Fall 2013

Dear Gazette staffers,

Welcome! Some of you are old hands at this. Some of you are rookies. All of you have signed up to be working journalists for the Gazette, the student newspaper at Granite Bay High School and one of the finest scholastic newspapers in the country. I hope you are excited about the journalistic adventure you’re about to begin.

In California, students have the right to choose content; stories, with rare exception, cannot legally be censored by school officials. In other words – what a concept! – you finally get to do what you’ve been practicing for all these years: work independently, and then have your work judged by professional, real-world standards. Cool!

With these rights, of course, come some significant responsibilities. We have a duty to pursue the truth, to be fair, to be accurate. We have a responsibility to not unnecessarily harm others. The consequences of making errors are real – people’s reputations are on the line, and so is the reputation of the Gazette and of its staff members.

You need to know that others have come before you. The Grizzly Gazette started in 1997-98; adviser Kay Bacharach and editors Alicia Parlette and Andrew Reeves led a one-term class that produced two editions of a single-section tabloid newspaper. Adviser Karl Grubaugh arrived at GBHS in the fall of 1998, and the Gazette dropped the Grizzly and switched to a broadsheet format under the direction of editors Dianna Jung and Alicia Parlette. In the next four years, under the leadership of Grubaugh and editors Alicia Parlette and Ali Wood (1999-2000), Bryan Early and Jesse Garton (2000-2001), Ashley Keneller and Vanitha Virudachalam (2001-2002) and Jeff Katz, Emily Inouye and Kimber Holt (2002-2003), the Gazette grew into a multi-section broadsheet, including Green Screen, a tabloid entertainment section. Lisa Olmo became adviser in 2003-04, and the co-editors-in-chief were Sara Lebastchi, Scott Hollingshead and Tim Bardet. Olmo and Kevin Wherry were the advisers in 2004-05, and the editors were Gian Cretarlo and Niketa Brar. Grubaugh returned in the fall of 2005, and the editors were Meegan Brooks and Dena Fehrenbacher. In 2006-07, Caitlin Chang and Lauren Snelgrove were the co-editors-in-chief. In 2007-08, it was Juliana Fehrenbacher and Amy Holiday. In 2008-09, it was Paige Xu, Kealy Jaynes and Lauren Grubaugh. In 2008-09, it was Joseph Mullen, Teresa Palkowski and Kurt Chirbas. In 2009-10, it was Katie Zingheim, Alison Sale, Parker Evans and Jessica Reese who led the way. In 2010-11, it was Jessica Reese, Shannon Carroll, Kyle Pawlak and Rachael Vasquez. Last year, it was Lena Eyen, Nicole Bales, Chris Pei and Haley Massara, with help from Chase Evans and Kristin Taylor. This year, it’s Kate Hurley, Kiana Okhovat, Alexa Zogopoulos and Sydney Kahmann.

“The Wall” in the journalism lab shows off a bit of the work of some of your predecessors, and some of their awards. You’ll notice there are quite a few awards. That’s because previous students have taken seriously the Gazette challenge to “go out and do good journalism.” They focused on telling important stories well, on giving voices to the voiceless, on asking thoughtful questions.

As in past years, that’s what I want to challenge you to do this year. Do the research necessary so you can write your stories with authority. Interview the people who will give your stories authenticity. Write your stories (and shoot your photos, and design your pages) with style and flourish and flair.

In other words, go out and do good journalism.

The process, of course, is more complicated than that. You’ll be frustrated at times by sources who won’t call you back, by interviewees who try to manipulate you, by confusing and conflicting statistics and information, by photo gear and computer software that doesn’t cooperate. Writing clearly and coherently can be brutally difficult and stressful. Page design can be a mystery. Shooting compelling photos can be a puzzle. Doing good journalism, however, really isn’t brain surgery. While it’s not necessarily easy, it is mostly a matter of diligence. You need to be committed to doing good work. You need to passionately pursue excellence.

If you’re here, it’s because you have made that commitment, and you have that passion. Which means you have everything it takes to go out and do good journalism.

So let’s get started.

Karl Grubaugh, adviser

**General Gazette Policies**

1. The Gazette newspaper at Granite Bay High School is a student publication generated and produced by students, under the guidance and direction of student editors and an adviser. It is produced by students in the advanced journalism class. The newspaper is designed to serve both students and the Granite Bay community; students who are on the Gazette staff learn how to do independent research, report, interview, write journalistically, shoot photographs, edit stories and photographs, and design pages.

The Gazette and its students are protected by California Education Code 48907 and by the First Amendment to the United States Constitution. Students determine content in the Gazette; the adviser’s role is to maintain professional standards of English and journalism. Content cannot be restrained unless it is libelous, obscene or puts at risk the educational mission of the school.

2. Student editors make all editorial decisions for the Gazette; such decisions must not violate the tenets of “English and journalism” that must be upheld by the adviser as described in Education Code 48907. The adviser maintains such standards, but does so in a collegial, educationally appropriate way.

3. Editors are charged with insuring the Gazette is a responsible media player, pursuing important stories but following appropriate journalistic guidelines and traditions. Other staff members must abide by the decisions of editors; editors must abide by decisions of the co-editors-in-chief.

4. Student reporters, writers and editors working for the Gazette have the right to conduct research, including interviewing sources, for stories they are pursuing. Students are expected to appropriately source stories. Sourcing standards vary by the kind of story and will be discussed in other parts of this handbook.

5. Use of Language – The Gazette does not publish language that would be considered inappropriate in a general interest, general circulation newspaper such as the Sacramento Bee. Examples of words that CANNOT be used in the Gazette include “bitch,” “hell” and “damn.” Anything worse (use your imagination) is also banned. There are policies regarding quoting/paraphrasing such language in other parts of this handbook.

6. Unsigned editorials – Unsigned editorials are written by a Voices editor. The topics should be related to Gazette news coverage, and the point of view in the unsigned editorial must be the majority view of the editorial board. The editorial board consists of the co-editors-in-chief, the Voices editors and one editor from each additional section (news, features, sports, Green Screen – these members rotate each issue).

7. Columns and opinion pieces – Writers have tremendous freedom to express their opinions in the Gazette, but be aware that just because you’re writing an opinion piece doesn’t mean you can start willy-nilly disobeying the journalistic guidelines we’ve established for the rest of the newspaper. “But it’s my OPINION!” does not protect you from a libel lawsuit.

* Opinions/columns must be ACCURATE! Check your facts
* Pieces that are critical of school programs or people running the programs (students or adults) require special care. GBHS is a small community, and student and adult leaders deserve to be treated with respect. Here’s what that means for the Gazette – columnists who want to criticize school programs and/or people MUST first conduct a face-to-face interview with the person or program leader. Failure to do so will result in the spiking of the column.

8. Advertising content – The Gazette accepts paid advertising and will accept ads from all sources except those promoting activities/products that are illegal for those under the age of 18. (For example, no ads will be accepted for alcoholic beverages or cigarettes.) The editorial board screens ads for obscene, libelous or educationally disruptive content, which is grounds for the ad not being accepted.

9. Call-slip etiquette – see attached policy in this handbook.

10. E-mailing guidelines – see attached policy in this handbook

11. Online research guidelines – see attached guidelines and policies in this handbook

12. Gazette off-campus policies – see attached policy in this handbook.

13. All Gazette students must complete the advertising sales assignment each quarter (once a student has produced $100 or more of revenue each quarter, additional sales calls are optional). Or, revenue can be generated through subscription sales or donations. Students who do not satisfactorily complete the assignment CANNOT get an A grade for the course.

 **Granite Bay Gazette 2013-14**

**The award-winning student newspaper of Granite Bay High School**

**1 Grizzly Way, Granite Bay, CA 95746 – 916-786-8676 ext. 5514**

**fax 916-786-0766, e-mail:** **kgrubaugh@rjuhsd.us** **OR** **gbgazette\_ads@yahoo.com**

**ADVERTISING RATE SHEET**

***BASIC RATE* – $6 per square inch. The minimum price for a display ad is $48. (Eight square inches). The minimum width of any ad is TWO INCHES. (Ads must be 2-, 4-, 6¼ -, 8¼-, 10½- or 12½-inches wide.) Minimum depth is an inch.**

***BUSINESS-CARD SPECIAL* – $35 for a 4-inch x 2-inch oversized business card advertisement.**

***INSERTS* – Pre-printed inserts are $300; if we print the insert, it’s an additional $50 per page**

***DISCOUNTS! for larger ads, for prepayment and for multiple insertions***

* **Quarter page (VERTICAL is 6¼ inches wide by 10 inches deep; HORIZONTAL is 12½ inches wide by 5 inches deep) – $250**
* **Half page (VERTICAL is 6¼ inches wide by 20 inches deep; HORIZONTAL is 12½ inches wide by 10 inches deep) – $375**
* **Full page (12½ inches wide by 20 inches deep) – $500**
* **10 percent discount for ads PAID IN ADVANCE**
* **10 percent discount for multiple insertions (two or more issues, any size ads)**
* **25 percent total discount for ads paid in advance AND multiple insertions**

***WE’VE GOT AN ONLINE EDITION! (granitebaytoday.org)* For just an additional 20 percent of the cost of your print ad in the Gazette, we’ll also run your ad online. Just want to advertise online? $200 for a one-month ad; 25 percent discount for a second month; additional 25 percent off for a third month.**

***FORMATS:* If you want to provide your own ad, we prefer electronic versions as PDFs. Or give us camera-ready art, and we’ll scan it for you.**

**ADVERTISING ORDER/CONTRACT**

**Business Owner/Manager**

**Address City Zip**

**Phone**   **E-mail \_\_\_\_\_\_**

**2011-12 PUBLICATION DATE(s) – check month(s) to run (dates are approximate)**

**Sept. 13\_\_ Oct. 11\_\_ Nov. 15\_\_ Dec. 20\_\_ Feb. 7\_\_ March 8\_\_ April 4\_\_ May 23\_\_**

**(The Gazette normally publishes eight times during the school year, about every month. The deadline for advertising is ONE WEEK PRIOR to the publication dates listed above.)**

**AD SIZE\_\_\_\_\_\_ONLINE, PRINT or BOTH?\_\_\_\_\_\_\_\_CONTENT/COMMENTS\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**PRICE\_\_\_\_\_\_\_\_\_\_\_\_STUDENT REPRESENTATIVE**

**SIGNATURE\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_DATE\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**(Gazette use only) confirmed\_\_\_billed\_\_\_\_paid\_\_\_\_run date(s)\_\_\_\_\_sales credit\_\_\_\_\_**

**OFF CAMPUS –** Unlike most students at GBHS, you have the right to leave campus for journalistic purposes/errands. Again, however, you have some responsibilities that come with this privilege. First, you must submit a signed off-campus permission form, and then you must do the following: 1) Get Grubaugh to sign an off-campus pass, 2) sign the off-campus clipboard at Grubaugh’s desk, 3) go off campus, 4) return to class (or have discussed with Grubaugh that your off-campus task will go beyond the end of the school day.

Gazette Off-Campus Permission

 As the parent of a Gazette student, I understand it is sometimes necessary for Gazette students to leave campus to complete journalism-related tasks. I give permission for my son/daughter to do this. My son/daughter is allowed to ride in other students’ cars, if necessary, if the driver can legally transport other students who are not family members. I have reminded my son/daughter that this is a privilege, which should not be abused. I understand that the adviser, Karl Grubaugh, has the right to take this privilege away from my son/daughter at any time if problems occur because of irresponsibility or abuse. I also understand and acknowledge that Education Code Section 35330 provides that all persons participating in a school-related trip shall be deemed to have waived all claims against the District or the State of California for injury, accident, illness or death occurring during or by reason of the trip.

Student Name\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Parent Name\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Parent Signature\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

 Date

Gazette Off-Campus Contract

 As a member of the Gazette staff, I understand that leaving campus for journalism purposes is a privilege that should not be abused. I agree to take care of any off-campus tasks in a timely manner, and to return to school as quickly as possible. I also know that I am not allowed to bring any food on campus. I understand this is not a time for me to run personal errands. I also understand that Mr. Grubaugh has the right to take this privilege away from me at any time if problems occur because of irresponsibility or abuse.

Student Name\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Student Signature\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**CALLING STUDENTS OUT OF CLASS –** Most GBHS teachers have graciously allowed us to QUICKLY and SPARINGLY call students out of class for photos/interviews. They do not have to play ball, however, and if someone doesn’t show up when you deliver a pass, you will have to get them during first or second lunch. Fill out the out-of-class pass, stamp it with my name stamp, and then QUIETLY deliver the pass to the classroom. WE SHOULD BE DELIVERING ALL PASSES TO A PARTICULAR CLASSROOM AT THE SAME TIME!

GAZETTE

CALL SLIP ETIQUETTE

**Policies:**

1. Pull out students for no more than 10 minutes (they may tell you they can afford the time out of class, but we don’t want to offend cooperating teachers in ANY WAY).
2. You must stamp every single call slip you send with my name stamp.
3. You may NOT pull friends or potential girlfriends/boyfriends out of class. You should generally avoid using friends as sources in stories.
4. When you deliver the slips to the class, DO NOT TALK TO or even ACKNOWLEDGE people you know who are in that class. Deliver the slips, and then leave.
5. DO NOT CALL STUDENTS from any teacher who has denied us the privilege of doing so. (2013-14 TBA)
6. OVERUSE OF SOURCES WILL RESULT IN THE SOURCE BEING BLACKLISTED (UNLESS THEY ARE KEY/ONLY SOURCE FOR A SUBSEQUENT STORY)

**Complaints from teachers about how you deliver call slips means:**

1. You will not be allowed to call ANY students out of class for at least one deadline cycle. You will have to find them at lunch or after school.
2. The negligent staff member must go to the unhappy teacher and read the following aloud to the teacher:

# Dear Mr./Mrs./Ms. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_,

# I abused my privileges as a newspaper staff member. I apologize for my failure to respect you, your class, and the limited amount of instructional time available in a class period. I assure you it will never happen again. Please don’t allow my mistake to negatively impact your view of the newspaper staff, or your willingness to allow students out of your class in the future for newspaper interview requests.

# A second offense will result in your being dropped from the class with a grade of Withdrawal Fail.

**GAZETTE POLICY**

**COMMUNICATING WITH SOURCES BY E-MAIL**

1. Telephone and face-to-face conversations are BETTER.
2. If you must use e-mail, please be certain to make your e-mail professional:
	1. Best practice is to use your Gazette gmail account. Or, send from the gbgazette@yahoo.com account, or from an account with a PROFESSIONAL NAME! (Not Really\_hot\_chick@msn.com)
	2. Write the e-mail so that it reads like a PROFESSIONAL BUSINESS LETTER. (Not “Hi Mr. Monetti”)
	3. Run SPELL CHECK! It is unbelievably embarrassing, for you and for the Gazette, when you send out an e-mail to district officials or other sources full of misspellings and grammar errors.
	4. Generally, before you hit send, you should PRINT THE E-MAIL and have a co-editor or the adviser APPROVE IT. If you fail to do this and your e-mail proves to be a problem, this will become a mandate.
3. The only staff members who can make INITIAL CONTACT (telephone or e-mail) with school district officials are the co-editors in chief or students who have discussed their need to speak to a district official with the adviser IN ADVANCE. (This is at their request – they have been swamped with our requests in the past, and so they’ve asked us to reduce the number of requests.)
4. If you use quotes from an e-mail in a story, they should be identified as such.

Example: “That Grubaugh over at GBHS is a decent guy,” district superintendent Tony Monetti **said in an e-mail**, “but he must have a bunch of numbskulls in his journalism program, because when they sent me multiple e-mails, they couldn’t spell to save their lives.”

# Name\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

# Editor Initials (indicates a discussion occurred between the editor and the writer about the think sheet, and where the story appears to be going): \_\_\_\_\_\_\_\_\_\_\_\_What section?\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

# Gazette THINK Sheet

1. What is your story idea? (Think HEADLINES!)
2. Fill in as many of the five Ws and an H as you can about your idea:

WHO

WHAT

WHEN

WHERE

WHY

HOW

1. What do you think the focus or angle will be in this article?
2. How is this story relevant to Granite Bay students/faculty/parents/residents?
3. Who will you interview? (at least FOUR PEOPLE – SPECIFIC NAMES!)
4. What research will you do to support the story?
5. What PHOTO or GRAPHIC or FAST FACTS opportunities are available?
6. Prepare a list of interview questions below:

**Name: Issue Number: Date Due:**

2013-14 Evaluation

The Gazette

**RATE YOURSELF** on a scale of 1-5. One would be a pretty bad (you didn’t do much and you know you can do much better), and five would be an outstanding effort in which you went above and beyond the call of duty. Include a DETAILED DESCRIPTION to justify your score

## SELF EVALUATION (circle rating and give a brief explanation)-

1 2 3 4 5 – What was the quality of your work?

1 2 3 4 5 – How much time did you spend out of class?

Where do you need to improve during the next cycle?

What are your specific ideas (story, art, photo, content, process) for improving the next issue of *The Gazette*?

Note anything else you feel is important to help me understand your successes and struggles this issue.

ON THE BACK, LIST ALL THE STORIES AND/OR PAGES YOU WORKED ON.

(FOR STORIES, INCLUDE PAGE NUMBER WHERE THEY APPEARED OR, IF THEY DID NOT APPEAR, EXPLAIN WHY. FOR ONLINE, PRINT A COPY OF YOUR STORY ON THE GBT PAGE)

# Law and Ethics

# A Quick Primer on LIBEL

# – In California, because students have the right to choose content, it’s STUDENTS who are liable if they are negligent in their journalistic efforts. In other words, if you blow it badly enough, it’s YOU who gets sued, and it’s YOUR FAMILY’s assets (bank accounts, cars, boats, houses) that are at risk. So ... let’s figure out how to avoid getting sued. Let’s learn something about LIBEL.

Definition: Any false statement, written or broadcast, which tends to:

* Bring any person into public hatred, contempt or ridicule
* Cause him to be shunned or avoided or
* Injure him in his business or profession

\*In some cases, the facts within a case have not been proven to be false although the libel judgment was upheld on the basis of no justifiable motivation for printing being established, thus intent was determined to be MALICIOUS.

Defenses against libel

1. Truth (in California, it must be accompanied by good motives) – truth is an ABSOLUTE DEFENSE against a libel lawsuit. The easiest way to avoid a libel judgment is to make sure you get it right the first time.

2. Privilege (members of the three main branches of the federal government when acting in the official capacity)

3. Fair Comment (allowed unless Actual Malice can be proved – that at the time of publication, those responsible for the story knew it was false or published it with reckless disregard of whether it was true or false.)

Secondary defenses

1. Retraction and apology – might lessen damages, must be specific and given the same emphasis and prominent display as the original libel.
2. Settlement – retraction and apology, or a sum or money
3. Reliance on a usually reliable source – reporter saw no reason to doubt the accuracy of the report
4. Reply – if in reply to some orginal statement and without malice, defense may stand.
5. Proof of previous bad reputation – plaintiff’s reputation – relative to defamation in question – is in fact so bad that it could not be further impaired by publication of the defamation in question.

A couple of case studies from the annals of the Gazette …

* The case of the columnist’s unintentionally overinflated description …
* The case of the generic (or not) photo illustration …
* The case of the semi-plagiarized review …

An Ethical Framework

For Journalists

Five Nearly Absolute Principles:

1. Be a humane truth-teller
2. Be heedful of the rights of others
3. Do your work fairly
4. Promote justice wherever possible within the limits of your craft/profession
5. Be mindful that independence and freedom are possible only if journalism itself acts as a steward of free expression

# From University of Missouri professor Edmund Lambeth’s book, “Committed Journalism”

Society of Professional Journalists – Ethical Guidelines

**Seek Truth and Report It**

**Journalists should be honest, fair and courageous**

**in gathering, reporting and interpreting information.**

**Journalists should:**

-Test the accuracy of information from all sources and exercise care to avoid inadvertent

error. Deliberate distortion is never permissible.

-Diligently seek out subjects of news stories to give them the opportunity to respond to

allegations of wrongdoing.

- Identify sources whenever feasible. The public is entitled to as much information as

possible on sources’ reliability.

- Always question sources’ motives before promising anonymity. Clarify conditions

attached to any promise made in exchange for information. Keep promises.

- Make certain that headlines, news teases and promotional material, photos, video,

audio, graphics, sound bites and quotations do not misrepresent. They should not

oversimplify or highlight incidents out of context.

- Never distort the content of news photos or video. Image enhancement

for technical clarity is always permissible. Label montages and photo illustrations.

- Avoid misleading re-enactments or staged news events.

If re-enactment is necessary to tell a story, label it.

- Avoid undercover or other surreptitious methods of gathering information

except when traditional open methods will not yield information vital to the public.

Use of such methods should be explained as part of the story.

- Never plagiarize.

- Tell the story of the diversity and magnitude of the human experience boldly,

even when it is unpopular to do so.

- Examine their own cultural values and avoid imposing

those values on others.

- Avoid stereotyping by race, gender, age, religion, ethnicity, geography,

sexual orientation, disability, physical appearance or social status.

- Support the open exchange of views, even views they find repugnant.

- Give voice to the voiceless; official and unofficial sources of information

can be equally valid.

- Distinguish between advocacy and news reporting.

Analysis and commentary should be labeled and not misrepresent fact or context.

- Distinguish news from advertising and shun hybrids that blur

the lines between the two.

- Recognize a special obligation to ensure that the public’s business is conducted in the

open and that government records are open to inspection.

**Minimize Harm**

**Ethical journalists treat sources, subjects and**

**colleagues as human beings deserving of respect.**

**Journalists should:**

- Show compassion for those who may be affected adversely by news coverage. Use

special sensitivity when dealing with children and inexperienced sources or subjects.

- Be sensitive when seeking or using interviews or photographs of those

affected by tragedy or grief.

- Recognize that gathering and reporting information may cause harm or discomfort.

Pursuit of the news is not a license for arrogance.

- Recognize that private people have a greater right to control information about

themselves than do public officials and others who seek power, influence or attention.

Only an overriding public need can justify intrusion into anyone’s privacy.

- Show good taste. Avoid pandering to lurid curiosity.

- Be cautious about identifying juvenile suspects or victims of sex crimes.

- Be judicious about naming criminal suspects before the formal filing of charges.

- Balance a criminal suspect’s fair trial rights with the public’s right to be informed.

**Act Independently**

**Journalists should be free of obligation to any**

**interest other than the public’s right to know.**

**Journalists should:**

- Avoid conflicts of interest, real or perceived.

- Remain free of associations and activities that may compromise integrity

or damage credibility.

- Refuse gifts, favors, fees, free travel and special treatment, and shun secondary

employment, political involvement, public office and service in community

organizations if they compromise journalistic integrity.

- Disclose unavoidable conflicts.

- Be vigilant and courageous about holding those with power accountable.

- Deny favored treatment to advertisers and special interests and resist their pressure

to influence news coverage.

- Be wary of sources offering information for favors or money; avoid bidding for news.

**Be Accountable**

**Journalists are accountable to their readers, listeners,**

**viewers and each other.**

**Journalists should:**

- Clarify and explain news coverage and invite dialogue with the public

over journalistic conduct.

- Encourage the public to voice grievances against the news media.

- Admit mistakes and correct them promptly.

- Expose unethical practices of journalists and the news media.

- Abide by the same high standards to which they hold others.

**Internet Research Tips and Sources**

One of the first places to begin your quest for verifiable, factual information is on the Web. Below is a very short list of sites than can be helpful, depending on the kind of story you’re writing.

**Checking Reliability:**

*Reporting the news is all about facts — obtaining them and then passing them on to others.*

*It should go without saying that MANY internet sources of information are UNRELIABLE. Test and evaluate what you find, and lean on credible sources that are dependable. For example, don’t make the mistake the Chinese national wire service did – reprinting an “Onion” story as a credible piece of journalism. There are some Web sites – Wikipedia comes to mind – that look accurate and almost encyclopedic, but they accept submissions from users, and many of the submissions are wrong. For an example, try looking up Granite Bay High School on Wikipedia and check out how many mistakes you can find. But Wikipedia can also be a good source for general background. Just be careful with it.*

**Internet Search Engines** ~ Google, of course, but lots of others. Don’t depend on just one!

**Others: Yahoo.com, Alta Vista, Infoseek, Lycos, MSN, dogpile, ask, Bing**

**Internet Directories —** Here are a few of the better known Internet Directories, which act like virtual phone books:

**555-1212** 555-1212.com **Four 11** four11.com **AT&T 800** tollfree.att.net/dir800 **LookUp USA** lookupusa.com

**Big Yellow** bigyellow.com **MapQuest** mapquest.com **WWWomen** http://www.wwwomen.com

INTERNET SOURCES

Legal Issues/First Amendment

* Student Press Law Center [www.splc.org](http://www.splc.org)
* Committee to Protect Journalists [www.cpj.org](http://www.cpj.org)
* Reporters’ Committee for Freedom [www.rcfp.org](http://www.rcfp.org)

of the Press

* Freedom Forum

Student Media Membership Organizations

* Columbia Scholastic Press Association [www.columbia,edu/cu/cspa/cspaa.html](http://www.columbia,edu/cu/cspa/cspaa.html)
* Journalism Education Association [www.jea.org](http://www.jea.org)
* JEA of Northern California [www.jeanc.org](http://www.jeanc.org)
* National Scholastic Press Association [www.studentpress.org](http://www.studentpress.org)
* Quill and Scroll Society [www.uiowa.edu/~quill-sc](http://www.uiowa.edu/~quill-sc)

Professional Journalism Organizations/Associations

* Investigative Reporters and Editors [www.ire.org](http://www.ire.org)
* Society of Professional Journalists [www.spj.org](http://www.spj.org)
* Society for News Design [www.snd.org](http://www.snd.org)
* California Newspaper Publishers’ Assoc. [www.cnpa.com](http://www.cnpa.com)
* Poynter [www.poynter.org](http://www.poynter.org)
* California Society of Newspaper Editors [www.csne.org](http://www.csne.org)

Organizations/Government

* American Medical Association [www.ama-assn.org](http://www.ama-assn.org)
* The Elements of Style [www.bartleby.com/141](http://www.bartleby.com/141)
* Finding Data on the Internet: A Journalist’s [www.nilesonline.com/data](http://www.nilesonline.com/data)

Guide

* Center for Investigative Reporting [www.muckraker.org](http://www.muckraker.org)
* Council on Environmental Quality [www.whitehouse.gov/CEQ](http://www.whitehouse.gov/CEQ)
* Center for Responsive Politics [www.opensecrets.org](http://www.opensecrets.org)
* Newseum [www.newseum.org](http://www.newseum.org)
* National Endowment for the Arts [www.arts.endow.gov](http://www.arts.endow.gov)

Syndicates and Press Services

* The Associated Press [www.apwideworld.com](http://www.apwideworld.com)
* New York Times News Service [www.nytsyn.com](http://www.nytsyn.com)
* L.A. Times and Washington Post News [www.newsservice.com](http://www.newsservice.com)

Service

* The Sacramento Bee [www.sacbee.com](http://www.sacbee.com)
* The San Francisco Chronicle [www.sfgate.com](http://www.sfgate.com)

Wire Services (that we can use – see Grubaugh for account names and passwords)

* U-wire [www.uwire.com](http://www.uwire.com)
* Knight Ridder-Tribune News Service [www.hsj.com](http://www.hsj.com) (linked here)

Media Sites

* Use CREDIBLE SITES – New York Times, L.A. Times, Wall St. Journal, Sacramento Bee, Time, Newsweek, etc. – when you’re looking for background information for stories.

For many, many more relevant Web sites, see the SOURCEBOOK on the NSPA Web site – [www.studentpress.org](http://www.studentpress.org) – or ask to see Grubaugh’s hard copy.

# GAZETTE PRODUCTION

# Copy flow

1. Start your story from your staff folder inside the Gazette folder – This is a HUGE ISSUE! If you write/save your stories in your PERSONAL SCHOOL FOLDER instead of the Gazette folder, no one else can get to them. You need to work out of the GAZETTE FOLDER on the school server. If you don’t have a personal folder inside the staff folder, then right click to create one. (Last name first – no goofy nicknames!)
2. Name your story – It should be named as follows – 4-sports-jsmith-basketball feature. The number 4 is the ISSUE NUMBER, sports is the SECTION, jsmith is your FIRST INITIAL AND LAST NAME and then “basketball feature” is a TWO-(OR THREE)-WORD TITLE that identifies the story. PLEASE FOLLOW THESE GUIDELINES – it will help us search for stuff when you’re not here.
3. Create specs for your story – At the Gazette, we write stories in 2.1-inch wide columns that approximate our standard newspaper column width. If an editor tells you she needs to fill a 9-inch hole, for example, that would be a story nine inches deep by a standard 2.1 inches wide. Please use 10-point Times New Roman, and include a BYLINE (which an editor will change to the correct font). Also, please include a HEADLINE (which might not be used, but it helps your editors come up with something that works.)
4. Save your story -- to the appropriate To Be Edited folder for the correct section (front page, news, voices, features, sports, green screen). But make sure that you delete OLDER COPIES, or regularly SAVE YOUR COPY. MAKE SURE THAT YOU ALSO HAVE AN UPDATED COPY OF THE STORY IN YOUR STAFF FOLDER.
5. Editors – When you are done editing a story, PUT YOUR INITIALS AT THE TOP OF THE STORY and then save it to the appropriate FINAL FOLDER. Save a NEW COPY of the story with EDITED BY … as part of the title. For example – 4-sports-jsmith-basketball feature-EDITED BY GRUBAUGH
6. Place Copy – Editors place the story on the page. NEWS stories and harder news stories in sports should be JUSTIFIED. Features, news features, entertainment, sports and all opinions/columns should be UNJUSTIFIED/ RAGGED RIGHT.
7. JUMPS! – If a story jumps, the portion that needs to jump should be cut and pasted onto the jump page. THEN DELETE THE JUMPED PORTION OF THE STORY on your starting page. THIS IS IMPORTANT! If you don’t do this and then make any adjustments to your starting-page layout that in any way changes how much text is on the page, we will end up with either missing text or repeated text on stories.
8. Being Released – Only the adviser and the co-editors-in-chief can release students during deadline week. If you are not officially on the release list and you aren’t there when someone has a question on Thursday afternoon or Friday afternoon/evening, you will get no better than a C grade for that issue.

**JUMPS AND PDFs**

**Cutting and placing jumps**

1. Carefully edit the story!
2. After you’ve placed the story, give yourself TWO LINES OF SPACE where the jump will go, one line that stays blank and another where the “See” line will go.
3. Put a “See KEYWORD” line from the library in the appropriate spot.
4. Place ALL OF THE JUMP TEXT on the document but BEYOND THE EDGE of the page.
5. Open the jump page
6. Go back to the starting page, highlight all the jump text, copy it, DELETE IT, and then paste it onto the jump page somewhere beyond the edge of the actual page.
7. Now you’re ready to add a jump head and a “Continued from” line and arrange the jump.

STEP 6 IS CRITICAL!! When you just copy and paste and fail to delete the text on the starting page, any changes you make on the starting page will then change your jump. This is what gives us either REPEATED text on the two pages or MISSING text. We need to avoid this! BE CAREFUL!

**Preflighting and Creating PDFs in InDesign CHANGE THIS for 2013-14**

1. In InDesign, go to file>preflight.
2. Select “fonts” from the list.
3. Select “find fonts” from the left-hand menu.
4. Check to make sure there are no inappropriate uses of Times or Times Roman. We use Times New Roman for our body text. If there are some incorrect uses or Times or Times Roman, select them from the list and replace them with Times New Roman (regular, italic, bold italic, whatever it started with)
5. Select “done”
6. Then select “Links and Images”
	1. Images should be tiffs or jpegs! No psd files or bitmaps! Images on inside pages should be B&W; cover and backpage images should be in CMYK color.
	2. If there are image errors, you need to fix them in PHOTOSHOP, and then re-place them on the page.
7. Once you’ve successfully preflighted, run spellcheck in InDesign (Control “I”).
8. After you’ve spellchecked, get Grubaugh or a co-editor to give you the go-ahead to PDF (they’ll give the page one last look, including a quick scan of headlines and cutlines).
9. Go to File on the top bar, and then click on export.
10. Make sure the “view the PDF” button is clicked on.
11. A screen will ask where you want the PDF to be located and what it should be named.
	1. Please follow this naming convention: A1\_September 2009
	2. Make CERTAIN you are putting it into the PDF folder for the CORRECT YEAR AND ISSUE! (for example, >2009-10 page files, >issue 1 >PDFs)
	3. Make sure you’re creating an Adobe PDF, not a tagged text file
12. Click export to create the PDF (and make sure the “View PDF” box is clicked). This step will take a bit – from 10 seconds to a minute or so, depending on how many and how large your photos and graphics are on the page.
13. When it’s done, Adobe Acrobat will come up and you’ll see the PDF image of the page. Check it carefully to make sure nothing failed to show up in the process. What you see on the PDF is what you’ll get from the printer, so if anything doesn’t show up, it won’t be on the printed page. If there’s a problem, you’ll have to fix it in InDesign and re-PDF the page.

**Batching PDFs**

1. Open Adobe Acrobat.
2. Choose “create PDFs”
3. Select the PDFs for each section (A, sports, features, green screen)
4. List them in correct page order
5. Create the batched PDF (name it “A section combined September 2013”), and then check to be sure it’s in the correct page order

Sending files to Herburger.net

1. Only Grubaugh or a co-editor-in-chief can do this!
2. Go to Herburger.net
3. Select the correct account button
4. Complete the appropriate information
5. Browse and selected ONE set of batched page PDFs (more than one at a time is too large)
6. Hit send … and WAIT until you get the message asking if you want to send another file. Send another batched file; repeat until all four batched files are sent.
7. Take a deep breath and celebrate the end of the cycle.

# Gazette writing and reporting guidelines

# This is just a quick list – there are lots more ideas about reporting and writing in the pages that follow.

1. Perhaps the MOST IMPORTANT RULE FOR WRITERS with the Gazette is that they must be REPORTERS FIRST!!!! You CANNOT just write stuff off the top of your head – you have to do the hard work of tracking down facts, statistics and appropriate quotes before you can write ANY KIND of story that will appear in this newspaper.
2. We don’t do one-quote wonders at the Gazette – you are going to have to interview a MINIMUM of three people for any story more involved than a brief, and perhaps as many as 15-20 for a major package piece. DON’T WAIT UNTIL THE LAST MINUTE!!
3. Use quotes! Especially in a feature or sports story, quotes make the story worth reading, because people want to read about other people and about what other people are saying. News stories should use a MINIMUM of FIVE QUOTES. Features and sports stories should use a MINIMUM of 10 QUOTES.
4. Use ACTIVE, not PASSIVE voice.
5. Say something IMPORTANT in the lead, and keep it SHORT – NO MORE than 25 words.
6. Newspaper paragraphs are SHORT – usually one or two sentences, rarely more than three.
7. Attribute quotes correctly: “This is a great class,” Grubaugh said. CORRECT

“This is a great class,” said Grubaugh, who has been the Gazette adviser for more than a decade. CORRECT

DON’T try to come up with goofy synonyms for the word “said” – it almost always ends up sounding too pretentious. “Says” can work, but only when the rest of the story is in present tense and only when it helps the story maintain a fresh, present-tense tone.

1. KEEP IT SIMPLE – the objective is to communicate clearly, not unnecessarily obfuscate. (This is a joke … get it?)

**OPINION WRITING TIPS (written by former Gazette staffers several years ago)**

**Dear Comrades:** Here are some very useful tips that we have complied from our experiences at the Gazette, though most of the information is directly from the words of Nick and Heather (former staffers who graduated a few years back). Because opinions are often personal and difficult to master, we hope that you will look these over and keep them around to refer to, *because they are very important!* Go make a difference – Becky and Stephanie (also former staffers who have graduated)

* **Good column writers are reporters first**. To have a good opinion, you have to have a good news story. You have to know the facts inside and out before you can base an accurate opinion upon them. Above all, BE CORRECT.
* **A strong stance writes itself.** If you don’t have strong feelings, your articles will reflect that. You’ll struggle to come up with substantial evidence and support, and you’ll be left with a lot more work.
* **Find a pitch.** Opinion pieces are all about your own voice. What are you trying to sell? Use an appropriate slant – humor (wit not goof), sarcasm, anger, etc. - to tell your story. But be careful; stay away from overused clichés or attitudes. Find your own humor and sprinkle it throughout, making sure to balance it with relevant information.
* **Get creative with your structure.** Just because it’s an opinion doesn’t mean it has to fit the 2-collumn standards. Write about a personal experience. Make a list. Write a letter. As long as your subject stays on track, getting creative can really help draw in an audience.
* **Offer a solution.** While it’s important to find a voice, you must also prove you’re not just using the newspaper to rant your own belief system. Provide useful, thoughtful ways to solve the problems you present. This makes reading the piece more insightful and makes the opinion itself more credible.
* **Read other good columnists.** Learn from the pros. There are some great Opinions writers in the Sac Bee—THEY ARE YOUR TOOL. Try to imitate their voice or narrative style to find what works for you. Exposure is learning. In fact, why don’t you go and read the Gazette’s columns?
* **Use the three D’s:** Dialogue, Description, and Detail. Bring your own experience or pinpoint specific details and conversations to creatively set the scene for the piece. This helps the reader get into it. Oh, and remember the fourth D: DON’T JUST SUMMARIZE.
* **Come full circle:** when it’s your opinion, it’s easy to go off on a bird-walk and never come back. Make sure you have a purpose to begin with and that same purpose at the end. Conclusions should reaffirm your original thesis.
* **Be willing to take risks.** Your voice is meant to be heard. Don’t pass on writing an opinion because you’re afraid you don’t know enough about it or are afraid you’ll upset someone. Do the research, *learn the facts*, and let the world know. This is America. As of right now, you have the freedom of speech. Use it!

#### WRITING, REPORTING and EDITING CHECK-OFF SHEET

♦Staff Writer’s Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

♦ Section: News / Opinion / Features / Sports / Green Screen ♦ Page Editor’s Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

# Step 1: THINK SHEET TO *Page Editor (*ABOVE THE LINE ONLY*)*

# Step 2: SELF-EDITING CHECK-OFFS –

**Journalism Style and Mechanics**

* \_\_\_\_\_\_\_AP Style used throughout – REFER TO THE ONE-PAGE STYLE GUIDE!
* \_\_\_\_\_\_\_Spelling and grammar checked (especially check the spelling of ALL NAMES!)
* \_\_\_\_\_\_\_ NO OXFORD COMMAS.

Bad= GBHS teacher Karl Grubaugh is good at telling jokes, inspiring youngsters, and being an all-around boss.

Good= The best things about being in journalism are writing awesome-possum articles, working with neato-mosquito people and eating Chipotle.

* \_\_\_\_\_\_\_Correct integration of quotes, using correct attribution. Ex. = “It’s really difficult staying bright orange all year long,” GBHS junior Suzy “Snooki” McSly said.

**Other**

* \_\_\_\_\_\_\_At least four different sources, including quotes from at least three different sources, INCLUDING EXPERTS.
* \_\_\_\_\_\_\_Meets or exceeds two-column minimum, with 10-point font size and 2.1 column width. DO NOT CHEAT THESE SPECIFICATIONS.
* \_\_\_\_\_\_\_Facts and quotes are accurate.
* \_\_\_\_\_\_\_All perspectives are presented.
* \_\_\_\_\_\_\_Story is balanced; there is no obvious or subtle writer bias.
* \_\_\_\_\_\_\_Story has a clear theme or angle

**PLEASE NOTE: Stories that don’t meet minimum expectations WILL NOT BE PUBLISHED, and grades will be reduced.**

**Step 3: BRING FIRST DRAFT (HARD COPY) TO PAGE EDITOR BEFORE WEDNESDAY OF DEADLINE WEEK.**

#  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

 Signature of page editor *(sign when editing conference is complete)*

**Step 4: MAKE CHANGES TO DRAFT AND SAVE IN THE FINAL DRAFT FOLDER.**

 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

 Signature of page editor *(sign when conference is complete)*

# Step 5: ON MONDAY/TUESDAY AFTER DEADLINE NIGHT, READ THROUGH THE PDF PRINTOUTS.

#  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

 Signature of Writer  *(sign when entire step is complete*

* Look for any errors, in spelling, grammar, photo credits and bylines. Initial story when corrected.

*­­*

*­­*

### After the final PDF deadline, this check-off and your think sheet story planner should be included with your required self-evaluation.

### Gazette General Design Guidelines

1. Design should be MODULAR – that is, stories and accompanying photos should, with a few exceptions, be in BOXES.
2. CENTER OF VISUAL IMPACT: Pages, especially section fronts, need a DOMINANT photo or graphic element, as well as a SECONDARY element. (One large photo ISN’T ENOUGH!)
3. Readers need LOTS OF POINTS OF ENTRY – avoid seas of gray type. Use MANY ELEMENTS to beat back the gray – mugshots with namelines and underlines, pullquotes, sidesaddle and regular cutlines, heads with decks, fact boxes, gray-scale or spot-color boxes, other graphics, etc.
4. Be CONSISTENT: Consistency – across the entire publication – matters. Body text, cutlines, typefaces for headlines, bylines, credit lines – they should either be IDENTICAL across the publication, or staff policies should be in place for when they can vary (this should be RARE!) Refer to the MASTER LIBRARY in InDesign.
5. Don’t overdo it with too many typefaces on the same page – it makes for a confused, unfocused appearance. We have SPECIFIC FONTS for main heads, deck heads and art heads. Don’t use more than one art head per double-page spread. Yes, GreenScreen, this means you! (Again, use the master library in InDesign.)
6. Use DROP CAPS in features, opinions, and sports features. Generally, avoid them in news. Three lines often works well, but don’t hesitate to be creative and go somewhat to a lot bigger.
7. Don’t make gray or spot color screens too dark – usually no more than 15 percent.
8. Generally, more important stories should be higher on the page, and they should have larger point sizes for headlines.
9. Body copy is 9 point Times New Roman on 10 leading – justify and hyphenate news stories, unjustified/ragged right and hyphenate sports, features and opinions/columns.

# GAZETTE EDITING AND DESIGN STYLE BOOK

Advertising – Advertisements should be placed in the lower-right corner of the page, and house ads should go BELOW any paid ads. We don’t want to bury paid ads below our own house ads. NO IDIOTIC HOUSE ADS!

* The following pages should NEVER have an advertisement on them: A1, the back page of the A section, any page in Voices, GreenScreen’s cover, and News and Features section fronts (even if, like in News, they’re inside the section).

Body copy – When you place stories, DOUBLE CHECK the body text font. It should be Times New Roman, 9 point, 10 point leading … not CG Times, which is the default font on some machines in the lab.

* A1 and news stories need to be JUSTIFIED. Features, GreenScreen, and Voices should be ragged right. Sports can vary – feature stories can be ragged right, but other sports news stories should be justified. Columns and opinions IN ANY SECTION should always be ragged right.
* The top and bottom of columns of text need to line up horizontally across the page.
* WATCH YOUR JUMPS! They need to be placed so that you don’t have any REPEATING text, and you don’t have any MISSING text. Same thing on the jump pages. (A description of how to do this is elsewhere in the handbook.)

Bylines – Every story needs a byline or a tagline. Format: Writer’s name is ALL CAPS, not up-and-down. Gmail addresses are included with all bylines.

Credits – photos need credits, as do photo illustrations and graphics; standard is six-point regular arial like this: KARL GRUBAUGH/Gazette photo

Cutlines – In cutlines for photos, don’t put directions inside parentheses:

Hypnotized seniors show off their Kung Fu moves (left) INCORRECT

Hypnotized seniors show off their Kung Fu moves, left. CORRECT

* Every picture needs a cutline, even if it is just a name identification.
* Full photo cutlines start with a 10-point diamond bullet (wingdings “w”), then the first four or five words should be in 10-point bold arial, and then the rest of the cutline should be in regular 10-point arial.

Drop caps – Use drop caps on ALL columns and opinions, features and entertainment stories. Drop caps can be used in sports, news and on A1 for news feature stories.

Standing Feature Fonts – The text font in standing feature boxes (hot spots, rising stars, heard on the bay, etc.) should be ARIAL, not Times New Roman.

Headlines – Watch out for TOO MUCH SPACE in between headlines. Reduce the leading to no more than one or two points larger than the point size of the head, and place the deck equally tight to the main head.

* Fonts – 2013 TBA
* Generally, use NO MORE than ONE non-standard font per DOUBLE-PAGE SPREAD. Typically, a SECTION FRONT can use an art head with a non-standard font (which should be IMPACT or FOLIO BOLD CONDENSED.) If you want to jazz things up a bit, try italicizing, rotating text, squeezing, etc. DO NOT USE NON-STANDARD FONTS!
* Headlines should generally be written in sentence style (noun and verb), rarely in title style, with the articles (the, an, etc.) eliminated.
* Don’t use the master library headlines without considering point size. The library main heads are 48 point, which is TOO BIG for most heads in the newspaper except the front page, the main story on inside pages and feature treatments. Inside page heads should be no larger than 48 point, and that’s only for a banner head stripped across all six columns. Otherwise, inside page heads, including jumpheads, should be no bigger than 42 point. For jumpheads, the keyword and the rest of the jumphead should be the SAME POINT SIZE. Also, don’t forget to also adjust the leading if you change the point size.
* Don’t design modules with too much headline. For example, a five-column main headline and a five-column deckhead is TOO MUCH HEADLINE!
* Again, the ONLY fonts designers can use in headlines are the standard heads (fonts TBA) and, one time per section front, an art head font (Folio bold condensed or Impact).
* In a headline, after a colon, the next word is capitalized. Meningitis: Still common, more brutal than ever.
* Jump heads – follow our style: KEY WORD: Then a sentence-style head that’s the same point size.
* Generally, headlines MUST go to at least the halfway point of the LAST COLUMN of text. Don’t leave them short.
* Avoid bad breaks – for example, don’t split an infinitive onto two different lines of headline.
* Don’t hyphenate words in headlines.

News judgment – Better-written, more newsy stories should go on your section’s front page. Editors, you should know who your hot-shot writers are when you start planning pages. Put the best stuff out front where people can see it. Assign the best stories to the best writers.

Page folios – Please watch the DATES in the page folios. They should be correct, obviously, and the entire page folio should be STANDARD. Use the LIBRARY VERSION, once we verify it’s accurate.

Photos/photo editing – DO NOT FLOP PHOTOS! That’s considered inappropriate because the image is NO LONGER A TRUE AND ACCURATE REFLECTION OF REALITY.

* Don’t STRETCH or SQUEEZE photos in PhotoShop. CONSTRAIN PROPORTIONS.
* Don’t RESAMPLE when you’re changing image size.

Pica rule – OBEY THE PICA RULE! All modules on the page need AT LEAST a pica (a sixth of an inch, or .167 inches) of space to separate them from other modules. More than a pica is often appropriate, especially in features, entertainment, op-ed and sports. But less than a full pica results in a crammed-jammed look that doesn’t work.

Pullquotes – Use the library version, once it’s standardized. A pullquote should not be WIDER than the columns where you will be using it, even if (especially if) you intend it be text-wrapped between two columns of text. If it’s too wide, it makes the textwrap too tight, which results in crammed or spaced words.

#### PAGE DESIGN/EDITING CHECK-OFF SHEET

♦Editor’s Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ ♦ PAGE NUMBER: \_\_\_\_\_\_\_ ♦SECTION (Circle one): A1/Voices/News, Features, Sports, GreenScreen

**Instructions:** EACH PAGE must include this chieck-off sheet, signed by a co-editor-in-chief and looked at by the adviser.

**Step 1: STORY CHECK-OFFS (for EACH STORY on the page; these steps should happen BEFORE the stories are placed)**

EACH STORY has been edited for SPELLING, GRAMMAR, AP and GAZETTE STYLE and ACTIVE, JOURNALISTIC VOICE

 EACH ABOVE-THE-LINE STORY includes appropriate sources, with direct, partial or paraphrased quotes from a minimum of THREE DIFFERENT sources

 EACH STORY includes smooth transitions

 EACH ABOVE-THE-LINE STORY is a MINIMUM of 15 inches (unless it’s a compilation of briefs)

**Step 2: DESIGN CHECK-OFFS – Layout**

Design is MODULAR, with all elements of a story contained within a RECTANGLE (exception is inside pages with doglegs around ads)

 Section fronts and inside pages without ads have DOMINANT and SECONDARY images

Page design includes OTHER VISUAL ELEMENTS/POINTS OF ENTRY such as Fast Facts boxes, pull quotes, mug shots, spot-color boxes, drop caps, etc.

**Step 3: DESIGN CHECK-OFFS – Photos**

 EVERY PHOTO HAS A CAPTION (mugs AT LEAST have namelines, and sometimes mini-captions)

 Every photo has a credit (don’t use COURTESY OF for credits)

 Photographer names in credits are spelled correctly

 Photos are placed using X-boxes, with a .5-point border

 Photos are TIFFS or JPEG files (preferably TIFFS, and NOT Photoshop PSD files or bitmaps!)

**Step 4: DESIGN CHECK-OFFS – Text**

Body text font is TIMES NEW ROMAN, 9 point, with 10-point leading (leading can vary between 9.8 and 10.5 to make stories fit and/or line up)

 Place a SPACE between last line of text and the **Please See** jumpline

 Place a SPACE between **Continued From** line and first line of jumped story

 Stories all LINE UP across the top and bottom of the module

 Standard bylines are treated as the FIRST LINE OF THE STORY in terms of design

 Standard fonts are TBA for 2013; deck heads are half the size of main heads, but no smaller than 18 point

 One non-standard font per two-page spread MAXIMUM, which is NORMALLY Folio Bold Condensed or Impact

 **Please See** and **Continued From** lines are STANDARD and CONSISTENT

 CHECK ALL JUMPS for correct text flow and correct page numbers.

**Step 5: PDF AND POST-PDF CHECK-OFFS**

 Follow the Gazette guidelines for creating a PDF (see the information folder on the server or this handbook)

Spot-check ALL HEADLINES and CUTLINES on the **PDF version** of the page

 MAKE SURE YOU PDF at the correct SIZE, with correct MARGINS (see guidelines in the info. folder/handbook)

 MAKE SURE your PDF doesn’t kick anything off the page (letters, images, mugshots, etc.)

Here is a list of the most common items high school students are likely to encounter when addressing style issues.

AP Style

Capitalization

**Do not capitalize**

• names of classes: freshman, sophomore, junior, senior

• names of school subjects un­less it is the official course titles or the name of a lan­guage. Example: math, Al­gebra I, science, Biology II

• the word “varsity”

• district or state when referring to sports unless referring to a specific meet in its com­plete official title. Example: The Sac-Joaquin Section Track and Field Championships but not the section track meet.

• a.m. and p.m.

• words that are not proper nouns

**Do capitalize**

• the name of athletic teams: Hawks, Cardinals, but not football team, varsity soc­cer team

• college degrees when ab­breviated after a name but not when spelled out. Use bachelor’s, master’s, doctor­ate rather than saying “She has her B.A.”)

Abbreviations

**Do abbreviate**

• names of colleges in your area or that have been *previously mentioned* in a story. Ab­breviate names in all caps with no periods (UCLA, UC Davis, UC Berkeley)

• states when preceded by the name of a city. (Excep­tions: All states with five or fewer letters and Alaska and Hawaii). Abbreviations are found in the AP Stylebook. DO NOT use U.S. Postal Service abbreviations)

• United States when it is an adjective. Spell it out when it is a noun.

• Months when they are fol­lowed by a date. Months with no abbreviated form are March, April, May, June, July.

• versus as vs. (with a period)

**Do not abbreviate**

• state names that stand alone

• days of the week.

**Other rules**

• Lower case abbreviations: a.m. and p.m., c.o.d. , mph

• Use all caps without periods of accepted and well known abbreviations: PTA, GBHS.

• Avoid referring to an organiza­tion by abbreviations when it is not commonly known. Instead of Students Against School Rules (SARS), after the first reference, refer to the group as the anti-rule group or something else that makes it easy for the reader to understand.

NAMES

• On first mention of a person in a story, use his/her first and last name and appro­priate identification (Eng­lish teacher Carolyn Brown, sophomore Jody Smith.

• After first mention, refer to students by their last names in all stories. We do NOT use courtesy titles (Mr., Mrs., Dr.) for adults, which is weird when you’ve been calling teachers “Mr.” and “Mrs.” all your lives. Get over it.

• Short titles should precede the name and be capitalized. If long (three or more words), place behind the name and do not capitalize. Principal Joe Jones. Mary Smith, director of student involvement.

• When identification follows the name, it is set off by commas and is not capitalized: Sue Smith, junior; Gil Tello, as­sistant principal.

NUMBERS

• With the exceptions noted below, numbers one through nine are written out and numbers 10 and up are nu­merals. This is true even in a sequence: Nine boys, 11 girls and three teachers.

• Spell out ninth, tenth, etc. when referring to grades

• Use figures when referring to ages, weights, sizes, dimen­sions, scores, prices, de­grees, percents, time ratings and hours of the day.

• Use a hyphen in scores. The Grizzlies beat the Vikings 25-22.

• Use the numeral and the word cents for any amount less than a dollar.

• For even amounts of money or times, eliminate the extra zeros. $10, 7 p.m.

• Spell out fractions.

• Use noon and midnight rather than 12 a.m and 12 p.m.

• When writing out a date span, use a hyphen instead of the word “to”: April 11-30.

PUNCTUATION

**Apostrophe**

• Use an apostrophe to indicate possession in singular and plural nouns that do not end in s. boy’s shorts, Margie’s books, Francie’s telephone.

• Use an apostrophe to indicate omitted letters or numbers: ’03-04 school year.

• Do not use an apostrophe behind a year unless you are showing possession.

• The possessive form of per­sonal pronouns such as its and yours do not need an apostrophe.

**Comma**

• In a series, don’t use them before an “and.” (The infamous Oxford comma …)

• Use one in a sentence after a conjunction IF the part of the sentence following the comma would be a complete sentence (it must have its own subject).

**Exclamation point**

• Don’t use exclamation points. Use a period instead.

**Period**

• Rather than building a com­plicated sentence, consider a period.

**Semicolon**

• Use the semicolon to separate phrases containing com­mas, statements of contrast and statements too closely related.

• Do not use a semicolon when a period would work just as well.

• Instead of semicolons, consider using a dash. (Use the correct size – hold down the Alt key and type in 0150 on a PC to get the correct-sized dash – like this one.)

**Internet**

• Capitalize Internet and Web and World Wide Web.

• Lowercase email, website, webpage (all are one word)

• Do not capitalize intranet, a private network within an organization.

• dot-com, not dot.com.

• dpi does not take periods.

• online is NOT hyphenated.

• chat room is two words.

• home page is two words.

• login, logon, logoff are all one word.

• screen saver is two words.

• search engine is two words.

• server is not capitalized.

• shareware is one word.

**Miscellaneous**

• Use the word “said” instead of commented, related, stated etc. The only exception to use of the word “said” is if it is truly descriptive. The coach screamed, the teen whispered, etc.

• Place the attribution at the end of short quotes or in the middle of two or more sentences.

• Place the attribution in subject-verb order. He said, she said.

• Don’t end with a summary or a conclusion or an editorial statement. No bow-wrapping!

• Avoid passive voice (and “to be” verbs).

• Spell out “percent” instead of using the % symbol. Also, note it’s one word.

• Avoid partial quotes, but don’t be afraid to paraphrase. If you can say something clearer and better, do it.

• Use quotes for reactions rather than to state facts.

For other uses, please consult an AP stylebook. It’s a good idea to look up brand names, store names and the like to make sure you are correct. Be consistent.

GAZETTE WRITING AND REPORTING STYLE BOOK

(supplements the AP stylebook)

**Academic titles** – Academic degrees are NOT capitalized: bachelor’s degree, master’s degree, doctoral degree. Academic disciplines are NOT capped (history, science, mathematics), but specific names of courses that are not simply the name of a discipline ARE capped (Integrated 2, Principles of Technology)

**Adverbs and hyphens** – Words that end in the letters “ly” typically DO NOT take a hyphen when they are combined with another word to form a compound modifier – the “ly” ending clearly implies that it’s an adjective: highly selective colleges (no hyphen); an unusually mild fall (no hyphen); pus-filled wound (needs a hyphen to make it clear it’s a compound modifier)

**Antecedent errors** – Here’s a sports lead with a big boo-boo – “Walking out of the locker room hand-in-hand, the varsity football team anticipates the battle they are about to face.” Did you catch it? The subject of the sentence is “team,” which is a SINGULAR NOUN. It takes a singular antecedent, but the writer used the plural “they.” This comes up OFTEN in sports – watch for it! The team anticipates the battle IT IS about to face! (CORRECT)

**Antelope High School** – the Titans, the newest comprehensive high school in the district, located in Antelope. Principal is John Becker and Judi Daniels (former GBHS English teacher) and Jennifer Leighton (former GBHS choir teacher) are assistant principals. Members of the CAPITAL ATHLETIC LEAGUE (Div. III)

**Assistant principal(s)** – not “vice” principal(s) – Sybil Healy (Tim Healy’s wife, a former GBHS teacher, former Oakmont HS assistant principal,), David Vujovich, Brian McNulty and Brent Mattix in 2013-14; former APs – Cathy Raycraft retired in 2013; Rob Hasty is now principal at Oakmont HS; former GBHS AP and Oakmont principal Kathleen Sirovy retired in June 2011 and died of cancer in August 2011; Jess Borjon is principal at Woodcreek HS; Mike McGuire is principal at GBHS. Former principal Ron Severson was the Roseville Joint Union High School District director of curriculum and instruction from 2006-09, and he’s now the district’s assistant superintendent of personnel services.

**Associated Student Body (ASB)** – the class and body that governs GBHS student affairs; officers include school-wide positions and class-level positions; elections are held in the spring; ASB plans and conducts events such as Homecoming, student dances, Day at the Bay, etc.; adviser is Tamara Givens; they meet in Room 507; writers can refer to Student Government on first reference, ASB in subsequent references.

**Athletics** – The Grizzlies, members of the Sierra Foothill League (Div. I in all sports as of the fall 2013); section league realignment will take place effective in the fall of 2014, and several schools will join or leave the SFL.

**Attribution** (sometimes called a sentence tag) –

* If you decide to end a story with a quote, DON’T END WITH THE ATTRIBUTION. If it’s a two-sentence quote, put the attribution between sentences. If it’s a one-sentence quote, find a natural pause in the sentence and put the attribution there with commas.

Example: “I think,” Grubaugh said, “that this is fairly easy stuff.” CORRECT

“I think that this is fairly easy stuff,” Grubaugh said. “It’s not brain surgery.” CORRECT

* “Said” is a perfectly good word. Someone once told you to vary your word use, and they perhaps gave you a list of HUNDREDS of synonyms for the word “said.” For example, “exclaimed,” “emphasized,” “noted,” etc. This person should be slapped. Almost without exception in journalistic stories, you should just use the word “said.” It’s invisible.
* Attributions should be subject-verb, not verb-subject, unless there’s a dependent clause that follows the name of the source:
	+ John Smith said. – correct
	+ said John Smith, the coordinator of the relief effort. – correct
	+ said John Smith. – INCORRECT

**Bayside Church** – a major church in the region; located on Sierra College Blvd. just north of Douglas Blvd.; pastor is Ray Johnston; part of the Covenant Church denomination

**Brand names** – Kleenex is a brand name and gets capitalized. If the word was “tissue,” it would not be capitalized. (In the professional press, this is a huge issue that often generates letters from lawyers – for example, Realtor is a registered trademark, so newspapers, to avoid messing it up, often use the title “real estate agent” instead. Also, Frisbee, Legos and dozens of others.

**Book titles** (and MOVIES, TV SHOWS, PLAY AND ALBUM TITLES) – they should be ITALICIZED. Use “QUOTE MARKS” for song titles. This is contrary to AP style, but we’ve been doing it this way for a long time.

**Calendar** – Key dates for 2013-14 (see school calendar for more details): First Day of School – Monday, August 12; Thanksgiving Break – Nov. 23-Dec. 1; end of fall term – Dec. 20; Spring break – April 12-21; Last day of school – May 29; Graduation – May 31.

* FRIDAY NIGHT DEATH DEADLINES FOR 2012-123(Editors are expected to be at ALL DEADLINE NIGHTS! – second date listed is distribution): Sept. 6/13; Oct. 4/11; Nov. 8/15; Dec. 13/20; Jan. 31/Feb. 7, Fe. 28/March 8; March 28/April 4; and May 16/23.

**California State University system** – spell it out on first reference, then CSU system is OK. Schools in the CSU system have a variety of names, but they are generally either CSU schools (California State University, Long Beach) or state schools (Humboldt State University). Unfortunately, some of them are better known by their nickname (Long Beach State) than by their official name. Refer to the official CSU website, and go with that name on first reference. On second reference, you can use the more common, accepted name.

**Courtesy titles** – We don’t use courtesy titles. (Mrs., Mr., Miss, Ms., Dr., etc.) On first reference, use first and last names – principal Ron Severson said. On second reference, use last name only – Severson said.

**Dates** – Dates don’t take a th, rd, etc. For example June 3 is CORRECT. June 3rd is INCORRECT.

* The name of a month, when it includes a specific date, is abbreviated (except for March, April, May, June and July). When there is no specific date, spell out the month.

*Examples: The seniors rocked in September.*

*The senior meeting is Sept. 24. (NOT Sept. 24th and NOT September 24.)*

Sept. 30 is CORRECT; A September dance is CORRECT; A September 30 dance is INCORRECT.

**Department coordinators** – Each academic department has a coordinator (NOT a chairman or chairwoman). See the staff/faculty list for names.

**Email** – one word, no hyphen (a recent AP Stylebook change); but e-commerce, e-strategies (with a hyphen)

**Eureka Union School District** – the primary feeder district for Granite Bay High School. Schools include Olympus and Cavitt junior highs; Ridgeview, Excelsior, Greenhills, Maidu and Oak Hills elementary schools. Superintendent Tim McCarty (June 2008 appointee) resigned in February 2011; Linda Rooney is the current superintendent. Board members are: Rene Nash, Jerri Davis, Eric J. Bose, Andy Sheehy and Ryan Jones.

**Faculty Senate** – a group of teachers who meet on some collaboration mornings to discuss school and district business; different than the site leadership team (see Leadership), the Faculty Senate is designed to focus on issues that affect schools across the district and allow GBHS faculty members to offer their input. Used to meet on Wednesday collaboration mornings; suspended in 2012-13 until further notice because of the switch of leadership meetings switching to Wednesday. Status for 2013-14 is TBA.

**Feist, Ron** – former superintendent of Eureka Union School District; Ron Feist Park, between GBHS and Oak Hills School, is named after him.

**Fractions** – Spell out stand-alone fractions: a two-thirds majority. But use numerals when the fraction includes a whole number: there are 2½ times as many freshmen as seniors.

**GBHS vs. GB** – One is the high school, the other is the community. Don’t use GB when you mean the school. Generally, avoid GB except in headlines. On first reference, spell out Granite Bay High School.

**Homonyms** – then vs. than, their vs. they’re vs. there, freshmen vs. freshman, to vs. too vs. two, principle vs. principal – if you don’t know the difference for these (and others), you need to look them up in a dictionary and figure it out. You should have learned this in elementary school, and there is no excuse for these errors.

**Its vs. It’s** (also see entry on synonyms) – “Its” is POSSESSIVE, but without the apostrophe. Example: Granite Bay won its third-consecutive victory. (The victory belongs to Granite Bay.) “It’s” is a contraction, shorthand for “it is.” Example: It’s been three years since the Grizzlies have lost three straight games.

**Lead teacher** – At GBHS, one teacher has received an extra preparation period and do some administrative tasks and play other leadership roles for the faculty. The teacher for 2013-14 has not been announced. For 2011-12, there was no lead teacher. In 2012-13, English teacher Tino Guzman (who will be an assistant principal at Antelope HS this year) was the lead teacher. The former lead teachers are English teacher Judi Daniels, now an assistant principal at Antelope HS; journalism/AP economics teacher Karl Grubaugh; and retired English/media teacher Marty Newborn.

**Leadership, leadership meetings** – Every Wednesday morning, the GBHS Leadership Team meets to discuss issues and, when appropriate, make decisions. (This was a change from Tuesday morning for 2012-13.) The Leadership Team consists of the principal, assistant principals, counselors, lead teacher, ASB adviser and department coordinators. The meetings are open to any interested staff. (also see Faculty Senate)

**Management, management meetings** – Every Monday afternoon during fourth period, the GBHS Management Team meets. The Management Team consists of the principal, assistant principals, counselors, lead teacher, athletic director and ASB adviser. The meetings are closed.

**Metro League** – GBHS was a member in 2004-05 and 2005-06; the Grizzlies returned to the Sierra Foothill League in the fall of 2006. See other entries on the Sierra Foothill League and sports style.

**More than vs. over** – *more than* is a comparison or a reference to a specific amount; *over* is a reference to physical location. More than 20,000 fans attended the concert. CORRECT Over 20,000 fans attended the concert. INCORRECT The plane flew over the Grand Canyon. CORRECT

**No. 1** – not # 1 or number one.

**Numbers** – Numbers that are four, five or six digits (or more) require one or more commas ($4,000, $54,000, etc.)

* Generally, the rule of thumb is to SPELL OUT numbers less than 10, and use numerals for higher numbers. However, there are a few exceptions (ages, some results in sports, etc.) CHECK THE AP STYLEBOOK OR THE PREVIOUS AP STYLE PAGE IN THIS HANDBOOK!

**Oakmont High School** – the Vikings, members of the Div. II Capital Valley Conference, part of the Roseville Joint Union High School District; principal is former GBHS assistant principal Rob Hasty. (Kathleen Sirovy – a former assistant principal at GBHS, wife of former GBHS teacher and athletic director George Sirovy – retired in June 2011 and died in August 2011 of cancer.)

**OK** – not okay, or Ok, or O.K., or ok,.

**One vs you** – Journalism writing needs to be less formal than English essay writing. Especially in columns, and even occasionally in features, “you” is preferable to “one.” But even if “you” isn’t appropriate, re-write your story to avoid the use of the formal “one.”

**Opinion** – it belongs in Voices, but NOT elsewhere. DON’T EDITORIALIZE and DO NOT “BOW-WRAP” YOUR STORIES AT THE END!

* (Last paragraph of a story previewing next week’s ASB elections: “And so, students should go out and vote in the ASB elections next week.” HORRIBLE!
* “The tragic fire took the lives of three students …” A more subtle example, but “tragic” is OPINION … and needs to be cut OUT of your story

**Passive voice** – Avoid the passive voice, which uses forms of the verb “to be.”

“As the holiday sneaks up on Granite Bay High School students and faculty, memories of fun times are remembered.” WEAK

“As the holiday sneaks up on Granite Bay High School students and faculty, they remember the fun times they’ve had in the past.” BETTER

The ball was thrown by the quarterback. WEAK

The quarterback threw the ball. BETTER

The ball was caught by Joseph. WEAK

Joseph caught the ball. BETTER

**Placer County** – county seat is in Auburn; five supervisors, elected by geographical district; our supervisor is Kirk Uhler; former supervisor is Ted Gaines, who is now in the State Senate; fastest growing county in California; most conservative county in California, with nearly 70 percent Republican voter registration.

**Principal** – Mike McGuire, former assistant principal, was appointed interim principal in the fall of 2006; he was made permanent in the spring of 2007. His predecessor, Ron Severson, opened the school in 1996. Severson is now (as a result of a promotion in the spring of 2009) the district’s assistant superintendent of personnel services.

**Principal vs. principle** (also see entry on synonyms) – On principle, I will have to kill you if you misspell the word principal when you’re talking about the leader of a school. Remember, from elementary school: The principal is your PAL.

**Punctuation:**

* Commas – In newspaper journalism, the last item in a series does NOT take a comma (known as the Oxford comma) unless it’s needed to avoid confusion. (… failed brands Skippy Peanut Butter, Lucky Charms and Apple Computer. NO COMMA AFTER “CHARMS.”)
* Hyphens are usually used to link compound modifiers such as *reddish-blue hair* or *accounting-industry oversight*. Dashes are used to separate thoughts without ending a sentence, and they are PREFERABLE to semi-colons. However, a hyphen is not a dash! To get a dash in a word document, type in two hyphens (--) a space and the first word of the rest of the sentence. The two hyphens should automatically change to a dash (–). In InDesign, however, this doesn’t work, so you need to use this trick – hold down the ALT key and, USING THE NUMERIC KEYPAD on the right of the keyboard, type in 0150, then let go of ALT. A dash should appear. Dashes need a space in front of and after they are used.
* Parentheses – If you use parentheses in a quote instead of the exact words a source used, you are telling the reader you have added or replaced words. We NEVER USE SQUARE BRACKETS! (see below)
* PUNCTUATION goes INSIDE quote marks, whether they are there for actual spoken quotations or for things like song titles.
	+ The band played “America the Beautiful.” (correct)
	+ The band played “America the Beautiful”. (incorrect)
	+ “I’m thinking,” Jim said, “that we need a soda”. (incorrect)
* We use rounded parentheses for EVERYTHING. No square brackets EVER. [And I mean EVER!] INCORRECT (And I mean ever!) CORRECT

**President Barack Obama** – as per AP stylebook.

**Quotes** – Don’t make the second sentence of a two-sentence quote a separate paragraph. For example:

* “It’s extremely important not to mess this up,” Grubaugh said. “It can kill your credibility.” IT’S ALL ONE PARAGRAPH
* Generally, quotes should be their OWN PARAGRAPH. Don’t integrate quotes into the story the way you do in an English essay. (The exception is longer, magazine-style stories, but these are rare.)

**Regional Occupation Program (ROP)** – available to juniors and seniors in various career areas at various locations in the county; programs that meet at GBHS include business (Bill Patterson) and construction technology (Steve Dolan). Former GBHS teacher Mike Fischer (GBIT, physics) now works for the Placer County Office of Education in the ROP office.

**Roseville** – the largest city in Placer County

**Roseville High School** – the Tigers, members of the Sierra Foothill Leauge; part of the Roseville Joint Union High School; principal is Brad Basham; former principal John Montgomery is the assistant superintendent of curriculum services.

**Roseville Joint Union High School District** – the school district of which GBHS is a part; superintendent is Tony Monetti; assistant superintendents are Ron Severson (personnel), John Montgomery (curriculum) and Gary Stevens (business). Board members are R. Jan Pinney, Paige Stauss; Scott Huber, Rene Aguilera and Linda Park; five comprehensive schools (Antelope, GBHS, Oakmont, Roseville, Woodcreek), plus alternative schools Adelante and Independence (an alternative independent study program)

**Sierra Foothill League (SFL)** – Granite Bay High School was in the SFL from the school’s founding in 1996 until the fall of 2004, when it entered the Metro League for two years. In the fall of 2006, GBHS returned to the SFL. The SFL is a Div. I league effective in the fall of 2012. The other members and their nicknames are:

* Del Oro Golden Eagles
* Nevada Union Miners
* Rocklin Thunder (treat as a SINGULAR – for example, the Thunder won ITS third-consecutive game)
* Roseville Tigers
* Woodcreek Timberwolves

For 2010-14, former SFL member Oakmont (Vikings) have moved to the Div. II Capital Valley Conference. League realignment has been announced and will be in place beginning in the fall of 2014; several schools will join/leave the SFL, making the SFL what the Sacramento Bee has called a “super league.”

**SPL** – trendy shorthand for “Safeway Parking Lot,” where many GBHS students hang out because they can’t get outside of the GB bubble. Use sparingly, mostly in Green Screen.

**Sports style:**

* Granite Bay High School sports: This year, GBHS is in the Sierra Foothill League, a Division I league in the Sac-Joaquin Section. In 2003-04 and 2004-05, GBHS was in the Div. I Metro League. (See entries for Sierra Foothill League and Metro League.)
* Time references – the first reference to a race time in a sports story needs to be spelled out – “His time of 17 minutes, 56.25 seconds was 36 seconds faster than his previous best.” Subsequent references to race time should skip the reference to minutes and seconds. “The next week, he ran a 17:36.”
* Most sports statistics are reported in numerals, even for numbers lower than 10. For example: a 6-yard gain; a 7-yard pass; a winning time of 2 minutes, 7.34 seconds.
* The GBHS athletic director is Tim Healy, who also teaches government/economics.

**Staff/faculty teaching assignments FALL:**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Teacher** | **Dept** | **Per 1** | **Per 2** | **Per 3** | **Per 4** |
| **AlbanoS** | PE | off campus | off campus | off campus | gym Athletic PE Fall |
| **AlsopM** | SpEd | prep | 823 Academic Lab A | 823 Academic Lab C | 823 Academic Lab C |
| **AmalongJ** | ITE | 513 Web Design | 505 Info Tech/ Bus Leadership | prep | 513 ITGS SL-1 |
| **AngeloneK** | SocScience | 150 World Studies | 150 World Studies | prep | 150 AP Euro History |
| **BacharachK** | English | 821 CP English 9 | prep | 821 CP English 11 | 821 CP English 9 |
| **BadaraccoM** | English | prep | 924 English 10 | 924 English 9 | 924 English 10 |
| **BeckerS** | Math | 922 AP Calculus AB | 922 IB Math SL-1 | prep | 922 AP Calculus AB |
| **BeidlerR** | Math | prep | 659 Algebra 1A | 659 Algebra 1A | 659 Algebra 1A |
| **BralyS** | Science | 612 Fish & Wildlife | 612 CP Biology | prep | 612 CP Biology |
| **BroersM** | SocScience | 157 IB Psych SL-1&2 | prep | 157 US History | 157 US History |
| **BuljanD** | English | 827 CP English 11 | prep | 827 CP English 11 | 827 CP English 11 |
| **CooperE** | PE | prep | Palmer Cent/AdvWtTrng | old wt room Weight Cond | 920 Algebra 1 |
| **CooperM** | VAPA | OC | OC | 400 Bari/Treb/Ch&Co Choir | OC |
| **CordellB** | VAPA | 511 Art 1 | prep | 508 Ceramics 1 | 511 Art 1 |
| **CovaJ** | WorldLang | prep | 806 Spanish 1 | 806 Spanish 1 | 806 Spanish 1 |
| **CranmerB** | English | 814/514 Yearbook | 814CP English 12 | 814 IB English HL-1 | prep |
| **CunninghamJ** | Science | 604 CP Chemistry | 604 CP Chemistry | 604 H Chemistry | prep |
| **DavisA** | English | 826 H English 10 Block | prep | 826 H English 10 Block | 826 CP English 9 |
| **DeBacco-WeddleD** | Math | prep | 657 IB Math Studies | 657 Geometry | 657 Geometry |
| **Dell'OrtoB** | SocScience | 151 AP US History | 151 AP US History | 151 IB HistofAmHL-1 (EOD) | prep |
| **DicksonC** | Science | 613 CP Biology | 613 CP Biology | 613 CP Biology | prep |
| **DicksonL** | SocScience | prep | 817 Leadership | 817 Peer Helping | WASC Release .16 FTE |
| **DixonS** | Science | prep | 611 Physio Block | 611 Physio Block | 611 CP Chemistry |
| **DolanS** | ITE | 505 Intro to Engineering | 503 ConstructTech1 | 505 Intro to Engineering | 505 ROPConstTechF |
| **ElkinN** | SocScience | 812 AP Psychology | 812 AP Psychology | off campus | off campus |
| **EshbaughN** | WorldLang | 801 Japanese 3 | 801 HJapanese4/IBJap. | 801 Japanese 1 | prep |
| **EspositoP** | PE | gym PE 10 | gym PE 10 | gym PE 10 | prep |
| **FarmerT** | Math | prep | 651 Geometry A | 651 Geometry A | 651 Geometry A |
| **FischerS** | VAPA | 510 CP English 10 | 513 Photography | 513 Photography | prep |
| **GivensT** | SocScience | prep | 507 Student GovtFall | 507 Student GovtFall | Act Release .16FTE |
| **GonzalezA** | WorldLang | 804 Spanish 3 | 804 IB SpanishSL-1 | prep | 804 Spanish 3 |
| **GrubaughK** | SocScience | prep | 811 AP MicroEcon | 811 AP MicroEcon | 514 AdvJournalismF |
| **GuernéL** | WorldLang | 805 French 1 | 805 IB Fr SL-1&H Fr4 | prep | 805 French 1 |
| **HealyT** | SocScience | 809 Government/Econ | 809 Sports Culture | prep | AD Release .16FTE |
| **HedstromJ** | LIB | lib Library Sci 1/2/3 | lib Library Sci 1/2/3 | lib Library Sci 1/2/3 | lib Library Sci 1/2/3 |
| **HillJ** | WorldLang | prep | 803 Spanish 1 | 803 H Spanish 4 Block | 803 H Spanish 4 |
| **HolmesK** | VAPA | prep | 514 Journalism | 403 Drama | 403 Professional Drama/Int. Theater Arts |
| **HonbergerB** | Math | 653 Geometry | 653 Geometry | 653 AP Statistics | prep |
| **IrelandB** | English | 923 AP Lang Block | 923 AP Lang Block | prep | 923 AP Lang S/A |
| **KraftD** | Math | 506 3DAnimation/Adv3D | prep | 652 Pre-Calculus | 652 Pre-Calculus |
| **KrishnarajS** | Science | 610 IB ChemHL-1/HL-2 | prep | 610 H Chemistry | 610 H Chemistry |
| **KulikowskiL (0 perMarchgBand; 0 per Band)** | VAPA | 402Percus Ens/ColorGrd | 402 Brass/WindEns | prep | off campus |
| **KunstL** | Math | 650 Geometry A | 650 Geometry | prep | 650 AP Statistics |
| **LaughreaD** | Math | 656 H Pre-Calculus | 656 H Pre-Calculus | prep | 656 Algebra 2 |
| **LawrenceD** | Science | 606 IB Bio HL-1&2 | 606 CP Chemistry | 606 CP Chemistry | prep |
| **LeedsJ** | WorldLang | prep | 836 Spanish 2 | 836 Spanish 2 | 836 Spanish 2 |
| **LudeJ** | WorldLang | prep | 802 French 2 | 802 Spanish 1 | 802 Spanish 1 |
| **MacLeaneJ** | Health | 828 Health & Safety | 828 Health & Safety | 828 Health & Safety | prep |
| **McCannS** | English | 925 AP Lang Block | 925 AP Lang Block | 925 CP English 9 | prep |
| **McCuenL** | SocScience | off campus | off campus | 812 Social Psychology | 812 US History |
| **McKeenH** | Science | 606 IB Bio HL-1&2 | prep | 603 Physiology | 603 Physiology |
| **McKinneyJ** | SocScience | 156 Social Psychology | 156 Social Psychology | 156 IB HOA HL-2 | prep |
| **McLearanA** | English | prep | 819 H English 10 Block | 819 CP English 10 | 819 H English 10 Block |
| **MilburnD** | VAPA | 903 Dance | 903 Dance | 903 Adv Dance | prep |
| **MillerS** | Science | 901 H Physics | 901 H Physics | 901 Principles of Eng | prep |
| **MooreC** | Math | 658 Algebra 2 | 658 AP Calc AB | 658 AP Calc AB | prep |
| **MortensenD** | SocScience | P1 Military History | prep | P1 World Studies | P1 World Studies |
| **OwensR** | VAPA | 508 Ceramics 1 | 508 Cermics 2&3 | prep | 508 Ceramics 1 |
| **OxfordE** | SpEd | 823 Academic Lab C | prep | 815 Academic Lab B | 816 Academic Lab C |
| **PadgettJ (TOK 0 per fall and spring)** | English | 807 AP Lit/Comp | 807 Ac Literacy I/II | prep | OC |
| **PagelD** | Math | 921 Algebra 2 | prep | 921 H Pre-Calculus | 921 Algebra 1 |
| **PattersonW** | Business | 154 Comnputer App1 | 154 Bus Concepts | prep | 154 ROP Business Internship |
| **PhillipsA** | Science | 602 IB Physics SL-1 | prep | 602 CP Biology | 602 CP Biology |
| **PozziA** | PE | gym PE 9 | prep | gym PE 9 | gym PE 9 |
| **PrichardB** | English | 808 CP English 12 | prep | 808 CP English 12 | 808 Compet Debate/Forens |
| **QuinbyS** | SpEd | Team Teach (Pozzi) | 825 Functional Ac/ILS | prep | 825 ILS |
| **RathJ** | SocScience | prep | 818 Government/Econ | 818 Government/Econ | 818 Government/Econ |
| **ReibinM** | SpEd | 815 Academic Lab D | 815 Academic Lab A | prep | 815 Academic Lab D |
| **RestaniM** | SpEd | 816 Academic Lab C/D | 816 Team Teaching (Padgett) | 816 Academic Lab C/D | prep |
| **RiderA** | VAPA | prep | 510 Art 1 | 510 Art 1 | 510 Art 2 |
| **Rothman** | PE | off campus | off campus | PE 10 | PE 10 |
| **SampsonJ** | Business | 155 Intro Sprt Mark | prep | 155 Approaches to Learning | 155 IB Bus&Management SL-1 |
| **ShermanJ** | Math | 920 Algebra 1 | 920 Algebra 1 | 920 Algebra 1 | prep |
| **SinorK** | Health | 822 Health&Safety | 822 Health&Safety | prep | 822 Health&Safety |
| **SitterudJ** | English | 813 CP English 11 | 813 CP English 11 | 813 CP English 12 | prep |
| **SmithS** | PE | prep | gym PE 9 | gym PE 9 | gym Athletic PE Fall |
| **SoperB** | WorldLang | 800 Spanish 2 | 800 Spanish 2 | 800 Spanish 3 | prep |
| **StaffordT** | Health | 400 Guitar | prep | 835 Health & Safety | 835 Health & Safety |
| **StedmanS** | Math | 655 Algebra 1A | prep | 655 Algebra 2 | 655 Algebra 2 |
| **StephensM** | VAPA | 512 Art 3/4&IB VisArt | 512 Art 2 | prep | 512 Art 3/4 |
| **StevensM** | SocScience | 830 US History | 830 US History | 830 US History | prep |
| **TastorD** | English | prep | 810 CP English 9 | 810 IB Eng HL-2 | 810 CP English 9 |
| **Teacher W** | WorldLang | 834 Spanish 1 | 834 Spanish 3 | 834 Spanish 3 | prep |
| **ThomasJ** | Science | 609 CP Biology | prep | 609 CP Earth Science | 609 CP Earth Science |
| **ValentineM** | SocScience | 153 AP Euro History | 153 AP Euro History | 153 AP Euro History | prep |
| **Van DusenJ** | English | 829 CP English 9 | 829 CP English 9 | prep | 829 CP English 12 |
| **VaughanL** | Math | prep | 660 Algebra 2 | 660 Algebra 2 | 660 Algebra 1A |
| **WalkerD** | PE | 652 Pre-Calculus | 652 Algebra 1 | prep | gym Aerobics |
| **WeidkampZ** | ITE | prep | 506 Media Prod | 506 Adv Media Prod | 506 IB Film |
| **WestbergJ** | SocScience | prep | 820 AP Government Block | 820 AP Government Block | 820 AP Gov/Econ |
|   | Denotes unusual prep period situations |  |  |  |
|   | Teaching on prep |  |  |  |
|   | Release periods |  |  |  |
|   | Teaching 0 period |  |  |  |

**Staff/faculty rooms and phone extensions:**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Name / Department** | **Room #** | **Ext.** | **Name / Department** | **Room #** | **Ext.** |
| Skip Albano, PE | PE | 5260\* | Desi Milburn, VAPA | 903 | 5402 |
| Meribeth Alsop, Special Ed | 823 | 5823 | Steve Miller, Science | 901 | 5901 |
| Jared Amalong, ITE | 505 | 5505 | Cary Moore, Math | 658 | 5658 |
| Katie Angelone, Social Science | 150 | 5150 | Dale Mortensen, Social Science | P1 | 5831 |
| Kay Bacharach, English | 821 | 5821 | Ron Owens, VAPA | 508 | 5508 |
| Micaela Badaracco, English | 924 | 5924 | Eric Oxford, Special Ed | 823/815/816 | 5262\* |
| Scott Becker, Math | 922 | 5922 | Jenny Padgett, English | 807 | 5807 |
| Ryan Beidler, Math | 659 | 5659 | Darrin Pagel, Math | 921 | 5921 |
| Duane Blomquist, IB & Math | Front Office | 5111 | Bill Patterson, Business | 154 | 5154 |
| Scott Braly, Science | 612 | 5612 | Andrew Phillips, Science | 602 | 5602 |
| Mark Broers, Social Science | 157 | 5157 | Angie Pozzi, PE | PE | 5308 |
| Danielle Buljan, English | 827 | 5827 | Robert Prichard, English | 808 | 5808 |
| Ernie Cooper, PE & Math | PE | 5315 | Sara Quinby, Special Ed | 825 | 5825 |
| Megan Cooper, VAPA  | 400 | 5401 | Jason Rath, Social Science | 818 | 5818 |
| Brad Cordell, VAPA | 511 | 5511 | Melanie Reibin, Special Ed | 815 | 5815 |
| Jill Cova, World Language | 806 | 5806 | Michelle Restani, Special Ed | 816 | 5816 |
| Bernadette Cranmer, English | 814 | 5814/5514 | Amelie Rider, VAPA | 510 | 5510 |
| Jim Cunningham, Science | 604 | 5604 | Andrea Rothman, PE | PE | 5309 |
| Anthony Davis, English | 826 | 5826 | Jeanne Sampson, Business | 155 | 5155 |
| Debbie DeBacco, Math | 657 | 5657 | John Sherman, Math | 920 | 5920 |
| Brandon Dell'Orto, Social Science | 151 | 5151 | Kathie Sinor, Health | 822 | 5822 |
| Chet Dickson, Science | 613 | 5613 | Jason Sitterud, English | 813 | 5813 |
| Linda Dickson, Social Science | 817 | 5817 | Steve Smith, PE | PE | 5314 |
| Shane Dixon, Science | 611 | 5611 | Ben Soper, World Language | 800 | 5800 |
| Steve Dolan, ITE | 503 | 5503 | Terry Stafford, Health | 835 | 5835 |
| Natalie Elkin, Social Science | 812 | 5812 | Shayne Stedman, Math | 655 | 5655 |
| Naoko Eshbaugh, World Language | 801 | 5801 | Myron Stephens, VAPA | 512 | 5512 |
| Pat Esposito, PE | PE | 5319 | Marcus Stevens, Social Science | 830 | 5830 |
| Tom Farmer, Math | 651 | 5651 | David Tastor, English | 810 | 5810 |
| Steve Fischer, VAPA & English | 513 | 5513 | John Thomas, Science | 609 | 5609 |
| Tamara Givens, Social Science | 507 | 5507 | Mike Valentine, Social Science | 153 | 5153 |
| Anna-Marie Gonzalez, World Language | 804 | 5804 | Jody Van Dusen, English | 829 | 5829 |
| Karl Grubaugh, Social Science | 811 | 5811/5514 | Lisa Vaughan, Math | 660 | 5660 |
| Lynne Guerne, World Language | 805 | 5805 | Dede Walker, PE | PE | 5318 |
| Tim Healy, Social Science | 809 | 5809 | Zachary Weidkamp, ITE | 506 | 5506 |
| Julia Hedstrom, Librarian | LC | 5706 | Jarrod Westberg, Social Science | 820 | 5820 |
| Jennifer Hill, World Language | 834 | 5834 | Spanish Teacher - TBD | 803 | 5803 |
| Kyle Holmes, VAPA | 404 | 5404 |  |  |   |
| Bruce Honberger, Math | 653 | 5653 |  |  |   |
| Bonnie Ireland, English | 923 | 5923 |  |  |   |
| Denise Kraft, Math | 652 | 5652 |  |  |   |
| Suchi Krishnaraj, Science | 610 | 5610 |  |  |   |
| Lynn Kulikowski, VAPA | 402 | 5407 |  |  |   |
| Lisa Kunst, Math | 650 | 5650 |  |  |   |
| David Laughrea, Math | 656 | 5656 |  |  |   |
| Damien Lawrence, Science | 606 | 5606 | \*Denotes a virtual extension, the phone will not ring |
| Julia Leeds, World Language | 836 | 5836 |  |  |   |
| Jaclyn Lude, World Language | 802 | 5802 | To reach any staff member by e-mail using a school computer |
| John MacLeane, Health | 828 | 5828 | type their last name followed by a comma, space and their |
| Shannon McCann, English | 925 | 5925 | first initial in the "To"box. If you want to send an e-mail to |
| Liz McCuen, Social Science | 812 | 5670\* | more than one person, separate the names by a semi-colon |
| Heidi McKeen, Science | 603 | 5603 | followeed by a space. |  |   |
| Jill McKinney, Social Science | 156 | 5156 |  |  |   |
| Adam McLearan, English | 819 | 5819 | **Example: gbhs teachers; mmcguire; gbhs counselors** |   |
| **Administration** |  |  | **Location / Telephone** | **PHONE** | **FAX** |
| Mr. Mike McGuire, Principal |  | 5123 | Adelante  | 782-3155 | 782-4064 |
| Mr. Dave Vujovich, A.P. (Freshmen) |  | 5102 | Adult Ed  | 782-3952 | 782-4361 |
| Mrs. Sybil Healy, A.P. (A-Go) |  | 5104 | Antelope  | 726-1400 | 726-0700 |
| Mr. Brent Mattix, A.P. (Gr-Ne) |  | 5105 | Challenge  | 771-6570 | 771-6585 |
| Mr. Brian McNulty, A.P. (Ng-Z) |  | 5103 | Granite Bay  | 786-8676 | 786-0766 |
|   |   |   | Independence  | 786-0793 | 786-3389 |
| **Counselors and Support Personnel** |   | Oakmont  | 782-3781 | 782-4943 |
| Mrs. Tiffani Gieck, Counselor (A-Ek) |  | 5117 | Roseville  | 782-3753 | 786-3846 |
| Mrs. Kathy Orchard, Counselor (El - K)  |  | 5119 | Woodcreek  | 771-6565 | 771-6596 |
| Mr. Paul Stordahl, Counselor (L - Ri) |  | 5118 | District Office  | 786-2051 | 786-2681 |
| Mrs. Christina Cross, Counselor (Ro - Z) |  | 5120 | AESOP - Substitute Services  | 1-800-942-3767 |
| Mrs. Jan Lucas, Special Services Counselor | 5842 | Transportation  | 786-2723 | 786-6435 |
| Mrs. Carey Bussey, Intervention Counselor | 5128 |   |   |   |
| Ms. Shietel Chhana, Psychologist |  | 5840 | **Paraeducators** |  |   |
| Ms. Julia Hedstrom, Librarian |  | 5706 | Ms. KC Bevis |  | 5261 |
| Mrs. Linda Warfield, School Nurse |  | 5126 | Ms. Cynthia Hengl |  | 5263 |
| Ms. Kathy Feller, Workability |  | 5841 | Ms. Tami Hidalgo |  | 5264 |
| Ms. Aubrey Vagnone, Speech Therapist |  | 5843 | Ms. Dianne O'Hair |  | 5269 |
| Mr. Matt Cox, District Computer Tech |  | 5123 | Ms. Sally Wagner |   | 5272 |
|   |   |   |  |  |  |
| **Classified & Resource Officer** |  |   |  |  |  |
| Ms. Bonnie Boone, Student Services |  | 5127 |  |  |  |
| Mrs. Helen Guzenski, Receptionist |  | 5101 |  |  |  |
| Deputy Joe Herrick, School Resource Officer  | 5110 |  |  |  |
| Mrs. Teri Keeney, Athletics |  | 5137 |  |  |  |
| Mrs. Melora Klusnick, Counseling Support | 5121 |  |  |  |
| Ms. Sandra Lightfoot, Attendance |  | 5107 |  |  |  |
| Mrs. Anita McKee, Cafeteria Manager |  | 5203 |  |  |  |
| Mrs. Debbie Nordman, AP Secretary |  | 5106 |  |  |  |
| Mrs. Meagan Swartz, Principal's Secretary | 5123 |  |  |  |
| Mrs. Cindi Underwood, Career Center |  | 5109 |  |  |  |
| Mr. Mike Whiting, Head Custodian |  | 5501 |  |  |  |
| Mrs. Kelley Zorio, Registrar |   | 5122 |  |  |  |

**Student handbook** – contains all school guidelines and policies for discipline, academics, plagiarism, athletics, etc.

**Street names** – Use the abbreviations “St.,” “Blvd.,” “Rd.,” etc. (In other words, DON’T spell them out when they’re part of a specific street name.) Douglas Blvd.is the main east-west street in Roseville/Granite Bay. Other key streets in the area: Auburn-Folsom Rd., Wellington Way (no abbreviation), Eureka Rd., Rocky Ridge Rd., Lead Hill Blvd., Sunrise Blvd., Sierra College Blvd. (which becomes Hazel Ave. at the Sacramento County line), East Roseville Parkway (no abbreviation)

**Symbols** – Generally, use the $ symbol, not the word “dollars”

* Spell out the word “percent,” don’t use the % symbol
* Don’t use “etc.” in stories or headlines. Either continue the list, or stop the list with the item before you decided to use the term “etc.”

**T-shirt** – as per the AP stylebook, not t-shirt or tee-shirt or Tee-shirt.

**Teaching Assignments (fall):**

That – Avoid unnecessary use of the word “that” – if you read the sentence and the meaning doesn’t change when you delete the word “that,” IT SHOULD BE DELETED. “That” is often unnecessary and makes sentences sound more clunky. Get rid of it.

* Example: *I think that it’s important to use correct grammar in a newspaper. (KILL “that”)*

**Time** – a.m. and p.m., not A.M. and not AM

* When writing about an event (past or present), you should note time, date and place IN THAT ORDER. For example: The concert will be at 7 p.m. (time) on June 1 (date) in the performing arts building at Granite Bay High School (place). This is so that you don’t finish a sentence with the time, and then confuse readers because of the period at the end of the time reference a.m. or p.m.

**Titles** – Informal titles (teacher, junior, senior, sophomore, etc.) are NOT capitalized. Neither are the following in the Gazette: principal, assistant principal, lead teacher, department coordinator, student body president, vice president, assistant superintendent, superintendent (some of this is contrary to the AP Stylebook)

**University of California** – First reference to a University of California campus or the system should be spelled out (University of California, Berkeley), then UC or UC Berkeley is appropriate

* Exception is UCLA, which is OK on first reference

**Verb Tenses** – Stay consistent with the use of tenses. Past tense in news stories; present tense can work in features (but be consistent in attributions – “says” instead of “said”)

* Avoid the unidentified second person in stories – They, their, his, her, etc. Generally, you need to identify the person or group and not assume readers will get it.
* Do not refer to OUR school, OUR teachers, OUR lunch schedule, etc. Journalistic writing needs to be more dispassionate than the word OUR allows. Instead, try THE school, THE teachers, THE GBHS lunch schedule, etc. Obviously, personal opinion pieces will probably violate this rule to some extent.

**Washington, D.C. (with the comma)**

**Web page (two words, capital W) but website (one word)** – recently changed in AP Stylebook.

**Whom vs. which** – Generally, animate objects take “whom.”

**Which vs. that** – which is SPECIFIC, and is usually set off with commas.

**Who vs. that** – for animate objects (people, animals, etc.), use who. “There were two big Frenchmen WHO were going into the audience.” For inanimate objects, use that: “There were two big buildings THAT swayed during the earthquake.”

**Woodcreek High School** – the Timberwolves, members of the Sierra Foothill League; part of the Roseville Joint Union High School District; principal is Jess Borjon (a former assistant principal at GBHS)