

# Eagle Quill

Staff Manual

2016-17

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## Communication Expectations

Communication Expectations (Open for revision)

Publication staff cannot function without proper and efficient communication between editors, journalists, photographers and designers. Interacting with the staff is for the good of the team.

From the perspective of a journalist and reporter role, all your *Editor* (see roles: Editor p.--) needs to know is if you have your work, where it is, if you are going to meet deadline, and if you need help with anything.

There is no reason to avoid telling your Editor that you're lacking some aspects of your story or its components. They'll be thankful that you're keeping tabs on your progress.

At the beginning of the school year, you will either be assigned a *Mentor* or a *Mentee* (see roles: Mentors and Mentees p.--) depending on whether you are new or returning staff. If you have any questions or concerns that are not regarding the responsibilities of your Editor, it is a good idea to check in with your Mentor. However, you are not limited to just your Mentor and Editor. As a team, we must all help each other, so after checking in with your Mentor and Editor, there are other resources on the staff at your disposal.

The Artists and Photographers need to be actively checking in with the reporters they are providing visuals for. Visual request forms (see roles: Artists and Photographers p.--) are not a joke, and it must be clear what is needed for each story.

If deadlines cannot be met, coordinate with both your Editor and the staff Adviser(s)!!

In the end, the purpose is not to punish you, but to ensure that as a team we can produce the best possible content in a timely fashion.

## Editorial Policy

### Description of Publication and Website

The Eagle Quill is an entirely student-run magazine and web news source for the student body of Eaglecrest High School and the surrounding community. The categories displayed on Eagle Quill's website include News, Sports, Opinions, A&E (Arts and Entertainment), Features, Blogs, which include externally student-run sites, and 2500+, which is intended to capture the many faces of Eaglecrest. Students enrolled in the Journalism 1 class are also able to contribute to the 2500+ section.

The Eagle Quill's magazine (which is typically 20 - 48 pages) is mainly oriented towards in-depth stories and features, while its online counterpart addresses mostly school news.

The combination of publications strives to reach the nearly 2,650 students, 200 faculty members, and the surrounding community with its varied content and storytelling styles.

### Student Freedom of Expression

In accordance with the Colorado law (based on the Tinker v. Des Moines Independent School ruling), no material, opinionated or otherwise, will be printed that is obscene, libelous, slanderous, defamatory, or false as to any person who is not a public figure or involved in a matter of public concern, creates a clear and present danger of the commission of unlawful acts, the violation of school regulations, the material and substantial disruption of the orderly operation of the school, violates the rights of privacy to others, is irresponsible, or which the editor-in-chief and/or the adviser deems in poor taste.

The views in *The Eagle Quill* magazine and online do not necessarily represent the views of the entire staff, adviser, school administration, nor district administration. Unsigned editorials represent the views of the staff majority. All bylined columns, commentaries, reviews, and blogs represent the views of the author(s) only. All news, features, and sports stories, as well as art (photos, illustrations, and graphics) will receive bylines.

In accordance with Colorado law, no school district, school district employee, school district official, parent, or legal guardian shall be held liable in any civil or criminal action for any expression (opinion or "fact") made or published by the students in *The Eagle Quill*.

## Content/Coverage

Student journalists, with direction from the adviser(s), determine the magazine's content (editorial and advertising) and online news. Story ideas may be generated through staff meetings, suggestions, and a beat system.

The regular school beats (if the staff elects to use this system) may be divided among some staff members and students in the Journalism 1 classes. Students assigned beats will check their beats at least once monthly and may be required to return with beat record sheets after each visit, including notes and quotes taken during the interview.

Students may publish material they feel will serve in the best interest of their readers. Colorado student journalists possess the right to exercise freedom of speech and of the press. No expression contained in a student publication shall be subject to prior restraint except for those types of illegal expression outlined on the previous page. All expressions contained in *The Eagle Quill* and found on [www.eaglequill.org](http://www.eaglequill.org) will be consistent with high standards of English and journalism.

## News and Opinion

Although the staff writes most articles appearing in the paper, guest commentaries and stories may be included if the staff feels it enhances coverage of a unique topic. Trivia, such as gossip columns, song dedications, Dear Abby, superlatives, and April Fool's issues and/or articles, will be avoided due to the narrow audience they tend to serve, the possible lack of professionalism, and the probability of legal problems.

## Letters to the Editor

The newspaper staff encourages letters to the editor as they constitute a constructive open forum avenue for student opinion, but the writer must sign the letter and include contact information to be considered for publication. The newspaper staff reserves the right to edit all letters for space and legal considerations, but not inaccuracies, spelling, or grammar.

## Photography

*The Eagle Quill* staff prefers a variety of illustrations, including photographs, cartoons, art, and infographics. We will not print a "gag" photo, caption, or any illustration considered tasteless by the editor-in-chief, photography editor, and/or adviser.

## Accuracy and Errors

Accuracy is the core of good journalism and vital to the credibility and success of this newspaper. To achieve and maintain a high standard of accuracy, *The Eagle Quill* examines the cause of all significant errors and seeks to prevent them from recurring. For this policy, significant errors include but are not limited to:

- Any error (spelling, grammatical, typographical, factual, or other) in a headline, caption, byline, credit line, or other display type anywhere in the magazine or online
- Any error in the lead of any story in any section of the magazine or online news
- Any error in a graphic
- Any erroneous page refer or jump line
- Any missing first reference to a person
- Any misspelled name
- Any wrong phone number, address, or web address
- Any error in fact, including mathematical errors, mistaken attribution or information erroneously provided by a source, such as the wrong time or date of an event
- Any story, caption, or other text with its ending cut off in mid-sentence
- Any gross design error, such as a page produced without a standing feature, header, or other standard design element
- Any gross production error, such as a page out of order or incorrect photo, art, or advertisement insertion.

Accuracy is, first of all, the responsibility of each writer, photographer, editor, artist, and designer. A staff member vouches for the accuracy of any copy or other information passed to another for publication. The assumption should never be made that an error will be caught or fact-checked by someone (including the adviser) further down the line.

## Corrections

If the staff discovers, from any source, that a mistake bypassed the editors in the printed magazine, a correction of major errors will be printed in the next magazine issue. Suppose an error is discovered in an online story, headline, caption, or other published material. In that case, the error will be corrected, and the published date will be updated to show the corrected version.

## Obituary Policy

In the event of a current student or a faculty member's death, student publications must adhere to an obituary policy. *The Eagle Quill* will cover all deaths with an obituary of up to 250 words. People close to the deceased will be offered the chance to write the obituary, but if they abstain, a reporter will be given the job of accurately reporting on the deceased's life. The editorial board will determine if the cause of death warrants more coverage or the need to answer questions for the student body, faculty, and surrounding community.

## Advertising

The staff sells advertising for a minimal price to help finance the magazine and online news. *The Eagle Quill* will not accept advertising for any goods or services that are illegal for those under 21 to own, consume, or purchase. Advertising follows the same scrutiny as all other print and/or online material.

## Adviser

The adviser(s)'s main function is to supervise the newspaper's production and to teach and encourage free and responsible expression and professional standards for English and journalism. The adviser(s) has/have the authority and power to establish or limit assignments for the students working with the publication and to direct otherwise and control the learning experience that the publication is intended to provide. The adviser(s) is/are much more educated in journalism than the students; therefore, the students need to respect and honor the adviser's knowledge, experience, and role as a professional employee of the school district.

## Editor(s)-in-Chief

The Editor(s)-in-Chief shall interpret and enforce the administrative and editorial policies of *The Eagle Quill* and must demonstrate expertise in all areas of the journalistic process.

## Staff Positions and Roles

## List of Returning Staff Roles

### Editors-in-Chief

Phoenix Bruner  
Kendall Ungerman

### Technology Editor/Web Master

Timothy Bates

### Graphic Designer

Austin Blackman

### Editors

Amber Carey  
Bri Klesh  
Jay Prohaska  
Ana Sainz-Cerezo

### Reporters

Anthony Alessandri  
Rachel Amend  
Ava Augustus  
Sarah Bourquin  
Emma Lovato  
Ruth Mekonnen  
Caleb Sewell  
Selena Tuilaepa  
Adriana Yankana

## Staff Positions and Roles

### Editors-in-Chief (Online / Print)

Editors-in-chief are chosen through an application process. In order to become an editor-in-chief, staff members must have been in the publication for at least one year. Editors-in-chief must show proficiency in all aspects of the journalism process, including but not limited to interview skills, story writing, photography, design, and uploading online stories. Editors-in-Chief must also be able to mentor other staff members and dedicate time both inside and outside of school on perfecting the print and online aspects of the publication.

The Editors-in-Chief's responsibilities include, but are not limited to:

- Oversee the entire operation of *The Eagle Quill*
- Interpret and enforce all administrative and editorial policies
- Meet all deadlines
- Assist other editors in all aspects concerning content and appearance of the magazine and online news, including gathering, writing, editing, headlining, designing, producing, and distributing
- Help coordinate with other Co-Editors the brainstorming, assigning, gathering, focus, and design/layout of the cover and internal pages of the magazine
- Lead the staff in discussions over the editorial content
- Develop, with the help of all editors, the content for any staff editorial
- Lead the staff in brainstorming story, photo, art, and graphics ideas and in the assignment of all stories, photos, art, and graphics
- Represent the paper in outside contacts with students, faculty, administration, community, and professional groups
- Write or help write the letter from the editor for each magazine issue
- Write at least two stories per magazine issue and two online stories each month
- Contribute three 2500+ stories each month
- Live-Tweet at least one event each month and/or provide photos and captions for the website for one event each month
- Help mentor all staff members (editors, reporters, artists, photographers, business managers, and web developers) to improve the quality of work consistently
- Make sure all work meets the assigned deadlines and address any missed deadline
- Attends at least two Wednesday Work Nights each month to provide additional support for the staff
- Help design or oversee the design of the magazine cover

- Help design a portion of each magazine issue
- Provide additional instruction on journalistic or stylistic issues as needed, with the help/support of the adviser(s) when needed
- Lead a staff critique for both the online site and magazine following the publication of each magazine issue
- Maintain fresh, exciting ideas for the publications through reading other publications and visiting other news sites
- Plan and direct distribution for each quarterly magazine (both in and out of school)
- Help lead training when necessary
- Plan staff recognition awards, parties, bondings, and other events
- Coordinate, with the adviser, submissions for NSPA, CSPA, and CSMA awards and critique services
- Maintain a portfolio of all work to submit for CSMA Journalist of the year (submitted in the spring) and/or Journalism Arts Certificate program (presented following spring break of senior year)

## Staff Positions and Roles

### Section Editors

If you are a returning staff member to the Eagle Quill, you are likely to be given the role of Editor, and thus will be serving as a mentor to new staff members.

Expectations of Section Editors are to provide knowledge and advice to the Reporters regarding the journalistic process. Section Editors are different from Editor(s)-in-Chief because they are not overseeing the whole production of the magazine and online news site. However, they do have enough training and knowledge to lead a section of both the online site and the magazine and can assess the quality and production of work for the sections they oversee.

Each Section Editor's responsibilities include, but are not limited to:

- Works with all staff in proposing content to fill the online site and magazine with quality stories, photographs, art, graphics, and video
- Coordinates maestro packaging with the staff members working on stories in the section(s) they oversee
- Writes at least two stories per print issue, two online stories per month, and contributes three other deadline options (photo & caption essays, infographics, three 2500+ pieces, live Tweeting an event, etc)
- Meets all deadlines
- Provides guidance and constructive feedback for reporters contributing work to their section in a timely and thorough fashion
- Designs their section of the magazine
- Uploads (with the help of the Web Master) the stories for their section of the online news site
- Helps editors determine the cover for each magazine
- Contribute perspectives/opinions for any staff editorial
- Takes responsibility for editing their section of the magazine
- Ensures photographers and artists have been provided with clear, accurate details for requested photos, art, and graphics
- Maintains fresh, exciting ideas for the publications through reading other publications and visiting other online news sites
- Assists in the distribution of print magazines
- Assists in the sale of advertising for each issue of the magazine
- Maintain a portfolio of all work to submit for CSMA Journalist of the year (submitted in the spring) and/or Journalism Arts Certificate program (presented following spring break of senior year)

## Staff Positions and Roles

### Reporters

Reporters are vital members of the staff who seek new stories worth telling in fresh, current ways.

Each Reporter's responsibilities include, but are not limited to:

- Write at least four pieces for each magazine issue (can be full stories or alternative story forms, or a combination thereof)
- Contribute ideas during the maestro meetings
- Contribute story ideas during the brainstorm sessions (must come with completed idea sheets to each session)
- Write at least 2 stories per month for the online news site
- Maintain all writing in the appropriate shared folder in Google Drive so it is accessible to all staff when needed
- Make edits and revisions to all work in a timely fashion
- Live tweet one event each month
- Photograph and write captions for at least one event each month
- Contribute a minimum of three 2500+ pictures and extended captions each month
- Meet all deadlines
- Communicate effectively with co-editor(s)-in-chief, section editors, and adviser(s)
- Assist in the distribution of the magazine each month
- Assist in the sale of advertising each month
- Assist in the editing of stories, photographs, artwork, and layout for each issue (in and out of class time)
- Assist editors as needed/requested
- Maintains fresh, exciting ideas for the publications through reading other publications and visiting other online news sites
- Maintain a portfolio of all work to submit for CSMA Journalist of the year (submitted in the spring) and/or Journalism Arts Certificate program (presented following spring break of senior year)

## Staff Positions and Roles

### Artists/Photographers/Graphic Designer

Without the visual aspect of the publication, we'd just be creating short stories or essays. While a visual is not always necessary or paramount in an article, it certainly makes them more human, and is more effective in connecting with the target audience.

There are no formal requirements for cartoonist, artist or photographer contributions to the Eagle Quill — what's important is the delivery of information in relation to the content of the article while also being completed before the deadline. Being aesthetically pleasing or matching the layout is also a essential

Background knowledge regarding composition and technological components (Photoshop, Illustrator, camera workings, scanner, Adobe Bridge) is necessary for both roles.

The Artist/Photographer/Graphic Designer's responsibilities include, but are not limited to:

- Meet all deadlines
- Collect all PAG (Photo/Art/Graphic) request forms and assign as necessary to other staff members
- Follow-up with reporters and/or editors when necessary to get more information on PAG requests in order to effectively complete the request
- Provide support to section editors in designing print pages for the magazine
- Upload all images to the server in a timely fashion prior to layout week
- Maintain and accurately save and label all images used for print and online
- Use photoshop and illustrator tutorials to enhance knowledge and abilities in creating more effective images
- Maintain a file in the server of quality photos, art, and graphics that should be considered for contests
- Photographers should maintain a portfolio of all work if they would like to be considered for the CSMA Photographer of the Year (submitted in the spring) or to submit for the Journalism Arts Certificate program (presented the week after spring break senior year)
- Graphic Designers should maintain a portfolio of graphics (print and online) and magazine page designs if they would like to be considered for CSMA Designer of the Year (submitted in the spring) or to submit for the Journalism Arts Certificate program (presented the week after spring break senior year)

- Works with section editors and co-editors during maestro meetings to help brainstorm visual elements to enhance storytelling
- Provides well written captions to accompany all photographs, ensuring that it tells the before, during, and after, and includes a significant quote that expands storytelling
- Maintains the camera equipment and provides instruction for other staff members on how to take quality photographs
- Provides accurately sized photos for the magazine and online site
- Maintains fresh, exciting ideas for the publications through reading other publications and visiting other online news sites
- Assists in the distribution of the magazine
- Assists in the sale of advertising for *The Eagle Quill*

## Staff Positions and Roles

Tech

The Technology Editor role primarily entails the management of the website ([eaglequill.org](http://eaglequill.org)) and aiding with software, namely Photoshop and other programs in the Adobe Suite.

The Technology Editor's responsibilities include, but are not limited to:

- Meet all deadlines
- Develops and maintains a state-of-the-art, user-friendly website
- Helps design and produce computer-generated graphic artwork (charts, graphs, illustrations, etc.) for the website
- Provides additional instruction for the staff on how to appropriately size and upload images for the web
- Completes web analytics each month that assesses traffic to the site and provides a report to the rest of the staff
- Monitors the content of the website so no inappropriate or illegal information is on or linked to [www.Eaglequill.org](http://www.Eaglequill.org) that would call into question the legitimacy or professionalism of this program
- Maintains a list of web contributors and their access (with or without limitations) to the website
- Promotes traffic to the website by coordinating with the Media Productions department
- Ensures that all *Eagle Quill* social media accounts (Twitter, Facebook, Instagram, Snapchat, etc.) are linked to the website
- Works with editors and reporters to create interactive infographics to enhance storytelling capabilities
- Helps all staff members build and maintain their individual online portfolios
- Assists with the distribution of the magazine

## Expectations

Letter from the Editor(s)-in-Chief

Hello lovely staff members,

Kendall here. I just wanted to let each and every one of you know that we are very grateful for everyone's enthusiasm to start this year strong. For those of you returning staff members, remember to take all that you learned last year and apply those things to this year. For the newbies, welcome! Newspaper is a wonderful opportunity for any student to get connected with the school. I know that when I joined newspaper sophomore year I had no clue what to expect. Since I wasn't required to take journalism beforehand, I had never even written an article before in my life. The situation was crazy, but I took the support from the people around me and made something wonderful. Journalism provided me with an outlet and brought me out of my shell in ways I never thought possible. It is PERFECTLY OKAY if you are a little nervous to start doing interviews or putting your voice out for the whole school and community to see. That's normal. However, don't let this hold you back from what you are capable of. In order for this publication to run the way we want it to (smoothly, of course) we need the cooperation of each and every staff member. We encourage everyone to put forth their ideas, ask for help when needed, and dedicate a majority of their time to shaping the publication into what we desire it to be. As long as you demonstrate these things, newspaper should be a piece of cake! I hope everyone is as pumped as I am for this year!!! Remember, we don't expect you to know everything right away and we will help you grow in any way we can — just ASK for help. It'll go a long way. I can't wait to see how each individual and the entire publication grows this year.

Sincerely,

Kendall (the nicer one)

Hey Returners and Newbies!

It's Phoenix. Kendall pretty much said it all. We want this year to run as smoothly as possible. In order for that to happen, we need everyone to do their part. Every staff member will be expected to put in as much effort as he/she can in order to produce a publication we are proud of. While we do not expect you to know everything, we do expect that you will attempt to learn the ropes. If you need help with anything, do not be afraid to ask. We may not always ask if you need help, so it is your responsibility to find someone that can help you when you need it. One of my biggest expectations for the staff this year is sticking to deadlines. We have run into problems with this in the past and I am hoping to not have that happen this year. Of course, deadlines will be adjusted if the reasoning behind the adjustment is valid. If you stick to your deadlines, our little

ship should sail smoothly. Another aspect that is key to our success as a staff is communication. Communication between everyone is essential. A lack of communication can create many problems in the publication as a whole. Please, do not be afraid to go talk to your editor or your reporter. The more communication that happens the easier things will be. These expectations apply to everyone, Kendall and I included. I'm looking forward to Newspaper this year. I have faith in this year's staff and I believe we can do well. We all just need to hold up our end of the bargain. Let's have a great year, guys.

Sincerely,  
Phoenix Bruner (I also respond to "Mom")

P.S. It's smart to not make me mad. I am a 5'4 ball of pure rage. Kendall is the nicer one.  
:)

From Slusher and Gabrielli

What we want REALLY from our staff  
(but we might not always say it)

1. **Be Responsible:** Take care of the things you said you would take care of, which will in turn make you a significant part of this staff. Follow through 100% of the time.
2. **Conduct Yourself Properly:** Come to class on time. Don't leave early. Don't wander the halls doing "interviews." Meet your deadlines. This may seem simple, but it's the simple things you should be doing and know how to do that I shouldn't have to address, nor should your editors.
3. **Quit Complaining:** You wanted to be on staff (even if I did recruit you, you didn't say "no" or avoid putting it on your schedule). Therefore, do the work that goes with this program. Not everything is going to be fun or the type of writing/production you want to do, but it is essential to our readers.
4. **Volunteer:** There is ALWAYS something to do. One of the best parts about my job is when someone steps up without being asked; however, I HATE when it is always the same student. Please don't volunteer because you think that one person will take care of it. You are probably right, but that isn't fair to him/her, and it certainly doesn't do good things for you.
5. **Do Your Work without being Told:** I know when I walk into the room every day that there are hundreds of things to take care of. My time is not best spent telling a

student what to do. I would rather work with individuals or groups on bettering their work than constantly reminding students they should be working on their assignment.

6. **Be Willing to do the Extras:** The initiative in the two previous categories carries over here. Extra work on a story, an ad, a photo, a layout, cover design, etc. You might not *have* to do it, but do it anyway. It improves the quality of your work and the publication in general.
7. **Have Materials Ready:** It baffles me when students don't show up with what they need, especially when they say they don't have their stories when it should be on Google Drive. Bring what you will need. Always.
8. **Read:** The best way to become a better writer is to be a reader. When you don't have something to work on in class, read. Read anything—professional publications, exchange papers, books, journals. Study and learn from them.
9. **Put Things Away:** That means physical objects in the room and digital files on the computer. NOTHING should be saved on the desk top. Please make sure it is in the server, in the appropriate place, labeled in a way that others know what it is.
10. **Don't Procrastinate:** Be proactive about your work. The longer you wait to start, the more limited your options become. Don't start tomorrow what you can accomplish today.
11. **Don't Take Advantage of being on Staff:** You are gifted a publications/productions pass to be in the halls during class and to attend outside events for coverage. This is not to be used as a "Get out of detention free" card because you were running late to class, nor is it a "Go to an event free" pass if you are not covering the event.
12. **Be Proactive:** Not everything you do needs to be checked on a step-by-step basis. Take the initiative to start your work or get help/second opinions from anyone on staff. If you don't know the answer and you think it's significant, you might have to be patient and wait until one of the advisers or EICs is available.
13. **Get It Done on Time:** Somehow, some way, get whatever needs to be done finished on time and correctly. Excuses should not ever come up. You are all bright people, and you should be able to problem solve effectively to find a solution. This program has to function on deadlines, and everyone else can't be waiting for you to finish your work.
14. **Do It Right All the Time:** Take these ideas into consideration: "If it's worth doing, it's worth doing right." and "If you can't find the time to do it right, how will you find the time to do it over?" No shortcuts, no mediocre products.
15. **Take Risks:** Nothing of significance has ever been completed without risk. Calculate the risk, but go for it! If you fail, learn from the failure. So what?! At least you gave it a shot, which is A LOT better than the person still sitting on the sideline

not taking the chance. The person who does nothing never learns, never grows, and never matures, but they always complain. If you want to try something new, great! We will help you develop a plan so you can dive in.

16. **Be Critical:** This is tough but one of the most important skills I can ask you to pursue. A critical student takes control of his/her learning and, therefore, his or her life. Being critical means asking questions, taking risks, engaging in tough conversations, and trying to make the world a better place.
17. **Do the Right Thing—Always:** EVERYTHING you do is a signature of who you are, and thus everything you do in here is a signature of *The Eagle Quill*. We have to remember that “Just because we can doesn’t mean we should.” We have to have the conversations about the right way to cover tough topics.
18. **Be a Good Person:** Life is about this exact idea. Care about people—in and out of this class. Care about people similar to and different from you. Be friendly. Help others out. Be sensitive, aware, concerned, mature, respectful, and humble. All of you know what a good person is and does, so set the example. Being a good person who makes a difference in the lives of others and in the world is the best thing you can ever do—ever!

If a camera is needed for an event or interview, Reporters are expected to check a camera out using their student ID. While the camera is checked out to you, you are fully responsible for that camera and any damage that may occur while it is in your possession. This also means that if you loan the camera to another staff member while it is still checked out to you, you are still responsible for that camera. However, we advise against loaning your camera to other staff members.

Upon returning the camera, it is expected to have all of the lenses and covers (everything that was within the camera bag when you checked it out must be accounted for when you return that camera).

Remember, cameras are very expensive — you will be required to pay for any repairs or replacements necessary if the camera is damaged or lost while in your possession.

**NEED TO FIND THE POLICY AT SCHOOL AND INPUT IT HERE (WILL GIVE THIS OUT WHEN WE TEACH PHOTOGRAPHY, TOO)**

### Cutouts — Method 1

1. Open desired image in Photoshop
  - a. (Top Bar: File>Open... In the drop-down menu, locate where your image is saved.)
2. Use the Quick Selection Tool and select either the target that you want to crop out or the background/excess that you would like to remove.

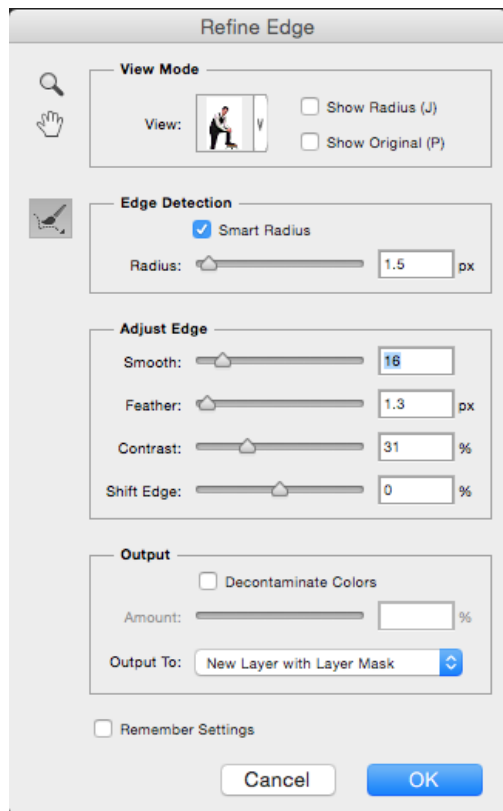


**Note:** It is often easier to select a green screen / uniform background and inverse the selection (Select => Inverse) if possible.



3. Once you have the desired selection, click Refine Edge Selection

Refine Edge...



4. Depending on how precise your selection was and the image conditions (e.g. poor lighting, detailed background, hair with gaps) you will need to make edits in this menu.

a. Radius refers to how far from the original selection line the following edit sliders will impact.

b. Smooth reduces the jaggedness of the selection line.

c. Contrast increases the sharpness of the selection line.

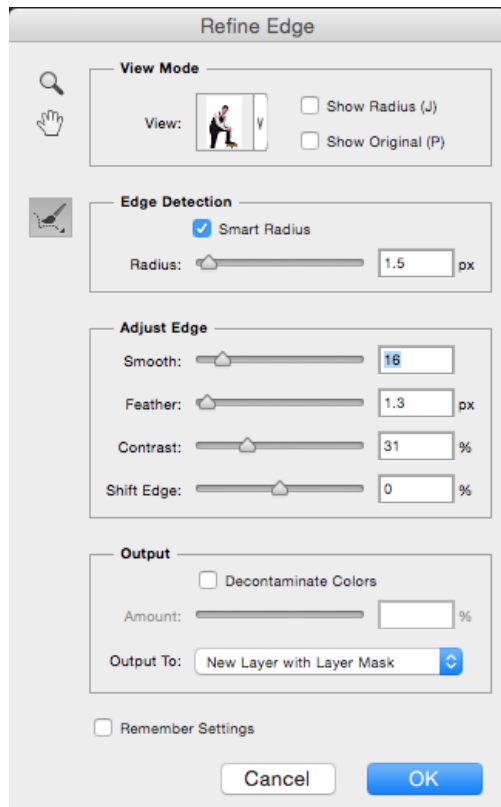
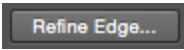
d. Feather fades the boundary between the selection line and background.

5. Once the correct edits are in-place, Output to New Layer with Layer Mask.



## Cutouts — Method 2

1. Open desired image in Photoshop
2. Use the Magnetic Selection Tool and guide it along the edges around the subject you want to cut out.
3. Once you have the desired selection, click Refine Edge Selection



4. Depending on how precise your selection was and the image conditions (e.g. poor lighting, detailed background, hair with gaps) you will need to make edits in this menu.

a. Radius refers to how far from the original selection line the following edit sliders will impact.

b. Smooth reduces the jaggedness of the selection line.

c. Contrast increases the sharpness of the selection line.

d. Feather fades the boundary between the selection line and background.

5. Once the correct edits are in-place, Output to New Layer with Layer Mask.

## Computer Use and Programs/Software

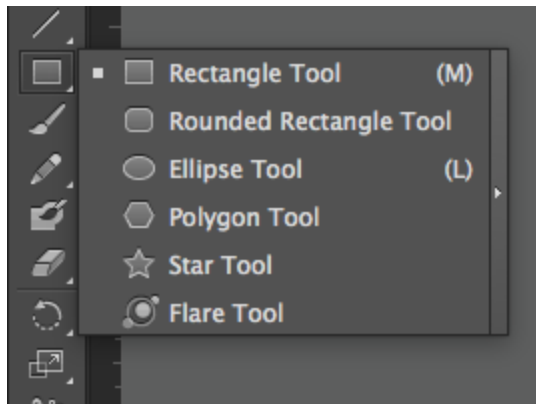
### Illustrator Basics

#### Getting Started

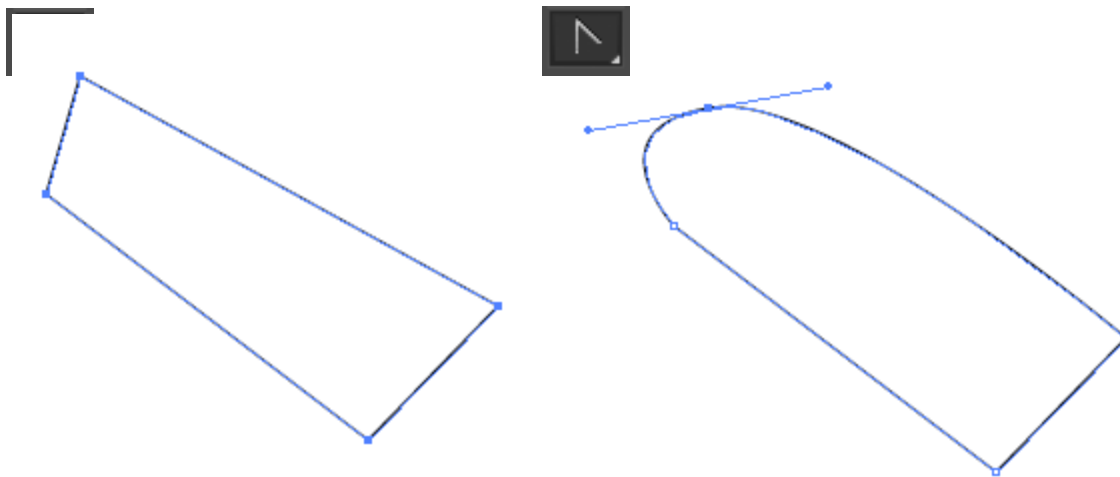
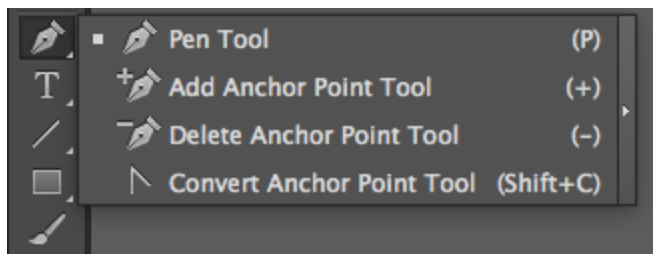
##### 1. Artboards

- These are your canvasses. Most of your work will be in these artboards.
- Artboards determine what 'pages' are when you print or export to different programs
- To create/edit artboards: Document Setup -> Edit Artboards (or Shift+O)

#### Basic Shapes

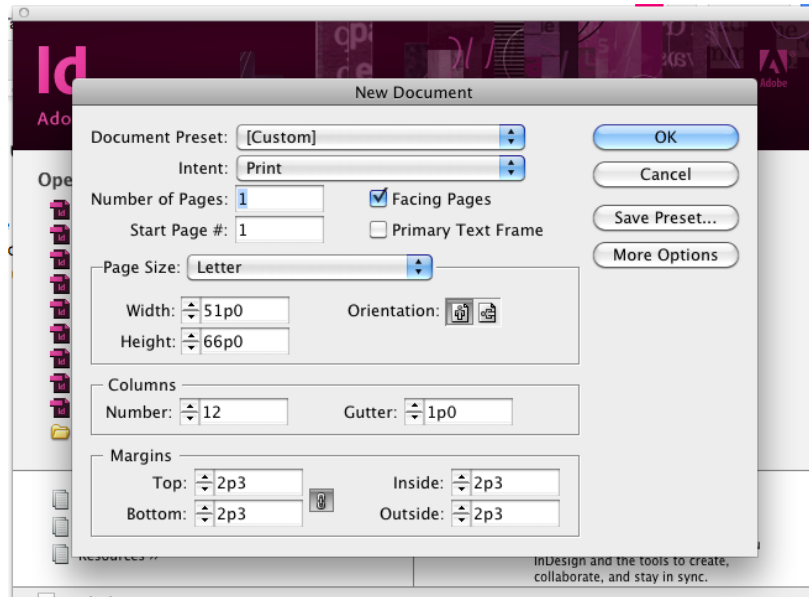


#### Custom Shapes



The magazine is designed almost entirely in InDesign. When beginning, you will want to start a new document using the following presets:

You will need to make sure you have 12 columns for the spread, and you can also



change the number of pages and the start page based on what you are designing.

### Shortcuts and Tips

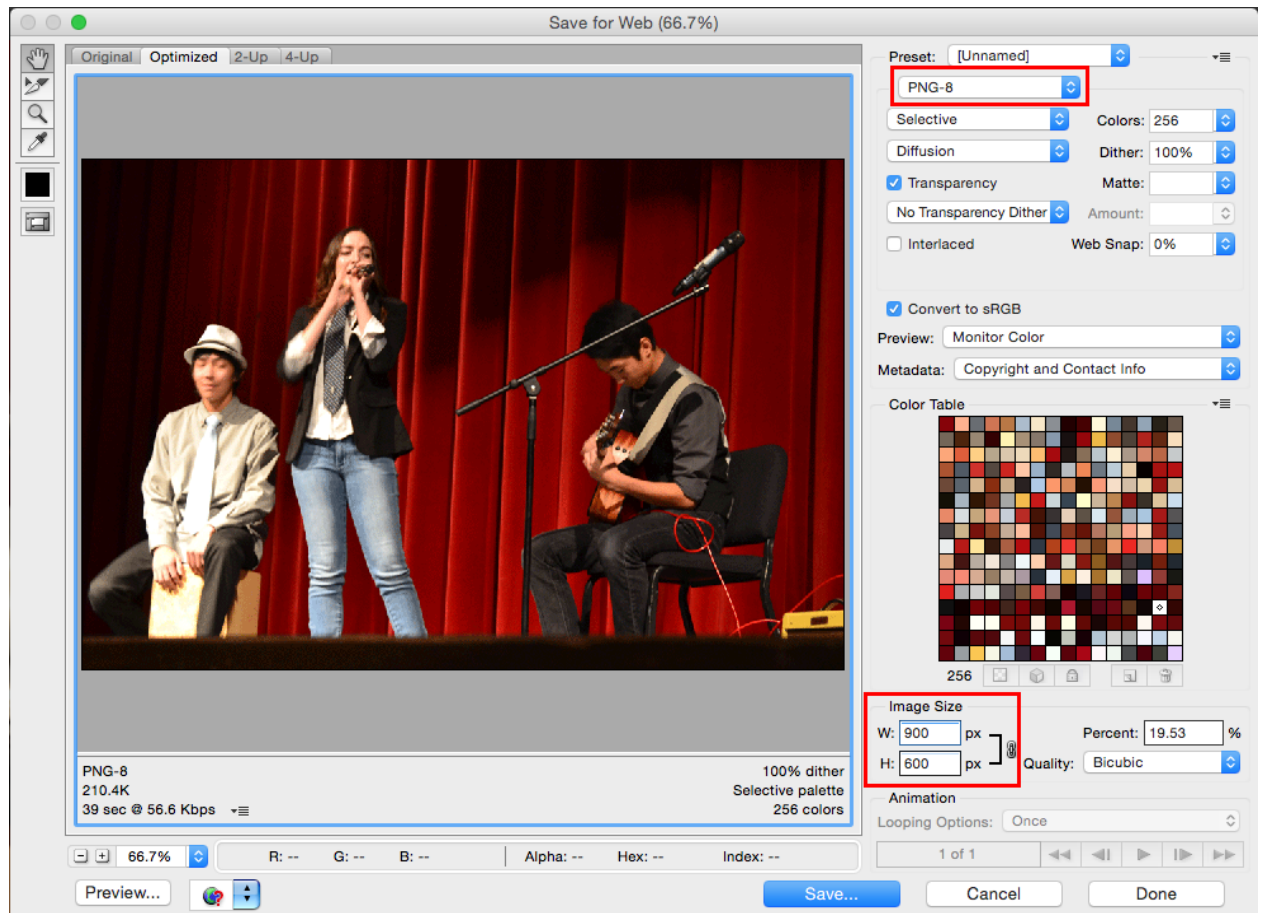
Command Z — Undo

Command Y — Redo / Restore

## Computer Use and Programs/Software

### Saving Images for the Web

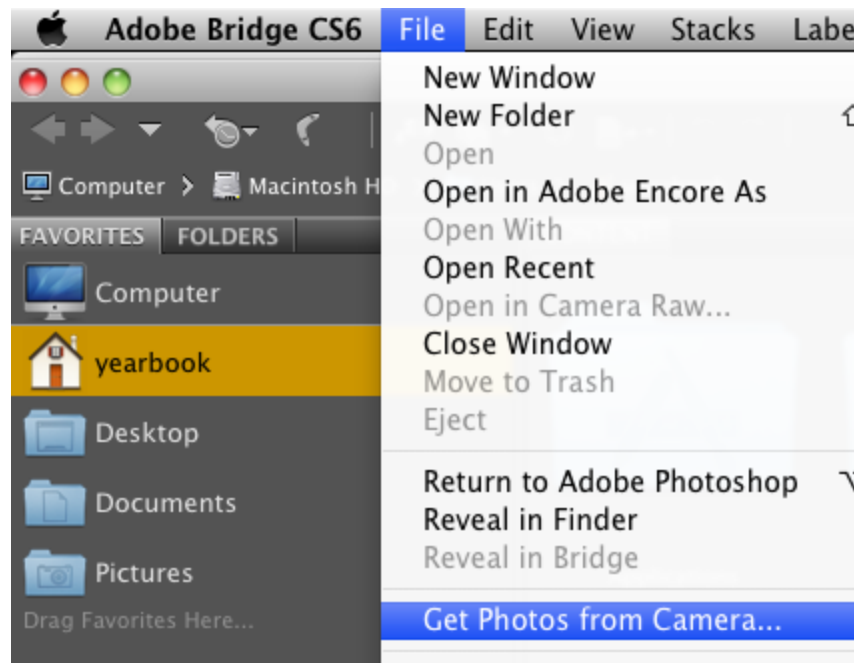
1. Open image in Photoshop
2. File => Save for Web
3. Set the image type to PNG-8
4. Modify the largest dimension value to 900px
5. Save image



6. On the website [[EagleQuill.org](http://EagleQuill.org)] log in and in the story editor [Add Media]
7. To set feature image, use the section at the bottom of the sidebar on the right side of the screen.

## Saving Images for Print

1. When you return from photographing an event, you need to immediately upload the images from the SD card onto the computer.
2. To upload, first login to the Student Shared Server (from the finder screen, select "Go" and scroll to the bottom where it says "Connect to Server").
3. Open Adobe Bridge (the yellow icon with Br).
4. Select "File" then "Get Photos from Camera"



- a.
5. In the photo uploading screen, you will be able to select the file location to save to. DO NOT SAVE PHOTOS TO THE DESKTOP.
    - a. In the shared server, you will need to go into the appropriate folder for where the photos need to be saved.
      - i. If that folder does not yet exist, you may create it or ask an editor to create it.
    - b. Please do not upload every single photo.
      - i. Instead, select the best photos from your event/coverage, and name them clearly (i.e. Boys\_Soccer1.jpg, Boys\_Soccer2.jpg, etc.)
      - ii. Your editors need to be able to quickly and easily locate them
    - c. If you accidentally upload all of the photos to that folder, take the time to go back through Bridge and delete the unnecessary photos.
  6. If you have the time, you can also create a version of those photos for the Web and upload them to your online portfolio.



Computer Use and Programs/Software

Desktop Restrictions

**Computer Use and Programs/Software**

Server Access and Storage Organization

## Editing

## Expectations

The editing process is an important part of this program and needs to be followed carefully to both enhance storytelling and correct any issues. Your stories and designs will be seen by the other students in the school, the school faculty, and the community. You have to be comfortable with having people look at your work.

### *Editing Stories*

All stories will go through three phases of editing:

1. First Read (with your editor)
  - a. Content focused: Is this the right angle? Is it an angle that is clear?
  - b. Did the reporter talk to the right sources? If not, who do they need to talk to and what questions need to be asked?
  - c. Are there any missing facts that need to be there for clarity?
  - d. What questions still need to be answered?
  - e. Is this story going to interest the target audience?
  - f. Is the lead interesting? Does it start with the horse and not the cart?
2. Second Read (with your editor in class)
  - a. Is the angle original?
  - b. Can we make it more real?
  - c. Does it flow logically?
  - d. Can anything be pulled out that would be better told in an infographic?
  - e. Can/should anything be removed without harming the story?
3. Third Read (with copy editor in class)
  - a. Is the style correct in this story?
    - i. Are quotes correctly attributed?
    - ii. Has the writer paid attention to AP Style?
  - b. Are all of the names spelled correctly?
  - c. Is punctuation correct?
  - d. Is the story clean?

Once stories have gone through the three edit process, they need to be moved into the file folder for the issue under "Ready to Publish."

### *Editing Pages*

Pages will require a three-signature system before they can be downloaded as a PDF and sent to the printer. Page edits must be done and clearly labeled on printouts.

1. First Look: Can be done by any staffer(s)
  - a. Could anything be redesigned to better tell the stories?
  - b. Does the page create clear hierarchy of elements?
    - i. Are the headlines appropriately sized to show which story is the dominant story (both in boldness and in size)?
    - ii. Is there a dominant visual connected with the dominant story of the spread to lead readers into the page?
  - c. Are ASFs created to enhance the storytelling rather than fill space?
  - d. Is all type (including the folio) contained within the margins so it will not get cut?
  - e. Is the design content-driven?
    - i. Does the design match what the content is about, or is it simply a plug-and-place look?
  - f. Is the alignment right? Have margins and column guides been paid attention to?
2. Second Look: Can be done by any staffer(s)
  - a. Stylistically, are all things correct?
    - i. Folio?
    - ii. Page numbers?
    - iii. Fonts (sizes, kerning, alignment, leading, etc.)
    - iv. Have all headlines and subheadlines been checked to match the stories?
    - v. Are there any misspellings in headlines, captions, or stories?
    - vi. Is all credit given and correctly identified (photo, art, byline, page design)?
3. Third Look (This is where signatures come into play)
  - a. Signatures can only go on the page when a person looking at the spread/page has found no issue on it
  - b. Signature one: By a reporter who has content on the page
  - c. By another editor
  - d. By the adviser

Editing

Process

## Writing

### Expectations and Process

Everyone on staff is expected to contribute to both print and online based on their roles. Some stories may be formatted differently depending on its presentation. However, there are some key pieces we must include in every story. Each story consists of a lead that hooks the reader, body paragraphs that answer the questions the reader might have, and quotes from sources that are properly integrated into the paragraphs.

### Lead

Although one of the most important aspects of a story, the lead can also be one of the trickiest. The lead is what draws the audience in. Without it, a story isn't complete. Often times, it is almost easiest to write the lead last, after all other elements have been written. What the lead looks like will depend on the type of article being written. Statistics are a good way to lead into a story, but try not to overuse them. There are often more clever ways to draw a reader in, and sometimes, the simpler the better.

For example, a lead like: "With summer quickly coming to an end, a few students who desperately wanted to embrace their last few days of freedom put together an awesome get-together." I know — what a lame story. But, notice how that one sentence answers a lot of important questions right off the bat. Someone reading the story already knows what to expect of the story.

It could've been written in a variety of different ways. It could've been more generalized at first, then introduced the students after, like this: "It isn't uncommon for the typical teenager to dread the beginning of the school year. That is why a few students decided to make the most of their last few days of summer by putting together an awesome get-together." It is often easier to start stories in a format like this, but we have to be careful not to generalize too much. If it were to say "all teenagers dread the beginning of the school year," that would've been generalizing too much, so we have to be careful with phrases like this.

However you decide to start your stories, try to be as creative and as informing as possible. And remember, sometimes writing leads is easier after a portion of the rest of the story is already written, and your lead may change a couple of times before one is chosen.

## Body Paragraphs

In journalistic writing, body paragraphs aren't necessarily long — sometimes, they are just one or two sentences. Each paragraph should be dedicated to answering a different question. Leads are meant to be a little vague, but body paragraphs should be more concrete, stating anything the audience needs to know on the subject.

Sometimes, before writing a draft, it is easiest to make a list of questions the audience might have about the topic. Order these questions from most important to least important, and try organizing your body paragraphs in this way. This'll help keep the reader engaged, since the questions they want answered most will be answered closer to the beginning of the story. Don't drag anything out for too long.

Taking the extremely lame story created above, the body paragraph following the lead may want to specify the names of the people who created the get-together and what the event consisted of. While in the lead, these things weren't specified, the paragraphs following will help clarify all of the important details.

It is important, whenever possible, to SHOW not TELL. Maybe describing what the party looked like with the water balloons stacked in huge containers and the music on full blast will allow the reader to imagine the party instead of just hearing about it.

Some guidelines to follow when writing body paragraphs include:

- When introducing a person, use both their first and last name and their title (what grade they are in for a student or what subject they teach for a teacher, etc)
- If later speaking of the same person, refer to them only by their last name. Try not to overuse their last name, however. When possible, refer to them as "she" or "he," as long as the reader is clear which person in the story you are referring to.
- Make sure any information you put in your body paragraphs are taken from a source. Unless you are writing an opinion piece, none of your opinion should be in the story. All information written in the story should be given to you through an interview or researched online from a credible source! Always know where your information is coming from.
- Sometimes the easiest way to end a story is with a powerful quote! Try it out!

## Quote Integration

While it may seem easy at first glance, quote integration is one of the things that people struggle with the most when writing a journalistic piece. Quotes should never be

dropped into the story. It'll make any of your editors cringe! Quotes should flow naturally throughout the story. The best way to do this is by introducing a quote in the preceding paragraph. Here is the lame example again:

Senior Jane Doe took charge on planning the event. Her goal was to invite a variety of different people from different groups.

"Too often I see people getting left out of certain things. Sometimes I am one of those people, and it sucks," she said. "I decided to invite as many different people as possible to try to include everyone."

A few things to notice about that example that are extremely important:

- Since the quote was longer, it is split into two pieces. This really helps a story flow. It is much harder to read one giant quote than a separated one. Take note of the formatting — this is how split quotes should be formatted.
- Since her name is already addressed in the introduction before the quote, she can be referred to her as "she" instead of repeating her name again.
- The quote and its preceding sentence are separate paragraphs. Quotes should always be given their own paragraph. They are special!

Although you never want to change someone's words, if a word is questionable or vague, you can change it, as long as it is formatted correctly, with brackets [ ] around whatever is being changed. If you have any questions regarding whether a word can/should be changed or not, feel free to speak to any of the editors.

2500+

Each staff member is required to do a certain amount of 2500+'s each month. They are a unique way to hear different voices of the student body that we created two years ago, inspired by *Humans of New York*. Getting them isn't difficult and is definitely not very time consuming. Taking a camera around the hallways or to an event, you speak to random students with a few intriguing, thought-provoking questions ready. As you ask the questions, make sure you think of follow-up questions that might make the answer more detailed. After the interview, if the person gave an answer that was interesting and in-depth, make sure to get their photo. These will be uploaded online with their quote. We must know their first and last name and their grade to upload them. Try asking a variety of questions on your hunt for people. We don't want to have too many of the same question being answered. For inspiration, Google *Humans of New York* and look at the types of answers he receives. Notice how he doesn't typically include the question he asked. The answer provides that in itself.

**Issue Critiques**

Expectations



Issue Critiques

Process

## Resources

## Writing

### *How to Write a Lead*

Leads are essential to getting people to read your story. There are different ways to write a lead:

- A Powerful Statement
  - "She never knew she had it."
- A twist
  - "It's not easy being the executioner."
- Revealing Detail
  - "If my mother catches me, I'm dead."

Why does my lead suck?

- Not enough reporting
- Cliche
  - "They knew her as the girl who smiled far too big."
  - It's been 16 years since the explosion."
  -

### *Caption Writing*

### *Integrating Quotations*

- **"Quote," Lastname said.**
- Quotes need smooth intros to contextualize them
- If there's a new quote, it starts a new paragraph
- Stating the obvious is not needed. Instead of integrating a quote from a football player about what time the game is, get a quote about what the game that day means to them. The quote should take you to the moment, not state facts.

## Resources

## Photography

*Using a DSLR*

*Knowing where to stand and what settings to use*



## Maintaining a Digital Portfolio