

## Skyline's Journalism Courses for Spring 2005:

- Jour 110: Mass Media and Society, 9-10 a.m. MWF
- Jour 120: News Writing, 10-11 a.m. MWF
- Jour 300: Newspaper Staff, 12-1 p.m. MWF
- Jour 690: Special Projects, arranged hours
- Jour 670: Work Experience, arranged hours



*"Our liberty depends on the freedom of the press, and that cannot be limited without being lost."*  
--Thomas Jefferson, 1786

## For more information contact:

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## The Skyline View Wins General Excellence

Almost a dozen Skyline journalism students were on hand Oct. 30 at the Journalism Association of Community Colleges NorCal Conference to hear the news that their paper had won General Excellence in the online journalism category.

The award celebrates the online version of The Skyline View, which is published concurrently with the print version. The web version of the paper was started two years ago.

The conference, held each fall at SFSU, also

garnered Skyline students several other awards. Former news editor, Juan Nevarez, won fourth place in the News Story category. And current staffers, editor in chief Neill Herbert, and senior staff writer, Elizabeth Sinclair-Smith, both won second place in the on-the-spot contests for copy editing and news writing respectively.

The more than 250 Northern California community college journalists in attendance had the

chance to hear keynote speaker Larry Bensky of Pacifica Radio talk on the challenges and rewards the profession offers. The students also took workshops in such topics as strengthening the news story, getting a job in journalism, and covering trauma stories from professionals from the SF Chronicle, the Freedom Forum and more.

Campus journalists will travel to Sacramento for the weekend-long statewide JACC convention in April 2005.

## The Difference Between an Adviser and Editor

You're a community college newspaper adviser and one of your students has just misspelled the name of the district chancellor in an article set to go to press. What do you do?

- a) Point out the glaring error to the student.
- b) Make the correction yourself.
- c) Wince, but let the article go to the printers as is.

The answer most advisers would choose may surprise you: According to a recent survey by the Journalism Association of Community Colleges, the majority of newspaper advisers keep their hands off student work.

And well they should. Perhaps the most compelling reason to take such an approach is that community college newspapers are protected by the First Amendment. Advisers—and

colleges—that get overly involved in producing the paper potentially violate free speech laws—and risk lawsuits to both the individual instructors and their institutions.

But for many advisers, the more important reason not to fool with student text prior to publication is the teaching aspect. The published paper is, essentially, the students' exam, albeit a very public one.

Wayne Overbeck, media law expert and consultant to JACC, agrees.

"I was impressed with the results of this survey. For the most part, it indicates that advisers say they are advising and teaching, not serving as de facto editors and publishers," writes Overbeck on the association's web site.

A major part of that

teaching often comes after an issue has been published. How is this done at Skyline?

- At Skyline, each issue is thoroughly critiqued by the adviser.
- To aid in the critiquing process, staff members fill out a self-assessment form, reflecting on the quality of their work.
- Feedback sheets are sent out to a selection of individuals interviewed in the paper.

Of course, the most influential feedback comes from the readers themselves. The next time the student journalists misspell *your* name, write a letter to the editor. You'll be exercising *your* First Amendment rights, and helping the student journalists to learn in the process.