

**The Eleight Handbook 2005 – 2006
Leigh High School
5210 Leigh Avenue
San Jose, California
95124**

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The Eleight handbook is indebted to The Spark Handbook '00 and Indiana University School of Journalism Scholastic Journalism Sample Handbook which were both used as guides and references for material.

Mission statement

Journalism – in progress; students will complete at the beginning of the year.

The *Eleight* strives to provide Leigh High School students and the Leigh community with the highest quality scholastic journalism. With the right to freedom of expression comes an obligation to the highest ideals of the journalistic profession. These include responsibility, independence, sincerity, truthfulness, accuracy, impartiality, and decency. Given its public forum status and its rights under the CA Ed Code 48907, *The Eleight* will not tolerate censorship in any form. *The Eleight* will not be reviewed by administration, faculty, or students prior to its release to the public.

Congress shall make no law respecting an establishment of religion, or prohibiting the free exercise thereof; or abridging the freedom of speech, or of the press; or the right of the people peaceably to assemble, and to petition the Government for a redress of grievances.

— *The First Amendment to the U.S. Constitution*

California Student Free Expression Law

Citation: *Cal. Educ. Code Sec. 48907*

Section 48907 - Student exercise of free expression.

Students of the public schools shall have the right to exercise freedom of speech and of the press including, but not limited to, the use of bulletin boards, the distribution of printed materials or petitions, the wearing of buttons, badges, and other insignia, and the right of expression in official publications, whether or not such publications or other means of expression are supported financially by the school or by use of school facilities, except that expression shall be prohibited which is obscene, libelous, or slanderous. Also prohibited shall be material which so incites students as to create a clear and present danger of the commission of unlawful acts on school premises or the violation of lawful school regulations, or the substantial disruption of the orderly operation of the school.

Each governing board of a school district and each county board of education shall adopt rules and regulations in the form of a written publications code, which shall include reasonable provisions for the time, place, and manner of conducting such activities within its respective jurisdiction.

Student editors of official school publications shall be responsible for assigning and editing the news, editorial, and feature content of their publications subject to the limitations of this section. However, it shall be the responsibility of a journalism adviser or advisers of student publications within each school to supervise the production of the student staff, to maintain professional standards of English and journalism, and to maintain the provisions of this section.

There shall be no prior restraint of material prepared for official school publications except insofar as it violates this section. School officials shall have the burden of showing justification without undue delay prior to any limitation of student expression under this section.

"Official school publications" refers to materials produced by students in the journalism, newspaper, yearbook, or writing classes and distributed to the student body either free or for a fee.

Nothing in this section shall prohibit or prevent any governing board of a school district from adopting otherwise valid rules and regulations relating to oral communication by students upon the premises of each school.

Why journalism? Valery's reflection (Student portfolio reflection (from previous year) about the importance of journalism and what the class means to her.)

Letter from the Editor

I am really excited for you all. Last year, I fell in love with journalism. Every aspect was so much fun for me, whether it was turning in a good story, celebrating the edition with a party or surviving the final-edition-hard-drive-crash.

There are many goals Justine and I have set for ourselves and for the staff. The most important thing to me is that everyone enjoys their time in this class and tries their best. You will soon learn that the staff is like family. There are laughs and tears, good times and times of stress. No matter what is going on, there is always some one you can depend on. It sounds after-school special cheesy, but its true.

Justine and I have congratulated you many times already, but you should be proud of yourself. You were picked because you bring something unique to the table, don't sell yourself short! Show us what great things we know you can do.

Taylor

Eleight staff

Editors-in-chief Tayler Heuston and Justine Rivero

Business manager Christine Le

Visuals editor Emily Bright

News editor Kellie Lim

Student news editor Farrah Zarea

Editorials editor Valery Mikhailova

Features editor Sarah Beebe

In-depth editor Emily Gray

Sports editor Jessica Jay

Entertainment editor Kaela Hoch

Humor editor Anna Miller

Adviser Liz Froemming

Staff reporters and photographers

The Eleight Policy 2006

The Eleight

The Eleight newsmagazine is a publication of Leigh High School that is produced in the journalism class through the efforts and decisions of the staff and the publication's editorial board. *The Eleight* is a forum for students, staff, parents, and community members.

The high school press is governed by the same basic legal rights and responsibilities as the professional press. High school journalists have the right guaranteed in the First Amendment to free expression, insofar as published items may not contain libel or obscenity, invade the privacy of individuals, incite or violate the laws of copyright, or violate community standards of appropriateness.

With the right to freedom of expression comes an obligation to the highest ideals of the journalistic profession. These include responsibility, independence, sincerity, truthfulness, accuracy, impartiality, and decency. Given its public forum status and its rights under the CA Ed Code 48907, *The Eleight* will not tolerate censorship in any form. *The Eleight* will not be reviewed by administration, faculty, or students prior to its release to the public. The staff or adviser may seek advice from the administration on paper content at any point in production. However, that advice is not binding.

A source will not arbitrarily be able to demand to read the reporter's completed story and then perform editing tasks on that story. However, student reporters may choose to have sources review their stories prior to production as a means of verifying facts and quoted material.

Queries and Letters

All questions or complaints concerning material published in the newspaper should be made, preferably in writing, to the editor-in-chief or adviser, who will present the concern and reach a resolution with the staff as soon as possible.

The Eleight staff encourages letters to the editor so that readers might share in the opportunities of the scholastic free press in open forum. Only signed letters will be accepted which met laws and standards regarding libel, defamation, obscenity, incitement, and copyright rules. Signatures may be withheld upon request when the writer can show the need to remain anonymous. Letters submitted become the property of the paper; none will be returned. In the event that we have an abundance of letters come in, we cannot promise that every letter is printed. It is up to the discretion of the editorial board and the adviser. It is staff policy not to allow the same topic to be disputed issue after issue. If a letter is submitted with more than three signatures on it, only the first three names will be printed.

Accuracy

All pieces in *The Eleight* are written or reviewed by *Eleight* staff members. All pieces are checked for accuracy, responsibility, obscenity, and potential libel. All news stories have a three-source minimum in order to provide well-researched data and to ensure a balanced approach. The staff is responsible for all material appearing in *The Eleight*.

The Eleight continually strives for the highest standards. *The Eleight* reserves the right to go to press with any story with facts as they stand at deadline, but will continually strive for completeness, which could mean follow-up stories or opinion pieces.

Surveys will often be used to help determine the awareness, interest level, and understanding of the student body. Efforts will be made to interview and/or survey a broad selection of students in classes so that surveys are accurate.

Rumor, gossip, and innuendo are not and never will be the basis for any story in *The Eleight*.

Quotes and facts will always be checked. Punishment for inaccuracy, shoddy reporting, or willful misrepresentation of facts will be levied at the staffers charged with the story in the form of reduced grades, forced apologies, or removal from the staff. The adviser will be charged with disciplining the student with input from the editorial board. Students are dismissed may file a written request for a review of the decision of the adviser within four days of notification.

Artwork or photo illustrations will be marked as such.

Obscenity

Students will not publish or distribute material defined as obscene. Obscenity is defined as (Miller vs. California, 1973) "(1) whether the average person, applying contemporary community standards, would find that the work, taken as a whole,

appeals to the prurient interest in sex; (2) whether the work portrays, in a patently offensive manner, sexual conduct specifically defined in the applicable state law; and (3) whether the work, taken as a whole, lacks serious literary, artistic, political, or scientific value.” The First Amendment offers no protection if the material is obscene.

Profanity may appear in the publication, but only in cases a of direct quote of if the profanity is imperative for the content of the story. In questionable cases, the editorial board will discuss and decide whether or not the use of profanity is vital to the story.

Obituaries

When a student or member of the school staff dies during the current coverage period, the staff of the school publication will treat the death in an appropriate, respectful manner. The portrait of that person will appear as it would under normal circumstances, in the same location and at the same size. The name of the person and the dates of birth and death will appear under the photograph. For those readers who were associated with the deceased, this treatment will provide a memory of the individual. For all others, it provides a record of events.

Advertising

We reserve the right to refuse advertising that the staff determines is false or misleading to the student body. No ads will be printed that promote products or services that do not meet community standards for good taste or that are illegal to the majority of the student audience. Advertisements that appear in *The Eleight* are not necessarily endorsed by the staff or editorial board.

Phone and e-mail directory

Add students' names, phone numbers, and email addresses (this is done at the beginning of the year)

Job Descriptions

Co-Editors-in-Chief:

- * Supervises production of the publication.
- * Determines how much space can be assigned to each section.
- * Decides what important events and activities are to be covered and where they are to be placed in the publication.
- * Makes decisions regarding artwork, graphics, and photographs.
- * Acts as head of the editorial board which determines editorial policy.
- * Writes editorials or assigns editorials and/or commentaries.
- * Checks stories. Approves page layouts, proofs articles, and pages.
- * Edits copy and proofread pages
- * Works closely with the adviser to maintain highest standards of scholastic journalism at all times.
- * May establish the production schedule and deadlines for the publication.
- * May assign reporters their beats, check on coverage, keep reporters and photographers on deadline.
- * In the case of the newspaper, maintains the "Future Book" of coverage and assignments.
- * Sells ads

Section Editors:

- * Responsible for all pages in section
- * Communicates problems with the EICs and the adviser
- * Works with the business manager to assure proper placement of all ads assigned to his/her page(s).
- * Works with EICs to determine the content of the section and to assign staff members
- * Writes and revises captions and headlines.
- * Edits copy and proofreads page(s).
- * Prepares final page(s) after seeking approval from editors and adviser.
- * Fact checks stories in section
- * Sells ads

Reporters/Photographers:

- * Covers assigned stories.
- * Writes stories and/or takes photographs as assigned by an editor.
- * Turns all stories/photographs in "on deadline" to editor(s).
- * Makes appropriate changes, additions, or corrections and resubmits final copy "on deadline."
- * Designs pages
- * Sells ads

Business Manager:

- * Plans annual publication budget with editor-in-chief and adviser.
- * Keeps records of income and expenses.
- * Makes deposits and authorizes checks as necessary.
- * Prepares periodic business reports and submits to the editor and adviser.
- * Pays all bills.
- * Sends out, and follows up on, all monthly statements.
- * Orders supplies and materials.
- * Plans advertising and sales campaigns.
- * Assigns and supervises the advertising sales representatives.
- * Keeps accurate records of all advertising sales.
- * In the case of the newspaper, checks with page editors to assure proper placement of the appropriate ads on their page(s).
- * Checks all completed ad layouts and all work, including ad contracts, ad design, and proofreading, done by ad sales reps for accuracy.
- * Organizes and conducts circulation of newspapers (including newspaper exchanges)
- * Sells ads

Style Guide

Abbreviations

- Always write the complete name of an organization on first reference and after that use the abbreviation without periods. (*The Food and Drug Administration (FDA) recently approved the new pill. FDA officials said that it should be available to the public in late 2006.*)

Apostrophes

- Use an apostrophe in contractions to indicate the omission of one or more letters. (*isn't for is not and they're for they are*)
- Avoid contractions (*The Astronomy Club could not hold the Star Party due to weather. **NOT** The Astronomy Club couldn't hold the Start Party due to weather.*)
- Use an apostrophe to indicate the possessive case of nouns. (*The boy's dog followed him to school. The students' i-Pods were confiscated.*)
- Do not use an apostrophe with possessive pronouns. (*its, ours, theirs, yours, his, and hers*)
- 'Its' is possessive. *Ex. The organization forgot its mission as it concentrated solely on profit.* 'It's' is a contraction for it is. *Ex. It's a lovely day for picnic.*
- Use an apostrophe plus "s" to form the plural of letters. (He earned straight A's in Spanish.)
- Do not use the apostrophe to form the plural of years and other numbers. (*Although the 1990s saw a lot of growth, a decline at the end of the decade was evident.*)

Attributions, Names, and Quotations

- EVERY person needs to be identified, even the principal. (*Senior Jessica Jay and her sister Casey Jay '04 both have held the entertainment editor position.*)
- Identify people the first time their name is used. (*Editors-in-chief Justine Rivero and Tayler Heuston did a lot of preparation work over the summer. Rivero and Heuston have big goals for the staff.*)
- If the identification is a title by which the person is actually called, it is capitalized when it comes in front of the name (*The varsity girls soccer team will once again have Coach Michele Kennedy at their head.*)
- If the identification is simply an identification, it is never capitalized (except for proper nouns). (*Despite a tough course load, junior Farrah Zarrea managed to find time for her hobbies.*)
- If the identification is more than two words in length, it should come after the name (*Rhonda Farber, superintendent of Campbell Union High School District or Allison Duffy, English department chair.*)
- Do not use courtesy titles such as Mr. or Ms. in front of the names of teachers or other adults, but DO make sure to identify them (*English teacher Liz Froemming.*)
- Use first and last names on first reference for both students and adults. If the name is mentioned again in the story, use only the last name. (*Coach Roger Smith was Leigh Teacher of the Year. Smith retired at the end of 2005.*)
- Use **said** when attributing quotes unless a person **actually** yelled, whispered, etc.
- Attribution is almost always in the past tense. (*"I hate cleaning the back room," senior Stephen Nguyen said.*)
- Attribution almost always goes after the quote. Be sure that the source's name and title are complete and correct. (*"Journalism and yearbook are the best classes that Leigh offers," Journalism teacher Liz Froemming said.*)
- Attribution is necessary whenever reporters present a direct or partial quotation, an undocumented claim, or a statement of opinion as opposed to an undisputed fact. Controversial statements, especially criticism, should be attributed.
 - WEAK: President Nixon became an ineffectual president; he appeared haggard and weary, grim and nervous.
 - BETTER: *Time* magazine reported that President Nixon became an ineffectual president; he appeared haggard and weary, grim and nervous.
- NEVER "tag" a quote! Don't say "when asked . . ."! EVER!
 - HORRIBLE: When asked about his opinion on the fire, principal John Doe said, "We'll find those persons responsible for this mess."
 - ACCEPTABLE (but not great): Principal John Doe expressed his feelings about the fire: "We'll find those persons responsible for this mess."
 - GOOD: After learning that the fire was the work of arsonists, principal John Doe said, "We'll find those persons responsible for this mess."
- Generally, do not use direct quotes for factual information. Source's exact words are not necessary. (*Coach Ben Bethune said that the girls won the meet.*)

- Place the attribution after the quote; start a new paragraph after the attribution. Do not bury direct quotes in the middle of paragraphs; place them in paragraphs of their own.
- When direct quotes are long, place the attribution in the middle between sentences.
- Identify students by year or class, teachers or other school employees by position at school and persons from outside school by position held relevant to the story. (*Brian Roberts '06 or senior Brian Roberts; Allegra Ullrey, English department, or principal Rick Costanzo; Jane Smith, parent of senior Janet Smith*)
- Quotes can only be attributed to one person, not a group or to inanimate objects.
 - WEAK: "The new coach is great!" freshmen Jane Smith and John Doe said.
 - WEAK: According to the hospital, gunshot victim Tommy Thompson has been upgraded to fair condition.
- Avoid orphan quotes
 - WEAK: He said it will be a "bloody" campaign, marred by "mudslinging".
 - BETTER: He said it will be a bloody campaign, marred by mudslinging.

Capitalization

- Capitalize all proper names. (*Leigh High School*)
- Capitalize mascots (*Longhorns*), group names (*National Scholastic Press Association*), awards (*Pacemaker*), documents (*Bill of Rights*), geographic locations (*the West, the Bay*) and other proper nouns.
- Do not capitalize school subjects unless you are referring to specific courses. (*Pre-Calculus, math, World History, history class*)
- Always capitalize languages. (*English, Spanish*)
- Do not capitalize junior varsity or varsity and the names of sports in copy and captions. (*varsity baseball*)
- Do not capitalize names of classes when identifying people (*senior Justine Rivero, sophomore girls*), BUT
- Do capitalize classes when you're specifically addressing the class as an entirety (*The Junior Class sponsors Junior Prom*).
- For school departments, capitalize the name but not the work department. (*English department*)
- For clubs, capitalize the name of the word club. (*Chess Club*)
- Capitalize titles when they precede names but not when they follow names. (*Principal Rick Costanzo; Rick Costanzo, principal*)
- Capitalize east, northwest, south, Midwest when they refer to a region, not when they refer to a direction. (*Northern California, Go east on 61st Avenue.*)

Colons

- Use a colon before long lists or long quotes. (*My grocery list is not too long: peanut butter, yogurt, hummus, bread, oranges, and popcorn. According to Bill Bryson: "To my mind, the only possible pet is a cow. Cows love you. . . . They will listen to your problems and never ask a thing in return. They will be your friends forever. And when you get tired of them, you can kill and eat them. Perfect."*)
- Capitalize independent clauses following a colon. (To restate the problem: Is the community or the state responsible for quality education.)
- Do not use a colon after verbs such as are or include. (My favorite fruits are strawberries, oranges, and kiwis).

Commas

- Do not use a comma prior to and in a series, unless the series is long and complicated. (peas, carrots and beans)
- Always place commas inside quotation marks.
- Use a comma to end a quote when quote is followed by attribution ("I like journalism," senior Tayler Heuston said.)
- Use a comma after a dependent clause beginning a sentence. (After the bell rang, the class left.)
- Use a comma to precede a direct quote in quotation marks. (Larry said, "Our bowling team really had to work for the championship.")
- Use a comma to indicate a minor break in thought. (Wait three seconds, then run.)
- See "super-comma" in semicolons.

Dash

- Use the dash sparingly in news copy.
- Use a dash to indicate a break in thought or the addition of information within or at the end of a sentence. (*Coach Ed O'Hara – a champion debated in his own right - has led the forensic team to victory after victory.*)
- Include a space before and after a dash. (**GOOD:** *Sarah Garcia – the youngest student in the group – won a prestigious prize for her story.* **BAD:** *Sarah Garcia-the youngest student in the group-won a prestigious prize for her story.*).

Dates

- Do not use ordinals – st, nd, rd, th. (*June 16, not June 16th*)
- Do not use the year for a date that occurs in the current year. (*Homecoming will take place October 7.*)
- Spell out months without a specific date. (*School starts in September.*)
- Abbreviate longer months when used with a specific date. (*The first day of school is Sept. 1. The first day of school is in September.*) These months can be abbreviated: Jan., Feb., Aug., Sept., Oct., Nov., and Dec. Do not abbreviate these months: March, April, May, June and July.
- Do not abbreviate days of the week. (*There will be no lunch on Friday because it is a minimum day.*)
- Do not use “on” in reference to dates. (*The play will open Tuesday, June 1.*)
- When a phrase lists only month and year, do not separate year with commas. (*July 1993*)
- When a phrase includes a month, day and year, set off year with commas. (*July 15, 1992, is the first day of the class.*)

Exclamation Points

- Use the exclamation point only rarely after exclamatory sentences, interjections and emphatic statements.
- Never use more than one exclamation point at a time. (**GOOD:** *As he crossed the finish line, Sam yelled, “I did it!”* **BAD:** *As he crossed the finish line, Sam yelled, “I did it!!!!”*)
- Place the exclamation point inside the quotation marks only when it is part of the quotation. (*He said, “Get out of here!”. I love to watch “The Simpsons”!*)

Hyphens

- Use a hyphen to avoid ambiguity. (*I saw a man-eating shark. [a shark that may injure people] I saw a man eating shark [a man having shark for dinner]*)
- Hyphenate compound adjectives preceding a noun, but not adverbs. (*She is a well-known playwright. This is dull, poorly written body copy.*)

Numbers

- Spell out numbers under 10. Use numerals for numbers 10 and greater. (*There were 13 students late this morning. Of those students, only two had passes*).
- When numbers under 10 and greater than 10 are used in the same sentence, use numerals for all. (*Out of the 45 students in the auditorium, only 7 had purple hair.*)
- Spell out approximate figures. (*About two thousand students attended the conference.*)
- Spell out fractions less than one. (*One quarter of the student body voted to extend the school day.*)
- Do not start sentences with numerals. (*Fifteen students studied. In the library, 15 students studied. The year 1988 was a good one.*)
- In four-digit numbers, no comma is needed. (*There 5000 ants in the ant hill.*)
- Use numerals in dates, times, scores, and addresses. (*My sister is picking me up at 9 a.m. on September 9 at 901 Lark Ave.*)
- For dollars, use numerals, not words. (*We spent less than \$5 at the store; not \$5.00 or five dollars*)
- For amounts less than a dollar use numerals and the word cents. (*The gum costs 75 cents.*)
- For amounts up to 999,999, use numerals, but for 1 million and above, use numerals and the word million. (*The renovations will cost more than \$2 million.*)
- For percentages, use numerals followed by the word percent. (*Only 7 percent of the class wanted to take the test today; not 7% or seven percent.*)
- Use figures for all temperatures except zero. Use the word minus, not a minus sign, to indicate negative numbers. (*In Minnesota, it is not unusual for the temperature to reach minus 25 Fahrenheit.*)
- Spell out and capitalize first through ninth when used as street names. Use figures for 10th and above. (*Third Street has lots of good shops. We used to live on 61st Avenue.*)

Periods

- Always place periods inside quotation marks. (*“It is true.”*)
- Do not use periods in abbreviations for schools or school organizations. (*LHS, CUHSD, IMPA*)
- Use periods in time and school degrees. (*a.m.; B.A., Ph.D.*)
- Use a series of periods - an ellipsis - to indicate an omission of words. Treat the ellipsis as a three letter word constructed of three periods and two spaces. (*We the people . . . for the United States of America.*)

Quotation Marks

- Use quotation marks before and after direct quotes. (*“I’m not sure what I’ll do after graduation,” senior Ellie Smith confessed.*)

- Use quotation marks at the beginning of each paragraph of quoted material and at the end of the last paragraph. Do not use quotation marks at the end of the paragraph when the same speaker is quoted at the beginning of the next paragraph.
Bill Bryon wrote about the fear of waking up in the middle of the night and hearing something outside of your tent.

"There was another heavy rustle and then the sound of lapping at the spring. It was having a drink, whatever it was.

I shuffled on my knees to the foot of the tent, cautiously unzipped the mesh and peered out, but it was pitch black. As quietly as I could, I brought in my backpack and with the light of a small flashlight searched through it for my knife. When I found it and opened the blade I was appalled at how wimpy it looked. It was a perfectly respectable appliance for, say, buttering pancakes, but patently inadequate for defending oneself against 400 pounds of ravenous fur."

- Use quotation marks for names of musical composition, radio, and television shows, poems, magazine articles, short stories, books, plays, movies, and magazines. Note that this is different from English classes. (*"The Star-Spangled Banner"*, *"Batman Begins"*, *"The Grapes of Wrath"*)
- Use single quotes for a quotation within a quotation. (*The teacher asked, "Have you read Poe's 'The Raven'?"*)
- Do not use quotation marks for indirect quotations. (*He said he would be a candidate for student elections.*)
- A dash, semicolon, question mark, or exclamation point go inside quotation when they apply to the quoted matter only. They go outside when they apply to the whole sentence. (*Laura asked, "When can we eat lunch?". Why did she say "I don't know"?*)

Question Marks

- Place the question mark inside quotation marks only when it is part of the quotation. (*He asked, "What time does class end?" "Have you read "The Lottery"?"*)
- Do not use a question mark after an indirect question. (*I wonder when our next quiz is.*)

Semicolons

- Use the semicolon sparingly in news stories.
- Use a semicolon to separate independent clauses not joined by a conjunction. (*Jim played tuba; Carolina played flute.*)
- Use a semicolon to separate clauses of a compound sentence that are joined by words such as therefore, however, nevertheless, or otherwise. (*He must turn in his paper; otherwise, he will fail.*)
- Place the semicolon outside quotation marks. (*Mrs. Lang was voted "Coach of the Year"; her students think she should also be "Teacher of the Year."*)
- Use the "super-comma" when commas confuse a list. (*The newly appointed editors are Tayler Heuston, editor-in-chief; Justine Rivero, editor-in-chief; Valery Milkhailova, editorials editor; Sarah Beebe, features editor; Emily Gray, in-depth editor; Jessica Jay, sports editor; Kaela Hoch, entertainment editor; Farrah Zarea, student news editor; and Kellie Lim, news editor.*)

Time

- Use 9 a.m. and 9:15 a.m. Do not use 9 o'clock in the morning, 9:00 a.m. or 9 A.M.
- Use midnight or noon rather than 12 a.m. or 12 p.m.

**Refer to the Associated Press Style Guide for situations not covered here.

Commonly misused words (from *100 Words Almost Everyone Confuses & Misuses*):

affect/effect

affect – most often used as a verb

(v) – intrans. 1. To have an influence on or effect a change in: *Inflation affects the buying power of the dollar.* 2. To act on the emotions of; touch or move: *The tragic ending to the movie affected me greatly.* 3. To attack or infect, as a disease: *Rheumatic fever is one of many afflictions that can affect the heart.*

Trans. 1. To put on a false show of; simulate: *“He wheedled, bribed, ridiculed, threatened, and scolded; affected indifference, that he might surprise the truth from her”* (Louisa May Alcott, *Little Women*). 2. To have or show a liking for: *affects dramatic clothes.* 3. To tend to by nature; tend to assume: *In my chemistry class, we study substances that affect crystalline form.* 4. To imitate; copy: *“Spenser, in affecting the ancients, writ no language”* (Ben Jonson, *Timber*).

(n) – 1. Feeling or emotion, especially as manifested by facial expression or body language: *“The soldiers seen on television had been carefully chosen for blandness of affect”* (Norman Mailer, *Vanity Fair*).

effect – noun

1. Something brought about by a cause or agent; a result: *“Every cause produces more than one effect”* (Herbert Spencer, *Essays on Education*). 2. The power to produce an outcome or achieve a result; influence: *The drug had an immediate effect on the pain.* 3. A scientific law, hypothesis, phenomenon: *the butterfly effect* 4. Advantage; avail: *The lawyer used the words of the witness to great effect in influencing the jury.* 5. The condition of being in full force or execution: *This new regulation goes into effect on January 1.* 6. Something that produces a specific impression or supports a general design or intention; a particular impression; production of a desired impression: *The strange lighting effects emphasized the harsh atmosphere of the drama.* 7. The basic or general meaning; import: *He said he was greatly worried, or words to that effect.* 8. effects: movable belongings; goods.

Ms. Froemming’s note: Think of affect as an action, and effect as the end result. This doesn’t always work, but it’s a start.

alleged – adjective

Represented as existing or as being as described but not so proved; supposed

An *alleged* burglar is someone who has been accused of being a burglar but against whom no charges have been proved. An *alleged* incident is an event that is said to have taken place but has not yet been verified. In their effort to protect the rights of the accused, newspapers and law enforcement officials sometimes misuse *alleged*. Someone arrested for murder may be only an *alleged* murderer, for example, but is a real, not *alleged*, suspect in that his or her status as a suspect is not in doubt. Similarly, if the money from a safe is known to have been stolen and not merely mislaid, then we may safely speak of a theft without having to qualify our description with *alleged*.

all right (NOT alright) – adjective

1. In good condition or working order; satisfactory; 2. Acceptable agreeable; 3. average mediocre; 4. correct; 5. uninjured safe. *Examples: The soup was all right.*

adverb

1. in a satisfactory way; adequately; 2. Very well; yes; Used as a reply to a question or to introduce a declaration. *All right, I’ll go* 3. Without a doubt. *They are bears, all right, but they are not always aggressive.*

Even though you may see alright in print, it has never been accepted as standard English; however, already and altogether have been.

altogether – adverb

1. entirely; completely; utterly 2. With all included or counted; all told; *There were altogether 30 students.* 3. On the whole; with everything considered. *Altogether, I’m glad that I attended.*

among vs. between

among – preposition (also amongst)

1. In the midst of; surrounded by; *A weed grew among the flowers.* 2 In the group, number of, or class of; *Harry Potter has fans among all nationalities.* 3. In the company of; in association with; *To improve my French speaking skills, I spent the summer among Parisians.* 4. By many of the entire number of; with many; *It has been a tradition among members of my family to wake up a person early on the morning of her birthday.* 5. With portions to each of; 6. With one another. *Divide the candy among yourselves.*

between – preposition

1. In or through the position or interval separating; *Between January and April, I grew three inches.*
2. Connecting over or through a space that is separating; *I walked carefully between the cliff on my right and the cacti on my left.*
3. Associating or uniting in a reciprocal action or relationship; *My mother settled the argument between my brother and sister.*
4. In confidence restricted to; *Between you and me, I hate this book.*
5. By the combined effort or effect of or by the combined ownership of; *They only had one brain between the two of them.*
6. As measured or compared against; *She had to choose between the movie or the dinner.*

capital vs. capitol**capital – noun**

1. a city or town that is the official seat of the government in a political entity, such as a state or a nation; or, a city that is a center of specific industry or activity.
2. wealth in the form of money or property; human resources considered in terms of their contributions to an economy;
3. net worth;
4. an asset or an advantage

capital – adjective

1. first and foremost; principal
2. first-rate, excellent (how very British!);
3. Relating to or being a seat of the government;
4. Punishable by death

capitol – noun

1. a building or buildings in which the state legislature meets;
2. Capitol, the building in Washington, D.C. where the U.S. Congress meets.

complement vs. compliment**complement – noun**

1. something that completes, makes up a whole or perfects;
2. an angle related to another so that the sum of their measures is 90°

compliment – noun

1. an expression of praise, admiration, or congratulation;
2. A formal act of civility, courtesy, or respect.

conscience vs. conscious**conscience – noun**

- 1 **a** : the sense of the moral goodness or blameworthiness of one's own conduct, intentions, or character together with a feeling of obligation to do right or be good **b** : a faculty, power, or principle enjoining good acts **c** : the part of the superego in psychoanalysis that transmits commands and admonitions to the ego
2. sensitive regard for fairness or justice

conscious – adjective

- 1 : perceiving, apprehending, or noticing with a degree of controlled thought or observation
- 2 : personally felt <conscious guilt>
- 3 : capable of or marked by thought, will, design, or perception
- 4 : having mental faculties undulled by sleep, faintness, or stupor : <became conscious after the anesthesia wore off>
- 5 : done or acting with critical awareness <a conscious effort to do better>
- 6 **a** : likely to notice, consider, or appraise <a bargain-conscious shopper>
- b** : being concerned or interested <a budget-conscious businessman>
- c** : marked by strong feelings or notions <a race-conscious society>

council vs. counsel**council – noun**

An assembly of persons called together for consultation, deliberation, or discussion.

counsel – noun

1. the act of exchanging opinions and ideas; consultation;
2. advice or guidance, especially as solicited from a knowledgeable person
3. private, guarded thoughts or opinions

counsel – verb

1. to give counsel; advise;
2. to recommend

discreet vs. discrete**discreet – adjective**

Marked by, exercising, or showing prudence and wise self-restraint in speech and behavior; circumspect

discrete – adjective

constituting a separate thing

disinterested vs. uninterested**disinterested – adjective**

1. Free of bias and self-interest; impartial **NOT** no interested or having lost interest. *The jury is supposed to be a disinterested party during a trial.*

uninterested – adjective

1. Marked by or exhibiting a lack of interested. *By June 10, the students were uninterested in their English homework.* 2. Having no stake or interest; impartial. *Both sides requested a mediator who was uninterested in the dispute.*

fewer vs. less**fewer – adjective**

1. Amounting to or consisting of a smaller number. *I got fewer A's on my report card than my sister did.*

pronoun

1. A smaller number of person or things. *Fewer the afternoon sessions than the morning sessions.*

less – adjective

A comparative of little. 1. Not as great in amount or quantity. *I have less patience with children than with dogs.* 2. Lower in importance, esteem, or rank. *The freshman was less important than the senior.*

preposition

1. With the deduction of; minus. *I owe you \$10 less the \$3 you owe me for the snack.*

adverb

1. The comparative of little. To a smaller extent, degree, or frequency. *The slobbering couple moved from the quad to back of the school, but it hardly made their PDA less sickening.*

noun

1. A smaller amount. *Despite his growling stomach, Tim ate less than he expected at the dinner.* 2. Something not as important as something else: *People have been punished for less.*

personal vs. personnel**personal – adjective**

1. of, relating to, or affecting a person; individual. *It's my personal ambition to win an Oscar by the time I'm thirty.* 2. done in person without the intervention of another or carried on between individuals directly. *I had a personal interview with the CEO.* 3. relating to the person or body. *Please don't invade my personal space.*

personnel – noun

1. a body of persons usually employed (as in a factory, office, or organization) 2. a division of an organization concerned with persons employed. *Take the new hire forms to personnel for processing.*

Spelling list: words to know

1. a lot
2. accidentally
3. accommodate
4. adviser
5. amateur
6. apparent
7. argument
8. barbecue
9. basically
10. beginning
11. calendar
12. Caribbean
13. cemetery
14. chief
15. commitment
16. competent
17. conceivable
18. congratulations
19. consensus
20. Costanzo
21. courtesy
22. defendant
23. deferred
24. definitely
25. dependent
26. despair
27. desperate
28. development
29. disappearance
30. disappoint
31. discipline
32. e-mail
33. embarrassment
34. equivalent
35. exceed
36. existence
37. foreign
38. forfeit
39. forty
40. grievous
41. guerilla
42. guidance
43. harass
44. humorous
45. inadvertent
46. independent
47. inoculate
48. irresistible
49. judgment
50. knowledge
51. license
52. maintenance
53. memento
54. millennium
55. necessary
56. Nicoletta
57. occasion
58. occasionally
59. occurred
60. parallel
61. performance
62. perseverance
63. persistence
64. perspiration
65. possess
66. practically
67. precede
68. prejudice
69. prevalent
70. privilege
71. pursue
72. questionnaire
73. receipt
74. receive
75. recommend
76. reference
77. referring
78. repetition
79. rhyme
80. rhythm
81. seize
82. separate
83. sophomore
84. success
85. supersede
86. twelfth
87. until
88. vacuum
89. weird
90. yield

Evaluation

Grading policies and syllabus

Insert syllabus

Stringbook

Your stringbook is due on June 7, 2006; it is what your “final” in the class. Because the stringbook is essentially a portfolio and reflection on the work you’ve done throughout the year, it is helpful to collect examples throughout the year. You may want to keep a folder in your cubby.

Journalism Stringbook

June 2006

I. Purpose

The stringbook helps you evaluate your contribution to the publication. Evaluation of work is a vital part of any job. What was done well? What caused problems? What has been learned? What needs to be learned?

Stringbooks help prod the teacher's memory. In a class where many staff members do different things, I simply cannot note everything. If your work does not carry a byline, the stringbook helps you get credit. Did you help edit a story, suggest a lead, help redesign a page, take a photo?

II. How to prepare your stringbook

1. Go through each edition; cut out everything in which you had a hand.
2. Neatly mount each article, picture, design (etc). Include date, page number, and section. You'll bind the book together at the end.
3. Write an evaluation for each article, photo, or design. Was the item well done? In what ways did it please or displease you? What problems did you encounter? What did you learn? What could you have done better? How did an editor change it? Did the editor's contribution add to or take away from it? Who else helped.
4. Include details about other assigned tasks. Did you sell ads? Help with other tasks? Act as mentor for other students? Teach anyone how to do something? Did you learn new skills or discover a talent you did not know you had? Do you have suggestions?
5. Include editor's evaluation.
6. Arrange your sheets in chronological order.
7. The final task is writing the FPA – Final Probing Analysis. This is a thoughtful summary of your learning experiences. This is where you sum it up, speaking frankly. The FPA is not a formal paper – it should be conversational but thoughtful (no “text message” language). Use complete sentences, but please don't “fluff” it up. Please have paragraphs! You should have about two to three pages, typed, double-spaced.

This is your opportunity to evaluate this class as it relates to your life and skill development. Are you a better designer, writer or photographer than you were at the beginning of the year? What have you learned? How have you improved? What skills have you yet to master that are important to this class and to you? What experiences were the most valuable? What experiences wasted your time? What were the high points and the low? What do you feel was your major contribution to the staff? Do you feel you made a big enough contribution or did you waste time and alibi your way out of work? Were you innovative in thinking up story, design, and photo ideas? Were you a good team member? What behind-the-scenes jobs did you do to help others? What did others do to help you? What do you hope to accomplish next year (juniors), and what can you take from this class to other areas of your life (seniors)

This is your opportunity to get things off your chest, complain (in a constructive way, please) about the treatment you've received at the hands of your adviser and editors, to praise those you helped you, to analyze what is wrong or right about staff arrangements and procedures, to suggest changes in current practices.

Project page

Due March 17, 2006

Your task is create an indepth spread of one to two pages. You may work solo or with a partner, but your idea needs to be approved with both the editors-in-chief and Ms. Froemming.

A good in depth spread has the following elements:
- well researched and accurate

- all stories and information is in the author's own words
- cohesive design
- numerous entry points
- connection to students (even if the topic is something that is not school-related, what would make a student want to read this? How is it relevant to the Leigh community?)
- originality

Short on ideas?

Start paying close attention to what other newspaper are devoting resources to (professional papers don't have an "in depth" section; these pages are worked in to their other sections). What topics are given full pages (or more)? How do they connect ideas? How do they keep the reader's attention? What draws you to this page?

For topics to research and find out about, start listening to conversations around school, work, home, etc. What are people upset about? Are there any new trends that you notice? What important issues do you think don't get enough attention? What really bugs you about . . .? What do you wish you had more information about? What sounds interesting? What might other teenagers want to learn more about?

Upcoming deadlines:

Topic pitch: January 5, 2006

Background information: January 12, 2006

Rough sketch: January 31, 2006

Rough draft: February 21, 2006

Final draft: March 17, 2006

Ad Sales

The Eleight depends almost entirely on advertisement revenue for production, materials, and training. Therefore, each staff member is responsible for a minimum ad sale amount each semester. If a staff member fails to reach his ad sale goal, he must show that he put in significant effort in order to obtain that goal. Significant effort will be measured through ad sales attempts. Failure to meet ad sale goals will result in a grade deduction. See course syllabi for further details.



The Eleight, Leigh High School
 5210 Leigh Ave., San Jose, CA 95124
 ph. 408-377-4470 ext 5229
 e-mail efroemmi@cuhsd.org

Advertising Contract

"HOME OF THE LONGHORNS"

Name of business: _____

Address for invoice: _____

Phone: _____ Fax: _____ e-mail: _____

Name of contact person (please print): _____

Number of months ad will run _____ Cost of ad _____/month _____/total
 Select months by entering the ad size after the appropriate months (months do not have to be consecutive):
 _____ October _____ November _____ December _____ February
 _____ March _____ April _____ May _____ June

Rates

	1/16 th page 2.5" w x 3" h	1/8 th page 5" w x 3" h	1/4 th page 5" w x 6" h	1/2 page 10" w x 6" h	Full page 10" w x 12" h
1 month	\$25	\$45	\$100	\$175	\$225
2 months	\$23	\$42	\$96	\$170	\$215
3 months	\$23	\$42	\$96	\$170	\$215
4 months	\$20	\$40	\$90	\$165	\$205
5 months	\$20	\$40	\$90	\$165	\$205
6 months	\$20	\$35	\$85	\$160	\$190
7 months	\$18	\$35	\$85	\$155	\$190
8 months	\$15	\$30	\$80	\$150	\$180

Terms of contract

- Payment:** The full amount of this contract must be within two weeks of billing or will pay an additional 20 percent late fee. You will receive a tearsheet as well as a notice each month that you have an ad.
- Design charges:** We do not charge a fee to design your ad. We charge \$20 to provide you a hard copy and a digital copy should you wish to have it for additional publications.
- Camera-ready:** We accept e-mailed ads. They should be submitted in TIFF, EPS, or PDF format. We design using PhotoShop and PageMaker on PC computers. The advertiser will submit camera-ready artwork at least one week prior to publication OR the advertiser agrees to provide information for their ad at least two weeks prior to publication.
- Editorial content:** Student editors reserve the right to approve or reject content.
- Additional terms:** _____.

Cash \$ _____
 Amount paid

Check \$ _____
 Amount of check, check #

Bill \$ _____
 Amount due

Company Representative _____ Date _____

Eleight Representative _____ Date _____



The Eleight, Leigh High School
5210 Leigh Ave., San Jose, CA 95124
ph. 408-377-4470 ext 5229, fax 408-445-2947
e-mail efroemmi@cuhd.org

Eleight Sales Visit Record

Name of business: _____

Address: _____

Manager: _____

Date and time of visit _____

_____ Placed an ad _____ Interested/will return _____ Declined ad

Signature _____

Print name _____

Important dates

Publication dates

To be determined with EIC at the beginning of each school year

Tentative

October

November

December

February

March

April

May

June

Important dates/events

November 10 – 13, JEA Convention, Chicago

California Press Day

Yearbook Signing Party

Birthdays

Fundraising events

School Board Meetings (5:30 at the District Office on Union)

September 1, 2005

September 15, 2005

October 6, 2005

October 20, 2005

November 3, 2005

Forms

Rubrics

Stringbook rubric

- _____/15 Complete collection of work
- _____/20 Evaluation accompanying each piece
- _____/5 Book arranged chronologically
- _____/50 FPA
- _____/10 Creativity and Aesthetics

- _____/100

Name _____
 Story _____
 Due Date _____

Feature story rubric

Category	Outstanding	Good/ Average	Fair	Needs Improvement	Not present/ Poor
Feature style (as opposed to news style)	5	4	3	2	1
Appeals to the readers' interest	5	4	3	2	1
Attention-grabbing lead	5	4	3	2	1
Colorful sensory details	7	6	5	4	2
Balanced objectivity	7	6	5	4	2
Use of facts instead of generalizations	10	8	7	6	4
Well-researched, reflecting a variety of sources	10	8	7	6	4
Use of direct quotes and anecdotes	6	5	4	3	1
Accuracy & Completeness (does it respond to what the reader wants/needs to know)	10	8	7	6	4
Elimination of extraneous material and phrasing and libelous statements	5	4	3	2	1

Feature Total _____ / 70

Name _____
 Story _____
 Due Date _____

Editorial story rubric

Category	Outstanding	Good/ Average	Fair	Needs Improvement	Not present/ Poor
Editorial style: clear organization and flow of ideas	10	8	7	6	4
Strong lead	5	4	3	2	1
Facts used to support assertion (avoids generalizations)	10	8	7	6	4
Arguments fully developed	10	8	7	6	4
Opposing arguments refuted	5	4	3	2	1
Strong conclusion	5	4	3	2	1
Transitions	5	4	3	2	1
Accuracy and completeness (does it respond to what the reader wants/needs to know)	10	8	7	6	4
Elimination of extraneous material and phrasing and libelous statements	10	8	7	6	4

Editorial Total _____ / 70

Name _____
 Story _____
 Due Date _____

News story rubric

Category	Outstanding	Good/ Average	Fair	Needs Improvement	Not present/ Poor
News style	5	4	3	2	1
Angle(s) highlight the pertinent news	5	4	3	2	1
Strong lead (never the date)	5	6	4	3	2
Objectivity (avoids editorializing, not biased)	10	6	4	3	1
Use of facts instead of generalizations	10	6	5	4	2
Well-researched, reflecting a variety of sources	10	6	5	4	2
Use of direct quotes	5	4	3	2	1
Accuracy and completeness (does it respond to what the reader wants/needs to know)	10	6	4	3	2
Transitions	5	3	2	1	0
Elimination of extraneous material and phrasing and libelous statements	5	3	2	1	0

News story Total _____ / 70

Name _____
 Story _____
 Due Date _____

Sports story rubric

Category	Outstanding	Good/ Average	Fair	Needs Improvement	Not present/ Poor
Style appropriate to topic (news; feature; etc)	5	4	3	2	1
Appeals to the readers' interest	5	4	3	2	1
Attention-grabbing lead (if feature, appropriate to style)	5	6	4	3	2
Well-researched, reflecting a variety of sources	10	6	5	4	2
Use of facts instead of generalizations (and if appropriate balancing facts with narrative – otherwise use a score-box graphic)	10	6	5	4	2
Use of direct quotes and episodic moments	10	4	3	2	1
Accuracy and completeness (does it respond to what the reader wants/needs to know)	10	6	4	3	2
Balanced/Objective	5	4	3	2	1
Emotional impact/So what	5	4	3	2	1
Elimination of extraneous material and phrasing and libelous statements	5	3	2	1	0

Sports Total _____ / 70

Name _____
 Story _____
 Due Date _____

Review rubric

Category	Outstanding	Good/ Average	Fair	Needs Improvement	Not present/ Poor
Attention grabbing lead	5	4	3	2	1
Well organized story flow with transitions	5	4	3	2	1
Clear expression of opinions	10	6	4	3	2
Opinions supported with examples	10	6	4	3	1
Use of colorful details	10	6	5	4	2
Emotional impact	5	6	5	4	2
Well-researched	5	4	3	2	1
Accuracy and completeness (does it respond to what the reader wants/needs to know)	10	6	4	3	2
Transitions	5	3	2	1	0
Elimination of extraneous material and phrasing and libelous statements	5	3	2	1	0

Review Total _____ / 70

Layout Rubric (in progress)

	Outstanding	Average	Needs Improvement	points
PREPLANNING				
Front-end design	Specific, creative, thorough 10	Complete, specific 8	Incomplete, unspecific 5	
PHOTOS/VISUALS				
Visual request form	On-time, evidence of collaboration with photographer & writer, creative 5	On-time, evidence of collaboration with photographer & writer 4	Late or no evidence of collaboration 2	
Visuals	Visual is interesting, adds to the story, and is of excellent quality 10	Visual is of good quality, is related to the story 8	Visual is nonexistent, of poor quality, or is unrelated to the story. 5	
Clip art	No clip art used, or the clip art is of excellent quality and clearly adds to the story 3	1 or less pieces of clip art used. Clip art is of good quality and adds to the story. 2	2 or more pieces o clip art are used. 0	
Photo credit	Correctly spelled, formatted and placed 3	Correctly spelled but incorrectly formatted or placed 2	Incorrectly spelled, formatted, or placed. 1	
CAPTIONS				
	Caption accurately identifies the action/people in the photograph and explains beyond what's obvious in the photo 5	Caption accurately identifies the action/people in photograph; expands from the obvious 4	Caption inaccurate or does not expand past the obvious 2	
HEADLINE	10	8	6	
Subheadline	Contains a subject and a verb; (or else there's a very clear reason) leads the reader into the story 3	Does not contain a subject and a verb (no clear reason) OR does not lead the reader into the story 2	Does not contain a subject and a verb (no clear reason) and does not lead the reader into the story 1	
TEXT				
Format	Text is correct size. It has not been squished or stretched. 3		Text has been squished or stretched. 1	
Byline	Correctly spelled, formatted, and placed 3	Correctly spelled but incorrectly formatted or placed 2	Incorrectly spelled, formatted, or placed. 1	
ENTRY POINTS				
sidebar	5	4	2	
infographic	5	4	2	
other	5	4	2	
DESIGN	15	13	10	
DEADLINE	On time 15		Late 0	
TOTAL POINTS	_____ / 100			

Laws

1st Amendment

Congress shall make no law respecting an establishment of religion, or prohibiting the free exercise thereof; or abridging the freedom of speech, or of the press; or the right of the people peaceably to assemble, and to petition the government for a redress of grievances.

The Supreme Court currently recognizes at least nine categories of “unprotected” speech: (1) obscenity; (2) defamation; (3) expression that is intended and likely to incite imminent lawless action (for example, instigating a riot); (4) fighting words (personally abusive language addressed to a specific person likely to provoke a violent reaction); (5) unwarranted invasions of privacy; (6) deceptive or misleading advertisements those for illegal products or services; (7) clear and immediate threats to national security (for example, publishing information about troop movements during wartime); (8) copyright violations; (9) expression on school grounds that causes a material and substantial disruption of school activities.

CA Ed Code

California Student Free Expression Law

Citation: *Cal. Educ. Code Sec. 48907*

Section 48907 - Student exercise of free expression.

Students of the public schools shall have the right to exercise freedom of speech and of the press including, but not limited to, the use of bulletin boards, the distribution of printed materials or petitions, the wearing of buttons, badges, and other insignia, and the right of expression in official publications, whether or not such publications or other means of expression are supported financially by the school or by use of school facilities, except that expression shall be prohibited which is obscene, libelous, or slanderous. Also prohibited shall be material which so incites students as to create a clear and present danger of the commission of unlawful acts on school premises or the violation of lawful school regulations, or the substantial disruption of the orderly operation of the school.

Each governing board of a school district and each county board of education shall adopt rules and regulations in the form of a written publications code, which shall include reasonable provisions for the time, place, and manner of conducting such activities within its respective jurisdiction.

Student editors of official school publications shall be responsible for assigning and editing the news, editorial, and feature content of their publications subject to the limitations of this section. However, it shall be the responsibility of a journalism adviser or advisers of student publications within each school to supervise the production of the student staff, to maintain professional standards of English and journalism, and to maintain the provisions of this section.

There shall be no prior restraint of material prepared for official school publications except insofar as it violates this section. School officials shall have the burden of showing justification without undue delay prior to any limitation of student expression under this section.

"Official school publications" refers to materials produced by students in the journalism, newspaper, yearbook, or writing classes and distributed to the student body either free or for a fee.

Nothing in this section shall prohibit or prevent any governing board of a school district from adopting otherwise valid rules and regulations relating to oral communication by students upon the premises of each school.

Copyright

According to the U.S. Copyright Office (www.copyright.gov):

Copyright is a form of protection provided by the laws of the United States (title 17, U.S. Code) to the authors of “original works of authorship,” including literary, dramatic, musical, artistic, and certain other intellectual works. This protection is available to both published and unpublished works. Section 106 of the 1976 Copyright Act generally gives the owner of copyright the exclusive right to do and to authorize others to do the following:

- **To reproduce** the work in copies or phonorecords;
- To prepare **derivative works** based upon the work;

- **To distribute copies or phonorecords** of the work to the public by sale or other transfer of ownership, or by rental, lease, or lending;
- **To perform the work publicly**, in the case of literary, musical, dramatic, and choreographic works, pantomimes, and motion pictures and other audiovisual works;
- **To display the copyrighted work publicly**, in the case of literary, musical, dramatic, and choreographic works, pantomimes, and pictorial, graphic, or sculptural works, including the individual images of a motion picture or other audiovisual work; and
- In the case of **sound recordings, to perform the work publicly** by means of a **digital audio transmission**.

Copyright protects "original works of authorship" that are fixed in a tangible form of expression. The fixation need not be directly perceptible so long as it may be communicated with the aid of a machine or device. Copyrightable works include the following categories:

1. literary works;
2. musical works, including any accompanying words
3. dramatic works, including any accompanying music
4. pantomimes and choreographic works
5. pictorial, graphic, and sculptural works
6. motion pictures and other audiovisual works
7. sound recordings
8. architectural works

These categories should be viewed broadly. For example, computer programs and most "compilations" may be registered as "literary works"; maps and architectural plans may be registered as "pictorial, graphic, and sculptural works."

Several categories of material are generally not eligible for federal copyright protection. These include among others:

- Works that have **not** been fixed in a tangible form of expression (for example, choreographic works that have not been notated or recorded, or improvisational speeches or performances that have not been written or recorded)
- Titles, names, short phrases, and slogans; familiar symbols or designs; mere variations of typographic ornamentation, lettering, or coloring; mere listings of ingredients or contents
- Ideas, procedures, methods, systems, processes, concepts, principles, discoveries, or devices, as distinguished from a description, explanation, or illustration
- Works consisting **entirely** of information that is common property and containing no original authorship (for example: standard calendars, height and weight charts, tape measures and rulers, and lists or tables taken from public documents or other common sources)

The use of a copyright notice is no longer required under U. S. law, although it is often beneficial.

Libel (injury by written words)

According to the Student Press Law Center:

Libel is any published communication – words, photos, pictures, symbols – that falsely harms a person’s reputation. If a statement is true, it legally cannot be the basis of a successful libel claim. One common misperception among journalists is that if they put quotation marks around a statement made by someone else or simply reprint a letter to the editor and identify the source, they will not be responsible for those comments. But, according to the law, the republication of a libel is still a libel. In repeating the libel in their publication or on their broadcast, the media are said to have “adopted” the libel as their own.

There are four elements that a plaintiff (the person who is suing) must establish to prove he has been defamed by the defendant (the person or publication being sued): publication, identification, harm, and fault.

- 1) **Publication:** the plaintiff must show that the statement was “published”, that is, communicated by the publication to someone other than the person it was about. This does not mean that the statement has to be in a newspaper and circulated; the defamatory statement’s presence on a computer screen in the newsroom where it is read by other students could constitute publication.
- 2) **Identification:** The person claiming that he was libeled must show that he was identified by the statement. If the publication does not specifically refer to the individual by name, it must be shown that a sufficient number of people who read the story believed the plaintiff was the one identified. Yet another way to libel someone without mentioning his name is to make defamatory statements about an entire group to which he belongs. If only two

persons of the 45-member student government are being accused of mismanaging student activity fees, do not characterize the two people as “members of the student government . . .” or even “a number of student government members.” Instead, accurately say that the investigation involved “two members of the student government.” Corporations and other “business entities” can be defamed. Falsely identifying a particular entity as being unethical, financially unstable, dishonest, or the like can defame its reputation, subjecting a reporter to potential liability.

- 3) Harm: The plaintiff must prove that the statement harmed his or her reputation in the eyes of members of the community. Any statement that says something negative about a person, group or business is potentially libelous. Statements that shame, disgrace, or ridicule an individual’s reputation or that injure a person’s livelihood are sufficiently harmful to meet this test.
- 4) Fault: The plaintiff must show that the defendant was at fault in publishing the statement. There can be no liability without fault. In other words, before you can be required to pay damages for a defamatory statement, the person suing you must prove that you did something you should not have done (for example, you published the statement even though you personally believed the information untrue) or that you failed to do something you should have done (for example, you did not check police records to confirm an oral report from that the person had actually been arrested, you did not provide the person with an opportunity to respond or you used unreliable sources). If you did everything a reasonable reporter should do to verify the information in your story before publishing, you are not “at fault” and cannot be forced to compensate the plaintiff for his injuries.

(Law of Student Press, Student Press Law Center, 1994, p. 104-110).

Useful Resources

Websites

Journalism Education Association – www.jea.org

While aimed primarily at advisers, this website does have some interesting links. It also showcases award-winning publications. Upcoming convention dates and locations are listed here.

National Scholastic Press Association – <http://www.studentpress.org/nsipa/>

Student Press Law Center – www.splc.org

This website should be your best friend. If the answer to your scholastic journalism legal issue isn't on here, they'll answer it for you.

High School Journalism – www.highschooljournalism.org

Finally a website with lots of content for the student journalist. There is a wealth of information on this website. You'll find information on features, news, laws, staff bonding, ETC!

Poynter Institute - www.poynter.org

One of Ms. Froemming's favorite journalism sites. It has a wealth of information on all aspects of the profession, plus it also has sections dedicated to student journalists.

Society of News Design – www.snd.org

You have to be a member to access some of the resources on this site, but others are available to the public. They often have links to interesting design articles or studies.

Society of Professional Journalists - <http://www.spj.org/>

Check out their student resources page. They even have a "career connections" page. If you go here, you'll find about 10 professional journalists who are awaiting emails from you about their field and specialties. These change monthly, so check back to see who is being featured.

Associated Press - <http://www.ap.org/>

They have current news, photographs, and articles. Of course ALL of their material is copyrighted, so you can't just "borrow" a picture for your page.

San Jose Mercury News – www.mercurynews.com

Our local paper. The Society for News Design (SND) has recognized them quite a few times in their annual publication *The Best of Newspaper Design*.

The New York Times – www.nytimes.com

School Loop – www.leigh.schoolloop.com

While this website may not have any journalism information on it, it's still a great resource. I post homework and important announcements here daily. You can also access my email and other students' emails from this website.

Leigh Athletics – www.leighathletics.com

Before you bug Coach Z, check out this website. It has LOTS of information on Leigh sports: rosters, coaches, game schedules, scores, etc!

Ms. Froemming's website – www.msfroemming.net

Well, School Loop made this a bit obsolete, but she put a lot of work into it!

Turnitin.com – www.turnitin.com

All stories need to be submitted to Turnitin.com by the story deadline.

Books

Scholastic Journalism: 10th ed. by Tom Rolnicki, C. Dow Tate and Sherri Taylor

This is the textbook that we use for the class. It's comprehensive and is a good resource. If you get stuck on how to write a feature or news story or profile or sports story, look it up here.

Newspaper Designer's Handbook, 5th ed. by *Tim Harrower*

This is a GREAT book, and it's fun to read. HONESTLY! Harrower has great design ideas, dos and don'ts, and he's funny. This book has examples, sample pages, suggestions, layouts, you name it.

Associated Press Stylebook and Briefing on Media Law, 39th ed., *Norm Goldstein, editor*

This is the working journalist's bible — the authoritative word on the rules of grammar, punctuation and general meaning and usage of more than 3,000 terms. Sections cover media law, sports, business, photo captions, Internet guidelines, punctuation and a bibliography.

Guide to Leigh offices

Main office

Go here to find

- Mr. Rick Costanzo, principal
- Ms. Jodi Edwards-Wright, vice principal
You might talk to Mrs. Edwards-Wright about subjects like testing (SAT, CAHSEE, STAR), classes in the school, 504 plans, and a number of other things. Her official title as VP is vice principal of instruction, so she deals with issues that go in learning and in the classroom.
- Ms. Stacey Schembri, principal's secretary
You would talk to Mrs. Schembri in order to schedule a meeting with Mr. Costanzo. Mrs. Schembri knows just about everything there is to know about Leigh. However, she is very busy, so don't ask her questions that you find out on your own.
- Ms. Lisa ???, receptionist

In this office you will also find

- An information bin (often by the front door) with school calendars, bell schedules, A/B Day schedules, maps of the school, and lots other information about "Leigh."
- The announcement drop off box (all announcements must be approved by Ms. Froemming)

Book Room

Go here to find

- Ms. Judy McMahon
Ms. McMahon manages the book room. If you need to return a school book (NOT a library book), this is probably the place to go. She also does a lot of the billing, so if you have a billing question, you could ask her.

Student Service Center

Go here to find

- Ms. Barbara Gustafson, attendance clerk
- Ms. Therese Wagster, health aide
- Ms. Rose DuMond, dean of students (A-K)
- Ms. Sarah Thomas, dean of students (L-Z)
- Ms. Elizabeth Tovar, guidance counselor (A-K)
- Ms. Maria Ortiz, guidance counselor (L-Z)
- Ms. Wendy Sharp, psychologist
- Ms. Sheryl Usry, registrar

Go to this office to find forms for the counseling office, to make appointments with deans or counselors, and to find the SCHEDULE BOOK. This wonderful book has the schedules of all students in the school, so if you need to send a student a note, you can look up the room number here.

Activities Office

Go here to find

- Ms. Gina Nicoletta
While it may be tempting to ask Ms. Nicoletta about everything, DON'T. Find the person who is really in charge of that specific topic. Talk to Ms. Nicoletta for questions related to: student activities (events, clubs, etc), Leadership class, ASB.
- You can also get paints here (for posters), fundraising approval forms,

Maintenance / janitors

While they don't have an office per se, you can ask at either the Student Service Center or the Main Office for Reuben. He knows just about everything you could want to find out about maintenance.

Clubs/Co-Curriculars

Club	Adviser	Adviser's room #	Club president	Meeting time
Art Club				
Astronomy Club	Lynette Jackson	45?		
Bands	Chris Nalls	Band rm		
Cancer Support Group	Laurel Austad			
Chess Club	Lew Smith			
Choirs				
Christian Club	Becky Soret	34		
Class adviser – Senior	Monika Burt	46?		
Class adviser – Junior	Michelle Lyon	48?		
Class adviser – soph.				
Class adviser - frosh				
CSF	Loren Martin	38		
Conflict Managers	Suz Down			
Dance Commission				
Duct Tape Club				
Debate Club	Rob Warren	58		
Drama Club	Meredith Moseley	91		
French Club	Laurel Austad			
Freshmen Orientation (Link Crew)	Elizabeth Towner	25		
Journalism	Liz Froemming	29		
Key Club	Michelle (Ruth) Frindell	59		
Math Club	Dorothy Peterson	36		
Mock Trial	Meredith Moseley	91		
Multicultural Club	Monika Burt	??		
Outdoor Club	Monika Burt	??		
Project Cornerstone	Tim Fleming, Elizabeth Towner, and			
Rally Commission	Gina Nicoletta	Act. Office		
Science Club	Lynette Jackson	??		
Spanish Club	Becky Soret	34		
Spirit Commission (Cheerleaders)				
Utilities Commission (sound system, etc)	Gina Nicoletta	Act. Office		
Yearbook	Liz Froemming	29		

Coaches

Sport	Season	Coach	On or Off Campus	Room or ph. #
Cross Country, boys	Fall	Coach Mike White	On	55
Cross Country, girls	Fall	Coach Mike White	On	55
Field Hockey, girls	Fall	Coaches Karin Mirassou & Kelli Nurnberg	On	61 62
JV Field Hockey, girls	Fall	Coaches Karin Mirassou & Kelli Nurnberg	On	61 62
Football, varsity	Fall	Coach Shawn Thomas	On	
Tennis, girls	Fall			
Volleyball, girls	Fall		Off	
JV Volleyball, girls	Fall			
Basketball, girls	Winter			
JV Basketball, girls	Winter			
Basketball, boys	Winter	Coach Greg Wolf	On	
JV Basketball, boys	Winter	Coach Noe Ochoa	On	Gym
Soccer, girls	Winter	Coach Michele Kennedy	On	41
JV Soccer, girls	Winter		Off	
Soccer, boys	Winter	Coach Frank VonRassler	On	
JV Soccer, boys	Winter			
Wrestling	Winter			
Badminton (boys & girls)	Spring		Off	
Baseball, boys	Spring	Coach Noe Ochoa	On	Gym
JV Baseball, boys	Spring	Coach Chris LePage	On	64
Golf	Spring		Off	
Softball, girls	Spring	Coaches Karin Mirassou & Kelli Nurnberg		61 62
JV Softball, girls	Spring			
Swimming, boys	Spring			
Swimming, girls	Spring	Coach Ben Bethune	On	
Tennis, boys	Spring			
Track, boys	Spring			
Track, girls	Spring			
Volleyball, boys	Spring		Off	
JV Volleyball, boys	Spring			

Leigh Faculty – double check room numbers because they’ve changed a lot this year

Teacher	Room #	Subjects taught	Prep period
Austad, Laurel		English 2, French 2, 3	
Benson, Scott	88	Deaf and Hard of Hearing	
Bethune, Ben		Math	
Bove, Richard		Special Education	
Bryant, Carolyn		English 1H (B days only)	
Burt, Monika	46?	Biology, AP Biology	
Cohen, Arthur	70??	Photography	
Cross, Kelly		ROTC	
Diehl, Brian	88	Deaf and Hard of Hearing	
Dowd, Suz	2	Art	
Duffy, Allison	60	English 3, English 4, English 4H	
Flagler, Marcia	18	Foods 1, AVID 4	
Fleming, Tim	9	Physical Science, Physics	
Foncell, Susan	54	English 1H (A days only)	
Fortino, Gene		Special Education	
Frase, Terri		PAR Teacher (not on campus)	
Freeman, Karen	35	Spanish	
Frindell (Ruth)	59	English 1, English 1H, English 2H	
Froemming, Liz	29	English 2H, Journalism, Yearbook	
Galbraith, Sally	Old Choir rm	French	
Gill, Brendan	56	AVID 2, English 4, English 1	
Hardin, Mary	8??	Special Education	
Hege, Tessa	77		
Holland, Bill		0 period Government only	
Jackson, Lynette	??	Biology, AVID 1	
Keck, David	Old Band rm	Spanish	
Kennedy, Michele	41	Geometry, Trig, AP Calculus	
Landeros, Martha	16	Spanish	
Leah-Martin, Carol		English 2, English 3	
LePage, Chris	64	World History, Government	
Lynch, Dennis	44	Algebra I, Trig	
Lyon, Michelle	??	Science (Life science,	
Maiten, April			
Martin, Loren	38	Math	
McLin, Allison	20	Computer Aps, Advanced Computer Aps	
Mirassou, Karin	61	Special Education	

Moseley, Meredith	91	Drama, English 1, French 1
Moisei, Luciana	92	English 1, English 2
Mote, John	42	Math (Geometry,
Nakasone, Paulette	89	Deaf and Hard of Hearing
Nalls, Chris	Band Room	Band
Nicoletta, Vince	4, 72?	3-D Design, Photography 2
Nishiguchi, Morris	23	Life Science, Health?
Nurnberg, Kelli	62	Special Education
Ochoa, Noe	Boys Gym	P.E.
Olsen, Amber	43	Geometry,
Perry, Patricia		Work Experience
Peterson, Dorothy	36	AP Calculus, Algebra 2
Schembri, Larry	66	Special Education
Schwab, Ken	??	Art, AP Art
Sinclair, Steve		PAR – off campus
Smiley, Bill	63	Government, AP Government
Smith, Dave	65	US History, World History Honors
Smith, Lew	6	Physics, AP Physics
Soret, Becky	34	Spanish 4, AP Spanish 4, Spanish
Thomas, Shawn		US History, World History
Towner, Elizabeth	25	English 3, English 4
Ullrey, Allegra	57	English 1, English 3H, AVID 3
Vega, Will		ROTC
VonRassler, Frank		US History, AP US History, World History
Warkentin, Leslie		Chemistry, Chemistry Honors, AP Chemistry
Warren, Rob	58	English 1, English 3, English 3H, AP English
Wheeler, Pam	17	Foods 1, Foods 2
White, Mike	55	English 1, English 3H, AP English, Survey of Lit.
Wolf, Greg		Special Ed
Zielazowski, Pam	Girls Gym	

CUHSD Contact Information

Board of Trustees

George R. St. Clair, 371-0960 ext. 2002 or 374-6360 or gstclair@mvla.net

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Pam Parker (President), 408-348-0695 or pparker@cuhsd.org.

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District Employees – All phone numbers are 371-0960 plus the extension listed

Rhonda Farber, Superintendent, rfarber@cuhsd.org or ext. 2001

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Terry Peluso, Director of Student Assessment, tpeluso@cuhsd.org or ext. 2011

John Nolen, Director Support Services, jnolen@cuhsd.org or ext. 2081

Sample assessments for the handbook

Handbook quiz

Using the Leigh handbook as a reference, determine whether or not the following sentences are correct. If the sentence is incorrect, fix it.

1. The HSC purchased three new DVD players for the history department.
2. Mr. Bill Smiley, Government Teacher, has worked in CUHSD for more than thirty years.
3. The Varsity Track team won it's first meet of the season.
4. After graduating from college, Lars Larson planned on pursuing a Master of Science in Entomology.
5. The affects of the hurricane were widespread, and many households were without power until 11:00 PM.
6. The longhorns beat the warriors in overtime; Junior Jacob Jacobson made the winning goal.
7. The NHL conflict among the players and the owners was settled after a 1 year strike.

Answer the following questions

8. Which office would you go to if you wanted to find a copy of the SAT schedule?
9. Who would you ask if you wanted to find out when and where the Key Club meets?
10. If you needed to survey freshmen classes, who are four teachers that you could ask?

Name _____

Handbook spelling quiz 1

Circle in misspelled word in each of the following rows. There is only one misspelled word in each row.

1. license	courtesy	fourty	despair
2. defered	desperate	performance	necessary
3. calendar	definatly	judgment	inadvertent
4. yeild	disappoint	license	adviser
5. pursue	receipt	reference	seperate
6. exceed	parallel	untill	performance
7. ocurred	privilege	harass	arguement
8. existence	reference	referring	possess
9. inoculate	rhythme	rhyme	weird
10. necessary	sophmore	maintenance	e-mail
11. barbecue	existence	competent	independant
12. preserverence	argument	judgment	prevalent
13. beginning	commitment	embarrasment	questionnaire
14. conceivable	wierd	chief	forfeit
15. Nicoletta	Costanza	Froemming	Moseley