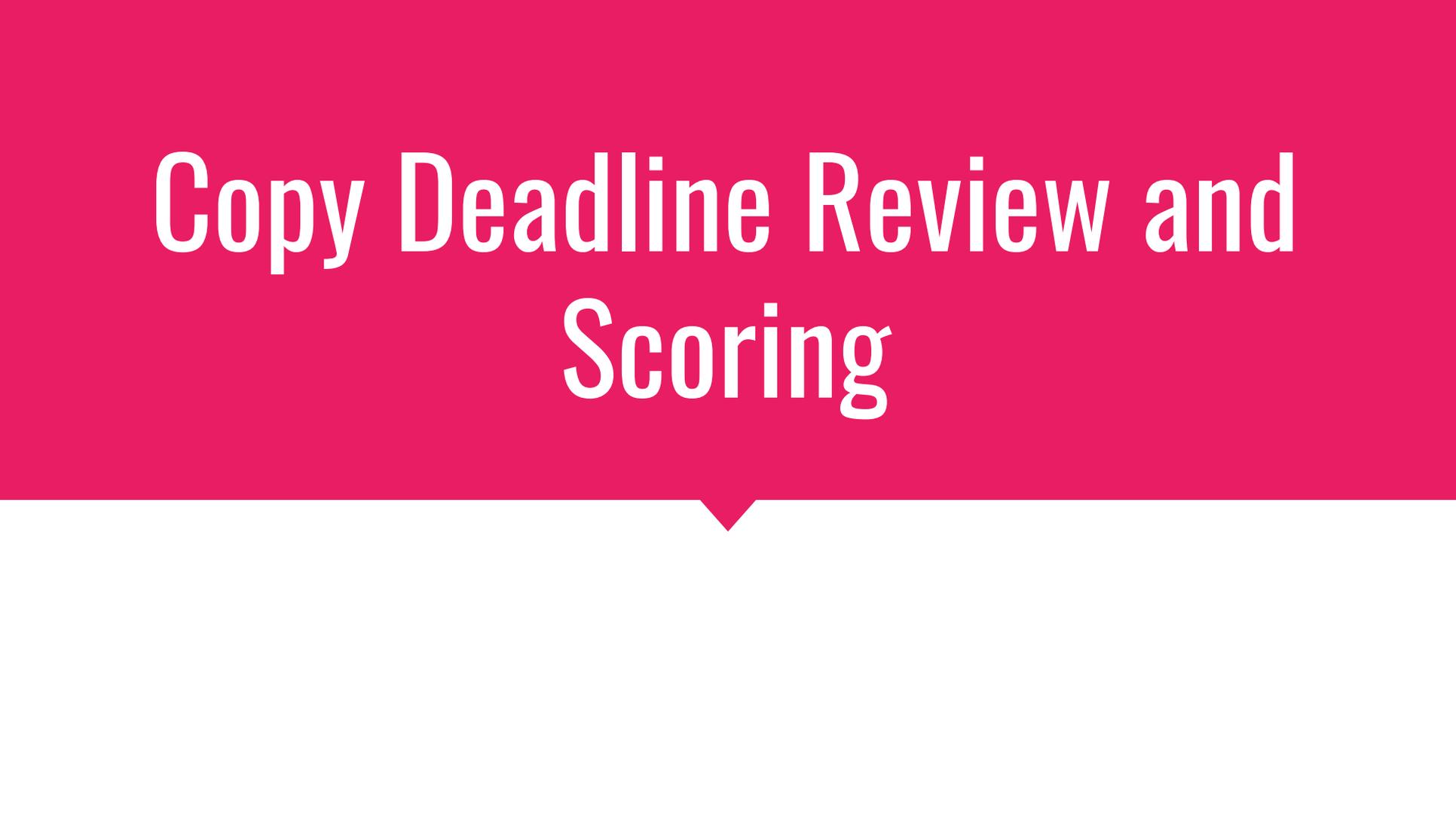


Copy Deadline Review and Scoring



Required Content for Copy Deadline

- **Surveys** out of at least 100 people
- At least **3 different perspectives** for each story
- Copy that fills **required word count**
- Story that “doesn’t suck”
 - Yes, this is on the rubric
 - This gets you a free date with the copy editors and Clone (not a date you want to go on)

Content - stuff to edit out of your writing

- **Passive Voice**

- Having the thing carry out the action
- “The shoes were worn by the basketball players.”
- Should be, “The basketball players wore the shoes.”

- **The “No duh” information**

- “Joel Linden chose to play football for a division one school in California. The coaches there thought he was really good.”

- **The reporter should not be present in the story**

- “When asked about ___, Joe Smith said___” - DON'T
- Just paraphrase and create a transition into the quote.

Editorializing - this is bad

- This is when you write something as if it's a fact that you don't attribute to someone...
 - **Generalizations**
 - Many, some, most, always/never (don't do this)
 - Example: "They always gave practice their all."
 - **Opinion statements:**
 - "The Varsity swim team is really good."
 - "It was the most fun event they will ever go to."

Verb Tenses

- **STORIES** SHOULD BE IN THE **PAST TENSE**
- **Subheads** should be in **PRESENT tense**
 - Read through your entire story just looking for verbs and changing them to past tense.
 - Try not to start with “For grade + name,…”
 - Subheads should summarize event and connect story to headline
- **Attributes**
 - After **FIRST** complete thought.
 - **ALWAYS** use “(name) **said.**”

Style Stuff NOT TO DO

- Asking **rhetorical questions**, or starting with “Imagine”
 - These are all hypotheticals. You are supposed to report on facts, not speculation
- **3 sentences in a row** that begin with a subject
- Using **personal pronouns** (you, your) – DON’T
- **Redundancy**
 - “This made her sad and depressed.”

Style continued

- **Cliches** - avoid them like the plague
 - Example: “That was her passion.”
 - Watch for things like “made an impact on,” “were a family,” and “formed bonds.”
- **Wrapping up your story with a prediction** - Don’t do this
 - Example: “Next year, the team will be stacked.”
- **Wrapping up your story with a nice bow** - Don’t do this
 - Example: “The future is sure to be bright for this team.”

The Nitty Gritty

Obvious Things not to do...

- Using **“this year,” “currently,”** – DON’T
- **DO NOT** use **“Traverse City”** or **TCW** or **West**
- **DO NOT state the obvious.** Don’t tell what the reader already knows. Tell the story behind the story.
 - Ex; DON’T say...The players were happy that they won with a score of 20 to 2, better than their last score.”

People's Names and Acronym Names

- Use **full name on school record** (no nicknames)
- Use full name the first time in the story, then just last name for the rest of the story/caption.
- NAME MISSPELLINGS *****
- **Spell out acronym names first time**, then use acronym
 - Distributive Education Clubs of America (DECA) >> DECA

Stuff TO DO

— — —

- **Spell out numbers 10 and over**
- **(exception: ages and times)**
 - Always spell out numbers under ten
 - Ages: 18-year-old
 - Times: 1 p.m.
- **Specify a.m. & p.m. (yes, use both periods)**
- **Fix conversational spelling** from your interview:
 - Example: “Sorta,” = “sort of,” “Kinda” = “kind of,” “Gonna” = “Going to,” “Wanna” = “Want to,” etc.
 - Yes, fix these in quotes

Capitalization

- **Lowercase grade levels**
 - junior Elizabeth Cheswick
 -
- **Capitalize the level of team + team name**
 - Varsity Pom Team
 - JV (no periods)
- **DO NOT leave “I” as lowercase**

Punctuation

- Quotation Marks - use around every quote.
 - Remember, **“quote, comma, (quotation mark), name said.”**
 - Or **“I love punctuation,” Melissa Clone said.**
- **Exclamation points** - don't use them. Just use a period.

- When **naming teams by gender, use an apostrophe at the end:**
 - Example: Boys' Tennis; Girls' Golf

Paragraphing

- **DO NOT indent paragraphs**, just double space between them
- Always start a **new paragraph with each quote**
 - You should have a lot of short paragraphs in your stories
- **DO NOT stack quotes without a transition** sentence in between.
 - Use other information from your interview to transition into the next point

Leads

- Leads that don't hook the reader
 - Don't use a quote lead!
- Types of leads (again)
 - The punch lead
 - Blunt statements that jolts the reader
 - The picture/background lead
 - Descriptive/imagery
 - The contrast lead
 - Two opposite extremes
 - 5Ws & H

Quotes

- **Use [] to clarify quotes**

- “It is my favorite sport,” Zaliagiris said.
- Should be, “[Football] is my favorite sport,” Zaliagiris said.

- Statements backed up with no quotes

- Delete from quotes: “umm,” “well,” and “like”

- Quotes without context

- Example: “That was amazing.”

- Quotes with no human interest or emotion (irrelevance)

Quotes that state what any reporter could write in their own words

Captions

Attributes

Attribution - to whom can we attribute the quote or information

Correct: Written as a Quote

“The volleyball fans are hype,” Libby Cheswick 11 said.

Correct: Written as the reporter Paraphrasing

According to Libby Cheswick 11, the student section is more enthusiastic than in years past.

QUOTE - COMMA, NAME - SAID

“The volleyball fans are hype,” Libby Cheswick 11 said.

- The person is more important than the word “said”
- Always use said
- Always write in the past tense (except for your lead, which should start in the present tense)

Break up longer quotes by placing the attribution after the first complete thought.

“There’s a serious problem,” Lucas Hartwell 9 said, “because people just don’t care about architecture and the beauty in it. Buildings are living, breathing beings, worthy of admiration and respect.”

Use a combination of **paraphrasing** and **quotes** to build the story:

“There’s a serious problem,” Lucas Hartwell 9 said, “because people just don’t care about architecture and the beauty in it. Buildings are living, breathing beings, worthy of admiration and respect.”

Hartwell believed that all students should give Detroit a fresh look. His work with his family, who owned several buildings that they were rehabbing, gave him **insight about Detroit’s potential**. (This, by the way, is a transition paragraph, but it’s filled with information that builds the story)

“Detroit has always featured great buildings,” he said. “But the skyline at night - now it just has this magic that I haven’t seen in years past. It’s worth seeing.”