FLORIDA ATLANTIC UNIVERSITY

NEW COURSE PROPOSAL
Undergraduate Programs

Department School of Communication and Multimedia Studies

College College of Arts and Letters

*(To obtain a course number, contact **erudolph@fau.edu**)*

UUPC Approval 2/24/25
UFS Approval
SCNS Submittal
Confirmed
Banner Posted
Catalog

Prefix JOU

Number 4407L

(L = Lab Course; C = Combined Lecture/Lab; add if appropriate)

Lab Code L

Type of Course Lab

Course Title MediaLab

Credits *(See Definition of a Credit Hour)* 3

Grading *(Select One Option)*

Regular (●)

Sat/UnSat ( )

Effective Date *(TERM & YEAR)* Fall 2025

Course Description *(Syllabus must be attached; see Template and Guidelines)*
This is a course that enables students to gain practical experience covering community news and features for MediaLab@FAU, a News-Academic partnership in which students produce content for local media affiliates.

Prerequisites, with minimum grade* None

Corequisites None

Registration Controls *(Major, College, Level)* None

***Default minimum passing grade is D-.** **Prereqs., Coreqs. & Reg. Controls are enforced for all sections of course**

WAC/Gordon Rule Course

☐ **Yes** ☑ **No**

WAC/Gordon Rule criteria must be indicated in syllabus and approval attached to proposal. See WAC Guidelines.

Intellectual Foundations Program (General Education) Requirement *(Select One Option)*

None

General Education criteria must be indicated in the syllabus and approval attached to the proposal. See Intellectual Foundations Guidelines.

Minimum qualifications to teach course

Experience in teaching journalism or multimedia production.

Faculty Contact/Email/Phone
Ilene Prusher / iprusher@fau.edu / 954-695-6462

List/Attach comments from departments affected by new course

Approved by	***Date***
Department Chair	Feb. 10, 2025
College Curriculum Chair Robin Larson	02/13/2025
College Dean	2/17/2025
UUPC Chair Korey Sorge	2/24/25
Undergraduate Studies Dean Dan Mecroff	2/24/25
UFS President	
Provost	

Email this form and syllabus to mjenning@fau.edu seven business days before the UUPC meeting.

FLORIDA ATLANTIC UNIVERSITY

JOU 4407L - MediaLab
CRN: xxxxx
Date: Friday 11:00 AM - 1:50 PM
Building: Culture and Society Boca CU-222
3 Credit(s)
Fall 2025 - 1 Full Term

Instructor Information

Ilene Prusher

Email: iprusher@fau.edu

Office: CU-220

Office Hours: Fridays 1:50 - 3:50 p.m.

Phone: 561 297-6265

Catalogue Course Description:

This is a course that enables students to gain practical experience covering community news and features for MediaLab@FAU, a News-Academic partnership in which students produce content for local media affiliates.

Course Description Unpacked:

MediaLab 4407L is a course that enables students to gain practical experience covering community news and features for MediaLab@FAU, a News-Academic

partnership in which FAU students produce content for local media affiliates including The Sun Sentinel, The Palm Beach Post, The Miami Herald and WLRN. Students should look at previously published articles on MediaLabFAU.com ito familiarize themselves with the length, style and content of typical stories for MediaLab.

As a student in this course, you will: (a) engage in community news coverage; (b) report and write stories for new digital media platforms; (c) acquire advanced editing and production skills; (d) gain valuable leadership experience by service in key editorial positions; (e) earn from experienced South Florida news leaders; (f) develop a personal multimedia journalism portfolio; (g) build digital storytelling projects with photography, video and audio; (h) forge connections with faculty and mentors in a newsroom environment.

MediaLab courses do not currently have prerequisites or corequisites and are open to other majors. However, those who have not yet taken JOU 3101 are strongly encouraged to familiarize themselves with the basics of news writing as an important backdrop to writing news and feature stories. If you are not familiar with AP style, purchasing or renting the latest Associated Press Stylebook is a must.

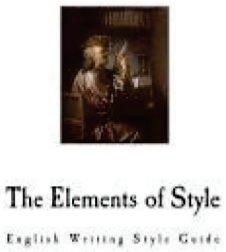
Instructional Method

In-Person
Traditional concept of in person. Mandatory attendance is at the discretion of the instructor.

Required Texts/Materials

The Associated Press Stylebook 2024-2026
ISBN-10 : 154160511X | **ISBN-13 :** 978-1541605114
Authors: The Associated Press
Publication Date: July 9, 2024

Recommended Readings and Materials



The Elements of Style
ISBN: 9781720794783
Authors: William Strunk, E. B. White
Publisher: Createspace Independent Publishing Platform
Publication Date: 2018-06-06

Course Objectives/Student Learning Outcomes

- Engage in community news coverage
- Report and write stories for new digital media platforms
- Acquire advanced editing and production skills
- Gain valuable leadership experience by service in key editorial positions
- Learn from experienced South Florida news leaders
- Develop your personal multimedia journalism portfolio
- Build digital storytelling projects with photography, video and audio
- Forge connections with faculty and mentors in a newsroom environment

INSTRUCTIONAL METHOD:

This is a course in which attendance is mandatory and your full-throttled participation is imperative. There will be no exams in this class, but it will place significant demands on your time and energy during your week in the form of reporting, writing and editing stories. “Homework” will entail researching, reporting and then writing an assigned story based on original interviews. Most stories will require off-campus reporting. According to FAU’s definition, students should spend “a minimum of two hours on out-of-class student work for each credit hour.” **That means that the bare-minimum amount of time you should**

expect to spend fulfilling the requirements of this course would be by putting in six hours a week outside of the nearly three hours we'll meet on Fridays.

Given that this course means signing up for a real-world newsroom experience, it's fair to expect that some weeks will require more time than others, a willingness to travel to meetings and events beyond campus, and a seriousness about the work you turn in, knowing it is intended for a wider audience. All work should be reported and written with the express purpose of publication.

Community Coverage:

During this course, you may propose or be assigned a beat area to cover - involving a specific issue or a geographical area – but you are encouraged to seek story possibilities outside of your beat. All stories should have a local or Florida angle, unless otherwise approved by the instructor.

A typical semester is likely to involve one of each of these types of stories:

-A community news story involving politics, policy or public debate

-A profile of an interesting member of the community (leader, activist, artist, entrepreneur, candidate, etc.)

-An event story (thinks plays, concerts, festivals, exhibitions, openings, etc.)

-A feature or societal trend story (subject to instructor approval)

Representing MediaLab@FAU: See "Modules" for wording that you can use when introducing yourself to a potential source for a story.

Tenets of MediaLab:

1. We do not do stories in which we just research and recap. We report. Every story needs to be based on original interviews.

2. If you want to base some part of the story on what's out there in the world, you must embed links to those media and credit them appropriately.

3. Double submission

-If not in Canvas, you won't get credit for the assignment

-If not in Google drive, you won't be edited and considered for publication.

4. Sourcing: We need at 3-4 identifiers for each interviewee. That means name, age, profession, where the person lives, etc. If a student, school + major. Try to obtain a phone number or email for follow-up.

5. You should not use AI for any part of writing your story. All wording outside of quotation marks must be original.

Course as Community:

A significant portion of this course involves workshopping stories ahead of publication. The goal is always publication for a wider audience, and thus students should never tell interviewees that the work that they're doing is "just for class."

Students in MediaLab must take attendance and participation seriously, as this is essentially a functioning newsroom with "all hands on deck." Therefore:

-Chronic lateness and absences will result in a significantly lowered grade for class participation.

-Expect to do some rewriting of most stories after the workshop/feedback process. This usually leads to an improved grade and ideally, publication in MediaLab@FAU.

-Be prepared to read the stories of three to four of your classmates as homework before coming to class during workshop sessions.

-Real writers revise. One of the most important skills to be acquired in any good journalism course or internship is learning how to receive feedback, dealing with requests to make changes

or gather additional information, and sometimes, needing to rewrite entire sections of the story. If your story is being considered for publication, expect be asked for corrections, additional sources, verification, fact-checking, the insertion of links, photographs, headline, and in many cases, proof that your interviewees actually exist.
Asking for phone numbers of interviewees is recommended.

Photographs:

Students should get in the habit of taking original photos for their stories. On the occasion that a publishable photo is provided by a source, we'll need to know that we have permission to use the photo as well as info for a photo credit, ie. the photographer who took the picture.

Faculty Rights and Responsibilities

Florida Atlantic University respects the rights of instructors to teach and students to learn. Maintenance of these rights requires classroom conditions that do not impede their exercise. To ensure these rights, faculty members have the prerogative to:

- Establish and implement academic standards.
- Establish and enforce reasonable behavior standards in each class.
- Recommend disciplinary action for students whose behavior may be judged as disruptive under the Student Code of Conduct University Regulation 4.007.

Disability Policy

In compliance with the Americans with Disabilities Act Amendments Act (ADAAA), students who require reasonable accommodations due to a disability to properly execute coursework must register with Student Accessibility Services (SAS) and follow all SAS procedures. SAS has offices across three of FAU's campuses – Boca Raton, Davie and Jupiter – however disability services are available for students on all campuses. For more information, please visit the SAS website at www.fau.edu/sas/.

Course Evaluation Method

COURSE EVALUATION METHOD / ASSIGNMENTS:

You will write at least four (4) written stories and one (1) multimedia story, which can come in the form of phot gallery/slideshow, video or podcast. Each of these stories will be worth 18% of your final grade. Expect to share stories with the MediaLab group as a whole or in smaller groups. Stories will go through multiple drafts before publication, and the successful student in this course will be amenable to making edits and improvements on their stories in a timely fashion

Grade composition:

Four Written Stories (18% each) = 72%

One Multimedia Story = 18%

Class Participation = 10%

Code of Academic Integrity

Students at Florida Atlantic University are expected to maintain the highest ethical standards. Academic dishonesty is considered a serious breach of these ethical standards, because it interferes with the university mission to provide a high-quality education in which no student enjoys an unfair advantage over any other. Academic dishonesty is also destructive of the university community, which is grounded in a system of mutual trust and places high value on personal integrity and individual responsibility. Harsh penalties are associated with academic dishonesty. For more information, see University Regulation 4.001.

Plagiarism,s fabrication and academic dishonesty:

Copying another author's written work verbatim, or close to it, and passing that off as your own without proper attribution or credit is plagiarism, a serious breach of journalism ethics. This prohibited practice can lead to an F for the assignment or the entire course, as well as disciplinary action by the department or university. Since this is a journalism course, instances of fabrication – inventing or making up sources and information – will not be tolerated. Such fabrication or falsification of material will bring the violator an F for the assignment or course. Students found to be using AI to generate material for class also run the likelihood of being accused of academic dishonesty, which could also result in an F for an assignment or even an

entire course.

Reporting not opining: The required stories for this class are reported articles, not opinion pieces or essays. That means you should avoid any use of "I" or "we," keeping yourself out of the story unless there are exceptional circumstances, and if so, that should be cleared with the professor. Do not simply recap or rehash what's being rewritten elsewhere, for that is aggregation as opposed to journalism. In some cases, it may also be plagiarism. This class demands that you do original reporting outside the classroom. Aim to write in classic newspaper style, following AP guidelines. Write a lead that is catchy, informative, timely and concise. As a general rule of thumb, your lead should be less than 35 words. You must quote real, live people by their real, full names, approximately three to four of them in each story. Two might cut it, but usually not. One-source stories are unacceptable.

Sourcing: General guidelines on ID for a source: For FAU-based reporting, get full name, year and major, as well as where the student is from. For non-campus reporting, get full name, age and profession, as well as where they live. ("Office worker" is too vague - find ways to ask them to be more specific.) Getting at least three out of these four ID markers is critical. You want to prove to the reader that this is a real person, as well as a credible source. Also get their email or phone number as well, in case you need to contact them later for verification or clarification. Finally, when appropriate, ask to take their photograph. Never make up sources. Do not use pseudonyms unless discussing the few exceptions for doing so with your professor.

Formatting: Proofread and spell check like your life depends on it. Read the story to yourself aloud. Now save it as a Word doc in Times New Roman or Arial 12 point. Make the document double-spaced. Do not use tab indent; left-justify and hit double return when you mean to indicate the creation of a new paragraph. Don't forget to add a headline and a byline. Don't be your own worst enemy by neglecting to spell check and while you're at it, grammar check as well. Do not embed photos in stories. Do submit them as separate attachments if you have them.

All stories should have a **newspeg** - something that makes them worth being reported and read now. If you can't find one, keep looking, or keep asking your interviewee questions until you find something new. The mere existence of a person or an organization does not count as a newspeg. Once you figure out the newspeg, it will be easier to write a lead and a nut graph. If these concepts are unfamiliar to you, don't hesitate to ask questions in class or see me during office hours.

Attendance Policy Statement

Students are expected to attend all their scheduled University classes and to satisfy all academic objectives as outlined by the instructor. The effect of absences upon grades is determined by the instructor, and the University reserves the right to deal at any time with individual cases of nonattendance. Students are responsible for arranging to make up work missed because of legitimate class absence, such as illness, family emergencies, military obligation, court-imposed legal obligations, or participation in University-approved activities. Examples of University-approved reasons for absences include participating on an athletic or scholastic team, musical and theatrical performances, and debate activities. It is the student's responsibility to give the instructor notice prior to any anticipated absences and within a reasonable amount of time after an unanticipated absence, ordinarily by the next scheduled class meeting. Instructors must allow each student who is absent for a University-approved reason the opportunity to make up work missed without any reduction in the student's final course grade as a direct result of such absence.

Attendance is mandatory and will be tracked via the Roll Call function here in Canvas. Make it your business to be on time for class. Students are encouraged but not required to bring a laptop or table to class. No cell phones allowed during class time. The grade for Class Participation will take your Roll Call grade into consideration but may ultimately be higher or lower than your Roll Call grade.

Religious Accommodation Policy Statement

In accordance with the rules of the Florida Board of Education and Florida law, students have the right to reasonable accommodations from the University in order to observe religious practices and beliefs regarding admissions, registration, class attendance, and the scheduling of examinations and work assignments. University Regulation 2.007, Religious Observances, sets forth this policy for FAU and may be accessed on the FAU website at www.fau.edu/regulations.

Any student who feels aggrieved regarding religious accommodations may present a grievance to the executive director of The Office of Civil Rights and Title IX. Any such grievances will follow Florida Atlantic University's established grievance procedure regarding alleged discrimination.

Time Commitment Per Credit Hour

For traditionally delivered courses, not less than one (1) hour of classroom or direct faculty instruction each week for fifteen (15) weeks per Fall or Spring semester, and a minimum of two (2) hours of outof-class student work for each credit hour. Equivalent time and effort are required for Summer Semesters, which usually have a shortened timeframe. Fully Online courses, hybrid, shortened, intensive format courses, and other non-traditional modes of delivery will demonstrate equivalent time and effort.

Course Grading Scale

Letter Grade	Letter Grade
A	94 - 100%
A-	90 - 93%
B+	87 - 89%
B	83 - 86%
B-	80 - 82%
C+	77 - 79%
C	73 - 76%
C-	70 - 72%
D+	67 - 69%
D	63 - 66%
D-	60 - 62%
F	Below 60

Grade Appeal Process

You may request a review of the final course grade when you believe that one of the following conditions apply:

- There was a computational or recording error in the grading.
- The grading process used non-academic criteria.

• There was a gross violation of the instructor's own grading system.

University Regulation 4.002 of the University Regulations contains information on the grade appeals process

Policy on Make-up Tests, Late work, and Incompletes

Journalism is a deadline-oriented profession, and in that spirit, your work will not be accepted if it is late. If there is some extenuating circumstance, email the professor in advance of the original deadline to request an extension, explaining the reason for the request.

Grades of Incomplete ("I") are reserved for students who are passing a course but have not completed all the required work because of exceptional circumstances.

Special Course Requirements

You are required to take photos with your stories. When that isn't possible, you must obtain photos of interviewees or other appropriate images for publication. DSLR Cameras are available for short-term borrow from SCMS. A high-quality photo shot on a cellphone is sometimes publishable as well.

All stories will go through a rigorous editing process. Final publication is at the discretion of the professor or TA.

Policy on the Recording of Lectures

Students enrolled in this course may not record video or audio of class lectures, and there will be no need to do so.

DEADLINES AND IMPORTANT DATES:

Assignments are due at 9 p.m. on Thursday nights before class. They must be submitted here in Canvas as well as uploaded to the Google drive folder that will be posted during the first week of class. The average story length is in the 800-1,200 word range.

STORY 1 – Sept. 11

STORY 2 – Oct. 9

STORY 3 – Oct. 30

STORY 4 – Nov. 13

STORY 5 - Nov. 25

LAST CLASS MEETING: Friday Nov. 21

SELF-EVAL DUE - Monday Dec. 1 @ 5 pm

NOTE: We will have short final presentations during our scheduled final exam slot.

COURSE SCHEDULE FOR FALL 2025:

Week 1: Aug. 15

Introduction to MediaLab. Overview of news-academic partnership concept. Analysis of three successful MediaLab stories. Discussion of balance between news and feature, with focus on hyperlocal angles that are of interest to the local media landscape. Students will take an AP style and newswriting quiz to guage familiarity with US newsroom standards.

Required readings:

Pairing college journalism students with news outlets may be key to solving the local news crisis, researchers suspect

https://www.poynter.org/educators-students/2022/university-vermont-center-community-news-local-academic-partnerships/

“News-academic partnerships”: How college students can help save local news

https://whatsnewinpublishing.com/news-academic-partnerships-how-college-students-can-help-save-local-news/

When the Student Newspaper Is the Only Daily Paper in Town

New York Times

Week 2: Aug. 22

Lessons in interviewing skills and story conceptualization. Students to make initial pitches for their first stories of the semester, similar to a newsroom environment. Overview of interview techniques and ethical considerations. We will discuss SPJ Code of Ethics and AP's Statement of News Values. Discuss possibilities for covering (or discovering) a specific beat during the semester and beyond.

Week 3: Aug. 29

Students will come to class with a copy of a local or community newspaper to present for analysis. We will look at Google analytics and other news metrics to examine which kinds of stories news consumers are most likely to read, and which stories by MediaLab were (a) published and (b) most viewed. Students will engage in an on-campus reporting assignment in small groups.

Week 4: Sept. 5

Workshop drafts of reporting assignment from previous week, as part of learning how to structure news stories, use quotes, and edit raw material effectively. Trouble-shooting and advisory sessions for first stories due next week.

Week 5: Sept. 12

Workshop Story 1 in class

Week 6: Sept. 19

Photography in focus. Students will learn new techniques for using smartphones to capture higher quality photographs for publication with their MediaLab stories. Topics to be discussed including: composition, contrast, focus, lighting, promiximity, relevancy, and rule of thirds.

Week 7: Sept. 26

Editing techniques and idea development for Story #2

Week 8: Oct. 10

Workshop Story 2 in class

Week 9: Oct. 17

Developing multimedia projects that pair with digital stories. Please come to class having read/viewed various projects and read to share your own.

Week 10: Oct. 24

Story session with visiting editor from WLRN or Sun Sentinel, including various approaches to a covering community news, from breaking news to lighter features to investigative work.

Week 11: Oct. 31

Workshop Story 3 in class

Week 12: Nov. 7

Instructional session on multimedia projects, in which photos or videos are part of the storytelling. Some of the examples we will look to are below:

Here's a successful photo-driven feature story for MediaLab. It was picked up by the Sun Sentinel:

https://www.medialabfau.com/news/breaking-the-mold-in-boca-raton

-Here's a successful example of a story for MediaLab with a separate audio story for the South Florida Journal.

https://www.medialabfau.com/news/amid-legislative-attempts-to-shut-down-dei%2C-students-create-new-spaces-across-campus

-Here's an example of a combo written/reported essay and photo essay.

https://time.com/parkland-high-school-shooting-vigil/

-Here's an example of student journalists who used interviews and photographs to do mini-portraits of what voters in NYC hoped for in Fall 2024.

https://election2024.nycitynewsservice.com/.

Week 13: Nov. 14

Workshop Story 4 in class

Week 14: Nov. 21

Presentation of final projects and reflections on lessons learned.

Artificial Intelligence Preamble

FAU recognizes the value of generative AI in facilitating learning. However, output generated by artificial intelligence (AI), such as written words, computations, code, artwork, images, music, etc., for example, is drawn from previously published materials and is not your own original work.

FAU students are not permitted to use AI for any course work unless explicitly allowed to do so by the instructor of the class for a specific assignment. **[Policy 12.16 Artificial Intelligence]**

Class policies related to AI use are decided by the individual faculty. Some faculty may permit the use of AI in some assignments but not others, and some faculty may prohibit the use of AI in their course entirely. In the case that an instructor permits the use of AI for some assignments, the assignment instructions will indicate when and how the use of AI is permitted in that specific assignment. It is the student's responsibility to comply with the instructor's expectations for each assignment in each course. When AI is authorized, the student is also responsible and accountable for the content of the work. AI may generate inaccurate, false, or exaggerated information. Users should approach any generated content with skepticism and review any information generated by AI before using generated content as-is.

If you are unclear about whether or not the use of AI is permitted, ask your instructor before starting the assignment.
Failure to comply with the requirements related to the use of AI may constitute a violation of the **Florida Atlantic Code of Academic Integrity, Regulation 4.001.**

Proper Citation: If the use of AI is permitted for a specific assignment, then use of the AI tool must be properly documented and cited. For more information on how to properly cite the use of AI tools, visit **https://fau.edu/ai/citation**

Counseling and Psychological Services (CAPS) Center

Life as a university student can be challenging physically, mentally and emotionally. Students who find stress negatively affecting their ability to achieve academic or personal goals may wish to consider utilizing FAU's Counseling and Psychological Services (**CAPS**) Center. CAPS provides FAU students a range of services – individual counseling, support meetings, and psychiatric services, to name a few – offered to help improve and maintain emotional well-being. For more information, go to http://www.fau.edu/counseling/

Student Support Services and Online Resources

- Center for Learning and Student Success (CLASS)
- Counseling and Psychological Services (CAPS)
- FAU Libraries
- Math Learning Center
- Office of Information Technology Helpdesk
- Center for Global Engagement
- Office of Undergraduate Research and Inquiry (OURI)
- Science Learning Center
- Speaking Center
- Student Accessibility Services
- Student Athlete Success Center (SASC)
- Testing and Certification
- Test Preparation
- University Academic Advising Services
- University Center for Excellence in Writing (UCEW)
- Writing Across the Curriculum (WAC)

Title IX Statement

In any case involving allegations of sexual misconduct, you are encouraged to report the matter to the University Title IX Coordinator in the Office of Civil Rights and Title IX (OCR9). If University faculty become aware of an allegation of sexual misconduct, they are expected to report it to OCR9. If a report is made, someone from OCR9 and/or Campus Victim Services will contact you to make you aware of available resources including support services, supportive measures, and the University's grievance procedures. More information, including contact information for OCR9, is available at **https://www.fau.edu/ocr9/title-ix/**. You may also contact Victim Services at **victimservices@fau.edu** or 561-297-0500 (ask to speak to an Advocate) or schedule an appointment with a counselor at Counseling and Psychological Services (CAPS) by calling 561297CAPS.

Story Guidelines and Coursework Expectations

Story guidelines and coursework expectations:

1. Stories should be submitted ready for publication. Student stories are evaluated notjust for content, but for clarity, logical organization, accuracy and presentation – including correct grammar, punctuation, capitalization and spelling. In essence, student writing is judged by the amount of editing required to make it publishable. Everything counts. Consequently, students will be expected to proofread their work vigorously before delivering it to the instructor by deadline. Stories riddled with typos and other avoidable mistakes will be downgraded from what they might otherwise have earned based on the story's content alone.
2. You can learn a great deal by regularly reading examples of feature stories. You must make it a habit to do that.
3. Do not write long preambles before quoting someone. Here's an example of what not to do:

Mary-Jane Batiste, an expert in Russian affairs at the United States Institute for Peace and a former official in the Clinton administration now working on a book on relations between Washington and Moscow, said, "Blah blah blah." Who cares what she says now? The reader is already lost. Just go on and quote the person and then ID them at the end of their quote. Pay close attention to front and back-end attribution in class lessons and readings.

4. When choosing interviewees, avoid interviewing family members, close friends, employers or anyone with whom you have a close relationship, unless you explicitly have a good reason to do so. Such relationships present a conflict of interest as you attempt to write freely and fairly about a given subject. (Mark Kramer, one of the writers we'll read, calls this "contaminated access.") Should you want an exception to this rule, seek my permission with an explanation. Don't tell your interviewees that it's "just a story for class." Always assume that you are doing this story with the express purpose of publishing your work in MediaLab. Therefore, you must quote sources accurately and fairly – and explain to your interviewees that you plan to publish the story.

5. Quote people using their first and last names. Double-check for correct spelling. Also ask for interviewees for at least three key details beyond their full name: age, profession, and where they live and/or or where they're from. If they're students, include their major and their year (ie. "an FAU junior majoring in biology") in addition to their age. Always look for opportunities to ask more questions to write a more informative story. We will discuss exceptions to this rule in class.

6. Editors expect most works of journalism to have a newspeg - something that makes them worth being reported and read now. Once you figure out the newspeg, it will be easy to write a lead and a nut graph. Some feature stories are so good that editors consider them worth publishing regardless of a newspeg. Other features are evergreens: stories that never lose their appeal. Others might be considered to have a long shelf-life, meaning they can be published at any point.

Story submission requirements:

All story submissions must:

- Include a headline and byline.
- Be **double-spaced** on a Microsoft Word document using a basic 12-point font such as Times New Roman or Arial.
- Be submitted electronically: In Canvas and to the appropriate Google Drive folder.
- Be saved as Word docs or Google docs. PDFs and formats such RTF or Pages are unacceptable.
- Be significantly free of grammar, punctuation and spelling errors. Proofread and spellcheck. To improve your chances of submitting a story that reads well, read it aloud.

This course offers students a unique opportunity to report on real events and have their work published. Our professional partners in the wider journalism community have put their trust in us by publishing our student work. Any student found to be violating the honesty standards of this course and engaging in plagiarism, fabrication or other ethics violations risks failing the course and being removed from MediaLab.

Wishing you a successful semester at FAU!