

First Flight High School Publications Staff Manual & Stylebook 2013-2014

I. Name

- A. The name of First Flight High School's student newspaper is Nighthawk NewsMagazine.
- B. The name of First Flight High School's student yearbook is Shorelines.
- C. Following Associated Press style, the names of publications are not set in italics nor are they preceded with the word The.

II. Location

- A. The newspaper and yearbook staffs may be reached at the following address:
First Flight High School
100 Veterans Drive
Kill Devil Hills, NC 27948
- B. The publications classroom phone number is 252-449-7000 x2437; the journalism office is extension 2513.
- C. The school day runs from 8:10 a.m. to 3:15 p.m. You can generally reach someone after school until 5 p.m. by dialing one of these numbers. If no one is available, you may leave a voicemail message.

III. Purpose

- A. Both the newspaper and yearbook provide a laboratory for journalism students designed to serve the total school community as a forum for ideas and opinions. As a laboratory, the newspaper and yearbook provide staff members with independent writing opportunities with individual evaluation. Writing is based on a wide variety of research for a broad and often critical audience. The experience demands responsibility and cooperation. Business skills are learned through selling advertising and helping the publication remain financially solvent.
- B. The newspaper and yearbook serve their audiences with accurate and factual reporting on significant aspects of school life and subjects of concern to their readers. The newspaper and yearbook should stimulate thinking and provide leadership for the school.
- C. As an independent observer, the paper should use its unique access to news and a broad perspective to lead the school community toward constructive accomplishments. The newspaper provides readers with a forum to express their ideas and concerns as well. Students, faculty, administrators, parents and others in the school community are encouraged to react to printed material or to comment on matters of concern through signed letters to the editor. The newspaper entertains its audience through clever, creative approaches to writing, photography, design and the coverage of human-interest stories.

D. The yearbook should serve as a history book, a reference book, a research tool, and a vehicle for journalistic application. The yearbook should entertain its audience through clever, creative approaches to writing, photography, design and the coverage of human-interest stories.

E. Both the newspaper and yearbook are student-run publications.

IV. **Coverage**

A. It is the newspaper and yearbook's responsibility to cover school, local, state, national and international events and issues that affect or concern the campus, its students or its readers.

B. The newspaper and yearbook will attempt to cover all aspects of the school; however, coverage will depend greatly upon an item's news value (how important or interesting it would be to the majority of the newspaper's readers). The newspaper and yearbook editors determine the news value of all material.

C. The newspaper and yearbook will avoid sensationalizing the news. The newspaper and yearbook do not invade personal privacy or print material that might be embarrassing to an individual or a group except in the area of public performance or responsibility.

D. Yearbook editors are keenly aware that the yearbook is a product whose shelf life is forever. With that in mind, the editors will strive to produce a book that is reflective of a year in the life of First Flight High School while upholding the dignity of those who "made history" in a given year.

V. **Frequency & Format**

A. Frequency. The newspaper is published six times during the school year by students in journalism and newspaper editing classes at First Flight High School. The yearbook is produced by students in journalism and yearbook editing classes at First Flight High School. It is published by Walsworth Publishing Company and its anticipated distribution date is around August 25.

B. Size. The newspaper is a broadsheet. The yearbook is a size 9 yearbook (9x12).

VI. **Audience**

A. The newspaper and yearbook are written primarily for the students who attend First Flight High School. Secondary audiences that receive the newspaper include the FFHS faculty and staff, the parents of FFHS students, some members of the local community, advertisers, other school journalism programs throughout the U.S., and organizations that promote the development of scholastic journalism. The newspaper is also inserted in the Outer Banks Sentinel.

B. Secondary audiences that receive the yearbook include the FFHS faculty and staff, some members of the local community, advertisers, and a select number of high schools with whom books are exchanged.

C. The newspaper editors recognize that their publication is read by a large group outside the student body and must address these secondary audiences. Accordingly, the staff will recognize criticisms and opinions from these parties.

VII. **Board of Education and Administrative Policy**

A. The Board of Education does not provide the newspaper or yearbook with any monetary contributions toward printing costs. It does provide classroom space and computer equipment, just as it does for other classes in the school's curriculum.

B. The student government nor the school administration contribute any monetary subsidy for the operational costs of the newspaper or yearbook.

C. Funds for printing the newspaper and operational costs are generated through the sale of advertising.

D. Publishing and operational costs for the yearbook are generated through the sale of advertising and copies of the book itself.

E. The opinion pages of the newspaper are an accessible forum for the newspaper's readers. Editorials represent the opinion of the newspaper's staff. Other opinions expressed are not necessarily those of the newspaper staff, high school student body, faculty, administration or school board. Signed columns and letters to the editor represent the views and opinions of the writers only.

F. Letters to the editor that criticize individuals or groups will be shared with those individuals or groups so that simultaneous rebuttal may be offered before the letter is published.

G. All Dare County Schools Publications are governed by the DCS School-Sponsored Publications Policy.

REGULATIONS FOR SCHOOL-SPONSORED PUBLICATIONS

Policy Code: 3630

School-sponsored publications such as newspapers and yearbooks are an important part of the school curriculum. These publications provide an excellent opportunity for students to develop a wide variety of skills and to learn and practice responsible self-expression. The following regulations shall apply to school sponsored publications:

1. School-sponsored publications shall have a faculty adviser. The faculty adviser is responsible for direct supervision of the publication and has authority over the style and content of the publication.
2. The principal of the school shall have oversight authority over school-sponsored publications at the school level. The principal and faculty adviser will agree on a time schedule so that the principal may review the publication prior to publication.
3. The faculty adviser and principal are encouraged to provide students significant latitude and editorial control over school-sponsored student publications.

Issued by Superintendent: July 1, 2005

Revised: January 10, 2006

<http://www.dare.k12.nc.us/moxie/board/policies/3000-series-educational-p.shtml#3630>

<http://www.darecountyschoolsonline.com/moxie/bm~doc/3630-r.pdf>

VIII. **Responsibility for Accuracy and Objectivity**

A. Newspaper and yearbook staff members endeavor to spell names correctly and make accurate class and position identifications. The writers must check names of students and faculty for accuracy. Failure to do so carries significant consequences as checking names counts 10% of students' grades. Each error is a 25-point deduction.

B. All facts must be verifiable by at least two sources.

C. Most of what is published is the work of individuals. The student staff is responsible for the content of the both publications, while the adviser is responsible for making sure that all material that appears in the newspaper and yearbook are free of libel or invasion of privacy and meets the standards of good taste established in the Journalists Code of Ethics.

D. The newspaper and yearbook strive for the highest standards of accuracy, completeness and careful research in its presentation of material that time allows. Since there are deadlines to meet, however, the newspaper will go to press with the facts as they stand on deadline. The staff therefore assumes responsibility for the accuracy of these facts.

E. Rumor, gossip, or innuendos are not, nor will they ever be, the basis for any story appearing in the newspaper and/or yearbook.

F. Upon request, sources that are interviewed for a story will be presented by the reporter assigned to the story with a copy of their quotations for confirmation. If approval is not obtained, the staff will meet to discuss the ramifications of printing the article and act accordingly.

G. No member of the newspaper or yearbook staffs will accept any free gifts, considerations or passes that might compromise the integrity of the newspaper or the objectivity of its reporters. The newspaper and yearbook accepts sports passes given to the media to cover athletic events. Otherwise, the policy is to pay for all services associated with reviews.

H. Punishment for inaccuracy will be directed at the reporter, generally in the form of a reduction in grade.

I. All copy must conform to the staff stylebook. When the publication's stylebook does not have the answer, consult the AP Stylebook. The final authority, should AP not have the answer, is Webster's New International Dictionary of the English Language.

J. Inaccuracies

1. Even with the most diligent attention, mistakes invariably occur. Recognizing this fact, the newspaper staff encourages readers to give feedback immediately upon the publication of erroneous information. Errors will be researched and corrected. Apologies should be written for mistakes.

2. When an error merits correction, as determined by the staff, it will be published in the "Our Apologies" box on the opinion pages. Responsibility for composition of the correction lies with the page editor, subject to review by the managing editor(s) and the adviser. Corrections or mistakes should be brought to the attention of the editor and the adviser.

3. To prevent claims of misrepresentation:

- Always keep detailed notes and recorded audiotapes taken during interviews. DO NOT destroy these.
- If unsure of what was said by the person interviewed, ask him/her for clarification. Say, "This is what I have written down...Is this correct?" or "Could you repeat that please?"
- If at all possible, avoid paraphrasing. If there is any way in which paraphrasing could be interpreted as changing the meaning of someone's quote, don't do it.
- Only change quotes in order to make them make sense or be

grammatically correct. Make extra effort not to change context at all. Don't do anything that changes the context of anyone's quote.

- At all costs, make sure quotes are always taken in correct context.

4. If accused of misrepresentation:

i. Produce your notes or audiotapes from the interview and present them to the accusing parties.

ii. If no records are found, and the alleged misrepresentation occurred at a meeting involving others, refer to notes or minutes of the meeting.

iii. If the aforementioned measures cannot be enacted or do not resolve the problem, issue a written apology and correction, and publish it in the next issue of the newspaper.

5. Throughout all proceedings, make sure that the accusing party is dealt with fairly and cordially, to ensure that their ties with the newspaper are not severed.

6. Miscellaneous

- If information is given "off the record" or "between you and me" it cannot be used in any way other than as unattributed background information. It cannot even be attributed to an "anonymous source." Avoid "off the record" information.
- If, after giving information, the person interviewed says something to the effect of "Don't print that," first ask him if it is all right if the information is attributed to him as a direct quote. If he replies in the negative, ask if it can be used as a quote attributed to an anonymous source. If he won't allow this, ask him if the information can be used as unattributed background information. If he replies in the negative, don't use it. However, it is possible that someone else might give you the same information.

K. The newspaper and yearbook are guided by the Society of Professional Journalists Code of Ethics, the National Press Photographers Association Code of Ethics, and the American Society of Newspaper Editors Statement of Principles. (These are included in this staff manual.)

IX. **Bylines and Credit Lines**

A. Any full-length newspaper article that includes original reporting will carry a byline. News briefs will carry a "reported by" credit. All yearbook copy will carry a byline. When two people contribute to copy, both shall receive a byline. Students who do not fulfill their obligation to complete a yearbook spread will not receive a byline on the spread. The editor and adviser will decide when an individual shall lose his/her byline. This will only occur in extreme cases.

B. All art, graphics and photos will carry a credit line.

C. Any story that expresses an author's opinion or analysis will carry a byline and a label that indicates the story represents an individual opinion.

D. Newspaper editorials, since they represent the opinion of the staff as a whole, will not carry bylines.

E. Bylines should not be cut for space reasons.

X. **Newspaper Editorials**

A. Editorials represent the collective opinion of the newspaper's staff. Other opinions expressed in the newspaper are not necessarily those of the newspaper staff, First Flight High School's student body, faculty or administration or the Dare County School Board. Signed columns and letters to the editor represent the views and opinions of the writer only.

B. The editor in chief will work collaboratively with the opinion editor to determine the topic of editorials for each issue of the newspaper. Together, the editors will research the topic and draft a possible position statement and poll the staff for its support for the topic and position. A two-thirds majority of support will win approval for the topic and position. If more than one-third oppose the position, an alternate topic and/or position will be chosen.

XI. **Opinion Writing**

A. Opinion pieces will be found on the Opinion Pages of the newspaper. Opinions that appear on other pages, such as columns, will clearly indicate the material is the personal opinion of the writer.

B. The editors will review any and all opinion columns and will have the power to withdraw an opinion column from publication or order a re-write of an opinion column. Any staff member who objects to an opinion piece should make this objection known to the editor and/or adviser before the opinion piece is published. The staff will then be made aware of the objection and will vote on whether this piece should run as written or be edited or eliminated.

C. The newspaper will publish constructive criticism that is supported by facts and logical solutions. Opinion writing critical of a policy, action or viewpoint will provide practical suggestions for an alternative solution to the problem.

D. Opinion pieces which are critical of an individual or a group will be shared with those being criticized, offering a chance for simultaneous rebuttal. Allowing individuals to read an opinion piece prior to publication is not an invitation for censorship.

XII. **Letters to the Editor**

A. Forum. The newspaper's opinion pages will be a forum for the exchange of comment and criticism and is open to students and others interested in First Flight High School. A forum, by definition, is "a marketplace of ideas," more literally, "a public meeting place of ideas." Recognizing this, the newspaper will print as many letters to the editor as space allows each issue. The newspaper reserves the right to reject letters for reasons that include timeliness.

B. Format. All letters to the editor must include the writer's name, signature and class or position. Typed, double-spaced letters are preferred, but legible, handwritten letters are acceptable. In rare cases a letter writer's name will be withheld from publishing if the editors and adviser agree the letter writer should be given anonymity.

C. Limitations. Letters should be limited to approximately 300 words, or about one-and-a-half double-spaced, typewritten pages. Poetry is not accepted for publication.

D. Editing. Letters to the editor will not be edited, except in rare cases to prevent legal liability (libel, obscenity, invasion of privacy, etc.) or to edit material that is in poor taste. Letters may also be edited to fit space requirements, to correct spelling and grammar errors, and to conform with AP Stylebook rules.

E. Address. Letters should be addressed to the editor, placed in an envelope and mailed to the newspaper c/o First Flight High School or placed in Mrs. Sawyer's box in the front office, or hand-delivered to Room B-214.

XIII. Advertising

A. The purpose of advertising is to raise money for the newspaper and yearbook by bringing buyer and seller together, thus making it a vital part of both publications.

B. The newspaper and yearbook reserve the right to refuse any advertisement which makes reference to products, services, substances or paraphernalia which are illegal to minors, or which are deemed inappropriate to the First Flight High School community.

C. All ads are thus subject to review by the editors. If the editors decide a questionable advertisement is suitable for use by the newspaper, and that the questionable material is a vital part of that advertisement, then the ad will appear in the newspaper.

D. Advertising rates, publication dates and terms are as found in the media packet.

E. Parents must obtain written permission to use copyright material in senior recognition ads. No copyright material will be printed without this written permission. This is not the responsibility of yearbook staff members.

F. Advertisers who do not ask for a proof may not receive compensation for errors contained in their printed advertisements. Students should ask advertisers when they purchase an ad if they want a proof or if they need to approve an advertisement prior to publication. If an e-mail address or fax number is not available, the student selling the ad is responsible for getting the ad approved.

G. Student models and their parents must sign a release form before their pictures may be used in advertising or any pictures that might be interpreted as advertising for a business or product.

XIV. Policies Regarding Certain Types of Coverage

A. Deaths of students or faculty members will be acknowledged in the newspaper provided the circumstances surrounding the death are newsworthy and the news is timely. Suicides are not covered in the newspaper.

B. Deaths of students or faculty members will be acknowledged in the yearbook with the dates of birth and death placed beside the individual's picture and name in the people section. If the circumstances surrounding the death are newsworthy, a story may be published in the people section as well. Suicides are not covered in the yearbook.

C. The yearbook does not do memorials or dedications.

D. Personal Recognition Ads may be purchased to memorialize deceased students or retiring or deceased faculty members. These ads will be sold at the same rate as Senior Recognition Ads.

E. The staff may, at its discretion, endorse candidates for political office or advocate a stance on political issues on the editorial page, but will refrain from making endorsements for campus elections.

F. While reviews of R-rated and Parental Advisory movies and CDs may be written by staff members of legal age, they will not constitute endorsements of such material by the staff.

Material that the staff determines, based on community standards, to be obscene, will not be included in the review. Ratings for the movies and CDs will be clearly stated in the review.

G. School violence and sensitive issues will be reported and covered proportionately to their news value. Every attempt will be made to avoid sensationalism.

H. The student newspaper recognizes its obligation to inform its readership about crimes and offenses within the school community. The staff reserves the right to decide whether or not to withhold names of minors who are victims or perpetrators of crimes, depending on the circumstances surrounding the incident, including prior publication of this information by local media.

XV. Anonymous Sources

A. The newspaper and yearbook will clearly identify sources of news, except when it is necessary to uphold the journalist's privilege of protecting the identity of sources. When such is the case, the journalist and the adviser will determine if the source is credible. Once credibility has been established by the independent verification of the facts, the editors and the writer will determine if the story will run.

B. The newspaper and yearbook staffs believe that anonymous sources should be used only in stories in which a student's privacy must be protected. Use of anonymous sources is damaging to the credibility of the newspaper and yearbook.

C. Newspaper and yearbook staff members understand the legal implications of promising anonymity. If a reporter promises that a source will remain anonymous, then that reporter has both an ethical and a legal responsibility to protect that individual's identity. Reporters who divulge the name of an anonymous source can be sued for Invasion of Privacy.

XVI. Distribution

A. Approximately 8,000 copies of each issue of the newspaper are printed. Free copies are distributed to individual classrooms at First Flight High School and copies of the newspaper are mailed to the parents of all First Flight High School students compliments of the PTSO.

B. Complimentary copies of the newspaper are dropped off at First Flight Elementary; First Flight Middle School eighth graders also receive copies of the newspaper.

C. Approximately 150 copies of the newspaper are mailed to exchange newspapers, journalism teachers and organizations, and others who have formally requested that they be added to the staff's mailing list—as funds permit.

D. The newspaper is distributed in local businesses all over the Outer Banks.

E. Approximately 400 copies of the yearbook will be printed.

F. Complimentary copies of the yearbook will be given to the front office and the (BOE) Central office.

XVI. Use of Equipment

A. All students must have the Acceptable Use Policy for Dare County Schools signed and on file with the technology coordinator before he/she can use the computer equipment.

B. Equipment in the publications room is for student publications only. Students must receive permission from the instructor to use the equipment for other purposes. No outside

organization may use the equipment without permission.

C. No food or beverages are allowed in the publications classroom or publications workroom without prior approval.

XVII. Newspaper Editorial Board

A. The Editorial Board is the decision-making and policy-setting body of the newspaper and governs its day-to-day operation.

B. The voting membership of the board includes the editor in chief, managing editors, along with the advertising, news, sports, lifestyles, sports, and opinion editors.

C. The editor in chief will serve as the presiding officer(s) of the board. Another editor (to be determined each meeting) will serve as the secretary of the board and this person will take notes at all official board meetings.

D. The adviser usually attends board meetings.

E. Should the adviser disagree with an opinion or decision reached by the board, she may request a reevaluation after an explanation of her opinion.

F. The adviser, editors or editorial board reserve the right to hold a questionable story or photo from publication until its concerns have been addressed.

G. The adviser has the power to veto a board decision, but the board will resist censorship in any form.

H. A quorum is necessary for the Editorial Board to conduct business. A quorum shall be defined as five members of the board and must include the editor in chief and one managing editor.

I. Any proposal requires a majority vote to pass.

- The adviser may request a two-thirds majority vote by the entire staff for passage of any issue of great importance or controversy that will affect the entire publications staff.

J. All voting will be done by secret ballot. Absentee votes will be accepted for those members unable to attend an Editorial Board meeting when those members have a valid excuse (illness, other school commitment, death in the family, out of town). The adviser will count the ballots and have them available for inspection if there are any questions.

K. The Editorial Board will meet as needed with a 48-hour notice.

L. The secretary will take and promptly post formal minutes of all editorial board meetings. Minutes will be read and approved at the beginning of each board meeting.

M. The Editorial Board will not have the power to postpone publication or change deadlines which are set by the printer. Only the adviser can negotiate these changes with the publisher.

N. Controversial subjects, based on the need to inform the public, may be dealt with in the newspaper. Before assigning a controversial subject, the board will decide if there is a genuine need to print the story. (Reader interest alone does not merit a need to print the story.) The board will then recommend how the subject will be handled and the story developed.

O. Controversial topics must represent the opposing sides of an issue fairly. Upon completion of the story, the board will again meet to determine if the material is printable or if revisions are needed.

XVIII. Prior Review and Censorship

It is important for all student journalists to understand that publishing something simply for the shock value is not ethical and is against staff policy. Any decision to print material of this type must be weighed against possible consequences, including student and teacher reaction, advertiser reaction and community reaction.

The editorial board will inform the principal in advance of any story that may potentially create controversy for the administration. This is a professional courtesy, not an invitation for censorship.

A. Newspaper and yearbook staff members believe that no student publication, whether school-sponsored or not, should be reviewed by school administrators prior to distribution or be withheld from distribution. However, the Dare County Schools Publications Policy allows for prior review and puts the ultimate responsibility for the content of the newspaper/yearbook in the hands of the adviser and the principal.

B. Protected Speech (based on *Hazelwood v. Kuhlmeier* 1988)

1. School officials must be able to show that censorship is “viewpoint neutral,” that is, that they did not censor simply because they disagreed with a particular view students were expressing.
2. School officials may censor only if it is “reasonably related to legitimate pedagogical concerns.”

C. Material that is prohibited, according to the Student Press Law Center in Washington, D.C.

1. Students cannot publish or distribute libelous material. Libelous statements are provable false and unprivileged statements that injure an individual’s or businesses reputation in the community. If the allegedly libeled party is a “public figure” or “public official” as defined below, then school officials must show that the false statement was published “with actual malice,” i.e., that the student journalists knew that the statement was false, or that they published it with reckless disregard for the truth—without trying to verify the truthfulness of the statement.

- a. A public official is a person who holds an elected or appointed public office.

- b. A public figure either seeks the public’s attention or is well known because of personal achievements.

- c. School employees are public officials or public figures in articles concerning their school-related activities.

- d. When an allegedly libelous statement concerns a private individual, school officials must show that the false statement was published willfully or negligently, i.e., the student journalist who wrote or published the statement has failed to exercise reasonably prudent care.

- e. Under the “fair comment rule,” a student is free to express an opinion on a matter of public interest. Specifically, a student may criticize school policy or the performance of teachers, administrators, school officials, and

other school employees.

2. Students cannot publish or distribute material that is “obscene as to minors.” “Minor” means any person under the age of 18. Obscene as to minors is defined as material that meets all three of the following:
 - a. The average person, applying contemporary community standards, would find that the publication, taken as a whole, appeals to a minor’s prurient interest in sex and
 - b. The publication depicts or describes, in a patently offense way, sexual conduct such as ultimate sexual acts (normal or perverted), masturbation, and lewd exhibition of the genitals; and
 - c. The work, taken as a whole, lacks serious literary artistic, political, or scientific value;
3. Students can not publish or distribute material that will cause “a material and substantial disruption of school activities. Disruption is defined as student rioting; or substantial seizures of property; or substantial student participation in a school boycott, sit-in, walkout, or other related form of activity.
 - a. Materials such as racial, religious or ethnic slurs, however distasteful, are not in and of themselves disruptive under these guidelines.
 - b. Threats of violence are not materially disruptive without some act in furtherance of that threat or a reasonable belief and expectation that the author of the threat has the capability and intent of carrying through on that threat in a fashion not permitting acts other than suppression of speech to mitigate the threat in a timely manner.
 - c. Material that stimulates heated discussion or debate does not constitute the type of disruption prohibited.

For a student publication to be considered disruptive, specific facts must exist upon which one could reasonably forecast that a likelihood of immediate, substantial material disruption to normal school activity would occur if the material were distributed or has occurred as a result of the material’s distribution. Mere undifferentiated fear or apprehension of disturbance is not enough; school administrators must be able to show substantial facts that reasonably support a forecast of likely disruption.

In determining whether a student publication is disruptive, consideration must be given to the context of the distribution as well as the content of the material. In this regard, consideration should be given to past experience in the school with similar material, past experience in the school in dealing with and supervising the students in the school, current events influencing student attitudes and behavior, and whether there have been any instances of actual or threatened disruption prior to or contemporaneously with the dissemination of the student publication in question.

4. School officials must protect advocates of unpopular viewpoints.
5. “School activity” means education student activity sponsored by the school and includes, by way of example and not by way of limitation, classroom work, library activities, physical education, official assemblies, and other similar gatherings, school athletic contests, band concerts, school plays, and scheduled

in-school lunch periods.

XIX. Commercial Speech

This material was prepared by the Student Press Law Center, Washington, D.C.

A. Advertising is constitutionally protected expression. School publications may accept advertising. Acceptance or rejection of advertising is within the purview of the publication staff, who may accept any ads except those for a product or service that are illegal for students.

B. Political ads may be accepted. The publication should not accept ads only on one side of an issue or an election without making reasonable effort to solicit advertising from all sides of an issue or all candidates.

XX. Legal Advice

This material was prepared by the Student Press Law Center, Washington, D.C.

A. If, in the opinion of the student editor, editorial board, or faculty adviser, material proposed for publication may be libelous, obscene, or cause an immediate, material and substantial disruption of school activities, the legal opinion of a practicing First Amendment attorney should be sought. Editors should contact the Student Press Law Center (202-466-5242) before proceeding.

B. The final decision of whether the material is to be published will be left to the editorial board.

Copy Stylebook—Abbreviations

1. **Business firms:** Abbreviate Bros., Co., Corp., Inc., Ltd. Do not place a comma before Inc. or Ltd.; Warner Bros., Brown Implement Co., Leather Ltd., Smith & Co. Inc.

2. **Christmas:** Never Xmas.

3. **Colleges:** Spell out the names of colleges on first reference. Abbreviate on subsequent references. When abbreviating the names of colleges and universities, do not use periods. UNC-CH, UNC-W, NCSU, ECSU, ECU

4. **Course titles:** Do not abbreviate except when used as an adjective: physical education, not P.E.; but P.E. classes; Journalism II not J-II.

5. **Days of the week:** Always spell out days of the week.

6. **Degrees:** Abbreviate degrees only when used in a listing. Do not place a space between letters: bachelor of arts degree (B.A.), bachelor of science degree (B.S.), bachelor's degree, master's degree (M.A., M.S.), doctorate (Ph.D.).

7. **Foreign countries:** Do not abbreviate.

8. **Lowercase abbreviations:** These usually take periods. The rule of thumb is this: if the letters without periods spell words, periods are needed: c.o.d., f.o.b., a.m., p.m.;

— However, periods are not needed when used with a numeral in references to film,

weapons or miles per hour: 35mm film, 55 mph, 105mm artillery piece.

9. **Measurements:** Use figures and spell out words such as inches, feet, yards, etc., to indicate depth, height, length and width: He is 5 feet 6 inches tall.

— Hyphenate adjectival forms before nouns: the 5-foot-6-inch man; the 5-foot-6 man; the 5-foot man; the car is 17 feet long, 6 feet wide and 5 feet high; the rig is 9 feet by 12 feet; the storm left 5 inches of snow.

— Use an apostrophe to indicate feet and quote marks to indicate inches (5'6") only in very technical contexts.

10. **Money:** Use the \$ and decimal system for amounts larger than one dollar. Spell out the word cents, using numerals for amounts less than a dollar: \$1.01, \$2.50, \$4, 45 cents (not \$.45, 45 cts., 45 c or forty-five cents).

11. **Months:** Abbreviate names of months of more than five letters only when followed by the date. Never abbreviate March, April, May, June or July. Adding the year after the month does not change this rule. Jan. 10, Feb. 14, Aug. 1, Sept. 3, Oct. 31, Nov. 28, Dec. 25; Thanksgiving falls on the last Thursday of November; Feb. 2, 1987, and April 10-12, 1987. Halloween is in October.

— After using the correct form for the month, the date is always given in figures. Never use ordinal numbers (1st, 2nd, 3rd, etc.) with the date: Nov. 3, April 1, June 10.

12. **Ordinal numbers:** Spell out and capitalize First through Ninth when used as street names; use figures with two letters for 10th and above: 2125 Second Ave., 102nd Air Division.

13. **Organizations:** The proper name of an organization is always written out on first reference. The title of such an organization may be abbreviated—without periods—on second reference and thereafter it will be clearly understood by readers. Do not follow an organization's full name with an abbreviation or acronym in parentheses or set off by dashes.

Abbreviate—without periods—if clearly understood: SGA, FBLA, PTSO, SADD, NHS.

— When the abbreviation will not be clearly understood, or for variety, use a shortened form of the name or synonym: Religious Society of Friends: Quakers, the sect, the denomination.

— All words in an organization's name are capitalized except the articles a, an and the and prepositions of less than five letters.

14. **Percent:** one word: 45 percent (not 45 per cent or 45%). Use % with number in tabular material (charts and information boxes) only. Use numbers with percents not words.

15. **Personal names:** Spell out William, not Wm.;

16. **Political Parties:** Abbreviate when used parenthetically or in election statistics: Sen. Mark Hatfield, R-Ore.; Sen. Chuck Robb, D-Va.; Sen. Jesse Helms, R-N.C.

17. **Religious titles:** In general, spell out titles. The first reference to members of the clergy and nuns should include a capitalized title before the individual's name.

— Use the Rev. before a minister's name on first reference. "The" should precede the title and name on first reference: Baccalaureate will be led by the Rev. Dan Pitney.

— Substitute Monsignor before the name of a Catholic priest who has received this honor: Monsignor Jonathan Caldecott.

— On second reference to a man or woman, use only the last name. If he or she is known only by a religious name, use the title on first reference (Pope John Paul II); Pope

John Paul, the pope or the pontiff on second reference.

18. **Saint:** Abbreviate Saint in the names of saints, cities and other places: St. Paul, Mount St. Helens.

19. **States:** Abbreviate names of states only when used after the names of cities and towns. Do not use postal abbreviations to identify states. The name of the state may be omitted if the city is known to the reader or when a city is mentioned in a story published in the home state. The state is needed when the city has the same name as another city (such as Vancouver, Wash., and Vancouver, B.C.) or when referring to unfamiliar cities outside the home state. Use these abbreviations:

Ala.	Fla.	Mass	N.C.	Pa.	Wash.
Ariz.	Ga.	Mich.	N.H.	R.I.	W. Va.
Ark.	Ill.	Minn.	N.J.	S.C.	Wis.
Calif.	Ind.	Miss.	N.M.	S.D.	Wyo.
Colo.	Kan.	Mo.	N.Y.	Tenn.	
Conn.	Ky.	Mont.	N.D.	Tex.	
Del.	La.	Neb.	Okla.	Vt.	
D.C.	Md.	Nev.	Ore.	Va.	

20. **Street addresses:** Abbreviate Ave., Blvd., St., only when used with a numbered address. All similar words are always spelled out: Drive, Lane, Road, Terrace, etc. Abbreviate compass points (E., N.W., etc.) in addresses only when used with specific street numbers.

21. **Time of day:** Abbreviate ante meridiem (a.m.) and post meridiem (p.m.) using lowercase letters and periods. Eliminate unnecessary letters and periods. Eliminate unnecessary figures and redundancies: 7 a.m., not 7:00 a.m.; 10 at night, not 10 p.m. at night; Thursday night at 10 o'clock, not Thursday night at 10 p.m.; preferably Thursday at 10 p.m.

22. **Titles:** Abbreviate only the following titles which come before a full name: Rep. Ron Wyden, Sen. Bob Packwood, Gov. Neil Goldschmidt, Dr. Lendon Smith, the Rev. Dan Pitney, and certain military designations listed under "military titles" in the AP Stylebook. Do not abbreviate or capitalize titles which follow names: Ron Wyden, representative; Brett Coltman and Shelby Ineson, editors; Eugene Douthit, principal.

23. **United Nations:** Spell it out when used as a noun. Use U.N. with periods when used as an adjective.

24. **United States:** Spell it out when used as a noun. Use U.S. with periods when used as an adjective.

C. Copy Stylebook—Capitalization

Principles: In general, avoid unnecessary capitals. Use a capital letter only if you can justify it with one of the principles listed here. When in doubt, don't.

1. Capitalize proper nouns that constitute the unique identification for a specific person, place or thing: Timothy, Sarah, James, America, Philadelphia, England, Statue of Liberty, Hispanic, Negro.

2. Some common nouns receive proper noun status when they are used as the name of

a particular activity: General Electric, Gulf Oil.

3. Capitalize common nouns such as party, river, street, north and room when they are an integral part of the full name for a person, place or thing: Democratic Party, Columbia River, Wall Street, North Bend, Room 220.

4. Lowercase the common noun elements of names in all plural uses: Democratic and Republican parties, Main and State streets, lakes Erie and Ontario, First Flight and Manteo high schools.

5. Capitalize words that are derived from a proper noun and still depend on it for their meaning: American, Oregonian, Christian, Christianity, English, French, Marxism, Shakespearean.

6. Lowercase words that are derived from a proper noun and but no longer depend on it for their meaning: french fries, herculean, malapropism, pasteurize, quixotic, venetian blind.

7. Capitalize the first letter of the first word in a statement that stands as a sentence: Franklin said, "A penny saved is a penny earned."

8. Capitalize the principle words in the names of books, movies, plays, poems, operas, songs, radio and television programs, works of art, etc.: War and Peace, Moonlighting, Carmen, Rambo, Little Shop of Horrors.

9. Capitalize words when they are followed by figures: Highway 101, Chapter 3, Page 29, Room 220.

Capitalization Guidelines:

10. **Academic titles:** Capitalize and spell out formal titles such as chancellor, chairman, etc., when they precede a name. Lowercase elsewhere. Lowercase modifiers such as department in department Chairman Jerome Wiesner.

11. **Athletic teams:** Nighthawks, Redskins, Trojans, Knights, Aces

12. **Advanced Placement Program:** AP, AP tests, Advanced Placement English, advanced placement class (lowercase because it is not the official title).

13. **Awards:** Teacher of the Year, Most Valuable Player, National Merit Scholar Finalist.

14. **Buildings:** Capitalize the proper names and their distinguishing modifiers of buildings and official areas within the school and city. Civic Stadium, Pioneer Square, Jerry Cahoon Field, Advancement Center, Room C103.

— Words which serve as both proper nouns and common names (depending upon the way in which they are used in a sentence) should always be lowercase: auditorium, cafeteria, library, main office, choir room, journalism room, etc.

15. **Campus Events:** Capitalize Homecoming, Spirit Week, Class Colors Day, Black and Gold Day

16. **Classes:** Capitalize official class names, but use lowercase when used to identify individuals: junior, Junior Class, senior Kari Steinbock, Class of 1989.

17. **Clubs and organizations:** Capitalize the official names of clubs and organizations; capitalize the word club if it is a part of the group's name: Interact, Drama Club, French Club, Key Club, National Honor Society, Quiz Bowl, etc.

18. **Colleges and universities:** Capitalize formal names of schools and departments of

colleges and universities, but use lowercase when informal names are used: School of Journalism (but “journalism school”), Department of Zoology (but “zoology department”).

19. **Committees:** Capitalize official titles of school committees: Prom Committee, Graduation Committee.

20. **Course titles:** Capitalize only the proper name for a class. Introduction to Publications, English 10, sophomore English, Geometry, U.S. History, social studies.

21. **Degrees:** Capitalize abbreviations of college degrees, and put no space between letters: B.A., M.A., Ph.D., LL.D

22. **Departments:** Do not capitalize formal names of high school departments except for proper nouns or adjectives: the history department, the English department; the social studies department; the math department. (Do not abbreviate the word “department.”)

23. **Holidays and special historic or school events or days:** Fourth of July, National Dog Week, New Year’s Eve, World War II, Reformation, Christmas, Homecoming, Spirit Week, Western Day, Fad Day, Blue and White Day.

24. **Junior Varsity:** Capitalize and do not use periods when using as a modifier, as in JV team. Otherwise, spell it out: JV baseball, JV volleyball, JV football, the junior varsity team.

25. **Magazines:** Time, People, Sports Illustrated, Life (no italics, quotation marks)

26. **Newspapers:** “The” may be capitalized if it is in the nameplate (flag). The New York Times, The Wall Street Journal, the USA Today, The Virginian-Pilot, The Coastland Times, the Nighthawk News, the Outer Banks Sentinel (no italics or quotation marks)

27. **Radio and TV stations:** Use all capital letters. Use hyphens to separate the type of station from the basic call letters: WYND-FM, WGAI-AM, WNCT-TV, WAVY-TV 10.

28. **Titles:** In general, confine capitalization to formal titles used directly before an individual’s name.

— Lowercase and spell out titles when they are not used with an individual’s name. The president issued a statement. The pope gave his blessing. Lowercase and spell out titles in constructions that set them off from a name by commas: The vice president, Nelson Rockefeller, declined to run again.

— Capitalize formal titles when used immediately before one or more names: Pope Paul, President Bush, Vice Presidents John Jones and William Smith. A formal title generally is one that denotes a scope of authority, professional activity or academic accomplishment so specific that the designation becomes almost as much an integral part of an individual’s identity as a proper name itself: President Clinton, Sen. Dianne Feinstein, Dr. Marcus Welby, Pvt. Gomer Pyle. Other titles serve as occupational descriptions: astronaut John Glenn, movie star John Wayne, peanut farmer Jimmy Carter.

— Separate a long title (three or more words) from a name by a construction that requires a comma: Charles Robinson, undersecretary for economic affairs, spoke at the luncheon. Or the undersecretary for economic affairs, Charles Robinson, spoke at the luncheon.

— Lowercase coach when used as a job description, not a formal title: Coach Jim Prince, assistant coach Brandon Harris, varsity men’s basketball coach Chad Williams.

— **BOLD** the names of TV shows, movies, book titles and CDs. Capitalize the first

letter of each word (except **a, an or, the, of** inside the title)

Do not capitalize:

29. **Campus terms:** alma matter, alumnus, alumni, faculty, graduate.
30. **Classes:** Do not capitalize senior, junior, sophomore or freshman when used with individual names as identification: junior Ruth Urry, senior Jason Luty
 - a. The newspaper will refer to students by their classification as junior John Doe or senior Jane Smith.
 - b. The yearbook will refer to students by their classification in the form of the year of graduation as in John Doe ('06) or Jane Smith ('08).
31. **Course titles (informal):** If in doubt, use this rule of thumb: if you are referring to a specific class then capitalize; but if you are referring to a subject or class in general, then use lowercase: history, French class, biology students, World Cultures, Introduction to Publications, English, Photojournalism, journalism students.
32. **Sports teams:** basketball team, baseball team, varsity soccer team, JV football team, men's tennis team, women's volleyball team.
33. **Time:** Figures should always be used with a.m. and p.m. Do not use double zeroes for times on the hour: 9:35 a.m., 11 p.m., 10 a.m., 8 a.m.
34. **Varsity:** Do not capitalize varsity unless it is part of a proper name. It was an exciting moment for members of the Varsity Club, the varsity men's basketball team, and the junior varsity women's basketball team.

Copy Stylebook—Numerals

- A numeral is a figure, letter, word or group of words expressing a number.
1. In general, spell out numerals one through nine and use figures for 10 and above: nine students, 10 football players, three tests; \$21.5 million; ninth grade; 12th grade.
 2. Spell out numerals when they begin sentences: Eight hundred students attended the fall convention.
 3. Use commas in figures above 1,000: 1,980 horse; 23,528 votes; \$1,700
 4. Spell out ordinal numbers first through ninth when they indicate sequence in time or location, such as street names. Beginning with 10th, use figures: 2125 Second Ave., 102nd Airborne Division, second base, First Amendment, she was fifth in line; the team finished 11th.
 5. When using fractions, spell out amounts less than 1, using hyphens between the numerals: one-third, three-eighths, five-sixteenths.
 6. Use figures in reporting ages, dates, times, measurements, finances and names with numerals.
 7. **Addresses:** Use figures in numbered addresses: 532 W. Eighth St., 1630 E. 11th Ave.
 8. **Ages:** Use figures in reporting the ages of people and animals: Timothy is 5 years old; 8-year-old Sarah; 11-month-old James; the boys, 9 and 12, were alone at the time of the fire.
 9. **Dates:** The date is always given in figures. Never use ordinal numbers (1st, 2nd, 3rd, etc.). The current year is never included in a date: April 1, 2001; The game was Oct. 2.

10. **Decades:** Use Arabic figures to indicate a decade, an apostrophe in place of numerals that are left out, and add the letter s to for a plural: the 1990s, the '80s, the Roaring '20s, the mid-1970s.

11. **Money:** Figures are used for sums of money, except for casual references. When money is in the millions, use the dollar sign, figures and decimals as necessary, spelling out the word million. Omit zeros and punctuation when sums are even: \$4; \$6.85; 4 cents; \$39.45 million; Dad, please give me a dollar; She is worth exactly \$2,431,985; She is worth \$2.4 million.

12. **Rooms:** Use figures and capitalize room: Room 5, Room 220, Room 205A.

13. **Scores:** Use figures exclusively. Place a hyphen between the totals of the winning and losing teams. When reporting scores, a parallel form should be used: It was a 5-0 victory. Trojans 16, Generals 3. Wilson lost the match 4-8. Grant beat Jefferson 48-36.

14. **Speed:** Use figures exclusively with mph. Avoid extensive hyphenation such as 5-mile-per-hour-winds: The posted speed was 55 mph; Winds of 7 to 9 knots are expected; the motorcycle slowed to 5 mph.

15. **Year:** Dates in the current year are never followed by the year. When referring to dates in years preceding or following the current one, always use the date and year: Sept. 15 (of the current year); July 4, 1776; Jan. 1, 2000.

Punctuation Guidelines

Punctuation is meant to help your readers understand a story, and consists mainly of stop, pause and go signals. The standard rules of punctuation learned in high school English classes are generally applicable in newspaper and yearbook writing. Even the experts, however, disagree on some points; therefore, treat these entries as guidelines. If not covered here, first consult the AP Stylebook, use the Internet to locate an educational resources such as www.aspu.edu/majord/punctuate.

Period:

1. **Quotes:** A period is always placed inside quotation marks (except when a logical or exact distinction is desired in specialized work in which clarity is more important than usual). Other punctuation marks go inside when they are part of the quoted material: "I saw the play," he said. He said, "I saw the play." "Did you see the play?" he asked.

2. **Abbreviations:** Use a period after most abbreviations: B.A., M.A., Ph.D., Jr., the Rev., Feb. 2, 3001 N.E. 31st Ave.

3. **Decimal point:** Use a period as a decimal point: \$15.45, 25.5 percent, .325 batting average.

4. **Ellipsis:** Three periods are used to form an ellipsis, which indicates omission of words. Treat it as a three-letter word, with spaces on both sides and no space between the periods within the ellipsis. Webster defines ellipsis as the "omission of one or more words ... necessary to make the expression grammatically complete."

— When words are deleted from the end of a complete sentence, the original period is kept and the ellipsis consists of four periods: Websters defines ellipsis....

5. **Brackets and parentheses:** Put a period inside brackets or parentheses when a complete sentence is enclosed in brackets or parentheses: (The day was too hot for baseball.)

— When the parenthetical expression forms only part of the sentence, put the period outside the bracket or parenthesis: The day was too cold for football (or skiing).

6. **Acronyms and organizations:** Do not use a period after initials of commonly accepted or widely known organizations, buildings, activities, etc.: NHS, TSA, FBI, FFHS, PTSA.

— Use periods after U.S. and U.N. But remember that U.S. and U.N. are only abbreviated when used as adjectives.

Comma:

7. **With conjunctions:** A comma is sometimes used to separate two independent clauses joined by the coordinate conjunctions and, or, nor, but, yet, or for; however, the trend is toward eliminating the commas when the clauses are short.

8. **For clarity:** Commas are used to separate words or figures that might be misunderstood: What the problem is, is not clear.

9. **For indicating omission:** Commas are used to indicate the omission of a word common to both parts of the sentence and easily understood: Talent is inherited; genius, never.

— Commas are also used to replace the coordinating conjunction when it is omitted from the series: He ran to the car, turned on the ignition, sped off down the street.

10. **In quotes:** A comma is always placed inside quotation marks.

11. **In a simple series:** Do not put a comma before the conjunction: The flag is red, white and green.

12. **In a complex series:** Commas are used to separate phrases and clauses in a complex series. In such a series, a comma should be placed before the final conjunction in a series: OJEA provides specific opportunities for students and teachers to learn more about journalism, to improve their skills and abilities in actual practice, and to provide enrichment opportunities for all.

13. **Non-essential clause:** Commas are used to set off a non-essential clause. When referring to a human being or an animal with a name, it should be introduced by who or whom in either type of clause. Which is the only acceptable pronoun to introduce a non-essential clause referring to an inanimate object or animal without a name: John Brown, who formerly attended the university, enrolled again. The ball, which bounced merrily down the street, was red.

14. **Essential clauses:** If it is an essential clause, necessary to the meaning of the sentence, no commas are used. That is the preferred pronoun to introduce essential clauses that refer to an inanimate object or an animal without a name: The man who is standing under the tree is my father. The squirrel that ran across the lawn had an acorn in his mouth.

15. **Appositives:** Commas are used to set off words and phrases that are used as appositives. An appositive is a phrase that means the same thing as or explains the word it follows: John Bagstead, chairman of the math department, signed the petition.

16. **Essential and non-essential phrases:** Commas are used to set off parenthetical words and phrases. Use of commas rather than dashes for this purpose is encouraged. Be careful to set off an adverb or adverbial phrase that modifies an entire clause or sentence: The mother found it impossible, however, to pay the bills. His story, in the first place, is inaccurate. On the other hand, the story is plausible.

17. **With dates and states:** Commas are used to set off the year in a date, to set off the date from the day of the week, and the state from the city: The enemy invaded Aug. 20, 1969, and seized control of the government. The ceremony took place on Friday, May 16, in Los Angeles. She lived in Vancouver, Wash., for 19 years.

18. **With titles and degrees:** Commas are used to set off titles or degrees given after a name: John Jones promoted Wayne J. Jackson, Ph.D., to full professor. He entertained Hugh McKinley, city manager, at a dinner.

19. **Introductory phrases:** Commas are used to set off participial and infinitive phrases or long prepositional phrases that precede the main clause. A comma is unnecessary after a short prepositional phrase unless it is needed for clarity: In Texas, weather prophets are difficult to find. After his years in Washington, Nixon said.... Having suffered heavy losses, the troops withdrew. To win ball games, a team must have good pitching.

20. **Introductory clauses:** Commas are used to set off introductory essential clauses. This is one of the most important usages of the comma. Unless the introductory clause is very short, the comma should be used to set it off: If another widespread coal strike takes place during the next five weeks, the entire country will suffer. If he gets in late he will telephone tomorrow.

21. **When a dependent clause follows an independent clause:** No comma is usually needed if the dependent clause follows the independent clause: He said the community would suffer unless there is an increase in the water supply.

22. **With hometowns, ages and addresses:** Use commas to set off ages, hometowns and street addresses, except before of phrases indicating the hometown (generally the preferred style). This also applies to vital statistics and to court records: Jeff Smith Jr. of Portland is missing. Jeff Smith Jr., 23, Portland, is missing. Jeff Smith Jr., 23, 2345 First Ave., Portland, is missing.

23. **No comma is used between a person's name and Jr. or Sr.:** James P. Morgan Jr., John James Sr.

Semicolon:

24. **In general:** A semicolon is used to indicate a greater separation of thought and information than a comma can convey, but less than the separation a period implies.

25. **To link independent clauses:** Use a semicolon to separate independent clauses that are not connected by a coordinate conjunction: The motion is before the council; the mover cannot withdraw it.

26. **To clarify a series:** A semicolon is used to separate phrases and clauses that are punctuated with a comma or commas. Note that in this case a semicolon is used before the final conjunction and: The officers are Jack Jones, president; Raymond Fowler, vice-president; Sally Jones, secretary; and Paula Smith, treasurer.

27. **To clarify phrases containing commas:** A semicolon is used to separate phrases that contain commas, particularly when the meaning otherwise would be unclear: It is well known that Joe Smith is an exceedingly clever, witty and nimble writer; that he has read widely and remembered well; and that he is wonderfully adept at communicating his appreciation to others.
Apostrophe:

28. **An apostrophe is used to form possessives.** The only exception is its, which is the possessive form; it's with an apostrophe is a contraction meaning "it is".

29. **An apostrophe is used in place of omitted letters and figures:** '20s, '80s, Rock 'n' Roll.

Quotation Marks:

30. Double quote marks are used to enclose direct quotations.

31. Single quote marks are used for a quotation within a quotation.

32. Single quote marks are used in headlines to save space.

33. Double quote marks are used with titles of poems, subjects of lectures, magazine articles, and songs.

34. Do not italicize or use double quote marks around the names of newspapers or magazines.

35. Double quote marks are used to set off slang expressions or words that are used with a meaning other than the usual one.

36. Double quote marks are used to set off nicknames.

37. When one quotation is broken into paragraphs, each new paragraph starts with quotation marks. Only the final paragraph (or quoted statement) ends with quotation marks: Jones said, "I doubt any of this will come out in the hearings.

"Usually these things are covered up by the senators. It's a shame, but it's true."

Parentheses:

38. **Inserted material:** Parentheses are used around inserted material: Lincoln (Neb.) Star.

39. **Explanatory insertions:** Avoid explanatory insertions within direct quotes. Paraphrase or use indirect quotes. It is acceptable to use first and last names on first reference for clarity: "Pat (Brennan) is expected to win the race," Tom Smith said. Avoid: "She flunked (Advanced Chemistry)," the teacher said.

Society of Professional Journalists Code of Ethics

Preamble

Members of the Society of Professional Journalists believe that public enlightenment is the forerunner of justice and the foundation of democracy. The duty of the journalist is to further those ends by seeking truth and providing a fair and comprehensive account of events and issues. Conscientious journalists from all media and specialties strive to serve the public with thoroughness and honesty. Professional integrity is the cornerstone of a journalist's credibility. Members of the Society share a dedication to ethical behavior and adopt this code to declare the Society's principles and standards of practice.

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.

National Press Photographers

Association Code of Ethics

Preamble

The National Press Photographers Association, a professional society that promotes the highest standards in visual journalism, acknowledges concern for every person's need both to be fully informed about public events and to be recognized as part of the world in which we live.

Visual journalists operate as trustees of the public. Our primary role is to report visually on the significant events and varied viewpoints in our common world. Our primary goal is the faithful and comprehensive depiction of the subject at hand. As visual journalists, we have the responsibility to document society and to preserve its history through images.

Photographic and video images can reveal great truths, expose wrongdoing and neglect, inspire hope and understanding and connect people around the globe through the language of visual understanding. Photographs can also cause great harm if they are callously intrusive or are manipulated.

This code is intended to promote the highest quality in all forms of visual journalism and to strengthen public confidence in the profession. It is also meant to serve as an educational tool both for those who practice and for those who appreciate photojournalism. To that end, The National Press Photographers Association sets forth the following.

Code of Ethics

Visual journalists and those who manage visual news productions are accountable for upholding the following standards in their daily work:

1. Be accurate and comprehensive in the representation of subjects.
2. Resist being manipulated by staged photo opportunities.
3. Be complete and provide context when photographing or recording subjects. Avoid stereotyping individuals and groups. Recognize and work to avoid presenting one's own biases in the work.
4. Treat all subjects with respect and dignity. Give special consideration to vulnerable subjects and compassion to victims of crime or tragedy. Intrude on private moments of grief only when the public has an overriding and justifiable need to see.
5. While photographing subjects do not intentionally contribute to, alter, or seek to alter or influence events.
6. Editing should maintain the integrity of the photographic images' content and context. Do not manipulate images or add or alter sound in any way that can mislead viewers or misrepresent subjects.

7. Do not pay sources or subjects or reward them materially for information or participation.
8. Do not accept gifts, favors, or compensation from those who might seek to influence coverage.
9. Do not intentionally sabotage the efforts of other journalists.

Ideally, visual journalists should:

1. Strive to ensure that the public's business is conducted in public. Defend the rights of access for all journalists.
2. Think proactively, as a student of psychology, sociology, politics and art to develop a unique vision and presentation. Work with a voracious appetite for current events and contemporary visual media.
3. Strive for total and unrestricted access to subjects, recommend alternatives to shallow or rushed opportunities, seek a diversity of viewpoints, and work to show unpopular or unnoticed points of view.
4. Avoid political, civic and business involvements or other employment that compromise or give the appearance of compromising one's own journalistic independence.
5. Strive to be unobtrusive and humble in dealing with subjects.
6. Respect the integrity of the photographic moment.
7. Strive by example and influence to maintain the spirit and high standards expressed in this code. When confronted with situations in which the proper action is not clear, seek the counsel of those who exhibit the highest standards of the profession. Visual journalists should continuously study their craft and the ethics that guide it.

http://www.nppa.org/professional_development/business_practices/ethics.html