

TRAINING PROGRAM OF INSTRUCTION (TPI)

FOR

DINFOS-EC

EDITORS COURSE



Approved by:

Commandant Defense Information School
Supersedes DINFOS – EC TPI Dated: 24 September 2004



**EDITORS COURSE
TRAINING PROGRAM OF INSTRUCTION**

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TRAINING PROGRAM OF INSTRUCTION

Preface

TRAINING PROGRAM OF INSTRUCTION FILE NUMBER (TPFN): DINFOS-EC

TITLE: Editors Course

TRAINING LOCATION: Defense Information School, Fort Meade

SPECIALTY AWARDED: None

PURPOSE: To provide the knowledge and skills required to perform the duties of an editor on a military publication.

COURSE DESCRIPTION: The graduate is prepared to perform the duties of an editor of a print or electronic publication. The course covers the application of the latest techniques and theory from military and civilian experts in layout and design, journalism, photography, graphics and new media. It provides experienced military communicators with advanced instruction in determining and refining publication content, designing attractive and functional pages, coaching writers and photographers, making ethical decisions, and managing the media publication. Students receive comprehensive training in adapting techniques through page redesigns, publication critiques, and a publication improvement presentation.

PREREQUISITES: General: All students must bring 20 paper copies of the latest issue of the print or electronic publication they work on or contribute to, excluding special or anniversary issues. If applicable, bring one copy each of the current printing contract and the editorial policy statement for the publication, and the most recent readership survey and results. Students should have a working knowledge of desktop publishing software. Individuals not meeting course prerequisites must obtain a written waiver, coordinated through their service training officers/managers/detailers, from the DINFOS commandant prior to enrollment. Quota managers requesting waivers must coordinate training seats after waivers are granted.

Service	Rank	Other
Army:	E4 through E6	MOS 46 qualified
	E-7 and above	46 Series MOS qualified at current rank with approval of APAC
	Officer	Space available only with approval of HRC assignments officers and APAC
	Civilian	GS-05 or above; Series 1035 in an editor position
Navy:	E-4 or above	In the MC rating; nominated by MC Enlisted detailer; with a minimum of 1 year experience on a print or electronic publication
	Officer	Graduate of DINFOS-PAQC/AFIS-PAOC or 15 or more college journalism credits; nominated by PAO detailer; 1-year experience on a military news publication
	Civilian	GS-09 or above; Series 1035 or 1082; DINFOS-PAOQC/PAQC/AFIS-PAOC or DINFOS-BPAS-W/AFIS-BJC graduate, or 15 or more college journalism credits; 1 year experience on a military news publication; nominated by CHINFO

Air Force:	E4-E6	AFSC 3N0X1; graduate of DINFOS-BPAS-W/AFIS-BJC; completion of CDC 3N051; 6 months experience on a print or electronic publication
	Civilian	GS-7 and above; Graduate of DINFOS-PAOQC/PAQC/AFIS-PAOC or DINFOS-BPAS-W/AFIS-BJC; 6 or more college Journalism credits; 6 months experience on a print or electronic publication
Marine Corps:	E-4 or above with MOS 43XX	Graduate of DINFOS-BPAS-W/AFIS-BJC or DINFOS-PAOQC/PAQC/AFIS-PAOC; one year experience in the occupational field. Reserve quotas granted upon service HQ DivPA approval. Requests for waivers must be routed through HQ DivPA to the DINFOS commandant
	Officer	Graduate of DINFOS-PAOQC/PAQC/AFIS-PAOC; 15 or more college Journalism credits; nine months experience on a military news publication. Reserve quotas granted upon service HQ DivPA approval. Requests for waivers must be routed through HQ DivPA to the DINFOS commandant
	Civilian	GS-05 or above; Series 1035 or 1082; graduate of DINFOS-BPAS-W/AFIS-BJC or DINFOS-PAOQC/PAQC/AFIS-PAOC; nine months experience on a newspaper staff. Requests for waivers must be routed through HQ Div PA to the DINFOS commandant
Coast Guard:	E-4 or above	Graduate of DINFOS/BPAS-W/AFIS-BJC; 6 months field experience
International students	Students must score an 85 on the English Comprehension Level (ECL) test. Due to the extensive amount of writing required for the course, international students must have a solid understanding of English language usage, grammar and syntax. Graduate of DINFOS-BPAS-W/AFIS-BJC/DINFOS PAQC/DINFOS PAOQC/AFIS PAOC; have 15 or more college journalism credits or 1 year experience on a newspaper staff. These requirements cannot be waived.	
Interagency	Student's pay grade, duty position description, and selection in accordance with specific agency guidance, policy, and procedures.	

SECURITY CLEARANCE: None

CLASS SIZE:

MAXIMUM: 16

MINIMUM: 8

ANNUAL COURSE CAP: 48

COURSE LENGTH: 20 training days

ACADEMIC HOURS: 151 Hrs

ADMINISTRATIVE HOURS 9 Hrs

TOTAL COURSE HOURS 160 Hrs

INSTRUCTOR CONTACT HOURS: 277 Hrs

TYPE/METHOD OF INSTRUCTION:

LECTURE (L):	34 Hrs
PERFORMANCE EXERCISE (PE):	115 Hrs
WRITTEN EXAMINATION (EW):	2 Hrs
ADMINISTRATIVE (AD):	9 Hrs

TRAINING START DATE: January 2009

MANPOWER: The Interservice Training Review Organization (ITRO) formula was used to determine the number of instructors required.

ENVIRONMENTAL IMPACT: None. DOD policy was followed to assess the environmental impact.

EQUIPMENT AND FACILITIES: The Course Design Resource Estimate contains this information.

TRAINING DEVELOPMENT PROPONENT: Defense Information School, Directorate of Training (DINFOS/DOT): 301-677-2993 or DSN 622-2993

OVERVIEW FUNCTIONAL AREA 1 DESIGN

TPFN: DINFOS-EC-001

UNITS:

- 001 Design Techniques
- 002 Photojournalism

Terminal Training Outcome: In Functional Area 1, students learn advanced skills in military publication production. They apply the latest techniques and theory from military and civilian experts toward enhancing service command/internal information programs with more effective publications. Students learn publication design techniques including typography, design principles, graphic devices, and information graphics. They learn advanced photojournalism techniques including photo editing principles, electronic imaging ethics, electronic imaging use in desktop publishing, and creating effective picture pages. Students learn how to redesign their publication pages through following the principles of modular design. A written examination will be given at the end of Functional Area 1. In addition, skills gained in this functional area will be further assessed in the final Capstone Project.

FA HOURS AND TYPES:

Lecture (L):	8 Hrs
Performance Exercise (PE):	28 Hrs
Written Examination (EW):	1 Hr

FA TOTAL HOURS: 37

FUNCTIONAL AREA 1

DESIGN

TPFN: DINFOS-EC-001-001

UNIT TITLE: Design Techniques

UNIT INTERMEDIATE TRAINING OBJECTIVE: Using informal lecture and performance exercises, students learn the typographical terms and principles necessary for recommending improvements to their publications. They will discuss the various typographical options available to them as designers and which strategies work best for their publications. Next, students learn the principles of design and review guidelines for designing pages. Finally, students learn the basic graphic devices available to enhance publications and contribute to their readership, and how to create more appealing information graphics using desktop publishing programs. A written examination covering these tasks will be given at the end of Functional Area 1. A 70 percent-minimum grade is required to pass written examinations. In addition, skills gained in this unit will be further assessed in the final Capstone Project.

TPFN HOURS AND TYPE: 4L; 12PE

TPFN TOTAL HOURS: 16

PREREQUISITE TPFN: None

TASK (S):

- 001 Demonstrate effective use of design principles
- 002 Demonstrate effective use of graphic devices

REFERENCES:

- (2008). *Editors Course Textbook*. Fort George G. Meade, Md.: Defense Information School.
- Foges, Chris (1999). *Magazine Design*. New York: Watson-Guptill Publications.
- Garcia, Mario (1997). *Redesigning Print for the Web*. Indianapolis: Hayden Books.
- Harrower, Tim (2002). *The Newspaper Designer's Handbook* (5th ed.). New York: McGraw-Hill Higher Education.
- Moen, Daryl R. (1989). *Newspaper Design and Layout* (2nd ed.). Ames, Iowa: Iowa State University Press.
- Stovall, James Glen (1997). *Infographics: A Journalist's Guide*. Needham Heights, Mass.: A Viacom Company.
- White, Alex W. (1999). *Type in Use* (2nd ed.). New York: W.W. Norton & Company, Inc.

INSTRUCTOR/STUDENT RATIO: 1:16 Lecture; 1:8 PE

SAFETY FACTORS: Routine

FUNCTIONAL AREA 1

DESIGN

TPFN: DINFOS-EC-001-002

UNIT TITLE: Photojournalism

UNIT INTERMEDIATE TRAINING OBJECTIVE: Using informal lecture and performance exercises, students learn photo editing principles and how to properly and ethically enhance photos versus manipulating them. Students will learn advanced photojournalism techniques in desktop publishing. Students will also learn about areas of photography as they relate to ethical abuse, and they will become familiar with DOD directives that cover photojournalism. Finally, students will create a picture page and learn about the capabilities and procedures for use of electronic images in desktop publishing. A written examination will be given at the end of this functional area. A 70 percent-minimum grade is required to pass written examinations. In addition, skills gained in this unit will be further assessed in the final Capstone Project.

TPFN HOURS AND TYPE: 4L; 16PE; 1EW

TPFN TOTAL HOURS: 21

PREREQUISITE TPFN: None

TASK (S):

- 001 Describe photo editing principles
- 002 Produce a picture page
- 003 Written Exam (design)

REFERENCES:

- (2008). *Editors Course Textbook*. Fort George G. Meade, Md.: Defense Information School.
- Foges, Chris (1999). *Magazine Design*. New York: Watson-Guption Publications.
- Garcia, Mario (1997). *Redesigning Print for the Web*. Indianapolis: Hayden Books.
- Harrower, Tim (2002). *The Newspaper Designer's Handbook* (5th ed.). New York: McGraw-Hill Higher Education.
- Moen, Daryl R. (1989). *Newspaper Design and Layout* (2nd ed.). Ames, Iowa: Iowa State University Press.
- Stovall, James Glen (1997). *Infographics: A Journalist's Guide*. Needham Heights, Mass.: A Viacom Company.
- White, Alex W. (1999). *Type in Use* (2nd ed.). New York: W.W. Norton & Company, Inc.

INSTRUCTOR/STUDENT RATIO: 1:16 Lecture; 1:8 PE; 1:8 EW

SAFETY FACTORS: Routine

OVERVIEW FUNCTIONAL AREA 2 CONTENT

TPFN: DINFOS – EC-002

UNITS:

- 001 Editorial Responsibilities
- 002 Editing
- 003 Commentary/Editorial Writing

Terminal Training Outcome: In Functional Area 2, students will know how to coach writers as a way to improve writers versus fixing poorly written copy. They will also be able to critique publications and recommend improvements. Students will also be able to explain and apply basic military publication ethics. Finally, they will know principles and contemporary techniques in news, feature, sports, editorial, and commentary writing, and how to apply copy-editing techniques. Students learn how to coach writers to help them better train their staff members and prepare them for increased responsibility on a military publication. By participating in a group content critique, students will learn how to correct content weaknesses in their publications. Students will also learn proven copy-editing techniques and contemporary techniques in news, sports, feature, and commentary writing with a strong emphasis on coaching writers. A written examination will be given at the end of Functional Area 2. In addition, skills gained in this functional area will be further assessed in the final Capstone Project.

FA HOURS AND TYPES:

Lecture (L):	14 Hrs
Performance Exercise (PE):	27 Hrs
Written Examination (EW):	1 Hr

FA TOTAL HOURS: 42

FUNCTIONAL AREA 2 CONTENT

TPFN: DINFOS-EC-002-001

UNIT TITLE: Editorial Responsibilities

UNIT INTERMEDIATE TRAINING OBJECTIVE: Using informal lecture and performance exercises, students learn how to coach staff members as a way to improve publication content by focusing on improving writers instead of copy. They will also learn the importance of additional training of subordinates to do higher-level jobs. Students will participate in a group peer critique of the content in their individual publications to include news, commentaries, and feature and sports stories. Finally, students will learn the editorial responsibilities of publication ethics. A written examination covering these tasks will be given at the end of Functional Area 2. A 70 percent-minimum grade is required to pass written examinations. In addition, skills gained in this unit will be further assessed in the final Capstone Project.

TPFN HOURS AND TYPE: 4L; 5PE

TPFN TOTAL HOURS: 9

PREREQUISITE TPFN: All previous TPFNs

TASK (S):

- 001 Coach Writers
- 002 Explain publication ethics

REFERENCES:

- (2002). *How to Write Articles for Newspapers and Magazines* (2nd ed.). Canada: ARCO.
- (2008). *Editors Course Textbook*. Fort George G. Meade, Md.: Defense Information School.
- (2008). *The Associated Press Stylebook* (43rd ed.). New York: The Associated Press.
- Callahan, E.L. (1979). *Grammar for Journalists* (3rd ed.). Radnor, Pa.: Chilton Book Company.
- Capon, Rene J. (1982). *The Word*. New York: The Associated Press.
- Friedlander, Edward Jay, & Lee, John (2004). *Feature Writing for Newspapers and Magazines* (5th ed.). Boston: Pearson Education.
- Gibson, Martin L. (1991). *Editing in the Electronic Era* (3rd ed.). Ames, Iowa: Iowa State University Press.
- Lynch, Patrick J., & Horton, Sarah (1999). *Web Style Guide*. New Haven: Yale University Press.
- Obrecht, Fred (1993). *Minimum Essentials of English*. Hauppauge, N.Y.: Barron's Education Series, Inc.
- Smith, Ron F. and O'Connell, Loraine M. (1996). *Editing Today* (1st ed.). Ames, Iowa: Iowa State University Press.
- Stein, M.L. and Paterno, Susan F. (1998). *The Newswriter's Handbook* (1st ed.). Ames, Iowa: Iowa State University Press.
- The Missouri Group (1988). *News Reporting and Writing* (3rd ed.). New York: St. Martin's Press.

INSTRUCTOR/STUDENT RATIO: 1:16 Lecture; 1:8 PE

SAFETY FACTORS: Routine

FUNCTIONAL AREA 2 CONTENT

TPFN: DINFOS-EC-002-002

UNIT TITLE: Editing

UNIT INTERMEDIATE TRAINING OBJECTIVE: Using informal lecture and performance exercises, students learn several proven techniques to assist in the copy-editing process, a variety of resources available during the copy-editing process, and what to guard against when editing stories. Students learn principles and contemporary techniques in news, sports, and feature writing with a strong emphasis on coaching writers rather than fixing poorly written stories. A written examination covering these tasks will be given at the end of Functional Area 2. A 70 percent-minimum grade is required to pass written examinations. In addition, skills gained in this unit will be further assessed in the final Capstone Project.

TPFN HOURS AND TYPE: 8L; 16PE

TPFN TOTAL HOURS: 24

PREREQUISITE TPFN: All previous TPFNs

TASK (S):

- 001 Apply copy-editing techniques
- 002 Edit a news story
- 003 Edit a sports story
- 004 Edit a feature story

REFERENCES:

- (2002). *How to Write Articles for Newspapers and Magazines* (2nd ed.). Canada: ARCO.
- (2008). *Editors Course Textbook*. Fort George G. Meade, Md.: Defense Information School.
- (2008). *The Associated Press Stylebook* (43rd ed.). New York: The Associated Press.
- Callahan, E.L. (1979). *Grammar for Journalists* (3rd ed.). Radnor, Pa.: Chilton Book Company.
- Capon, Rene J. (1982). *The Word*. New York: The Associated Press.
- Friedlander, Edward Jay, & Lee, John (2004). *Feature Writing for Newspapers and Magazines* (5th ed.). Boston: Pearson Education.
- Gibson, Martin L. (1991). *Editing in the Electronic Era* (3rd ed.). Ames, Iowa: Iowa State University Press.
- Lynch, Patrick J., & Horton, Sarah (1999). *Web Style Guide*. New Haven: Yale University Press.
- Obrecht, Fred (1993). *Minimum Essentials of English*. Hauppauge, N.Y.: Barron's Education Series, Inc.
- Smith, Ron F. and O'Connell, Loraine M. (1996). *Editing Today* (1st ed.). Ames, Iowa: Iowa State University Press.
- Stein, M.L. and Paterno, Susan F. (1998). *The Newswriter's Handbook* (1st ed.). Ames, Iowa: Iowa State University Press.
- The Missouri Group (1988). *News Reporting and Writing* (3rd ed.). New York: St. Martin's Press.

INSTRUCTOR/STUDENT RATIO: 1:16 Lecture; 1:8 PE

SAFETY FACTORS: Routine

FUNCTIONAL AREA 2 CONTENT

TPFN: DINFOS-EC-002-003

UNIT TITLE: Commentary/Editorial Writing

TPFN HOURS AND TYPE: 2L; 6PE; 1EW

TPFN TOTAL HOURS: 9

PREREQUISITE TPFN: All previous TPFNs

TASK (S):

- 001 Write a commentary or editorial
- 002 Written Exam (content)

UNIT INTERMEDIATE TRAINING OBJECTIVE: Using informal lecture and performance exercises, students learn how writing editorials and commentaries can enhance publications by increasing involvement between the installation commander and the community. They also learn about the different types of editorials and commentaries and the difference in structure and form between them. Finally, students learn how to determine a clear focus and logical development when writing opinion pieces. Students will apply instruction by writing a commentary to be evaluated by instructors and peers. A written examination will be given at the end of this functional area. A 70 percent-minimum grade is required to pass the written examination. In addition, skills gained in this unit will be further assessed in the final Capstone Project.

REFERENCES:

- (2002). *How to Write Articles for Newspapers and Magazines* (2nd ed.). Canada: ARCO.
- (2008). *Editors Course Textbook*. Fort George G. Meade, Md.: Defense Information School.
- (2008). *The Associated Press Stylebook* (43rd ed.). New York: The Associated Press.
- Callahan, E.L. (1979). *Grammar for Journalists* (3rd ed.). Radnor, Pa.: Chilton Book Company.
- Capon, Rene J. (1982). *The Word*. New York: The Associated Press.
- Friedlander, Edward Jay, & Lee, John (2004). *Feature Writing for Newspapers and Magazines* (5th ed.). Boston: Pearson Education.
- Gibson, Martin L. (1991). *Editing in the Electronic Era* (3rd ed.). Ames, Iowa: Iowa State University Press.
- Lynch, Patrick J., & Horton, Sarah (1999). *Web Style Guide*. New Haven: Yale University Press.
- Obrecht, Fred (1993). *Minimum Essentials of English*. Hauppauge, N.Y.: Barron's Education Series, Inc.
- Smith, Ron F. and O'Connell, Loraine M. (1996). *Editing Today* (1st ed.). Ames, Iowa: Iowa State University Press.
- Stein, M.L. and Paterno, Susan F. (1998). *The Newswriter's Handbook* (1st ed.). Ames, Iowa: Iowa State University Press.
- The Missouri Group (1988). *News Reporting and Writing* (3rd ed.). New York: St. Martin's Press.

INSTRUCTOR/STUDENT RATIO: 1:16 Lecture; 1:8 PE; 1:8 EW

SAFETY FACTORS: Routine

OVERVIEW FUNCTIONAL AREA 3 PUBLICATION MANAGEMENT

TPFN: DINFOS-EC-003

UNITS:

- 001 Management
- 002 Web Communications

Terminal Training Outcome: In Functional Area 3, students will gain publication management and organization skills and know how to apply DOD and service policies to their publications. Students will understand the contractual responsibilities of military publications. They will know the basic principles and techniques of creating online publications and how to leverage Internet technologies to enhance the public affairs mission. Students will practice publication management and online publication techniques through unit performance exercises. In addition, knowledge gained in this functional area will be further assessed in the final Capstone Project.

FA HOURS AND TYPES:

Lecture (L):	7 Hrs
Performance Exercise (PE):	6 Hrs

TOTAL FA HOURS: 13

FUNCTIONAL AREA 3 PUBLICATION MANAGEMENT

TPFN: DINFOS-EC-003-001

UNIT TITLE: Management

UNIT INTERMEDIATE TRAINING OBJECTIVE: Using informal lecture and performance exercises, students will learn how to improve time management and organization skills through such planning tools as teamwork, calendars, master copy logs, coaching, editorial policy letters, and dummies. Students will examine publication policies unique to their service and tour a local civilian newspaper facility to observe and discuss contemporary newspaper operations and issues. Students will learn contractual responsibilities of their publications and discuss possible equipment and services available as a result of the contracting process. Finally, students learn proper tools and considerations for audience surveys and focus groups and how to analyze feedback. Students will apply the knowledge gained in this unit through performance exercises and in the final Capstone Project.

TPFN HOURS AND TYPE: 5L; 1PE

TPFN TOTAL HOURS: 6

PREREQUISITE TPFN: All previous TPFNs

TASK (S):

- 001 Apply publication management skills and methods
- 002 Identify DOD and service publication policies
- 003 Explain contracting concerns for military publications
- 004 Explain how to gather and analyze audience feedback

REFERENCES:

- (2008). *Editors Course Textbook*. Fort George G. Meade, Md.: Defense Information School.
- (2008). *The Associated Press Stylebook* (43rd ed.). New York: The Associated Press.
- DOD 5120.4, *Department of Defense Newspapers, Magazines and Civilian Enterprise Publications*.
- Gibson, Martin L. (1991). *Editing in the Electronic Era* (3rd ed.). Ames, Iowa: Iowa State University Press.
- Harrower, Tim (2002). *The Newspaper Designer's Handbook* (5th ed.). New York: McGraw-Hill Higher Education.
- Lynch, Patrick J., & Horton, Sarah (1999). *Web Style Guide*. New Haven: Yale University Press.
- Smith, Ron F. and O'Connell, Loraine M. (1996). *Editing Today* (1st ed.). Ames, Iowa: Iowa State University Press.

INSTRUCTOR/STUDENT RATIO: 1:16 Lecture; 1:8 PE

SAFETY FACTORS: Routine

FUNCTIONAL AREA 3 PUBLICATION MANAGEMENT

TPFN: DINFOS-EC-003-002

UNIT TITLE: Web Communications

UNIT INTERMEDIATE TRAINING OBJECTIVE: Using informal lecture and performance exercises, students learn the basic principles and techniques of creating online publications and how to leverage emerging technologies and trends into existing service public affairs. Students will discuss the variances of social media, online publications and traditional newspapers. Students will apply the knowledge gained in this unit through performance exercises and in the final Capstone Project.

TPFN HOURS AND TYPE: 2L; 5PE

TPFN TOTAL HOURS: 7

PREREQUISITE TPFN: All previous TPFNs

TASK (S):

001 Identify fundamentals for leveraging new media technology

REFERENCES:

- (2008). *Editors Course Textbook*. Fort George G. Meade, Md.: Defense Information School.
- (2008). *The Associated Press Stylebook* (43rd ed.). New York: The Associated Press.
- DOD 5120.4, *Department of Defense Newspapers, Magazines and Civilian Enterprise Publications*.
- Gibson, Martin L. (1991). *Editing in the Electronic Era* (3rd ed.). Ames, Iowa: Iowa State University Press.
- Harrower, Tim (2002). *The Newspaper Designer's Handbook* (5th ed.). New York: McGraw-Hill Higher Education.
- Lynch, Patrick J., & Horton, Sarah (1999). *Web Style Guide*. New Haven: Yale University Press.
- Smith, Ron F. and O'Connell, Loraine M. (1996). *Editing Today* (1st ed.). Ames, Iowa: Iowa State University Press.

INSTRUCTOR/STUDENT RATIO: 1:16 Lecture; 1:8 PE

SAFETY FACTORS: Routine

OVERVIEW FUNCTIONAL AREA 4 CAPSTONE PROJECT

TPFN: DINFOS – EC-004

UNITS:

001 Capstone Project

Terminal Training Outcome: Functional Area 4, Capstone Project, consists of performance exercises in which students practice their skills in publication critique, redesign and justification. Students will undergo peer critiques of their publications and write multiple essays supporting proposed improvements to the publications. Students will facilitate publication improvement through effective coaching techniques and avoiding design pitfalls. They will write essays on each task as well as a “bullet point” formatted paper justifying their specific redesign projects. Students will create a lesson plan covering one or more of the class topics and will know how to effectively sell the publication improvements they recommend as a result of the course. Capstone Projects are graded on their use of major design principles including balance, contrast, focus, proportion, and unity. The Capstone Project will provide students skills in improving the overall design of their publications and presenting the refined proposals to their commands.

FA HOURS AND TYPES:

Lecture (L):	5 Hrs
Performance Exercise (PE):	54 Hrs

TOTAL FA HOURS: 59

FUNCTIONAL AREA 4

CAPSTONE PROJECT

TPFN: DINFOS-EC-004-001

UNIT TITLE: Capstone Project

UNIT INTERMEDIATE TRAINING OBJECTIVE: Using informal lecture and progressive performance exercises, students will put their knowledge of design principles and techniques into practice by redesigning several pages of their individual publications. Students will write multiple essays to support proposed improvements to their publications. These essays are based on class discussions and the premise that every item on a publication page must be justified by means of expert sources and clear examples. The class will culminate in students writing a “bullet point” formatted paper to justify their specific redesign projects. Capstone Projects are graded on their use of major design principles including balance, contrast, focus, proportion, and unity. Students must achieve a 70 percent-minimum grade.

TPFN HOURS AND TYPE: 5L; 54PE

TPFN TOTAL HOURS: 59

PREREQUISITE TPFN: All previous TPFNs

TASK (S):

- 001 Redesign and critique publication pages for effective design
- 002 Critique publication for effective content
- 003 Develop proposed improvements to publication

REFERENCES:

- (2002). *How to Write Articles for Newspapers and Magazines* (2nd ed.). Canada: ARCO.
- (2008). *Editors Course Textbook*. Fort George G. Meade, Md.: Defense Information School.
- (2008). *The Associated Press Stylebook* (43rd ed.). New York: The Associated Press.
- Callahan, E.L. (1979). *Grammar for Journalists* (3rd ed.). Radnor, Pa.: Chilton Book Company.
- Capon, Rene J. (1982). *The Word*. New York: The Associated Press.
- Foges, Chris (1999). *Magazine Design*. New York: Watson-Guption Publications.
- Friedlander, Edward Jay, & Lee, John (2004). *Feature Writing for Newspapers and Magazines* (5th ed.). Boston: Pearson Education.
- Garcia, Mario (1997). *Redesigning Print for the Web*. Indianapolis: Hayden Books.
- Gibson, Martin L. (1991). *Editing in the Electronic Era* (3rd ed.). Ames, Iowa: Iowa State University Press.
- Harrower, Tim (2002). *The Newspaper Designer’s Handbook* (5th ed.). New York: McGraw-Hill Higher Education.
- Lynch, Patrick J., & Horton, Sarah (1999). *Web Style Guide*. New Haven: Yale University Press.
- Moen, Daryl R. (1989). *Newspaper Design and Layout* (2nd ed.). Ames, Iowa: Iowa State University Press.
- Obrecht, Fred (1993). *Minimum Essentials of English*. Hauppauge, N.Y.: Barron’s Education Series, Inc.
- Smith, Ron F. and O’Connell, Loraine M. (1996). *Editing Today* (1st ed.). Ames, Iowa: Iowa State University Press.
- Stein, M.L. and Paterno, Susan F. (1998). *The Newswriter’s Handbook* (1st ed.). Ames, Iowa: Iowa State University Press.

FUNCTIONAL AREA 4

CAPSTONE PROJECT

- Stovall, James Glen (1997). *Infographics: A Journalist's Guide*. Needham Heights, Mass.: A Viacom Company.
- The Missouri Group (1988). *News Reporting and Writing* (3rd ed.). New York: St. Martin's Press.
- White, Alex W. (1999). *Type in Use* (2nd ed.). New York: W.W. Norton & Company, Inc.

INSTRUCTOR/STUDENT RATIO: 1:16 Lecture; 1:8 PE

SAFETY FACTORS: Routine

FUNCTIONAL AREA 5 COURSE ADMINISTRATION

TPFN: DINFOS-EC-005

UNIT TITLE: Course Administration

UNIT INTERMEDIATE TRAINING OBJECTIVE: Self-explanatory

TPFN HOURS AND TYPE: 9

TPFN TOTAL HOURS: 9

PREREQUISITE TPFN: All previous TPFNs

TASK (S):

- 001 Course opening
 - 001 DINFOS in-processing
 - 002 DINFOS course pre-survey
 - 003 DINFOS information assurance training
 - 004 Course pre-test
 - 005 Course orientation

- 002 Course closing
 - 001 Course post-test
 - 002 DINFOS course post-survey
 - 003 DINFOS out-processing
 - 004 Graduation

REFERENCES: DINFOS Policy and Procedures Manual

INSTRUCTOR/STUDENT RATIO: N/A

SAFETY FACTORS: Routine