC_Handbook.pdf see pages 6 and 7

Policies on Academic Honesty

http://www.olc.edu/~wwhitedress/student-services/Docs/OLC_Handbook.pdf see page 38

Standards of Conduct Policy

http://www.olc.edu/~wwhitedress/student-services/Docs/OLC_Handbook.pdf see page 32

ADA Policy

http://www.olc.edu/~wwhitedress/student-services/Docs/OLC_Handbook.pdf see page 32

Course/Instructor Evaluations

http://www.olc.edu/~wwhitedress/student-services/Docs/OLC_Handbook.pdf (will be added this spring)

Instructor/Department Specifics

Attendance Policy: The attendance policy states that students CAN be dropped after three absences in a row. You WILL be dropped after three absences in a row if I do not hear from you. You WILL be dropped after five absences. There are no exceptions and if you are dropped there are no reinstatements. See the policy. Work with me before you are dropped, because after you are dropped there is nothing I can do.

NOTE: This is NOT an independent study class. Online classes follow attendance rules!!

Online attendance is based upon submission of work!

- You must enter the class and turn in work at least once a DAY
- If you do not turn in work, you are marked absent
- If you consistently turn work in late, you will be dropped even if you are caught up in the class at that point.

Incomplete and Grade Change: There must be a valid reason to request a grade change or an incomplete. An incomplete grade or grade change is given only when the instructor feels special circumstances warrant it. Not getting work done on time, missing class, being tardy or leaving early are NOT valid reasons for incompletes or grade changes.

Late Work: Each student, present or absent, is responsible and accountable for his or her assignments, attendance, and participation. Missing class does not excuse a student from having work done at the next class. To earn full credit, work must be submitted during the week it is due, weather the student is present or not. Work can be emailed or sent via Virtual Campus. Work will be accepted one week late for reduced credit. After work is one week late, it is not accepted.

Document Preparation

- ✓ Papers are to be typed and double-spaced. Do not justify the margins. Leave the right margin “ragged”. Use 12 pt Times or Times New Roman font.
- ✓ When saving papers electronically, name the file with your first initial, last name, assignment name and draft

Electronic Information Resources Acceptable Use Policy---Students are expected to uphold the school’s Electronic Information Resources Acceptable Use Policy. (See the Student Handbook)

An Overview of Intellectual Property

Our legal system provides certain rights and protections for owners of property. The kind of property that results from the fruits of mental labor is called intellectual property. Rights and protections for owners of intellectual property are based on federal patent, trademark and copyright laws and state trade secret laws. In general, patents protect inventions of tangible things; copyrights protect various forms of written and artistic expression; and trademarks protect a name or symbol that identifies the source of goods or services.

The overview does not explain trade secret law. The details of this law, the protection provided, and the liability for unauthorized use or disclosure depends upon the State within which the reader resides. The law varies from State to State. However, the reader should know that a trade secret may consist of any formula, pattern, device or compilation of information which is used in one's business and which gives him an opportunity to obtain an advantage over competitors who do not know or use it. (Restatement of Torts 757)

“What is IP Law? An Overview of Intellectual Property.” *American Intellectual Property Law Association (AIPLA)*. 2010. Web. 4 Jan 2011. <<http://www.aipla.org/about/iplaw/Pages/default.aspx>>. number. Example: “kbettelyoun definition paper draft 1”

Online Information

Navigating the Course

Getting Started

Master Syllabus

Updated Spring 2013

The electronic classrooms for this course are located in *Virtual Campus*. OLC's Virtual Campus uses the Moodle content management system for online and hybrid courses delivery. To gain access to the course you need your Student ID (username) and password.

Virtual Campus

- Open your Internet browser to the Oglala Lakota College Home Page
- Select the Virtual Campus link – Scroll down to the bottom of the page and click on the Virtual Campus graphic. (You can also go to <http://virtualcampus.olc.edu>)
- Login with your Username and Password

Your User ID and Password

- Your User Name or ID will be your first name initial plus your last name plus your student ID number which you receive from the registrar
 - Call 605-455-6033 to find this out
- Your initial PASSWORD is the same as your User Name.
 - You should change your password right away.
- Example: Student # 8734 Shannon Smith would be smith8734
- Example: Student #11077 Brenda Jones would be bjones11077
- NOTE 1: In the case of a last name with spaces or dashes, the last name will stop at the first blank or dash in the name. (for example Student 11211 Sally Ride-Smith would be sride11211 or Student 5876 Jim Two Crow would be jtwo5876)
- NOTE 2: User Names are NOT case sensitive but passwords ARE.
- If you are not able to login, or have troubles with logging in, you should email support@olc.edu.

You will notice in the upper right hand corner that you are logged on – it will say You are logged in as Your Name ([Logout](#)).

The Welcome Page


- The Welcome page will list your current courses
- Select this course ([Engl 413 News Writing](#)) and enter the *Virtual Campus* classroom

Weekly Blocks

Once you have entered the course you will see several boxes arranged on the page. These are called “blocks.”

My courses are organized by weeks, which are listed in the center block.

- Each center block will be labeled as Welcome to Week One, Welcome to Week Two, Etc.....
- In each weekly block there will be a link called:
 - [Lesson Objectives, Materials and Assignments](#)
 - Click on this link to see what all you need to do that week.

News Forum  The news forum is listed just below the course title is where you will find announcements and information regarding the class. You can also ask questions there.

Communicating Electronically

Netiquette Expectations

Always practice Internet Etiquette when communicating electronically. The purpose of communicating electronically in an online course is to share information.

- Be respectful of other participants, their time, their bandwidth, and their opinions.
- Remember that you are communicating with people who do not have the advantage of seeing your body language or hearing your voice inflections, and who may interpret your message differently than you intended.

- Using all caps may be interpreted as shouting.
- Use humor and sarcasm carefully (we can't see the twinkle in your eye); add emoticons to provide a visual representation of your intent.
- Keep your critiques constructive; antagonistic criticism is called "flaming" and may cause an unwanted reaction.
- Remember that you are judged by the quality of your writing.
 - Spelling and grammar do count.
 - Be coherent and succinct.
 - Don't plagiarize; respect copyrights.
 - Don't depend on a single source when contributing new information from external resources.
 - Be professional.

Sending and Receiving email

The instructor(s) will respond to all inquiries, questions, and other electronic correspondence within a timely, but not necessarily immediate, manner. Most electronic communications will be answered within 24 hours. All email messages from the instructor(s) will be sent to the student's Oglala Lakota College's email address. To avoid having your message mistakenly identified as SPAM, please identify the course in the subject line (Engl 413) and make sure your full name is on all email you send.

Types of Assignments and how to complete

- Papers - If you are trying to turn in assignments, there will be a link that has the assignment name.
 - Save the file you want to turn in on your computer. Make sure you can find it.
 - In Virtual Campus, under the paper assignment link there is a link with the assignment name—Click this link
 - Click Browse
 - Find the paper or assignment on your computer ---click on the file name, then click open
 - Click upload this file and then Click Continue
 - NOTE ---Naming Assignments –When saving papers electronically, name the file with your first initial, last name, assignment and draft number. Example: "kbettelyoun flash fiction 1"
- Discussion Forums (Asynchronous Meetings)

Discussion Forums are designed to facilitate asynchronous interactions about a particular thread or topic. You enter the discussion on your time schedule, post your writing, read the other postings, and add comments. The purpose of a threaded discussion is to expand your knowledge through the collective research and comments on the subject. To be successful in online discussion forums, you need to visit the site frequently and become actively engaged in the process.

- Research or think about the topic and add constructive comments and information
- Practice professional netiquette when communicating with others
- Visit the discussion frequently
- Stay on the subject
- Share relevant experiences and external resources
- Strive for quality more than quantity of postings
- Include open ended questions in your postings to encourage dialog

Select the forum you want to enter (make sure it is the correct one for the week you are working on and for the correct topic). You will see the "Threads" of discussion along with the number of read and unread posts.

To start a discussion, click the following button:

Add a new discussion topic

Then type your post and click:

Post to forum

When you want to reply to a post, you can select the “Reply” button at the bottom of the message.

All students are expected to participate in all Discussion Forums. Participation will be graded. Access to the Discussion forums is through *Virtual Campus*.

DISCUSSION RUBRIC

Criteria	Excellent 50	Good 30	Average 20	Below Average 10	Poor 0
Initial Posting	Substantial initial post. The post is thoughtful and reflective and is at least 200-250 words.	Initial post provides thoughtful comments and is at least 150 words.	Initial post is average. It provides a few insights and is at least 100 words.	Initial post is weak. It might be missing thoughtfulness to topic or it might be less than 75 words.	No initial post.
Responses to Classmates	Response to classmate includes: (One complement, One suggestion, question, or request for elaboration)	Response to classmate includes: (One complement, One suggestion, question, or request for elaboration)	Response to classmate does not provide any significant information.	Response to classmate does not provide any significant information.	No response to classmates.
Grammar	Grammar, Punctuation and Capitalization is correct in posts	Grammar, Punctuation and Capitalization is correct in posts	There are a few Grammar, Punctuation and Capitalization errors in posts	There are several Grammar, Punctuation and Capitalization errors in posts.	

TOPICAL CONTENT

<i>Date</i>	<i>Objectives</i>	<i>Assignments</i>
Okon Wanci 6/19/12	Students will be able to: <ul style="list-style-type: none"> • Describe the history of journalism • Explain how newsrooms work • Explain how stories get written • Explain how the news comes together 	Reading: Read Chapters 1 and 2 Weekly Discussion: 1.1 --Introduction 1.2 --What is News? Writing Assignment: NONE
Okon Nunpa 6/20/12	Students will be able to: <ul style="list-style-type: none"> • Write a news story following guidelines for structure • Write a lead • Report facts • Report observations • Interview people • Quote people • Observe deadlines • Write a personal bio 	Reading: Read Chapters 3 and 4 Weekly Discussion: 2.1 – Types of Possible News Stories in the Area Writing Assignment: PERSONAL BIO
Okon Yamni 6/21/12	Students will be able to: <ul style="list-style-type: none"> • Generate ideas • Investigate stories • Write a feature • Write an editorial or column • Write a review • Write a profile 	Reading: Read Chapter 6 Weekly Discussion: 3.1 –How to Find News Writing Assignment: PROFILE 1
Okon Topa 6/22/12	Students will be able to: <ul style="list-style-type: none"> • Write a profile 	Reading: None Weekly Discussion: 4.1 –Peer Review of Profile 1 Writing Assignment: PROFILE 2 Revise Bio and Profile 1

<p>Oko Zaptan 6/25/12</p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> Cover a beat (accidents, disasters, fires, crimes, court, speeches, meetings, politics, and sports) Write a news story Write an obituary 	<p>Reading: Read Chapter 5</p> <p>Weekly Discussion: 5.1 –Peer Review of Profile 2 5.2--What “beats” exist in your location?</p> <p>Writing Assignment: NEW STORY 1</p>
<p>Oko Sakpe 6/26/12</p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> Write a news story 	<p>Reading: none</p> <p>Weekly Discussion: 6.1 – Peer Review of News Story 1</p> <p>Writing Assignment: NEW STORY 2</p>
<p>Oko Sakowin 6/27/12</p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> Write a news story Describe press rights and wrongs Identify and avoid libel Avoid invading the privacy of others Follow copyright laws Practice decency and good taste Follow good news ethics 	<p>Reading: Read Chapter 7</p> <p>Weekly Discussion: 7.1 -- Peer Review of News Story 2</p> <p>Writing Assignment: NEW STORY 3</p>
<p>Oko Saglogan 6/28/12</p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> Write an editorial or column 	<p>Reading: none</p> <p>Weekly Discussion: 8.1 –Peer Review of News Story 3</p> <p>Writing Assignment: EDITORIAL OR COLUMN</p>
<p>Oko Napcinyunka 6/29/12</p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> Write a review Write for the internet (online news, blogs, links, multimedia) 	<p>Reading: Read Chapter 8</p> <p>Weekly Discussion: 9.1 --Peer Review of Editorial or Column</p> <p>Writing Assignment: Revise Profile 2, News Stories and Editorial or Column</p>

<p>Oko Wikcemna 7/2/12</p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> • Write a feature 	<p>Reading: none</p> <p>Weekly Discussion: 10.1 –What are good feature topics? What is your plan?</p> <p>Writing Assignment: FEATURE 1</p>
<p>Oko Ake Wanci 7/3/12</p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> • Write a feature • Follow broadcast news guidelines 	<p>Reading: Read Chapter 9</p> <p>Weekly Discussion: 11.1 -- Peer Review of Feature 1</p> <p>Writing Assignment: FEATURE 2</p>
<p>Oko Ake Nunpa 7/5/12</p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> • Write a feature 	<p>Reading: none</p> <p>Weekly Discussion: 12.1 --Peer Review of Feature 2</p> <p>Writing Assignment: FEATURE 3</p>
<p>Oko Ake Yamni 7/6/12</p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> • Write a feature • Discover PR relations that work • Write news releases 	<p>Reading: Read Chapter 10</p> <p>Weekly Discussion: 13.1 --Peer Review of Feature 3</p> <p>Writing Assignment: Revise Feature Articles</p>

<p>Oko Ake Topa 7/9/12</p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> • Collaborate with peers • Complete a peer review 	<p>Reading: NONE</p> <p>Weekly Discussion: 14.1 –What have you learned about gathering and writing news?</p> <p>Writing Assignment: Begin Editing and Designing Newsletter or Newspaper</p>
<p>Oko Ake Zaptan 7/10/12</p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> • Edit and layout news in a newsletter for newspaper format 	<p>Reading: NONE</p> <p>Weekly Discussion: 15.1 –Final Comments</p> <p>Writing Assignment: EDIT AND DESIGN NEWSLETTER OR NEWSPAPER</p>

RUBRIC FOR WRITING

NAME: _____ TOPIC: _____

<u>ELEMENT</u>	<u>EXEMPLARY</u>	<u>ACCEPTABLE</u>	<u>UNACCEPTABLE</u>
TITLE PAGE	Title, Your name, Teacher's Name Course Period, Date, Neatly finished	Evidence of 3 or 4	Evidence of 2 or less
GRAMMAR, SYNTAX, AND SPELLING	Paper flows well and is clear and easy to read due to use of proper syntax, grammar, spelling, and punctuation. The writing is almost error free.	The paper is unclear or hard to read because syntax, grammar, spelling, or punctuation is poor.	The writer's intentions are unclear because paper's syntax, grammar, spelling and/or punctuation are poor.
CONTENT	Balanced presentation of relevant and legitimate information that clearly supports a central purpose or argument and shows a thoughtful, in-depth analysis of a significant topic. Reader gains important insights.	Information supports a central purpose or argument. Analysis is basic or general. Reader gains few insights.	Central purpose or argument is not clearly identified. Analysis is vague or not evident. Reader is confused or may be misinformed.
DEPTH AND BREADTH OF CONTENT	Student clearly comprehends the material and links it to course topics. Student has thought critically about the material and its sources. Information is combined to draw conclusions. Inferences are explored, and the paper includes good insight. The space given to each topic is appropriate, given the number of topics included in the paper.	Student understands the material, but demonstrates little critical thinking. Insight is minimal or missing OR the amount of space given to some topics is out of proportion to the number of topics included in the paper.	The student shows less than full understanding of the material. Critical thinking is not present or is barely present.
THESIS STATEMENT	Clearly & concisely states the paper's purpose, which is engaging, and thought provoking.	States the papers purpose in a single sentence.	Incomplete and/or unfocused.
INTRODUCTION	The introduction is engaging, states the main topic. States the purpose and previews the structure of the paper.	The introduction states the main topic but does not adequately preview the structure of the paper	There is no clear introduction or main topic and the structure of the paper is missing.
BODY	Each paragraph has thoughtful supporting detail sentences that develop the main idea	Each paragraph lacks supporting detail sentences that develop the main idea	Each paragraph fails to develop the main idea
CONCLUSION	The conclusion is engaging and restates the thesis. Organized and draws facts together in coherent way. No errors	The conclusion does not adequately restate the thesis.	Incomplete and/or unfocused.
OVERALL CLARITY AND FORM	Student uses essay form and the assigned paper format. Sentences and paragraphs follow each other in a logical order. The material is presented so that the reader does not have to stop and back up to comprehend it.	Student fails to use more than one of the elements of essay form and the assigned paper format OR the paper is difficult to follow in some places.	The paper is generally hard to follow due to problems with format, essay form, and/or the way material is presented.

TONE	The tone is consistently professional and appropriate for an academic essay/paper.	The tone is generally professional for the most part.	The tone is not consistently professional or appropriate for and academic essay/paper.
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LENGTH	Paper is the assigned length when margins, spacing, and font size are considered. Only information relevant to the assigned topic is included.	Paper is a page or two shorter than the assigned length when font, margins, and number of pages are taken into account.	Paper is substantially shorter than the assigned length when font, margins, and number of pages are taken into account.
ACCURACY	Information from sources is reported accurately.	Some information is reported inaccurately or out of context.	Information is included without regard for accuracy.
REFERENCES	All information is clearly linked to its source. References are provided in the correct format.	Sources of information are included, but other information sources are not mentioned. References are not in the proper form.	The sources of the information in the paper are not identified.
PRESENTATION	Paper is turned in on the assigned date. Format is correct.	Paper is turned in late.	Paper is turned in after the last class period.

Evaluation of Articles: The department rubric (above) will be used. Since articles are a little different, clarification of categories is listed below.

<u>Accuracy</u>	Since accuracy is the most important aspect of journalism, we will adhere to rigid standards. Errors in this category will cost you dearly because they can be prevented with care. Penalty points will be deducted for the following: Misspelled name Other fact errors Spelling Punctuation, agreement, usage Quotations
<u>References</u>	<u>Plagiarism and fabrication</u> ---Any story or other exercise that includes fabricated or plagiarized material will result in an automatic F for the course.
<u>Thesis</u>	<u>Lead</u> (the first sentence or two of the story)--Interesting, informative, appropriate for the story's subject matter
<u>Organization</u>	Facts support the lead; writing is concise; information is presented clearly; transitions are smooth and logical; quotations are used effectively
<u>Structure</u>	Inverted pyramid
<u>Depth and Breadth of Content</u>	<u>Conciseness and Completeness</u> ---- Short but complete <u>Ambition</u> ---Complexity of the subject matter; number of sources consulted; evidence of good thinking, "news sense" and "story sense"
<u>Presentation</u>	<u>Libel</u> --- Any story that includes libelous material will result in an F. <u>Deadlines</u> --- Any story submitted after the deadline will result in a lowered grade.

What does your grade on an article mean?

EXEMPLARY	Excellent story, suitable for publication as is. No known factual errors. Thorough reporting job. Concise, interesting, filled with lively details. Demonstrates mastery of the language. No spelling errors. One or two minor style or punctuation errors permitted
ACCFEPTABLE	Average story. Publishable with some revision. One or more of the following problems: lead inappropriate or not supported by the rest of the story; poorly organized; more information desirable; no factual errors detected, but unclear writing or incomplete reporting makes the story confusing or misleading; too many style, punctuation or spelling errors.
UNACCEPTABLE	Failure. Reckless disregard for accuracy. Sources misquoted or misidentified. Numerous spelling, grammar or style errors.

Disclaimer: Information contained in this syllabus was, to the best knowledge of the instructor, considered correct and complete when distributed for use at the beginning of the semester. However, this syllabus should not be considered a contract between Oglala Lakota College and any student. The instructor reserves the right to make changes in course content or instructional techniques without notice or obligation. Students will be informed of any such changes. Additional student rights and responsibilities are outlined in the Student Handbook. http://www.olc.edu/~wwhitedress/studentservices/Docs/OLC_Handbook.pdf

