

**JOURNALISM 480**  
**Magazine Production**  
**Fall 2016**  
**LA-4, Room 107**  
**Mon/Wed, 12:30-1:45 p.m.**

**Instructor:** Robin Jones  
**E-mail:** robincanalis@yahoo.com  
**Phone:** 562-233-4355  
**Office Hours:** Mondays and Wednesdays, 11 a.m.-noon, LA-4, Room 206F

**CATALOG DESCRIPTION**

Analysis of theory and practice behind magazine production, writing and editing; students produce print and online stories for various department publications.

**LEARNING OBJECTIVES**

In this class, we will learn how to put out a magazine, from start to finish. By the end of the class, we will have created an issue of Beach Byline, the journalism department's alumni magazine. You will also get experience working for DIG magazine. In addition, upon successful completion of this course, you will:

1. Understand the place and purpose of magazines in society.
2. Know how to create and work with mission statements and editorial formulas.
3. Understand typical magazine stories and formats, and know how to plan a lineup.
4. Know how to assign, assess and lead revisions of long-form magazine feature stories.
5. Know how to work with designers to create beautiful magazine pages.
6. Understand how magazines work in the online environment.
7. Understand the purposes of advertising and marketing for magazines.
8. Understand the magazine production process.
9. Understand basic editorial staff structure.
10. Have experience writing, editing, working with designers, proofreading and producing a magazine for print and online.

**ANTICIPATED CLASS SCHEDULE (subject to change)**

**WEEK 1**

**8/22:** Syllabus and class introduction, meet the editors, review of Beach Byline and Dig magazines

**8/24:** Magazine mission statements and editorial formulas, how to plan a magazine issue  
Receive assignments for first rotation, explanation of expectations

**WEEK 2**

**8/29:** Plan the lineup for October Dig print magazine

**8/31:** Magazines across platforms: websites and social media  
Create September website/social media calendar

### **WEEK 3**

**9/5: LABOR DAY: NO CLASS**

**9/7:** Assessing a story; backup editing and fact-checking overview

### **WEEK 4**

**9/12:** Assess October Dig stories as a group

**\*\*First story assessment due in BeachBoard at the end of class**

**9/14:** Work day: fact-checking and website assignments

### **WEEK 5**

**9/19:** Alumni/marketing magazine overview; brainstorming for Beach Byline

**9/21:** Creating Beach Byline story lineup; receive Beach Byline assignments

### **WEEK 6**

**9/26:** Proofreading overview; proofreading October Dig pages  
Receive assignments for second rotation

**9/28:** Plan lineup for November Dig print magazine  
Create October website/social media calendar

**\*\*First portfolio due before class**

### **WEEK 7**

**10/3:** Magazine design overview

**10/5:** Critique of October Dig magazine

**\*\*October Dig critique (STORIES) due in BeachBoard before class**

### **WEEK 8**

**10/10:** Assess November Dig stories as a group

**\*\*Second story assessment due in BeachBoard at the end of class**

**10/12:** Work day: Fact-checking and website assignments

### **WEEK 9**

**10/17:** The role of marketing and advertising in magazines

**10/19:** Assess Beach Byline stories as a class

**\*\*Third story assessment due in BeachBoard at the end of class**

## **WEEK 10**

**10/24:** Covers and TOCs overview; writing cover lines and TOC blurbs for Beach Byline

**10/26:** Proofreading November Dig final page proofs; receive assignments for third rotation

## **WEEK 11**

**10/31:** Pitches and assignments for February Dig magazine

Create November website/social media calendar

**\*\*Second portfolio due before class**

**11/2:** Final edits and revisions on Beach Byline stories and photographs

**\*\*Final draft of Beach Byline stories and photographs due on BeachBoard at end of class**

## **WEEK 12**

**11/7:** Critique of November Dig as a class

**\*\*November Dig critique (DESIGN) due on BeachBoard before class**

**11/9:** Headlines and captions overview; write headlines and captions for Beach Byline stories

Create Beach Byline design mock-ups

## **WEEK 13**

**11/14:** Assess February Dig stories as a group

**\*\*Third story assessment due in BeachBoard at the end of class**

**11/16:** Work day: Fact-checking and website assignments

## **11/21-11/25: FALL BREAK – NO CLASS**

## **WEEK 14**

**11/28:** The production process; create a pagination for Beach Byline

**11/30:** First look/class critique of Beach Byline designs

## **WEEK 15**

**12/5:** Continue polishing Beach Byline designs

**12/7:** Presentation of Beach Byline final designs; proofread pages and input changes

**\*\*Final Beach Byline pages due in BeachBoard at the end of class**

**FINAL:** 12/14, 12:30-2:30. **\*\*Third portfolio due**

## GRADED WORK AND ASSIGNMENTS

**DIG MAGAZINE WORK:** The class will serve as the staff for the campus magazine, Dig, in three rotations. Every member of the class will get a job, either on the website/social media team or on the print magazine, for each rotation. I will grade you on your personal contributions as you present them in portfolios due at the end of each rotation. Deadlines (see below) are crucial; if you miss a deadline without a valid reason (see below), I will drop your grade a full letter grade. The positions and their requirements are as follows:

- **Editor/fact-checker for print magazine stories:** You will serve as the first reader on a story or two for the print edition to ensure that the writer has made the revisions we asked for in class during story assessment. You will also fact-check the story/stories and deliver them to the appropriate section editor at Dig. After the story is designed, you will proofread it to ensure that any fact-checking changes were incorporated.
- **Department editor/writer for website/social media:** You will work in teams of two to write, edit, procure photography/illustrations and post pieces on the website for a specific department (fashion, food, entertainment or fitness). You will post one piece per week, based on a calendar we work out in class, for a four-week period. You will also write Facebook posts and tweets for the Dig feeds about your stories.
- **Features editor/writer for website/social media:** You will work in a team of three to write, edit, procure photography/illustrations and post feature stories on the website. Your team will be responsible for three pieces. These can include videos and podcasts.

If you are taking this class for the second time, you will be part of a special multimedia team that will work on projects primarily for the website. These projects will be tied to the print magazine, and you will get assignments as story lineups are finalized. You will still be required to turn in the portfolios for grading.

For each rotation, I will grade you based on a portfolio you turn in at the end of the rotation. The portfolio will include all of the work you did during the rotation. That means these items, and possibly more that might come up during work and discussions:

- **Fact-checkers/editors:** emails/screenshots of any communication you had with the writer; screenshot of Google doc with your fact-checking changes; PDF/photo of hard copy of story with your proofreading changes
- **Department editors/website:** drafts of stories you wrote, screenshots of stories you edited with your editing marks visible (or Word docs with track changes on), links to your final stories on the website, screenshots with any communication between you and your fellow editor/writer
- **Features editors:** drafts of stories you wrote, screenshots of stories you edited with your editing marks visible (or Word docs with track changes on), links to your final stories on the website, screenshots with any communication between you and your fellow editors/writers

### **The grades will be based on the following:**

Quality of your story idea(s): 20%

Quality of your contributions (fact-checking, editing, writing): 30%

Quality of the finished work: e0%

Professionalism (meeting deadlines, communication with others): 20%

**BEACH BYLINE WORK:** One of the main components of this class is the creation and production of the journalism department's alumni magazine, Beach Byline. You will get a job assignment once we

decide on a story lineup, and I will grade you on your contribution, whether you write, edit, design or photograph a story. Deadlines (see below) are crucial in this process; if you miss a deadline without a valid reason (see below), I will drop your grade a full letter grade. The positions and their requirements are as follows:

**Staff writer:** Write a feature story or department

**Editor:** Edit a feature story or department

**Designer:** Design a feature story or department

**Photographer:** Shoot a feature story or department

**OTHER ASSIGNMENTS:** You will have other assignments over the course of the semester, as follows:

- **Proofreading pages for Dig print magazine:** Twice during the semester, you will proofread pages for Dig magazine. See the syllabus for the dates. If you complete this assignment properly, you'll get full credit.
- **Website/social media critique:** Every Monday, we will have an in-class critique of the previous week's stories on the Dig website and the magazine's social media feeds for the previous week. You will present the critique once during the semester. The presentation should be no longer than 10 minutes and should provide constructive criticism (what you liked and why, what you think could be improved and why) based on things we talked about in class.
- **Dig magazine print edition critique:** We will critique each print issue of Dig in class. Before the class, you will turn in a critique of no less than 500 words about one aspect of the magazine: For the October issue, you will critique the stories, and for the November issue, you will critique the design. You WILL NOT be presenting this to the class, but you will be expected to participate in a class discussion about each issue. Your participation in the discussion will be considered in your grade for this assignment.
- **Story assessment:** For each print issue of Dig and for Beach Byline, we will assess the stories for the magazine when they are first turned in. You will complete this assessment in class based on criteria we will talk about in lectures, and we will discuss it as a class. Again, your participation in the discussion will be considered in your grade for this assignment.

#### GRADING SCALE

|                               |     |
|-------------------------------|-----|
| Beach Byline work             | 30% |
| DIG magazine work/portfolios  | 30% |
| Proofreading                  | 10% |
| Website/social media critique | 10% |
| Print critique                | 10% |
| Story assessment              | 10% |

A = 90% or higher

B = 80% to 89%

C = 70% to 79%

D = 60% to 69%

F = 59% and lower

**ASSIGNMENT DEADLINES:**

**First portfolio:** 9/28

**Second portfolio:** 10/31

**Third portfolio:** 12/14

**October Dig critique (stories):** 10/5

**November Dig critique (design):** 11/7

**PUBLICATION DEADLINE SCHEDULES**

**Dig Magazine: Print deadlines**

|   | <b>October 2016</b> | <b>November 2016</b> | <b>February 2017</b> |
|---|---------------------|----------------------|----------------------|
| <b>First draft of text and photos due</b>       | 9/12                | 10/10                | 11/14                |
| <b>Text due to in-class fact-checker/editor</b> | 9/14                | 10/12                | 11/16                |
| <b>Fact-checking due to Dig editor</b>          | 9/21                | 10/19                | 11/30                |
| <b>Final proof</b>                              | 9/25                | 10/24                | n/a                  |
| <b>To printer</b>                               | 9/26                | 10/25                | n/a                  |

**Beach Byline**

**First draft of stories/photos due:** 10/19

**Final draft of stories/photos due:** 11/2

**All stories/photos to designer:** 11/2

**First draft of designed pages due:** 11/30

**Designed pages completed:** 12/5

**Final pages due:** 12/7

**Accommodation of Students with Disabilities in Journalism Courses**

Students with disabilities who need assistant or accommodation to participate in or benefit from university programs, services, and/or activities should inform the instructor and then contact Disabled Student Services. Students needing support services or accommodations should contact the instructor of the course within the first week of class. In addition, students should establish their eligibility for assistance by contacting the Disabled Student Services Office (Brotman Hall 270) at 562-985-5401.

Students are to provide to the instructor verification of their disability from Disabled Student Services. Typical accommodations available from Disabled Student Services, working with the journalism instructor, includes extended time for tests, test proctoring, private test rooms, note taking, Braille transcriptions, and referral for tutoring.

If the service offered is insufficient or inadequate, the student should confer with the instructor and the director of Disabled Student Services. If these efforts are unsuccessful, students have the option of

directing their concerns to the Office of Equity and Diversity (University Student Union 301) at 562-985-8256. Responsibility for oversight and implementation of the Americans with Disabilities Act and the Rehabilitation Act has been delegated to the campus director for disability support and accommodation.

### **Department of Journalism and Mass Communication Policies on Grading, Conduct of Classes, Drops, Absences and Cheating**

**Grading:** The grading policies and practices in this class are explained elsewhere in the syllabus. It is the student's responsibility to read them and to seek clarification if necessary. The student should be fully aware of what is required for success in the course, such as group participation, writing, speaking, completing assigned readings, etc.

**Seat in Class:** An enrolled student may lose his/her seat in class if he/she misses the first class meeting without notifying the instructor. At the instructor's discretion, a student who attends the first class but not subsequent classes may also be dropped from the course.

**Withdrawal from Class:** Students may withdraw from a class from the third to the 12<sup>th</sup> week for "serious and compelling reasons." Normally these are defined as anything of import that is beyond the control of the student. This includes, but is not necessarily limited to, death or serious illness in a student's immediate family or a documented change in a student's work schedule. Poor performance, tardiness and unexcused absences are not considered a serious or compelling reason beyond the student's control for purposes of withdrawal.

**Absences from Class:** Grades in a course may be adversely affected by absences, and students should seek clarification from the instructor regarding the course absence policy. Make-ups usually are granted in strict accordance with CSULB policy, which defines excused absences as (1) illness or injury to the student; (2) death, injury or serious illness of an immediate family member or the like; (3) religious reasons; (4) jury duty or government obligation; (5) CSULB-sanctioned or approved activities [2002-03 Catalog, p. 75]. *These and any other requests for an excused absence must be documented.*

**CSULB Cheating/Plagiarism/Fabrication Policy:** CSULB takes issues of academic dishonesty very seriously. If you use any deceptive or dishonest method to complete an assignment, take an exam, or gain credit in a course in any other way, or if you help someone else to do so, you are guilty of cheating. If you use someone else's ideas or work and represent it as your own without giving credit to the source, you are guilty of plagiarism. This does not apply if the ideas are recognized as common knowledge, or if you can show that you honestly developed the ideas through your own work. Any instructor can show you the correct ways of citing your sources, and you should use quotation marks, footnotes or endnotes and bibliographic references to give credit to your sources according to the format recommended by your instructor.

**Responses, Penalties and Student Rights:** Students should consult the appropriate sections of the Catalog for examples of cheating, fabrication and plagiarism, and instructor and/or CSULB response options in such circumstances. The Catalog also outlines student rights. Any instance of academic dishonesty may result in your immediate expulsion from the class with a grade of "F" and/or other sanctions, as the instructor deems appropriate.

### **Other departmental information**

**Advising:** If you are a journalism or public relations student (major or minor), the department recommends that you see one of our advisers at least once a year. We have two experienced advisers –

Professor Jennifer Fleming ([Jennifer.Fleming@csulb.edu](mailto:Jennifer.Fleming@csulb.edu)) and Professor Danny Paskin ([Danny.Paskin@csulb.edu](mailto:Danny.Paskin@csulb.edu)) – to assist you with your course selection, answer questions about requirements, help you stay focused on your chosen path to graduation, and offer other relevant advice. Their information and advising hours are posted around the department and available in the department office (LA4-106).

**Internships:** The department recommends that you pursue internships, service-learning experiences, and extra-curricular activities to enhance your career preparedness and marketability when you graduate. Employers will expect to see examples of your work; they prefer applicants with experience. Therefore, you will find all internships and job opportunities that come to the department posted on the department's BeachBoard site. A binder with hard copies of all internships is also kept in the department office for your review. In addition, internship postings are available online through the CSULB Career Development Center. Students pursuing opportunities through our BeachBoard or CDC sites should be aware that the department and CDC do not screen these opportunities for JOUR 498 credit. If you are seeking JOUR 498 credit, you must attend one of the mandatory orientations conducted the semester prior to your enrollment in JOUR 498. Students enrolled in a section of JOUR 498 will also receive advance notice of the orientations from their instructor.

**Student Media:** The department is home to the *Daily 49er* and *Dig Magazine* and closely tied to *KBeach Radio* and *College Beat TV*. Getting involved in student media will help you hone your skills and give you real-life experiences. Stop by the *Daily 49er* and *Dig Magazine* offices in LA4-201 and talk to the staff. Introduce yourself to the faculty advisers – Professor Barbara Kingsley-Wilson (*Daily 49er*, [Barbara.Kingsley-Wilson@csulb.edu](mailto:Barbara.Kingsley-Wilson@csulb.edu)), Professor Gary Metzker (*Daily 49er* and *Dig Magazine*, [Gary.Metzker@csulb.edu](mailto:Gary.Metzker@csulb.edu)), Robin Jones (*Dig Magazine*, [Robin.Jones@csulb.edu](mailto:Robin.Jones@csulb.edu)) and Professor John Shrader (*KBeach Radio* and *College Beat TV*, [John.Shrader@csulb.edu](mailto:John.Shrader@csulb.edu)) – who can answer any questions you may have.

**Bateman Case Study Competition:** Consider joining the *Bateman Case Study Competition Team*. The *Bateman Competition* ([http://prssa.prsa.org/scholarships\\_competitions/bateman/](http://prssa.prsa.org/scholarships_competitions/bateman/)) is a prestigious inter-collegiate contest, often called the Super Bowl of collegiate public relations competitions. It is one of the most intense and rewarding experiences for our students. Participants on the *Bateman Team* receive JOUR 485 credit. See Professor Joni Ramirez ([Joni.Ramirez@csulb.edu](mailto:Joni.Ramirez@csulb.edu)), our *Bateman* coach, for more information.

**Student Organizations:** The department is home to three active student organizations – the *National Association of Black Journalists (NABJ)*, *National Association of Hispanic Journalists (NAHJ)*, *Public Relations Student Society of America (PRSSA)*, and *Society of Professional Journalists (SPJ)*. Each group has its own leaders and sponsors a variety of activities, including esteemed professionals as guest speakers. These three groups also work closely with the department to co-sponsor special events, such as Journalism and Public Relations Day. Get involved and have a blast with your classmates! Contact the respective faculty advisers for more information: Professor Todd Henneman ([Todd.Henneman@csulb.edu](mailto:Todd.Henneman@csulb.edu)) for **NABJ**, Professor Danny Paskin ([Danny.Paskin@csulb.edu](mailto:Danny.Paskin@csulb.edu)) for **NAHJ**, Professor Soumitro Sen ([Soumitro.Sen@csulb.edu](mailto:Soumitro.Sen@csulb.edu)) for **PRSSA**, and Professor Chris Karadjov ([Chris.Karadjov@csulb.edu](mailto:Chris.Karadjov@csulb.edu)) for **SPJ**.

**Social Media:** Be sure to get connected to the department's Facebook page (<https://www.facebook.com/CSULBJournalism>) and website (<http://www.cla.csulb.edu/departments/journalism/>) for photos and information about department happenings.

**Office Hours:** Each faculty member holds office hours to help you perform well in your classes, answer any of your questions, and offer advice. Take advantage of office hours and get to know your faculty.

**Accreditation:** The Department of Journalism and Mass Communication at California State University, Long Beach is accredited by the *Accrediting Council on Education in Journalism and Mass Communications* (ACEJMC, <https://www2.ku.edu/~acejmc/>). Accreditation by ACEJMC is an assurance of quality in professional education in journalism and mass communication. Students in an accredited program can expect to find a challenging curriculum, good facilities, and a competent faculty.

ACEJMC lists 12 **professional values and competencies** that must be part of the education of all journalism, public relations, and mass communication students. Each one of your required courses in the journalism major addresses at least one of the 12 professional competencies. Therefore, graduates who majored in journalism and public relations should be able to do the following:

- understand and apply the principles and laws of freedom of speech and press in the United States, as well as receive instruction in and understand the range of systems of freedom of expression around the world, including the right to dissent, to monitor and criticize power, and to assemble and petition for redress of grievances;
- demonstrate an understanding of the history and role of professionals and institutions in shaping communications;
- demonstrate an understanding of gender, race, ethnicity, sexual orientation and, as appropriate, other forms of diversity in domestic society in relation to mass communication;
- demonstrate an understanding of the diversity of peoples and cultures and of the significance and impact of mass communication in a global society;
- understand concepts and apply theories in the use and presentation of images and information;
- demonstrate an understanding of professional ethical principles and work ethically in pursuit of truth, accuracy, fairness and diversity;
- think critically, creatively and independently;
- conduct research and evaluate information by methods appropriate to the communications professions in which they work;
- write correctly and clearly in forms and styles appropriate for the communications professions, audiences and purposes they serve;
- critically evaluate their own work and that of others for accuracy and fairness, clarity, appropriate style and grammatical correctness;
- apply basic numerical and statistical concepts;
- apply tools and technologies appropriate for the communications professions in which they work