

Fall 2009 Syllabus...

COMS 104 Basic News Writing

Instructor: **Bob Stepno**
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Class section, time, days, room:
001, 11 a.m., Tues-Thurs, Porterfield 173
002, 12:30 p.m., Tues-Thurs, Porterfield 173
office hours: Monday & Wednesday 11 a.m-noon and 2-4 p.m.
-- earlier morning meetings any day, by appointment

For up-to-date information, check <http://www.radford.edu/rstepno> each week

Overview

In this course, you will practice clear, accurate, informative, entertaining writing. You will weigh facts, choose words carefully, pay attention to detail, keep your reader in mind, identify your sources, write concisely and meet deadlines. While essential for journalists, those skills benefit any writer, in any number of professions.

The reporter's skills of information gathering and news writing apply to products delivered online, over the airwaves or in print: You must know what news is, where to find it, how to check the facts and how to build a story that interests and informs readers.

In this course you may encounter problems similar to those working journalists face: time and space limitations, missing facts, legal and ethical issues, a sometimes-grouchy editor (one named Bob) – and less salary than you might like.

Whether your goal is to report for a newspaper, magazine, Web site or television station... to learn more about how stories are written... to become a better "citizen journalist"... or to be a more informed "citizen news consumer," I hope you will discover that news writing is challenging, important... and can be a lot of fun.

Formal course description:

Basic News Writing (3)

Instruction and practice in the basics of writing for print and electronic media. Includes introduction to writing fundamentals, writing for all types of media, and use of expository, narrative, descriptive and persuasive approaches. (Students cannot receive credit for both MSTD 105 and COMS 104)

Texts, Equipment and News

Required:

- Tim Harrower, *Inside Reporting*, McGraw-Hill
(See its online workbook and sample chapters: <http://www.mhhe.com/harrower1>)
- *The Associated Press Stylebook* (new or recent edition)
- Notebook, pencils, pens, earphones for use with lab computers
- **Bring the textbook to every class. Bring the AP Stylebook on assigned days.**

Recommended: A digital audio recorder and digital camera to record interviews and scenes. A good dictionary of American English. (Webster's *New World Dictionary* is the Associated Press's favorite.)

Supplementary texts and online resources will be listed at <http://www.radford.edu/rstepno/09fall/104>

Become a News Addict:

Read some of these every week: *The Roanoke Times* (<http://roanoke.com>) and its New River Current local new section, *The Wall Street Journal* (<http://wsj.com>), *The New York Times* (<http://nytimes.com>), *USA Today* (<http://usatoday.com>), *The Washington Post* (<http://washingtonpost.com>), *The Radford News Journal*, *New River Voice* (<http://newrivervoices.com>), *The Collegiate Times* at Virginia Tech (<http://collegiatetimes.com>), *RU Today* (<http://rutoday.radford.edu>), *Whim* (<http://ruwhim.com>) and *The Tartan*. (<http://thetartan.com>).

News-reading assignments are part of the class as described below. We will start most weeks with a discussion of recent stories. News quizzes are also possible, if needed to raise your interest in current events. More importantly, go beyond the "CNN headlines" level -- read lots of news stories and analyze their style. **You cannot write in a style that you don't read.**

Multimedia news tip: Set your clock radio to wake you up with the weekday (5 a.m. to 9 a.m.) and weekend (8 a.m. to 10 a.m.) news from National Public Radio (WVTF 89.1). If you get up too early or too late for that, try NPR's 4 p.m. to 6 p.m. All Things Considered. If you are never near a radio at news time, go to <http://npr.org> or <http://www.wvtf.org> and listen online. For a "radio network," NPR is doing impressive things with print-style news writing on the Web, along with podcasts, streaming audio, blogs and Twitter feeds.

The PBS News Hour, the BBC, CNN, Fox News, local television stations and all the major news magazines are online, too. Along with newspapers and wire services, most of them all feed into <http://Yahoo.com>'s news pages and Google News (<http://news.google.com>), which aggregate the latest breaking news.

What You Will Learn

Some specific things you will be practicing and learning are:

1. Basic newspaper and Web writing style, standards and techniques, including a variety of ways to lead and structure a story.
2. The importance of accuracy -- accurate facts, but also accurate grammar and spelling.
3. The concept of news itself -- what is newsworthy, and why.
4. Techniques to find and focus story ideas.
5. Reporting skills: listening, observing, interviewing and note taking.
6. Research skills to find and evaluate sources, background the news, put stories in context, and check the facts.
7. The vocabulary and a bit of history of journalism, from "lede" to "30."
8. The foundations of journalism ethics and libel law.
9. Differences in story-telling styles and techniques for print and broadcast news, public relations, and online news sites.

Schedule changes & e-mail

Like the news itself, expect the class to change as we go along. The assignment calendar may be altered to take advantage of special campus events, speakers, breaking news and other opportunities. ***Changes in the schedule will be announced in class, by e-mail, and on the Web. Check your Radford.edu e-mail and my website often.***

If you have questions of any kind, stop in during office hours or send me a note at rstepno@radford.edu. I have other e-mail accounts, but that is the one I use for all course-related mail. I check it several times a day, but rarely after 9 p.m. or before 9 a.m.

I may not be able to respond to all mail individually. If you have an especially good question, I may write back to the entire class or discuss it at our next class meeting.

E-mail as news writing

Your first "news" writing lesson: When you send e-mail, think of the "Subject" line the headline of your story. Make it informative, not just a vague label. Be specific. When you write to me, please put your **name, course number (104-1 or 104-2) and topic** in the "Subject" line.

Not: "Hey prof!" or "Help!!!" or "Weekly assignment"

Preferred: "JBrown, 104-2, darkside story worth Pulitzer?" or "ISmith, 104-01, dog ate my computer"

Being here: Attendance, Assignments and Deadlines

My attendance policy is inspired by professional media organizations: You are expected to come to every class, arrive **on time**, and deliver your work **on deadline**. When you're here, be here: No e-mail, Facebook, texting, online gamblin or off-topic Web browsing, please.

I know there are good reasons to miss class, so don't bother with doctor's notes or written apologies. BUT after the second week of class, when add-drop changes are over, **if you have more than three absences** for any reason come see me. Your grade for the course may be reduced by one letter for each absence after the third, unless you show that you have kept up with both the in-class and homework assignments. After four or five such absences, we should talk about your withdrawing from the class. In the event of a flu outbreak or other emergency that keeps classes from meeting, we will "meet in cyberspace" using online systems and e-mail.

You will have online or on-paper exercises in almost every class. If you miss a class, it is your responsibility to find out what they were and do them on your own.

If you know in advance that you will miss a class, see me to arrange a catch-up assignment. If you miss a class, check my website and contact a classmate for assignments. I may not have a chance to answer "tell me what I missed" e-mails on Tuesday or Thursday, but I will attempt to update an "exercises we did in class" list on my Web page. If an assignment was done in class or due as homework the day you were out, submit it electronically and bring a printed copy to the next class you attend for full credit.

Class Cancellations

If class is cancelled because of a winter storm, flu outbreak or other emergency, it is your responsibility to check my course Web page for any assignment and schedule changes – and **do the work**.

Want to know if a class is cancelled?

In addition to local television and radio stations, information about classes being canceled and administrative offices closing due to inclement weather will be available from the university switchboard by calling 831-5000 or on the university's Web page. If you are confused by conflicting announcements, you may call the switchboard for clarification. The switchboard will update information on the day of the closing by 6 a.m.

More info: <http://www.radford.edu/weatherpolicy.html>

Important Note About Disability Services

If you are seeking classroom accommodations under the Americans with Disabilities Act, you are required to register with the Disability Resource Office (DRO). The DRO is located in Room 32, Tyler Hall, telephone 831-6350. To receive academic accommodations for this class, please obtain the proper DRO forms and meet with me at the beginning of the semester.

The Radford University Honor Code

By accepting admission to Radford University, each student makes a commitment to understand, support, and abide by the University Honor Code without compromise or exception. This class will be conducted in strict observance of the Honor Code, which reads as follows:

I do hereby resolve to uphold the Honor Code of Radford University by refraining from lying, from the stealing or unauthorized possession of property and from violating the Standards of Student Academic Integrity.

Those Standards of Student Academic Integrity are spelled out in the Student Handbook. **McConnell Library** has related material online: <http://lib.radford.edu/tutorial/X/learn.asp>

Another honor code

See the Code of Ethics of the Society of Professional Journalists at <http://spi.org/ethicscode.asp>

Truth, accuracy and honesty are essential in news writing. Plagiarism, fabrication and dishonesty are not tolerated. While you are a journalism student, don't cut corners or make things up because a story is "just for class." Clearly identify the sources of your information. Also be careful with electronic note-taking: Don't mistake something that you "cut and pasted" into a background-notes file for your own words when you get around to writing your story. It will look like plagiarism and you will not be able to prove it was an accident.

Assignments and Grading for COMS 104

- News-reading assignments & text-reading assignments, 17%
 - See "Due on Tuesdays" and "Due on Thursdays" lists
- In class and homework exercises and quizzes, 13%
- Midterm editing test (AP Stylebook, grammar, accuracy), 20%
 - Editing a made-up story full of mistakes or a collection of error-filled sentences.
- Assigned stories & enterprise reports, 30%
 - Six or more "scenario" or role-playing stories, in-class press conferences and live reports.
 - Deadlines and specific assignments to be announced. Rewrites accepted for final grade.
- Final exam, 20%
 - Write a story on deadline, in class, from provided information.

The midterm editing test will be based on in-class and online exercises and the "Test Yourself" sections of the textbook's chapters 2 and 3, plus a general familiarity with the AP Stylebook. You will be allowed to use the Stylebook during the midterm and the final exam.

Exactly how many stories and exercises you do will depend on the pace of the class, opportunities for live assignments, special guest speakers, etc. Expect to write one or two out-of-class stories that involve attending a meeting or speech and conducting interviews. You will have an opportunity to revise longer stories for a final grade.

Homework: News reading and textbook reading assignments

- A news-reading assignment is due every Tuesday, but only seven have to be done in writing.
- A textbook-reading assignment is due every Thursday, but only five have to be done in writing.

Every Tuesday: Be prepared to report on interesting stories you have read in that week's state, local, national or international news, and to relate them to the discussion topic of the week, listed on the "Every Tuesday" assignment sheet. On **seven** of those Tuesdays, turn in a written news report on that week's topic.

Every Thursday: Be prepared to discuss the chapter reading assigned for the current week of class. On **five** Thursdays, turn in a written report on the assigned chapter. See the "Every Thursday" assignment sheet.

Every week: Do at least two of the textbook's 10 online grammar quizzes each week. They are short. Complete them before the midterm editing test! (Ignore the fact that they are listed with chapters you haven't read yet.) Here they are: <http://highered.mcgraw-hill.com/sites/0073526142/sitemap.html?Qui>
The quizzes are self-grading; you do not have to send them all to me. Check the textbook's index, the AP Stylebook or an online grammar site to figure out the rule involved. If you are sure a quiz question is wrong, see me. (You might be right! The quizzes aren't perfect.) If you just can't figure out some of the rules, save the quiz to review with me or with one of the writing tutors at the Learning Assistance Resource Center. You can do the questions over until you get them all right, but understanding *why* they are right or wrong is the important thing. When you **do** get all 10 questions right, fill out the "routing information" at the end of the answer sheet to send it to rstepno@radford.edu and get full credit for this assignment.

Note: These quizzes are all named "Grammar Quiz," not the separate ones headed "Multiple Choice Quiz" and "True or False Quiz." (We'll do some of those when we get to the chapters.)

News Reading Assignments: Due on Tuesdays

The first of these is required for everyone and will use the textbook's "Morgue" section, the brown-edged anthology of stories in the back of the book. The rest of the Tuesday assignments will use "breaking news" from your reading in newspapers or other major news Web sites.

First assignment, due on the second Tuesday of the semester: "Pick your favorites from the Morgue."

The "Morgue" – named after the room where newspapers kept their clipping files in the old days – has dozens of stories mentioned in various chapters of the book. For this assignment, skim the headlines all through the Morgue section; browse its photos, photo captions, and the first paragraph or two of as many stories as you can... then pick TWO substantial (one page or more) stories that "grab" you and make you want to read all the way through. If there is a shortage of textbooks, do the same assignment using <http://nytimes.com>

Come to class on Tuesday prepared to talk about those stories: What was interesting and why?

Written assignment: On one sheet of paper, type the headline and page number for each story. Under each headline, write a short paragraph explaining how the story's author caught and held your interest. Put your name, the course section number or meeting time, the date turned in, and the assignment topic, "morgue stories," in the top left corner of the page.

Deadline: Tuesday, Sept. 8. Half-credit on Thursday; no credit after that.

Six More Tuesdays: News Reading Reports

Deadline: Flexible. You can do a written Tuesday news reading report any week before Thanksgiving, on **the topic given for that week** in the list below. Do six in all. Each report should be brief – no more than 200 words, plus the headline and Web address of the story.

Your goal is to read enough news to recognize good examples that fit the assigned topic, as well as to gain a general knowledge of current events. Since part of the purpose is to have you come to class prepared for a discussion, assignments turned in during the wrong week receive only half credit. Unclear, ungrammatical or inaccurate reports will get only half credit, or none.

Fresh news is best, but you may stockpile items that fit a later assignment. Remember to keep the Web address of the story so that we can find it for class discussion. In all cases, you should at least skim the indicated chapter in Harrower's *Inside Reporting* before you write your report.

Reports: Include the name of the publication, the date and headline of the story, the URL of its Web version, and a brief explanation of how it meets the assignment. This may include copied-and-pasted sentences from the story. (If you read the story in print, go to the paper's Web site and search for the headline or key words from the lead sentence to find the URL.)

If some situation keeps you from reading "live" news during the week, complete the assignment using stories from "the Morgue" and report their page numbers instead of a URL.

Electronic Text Preparation & Format

For all your writing in this class, work should be typed, double-spaced, with your name, the date submitted and a brief identifying "slug" at the top left corner. "Slug" is news jargon for a short identifier, such as "Floyd fire" or, for one of the reading assignments, "Ch. 2 Report." Save the story in RTF or PDF format, and name the file with your name and the slug. (RJones-FloydFire.rtf)

To save paper, you will turn in assignments online. Procedures will be announced in class and on the Web site.

Due on Tuesdays... (continued)

Do one of these assignment every week, but submit only *seven* of them in writing, counting Week 2. You get to choose the rest:

- Week 2 – Appeals of morgue stories. Why is a story interesting to you?
- Week 3 – After the class discussion of “newsworthiness,” identify the news values represented in two or three front-page stories of the past few days. (Harrower ch.2)
- Week 4 – Strong verbs, active voice and concrete nouns: Choose three sentences with especially well-chosen verbs accompanied by specific nouns (not pronouns). Explain how they were used in the week’s stories, or give a weaker example of each. (Harrower ch.3)
- Week 5 – Find four examples of Associated Press Stylebook rules, or exceptions to them, and identify the rules. (Harrower ch.3, AP Stylebook)
- Week 6 – Leads: Find an examples of a “hard news” story and a “softer” feature story. Discuss the differences, especially in their opening paragraphs. (Harrower ch.3)
- Week 7 – News sources: Discuss the reporters’ information sources in two stories, or the sources you would use to get “background” for a similar story. (Harrower ch.4)
- Week 8 – Interviewing, speeches, meetings and quotes: Find one or two stories with examples of several different ways to handle “attribution” of direct and indirect quotations. (ch.4,5)
- Week 9 – Story structure: Identify two differently organized stories, such as one in “inverted pyramid” style and one with an “hourglass,” “narrative” or other structure. (ch.3 & 6)
- Week 10 – Compare a “feature obituary” (p.93) with a profile (p.120) of a living person in The New York Times or Washington Post. These don’t have to be from any particular week. Look for interesting stories with color and depth.
- Week 11 – Convergence: Using two television news Web sites, watch their online video clips, read their Web versions of stories, and discuss how they represent “print” and “broadcast” storytelling styles. The text version of a story on a TV organization’s site may be closely based on a broadcast script, or more like a newspaper story. (Harrower ch. 3,8,9)
- Week 12 – Descriptive writing: Find an example of a feature or breaking news story that used detail to make you see or hear what the reporter saw or heard. (Harrower p.72 and ch.6)
- Week 13 – Public relations: Find one or two stories that look like “handouts” that involved no real reporting by the news organization, just whatever a publicist provided. Suggest ways that additional reporting could have made the stories better. (Harrower ch.10)
- Week 14 – Ethics: Find one or two stories that show careful ethical behavior by the reporter – or not. What makes a story too sensational, too personal or too graphic? (Harrower ch.7)

Due on Thursday: Textbook-reading reports

On at least **five** Thursdays before Thanksgiving, you must turn in a brief textbook-reading report as described below. The goal is to point out especially helpful, surprising or difficult parts of the material. The report should be on one of the chapters listed on the calendar for that week.

The first report is due from everyone on the second or third Thursday of the semester, on chapters one and two. After that, it's up to you which weeks to turn in the additional written reports. We will be working on some chapters for several weeks, and weaving in and out of others. (See the class calendar.)

After the combined report on chapters 1 & 2, do separate reports on chapters 3 and 4. All the rest are up to you.

Each chapter of the textbook has an online quiz, flashcards and tutorials and a "self test" in the book. We will use only a few of these resources in class, but all of them are available to help you learn from the chapter.

Your Thursday reports should answer question 1 and either question 2 or 3. Answer each question in three or four grammatical sentences.

1. What is the most **memorable** and **valuable** thing that you **learned** from the chapter(s) and related exercises?
2. What major **problem** did you have with your latest reading & exercises? ("Fitting it into my busy schedule" is not an acceptable answer.) **OR**
3. What topic from the readings would you like **reviewed** more in class?

For full credit, your report should show some thought, not be a last-minute exercise in saying, "oops, I forgot my homework and have to write a report."

Electronic Text Preparation & Format

For all your writing in this class, work should be typed, double-spaced, with your name, the date submitted and a brief identifying "slug" at the top left corner. "Slug" is news jargon for a short identifier, such as "Floyd fire" or, for one of the reading assignments, "Ch. 2 Report." Save the story in RTF or PDF format, and name the file with your name and the slug. (RJones-FloydFire.rtf)

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COMS 104 Basic News Writing -- Fall 09 Schedule

	<i>date</i>		<i>general topic</i>	<i>chapters</i>
<i>Week 1</i>	9/1	T	Introductions to the course, the lab and each other	1
	9/3	Th	Defining news today... Publication types and story types	2
<i>Week 2</i>	9/8	T	Reading news leads & styles; vocabulary & values	2
	9/10	Th	Words, sentences and (short) paragraphs.	3
<i>Week 3</i>	9/15	T	Grammar, AP Stylebook, punctuation (GASP)	3
	9/17	Th	GASP II	3, AP
<i>Week 4</i>	9/22	T	News events & reporter's role	3, AP
	9/24	Th	In-class event or press conference	3, AP
<i>Week 5</i>	9/29	T	Story structure	3, 4
	10/1	Th	Editing for grammar, spelling, style – and accurate facts!	4
<i>Week 6</i>	10/6	T	Midterm review; editing techniques	3, 4, AP
	10/8	Th	Midterm exam	3, 4, AP
<i>Week 7</i>	10/13	T	Research & reporting	4, 5, 7
	10/15	Th	Speeches & meetings	4 & 5
<i>Week 8</i>	10/20	T	Beats & sources	4,5,10
	10/22	Th	Public affairs reporting	5,7
<i>Week 9</i>	10/27	T	Public affairs reporting	3,4,5,6
	10/29	Th	Story review meetings (tentative)	3,4,5,6
<i>Week 10</i>	11/3	T	Story review meetings (tentative)	5,6,7

	11/5	Th	features & enterprise	6
<i>Week 11</i>	11/10	T	convergence & broadcast	8,9
	11/12	Th	convergence & broadcast	8,9
<i>Week 12</i>	11/17	T	convergence & enterprise	8,9,6
	11/19	Th	civic & citizen j	5,6,8
	11/21- 11/29		Thanksgiving break	
<i>Week 13</i>	12/1	T	ethics & law	7, 10
	12/3	Th	the newest journalism	8
<i>Week 14</i>	12/8	T	editing, rewrite & follow	3,4, AP
	12/10	Th	editing, rewrite & follow	3,4, AP
	DATES BELOW		final exam (story in class)	

FINAL EXAM: Usual room, different day and time

104-01 ~~normally meets TTh 11 a.m.~~; EXAM at 10:15 Dec. 17 (Thursday)

104-02 ~~normally meets TTh 12:30 p.m.~~; EXAM at 2:45 Dec. 16 (Wednesday)

Final exam periods are two hours long. There will be another class scheduled in our room at 12:30, so both exams **must** end on deadline – which is appropriate for a news writing class.

If you have an examination conflict or if you are scheduled to have THREE exams on one day, see the instructors to make alternative arrangements.

To double-check the times for this class or other classes:
http://www.radford.edu/~registra/web_2009/exams_info_fall09.htm

Grading scale for story assignments

- A: 90-100 percent. Story assignment approaches professional-quality work (e.g., excellent reporting & writing; almost no errors for the copy desk to catch).
- B: 80-89 percent. Above average; almost ready to go, a thorough and balanced report with good use of sources; publishable with minor editing.
- C: 70-79 percent. Shows a grasp of basic principles, meets deadline, but needs more reporting or heavy rewriting -- more facts, better grammar, more or better sources and attribution.
- D: 60-69 percent. Poor grasp of principles, serious problems with deadlines, grammar, factual errors, etc.
- F: Fails to meet basic standards. For example, work is inaccurate, libelous, dishonest or missing.

Time Requirement

Although this is a "lab" class, expect to work on projects outside of the classroom (but on campus). Some stories will require that you attend meetings or events in the evening or on weekends. If you have a long commute, a job, or other commitments that make fulfilling such requirements difficult, or if you want to substitute an out-of-town weekend assignment, see me well in advance of your deadline.

Digital Media Essentials

- Save documents early and often. They are your responsibility. Always have a backup of your work. Use your Radford network server space ("drive H"), e-mail or a USB memory stick.
- If you need to move back and forth between Macs and Windows computers, or send a document by e-mail, use ".rtf" format to avoid trouble with Microsoft Word's occasional format changes. Apple Pages, Microsoft Works and other programs can read and write .rtf
- Give documents clear, specific **names**, including your own last name, **especially if you e-mail them or submit them online**. (Example: "Romanov-banjo.rtf" NOT "homework" or "story.")
- If you e-mail a Microsoft Word document as an attachment or put it on the server, follow these steps: Save an RTF copy of the document onto your desktop. **Quit Microsoft Word**. Create your e-mail message. Attach the document, making sure to use the version you just saved. Send a copy to yourself. Check to make sure it arrived and opens correctly.
- Be careful with Radford lab equipment and be considerate of other users. Report computer problems as soon as they occur and put a note on the computer to alert the next user.
- Use the computer to take notes in class or look things up, but **do not** drift into Facebook, IM, e-mail, texting, online gambling and unassigned Web browsing.

Your Teacher (this seems to require the third person):

Bob Stepno joined the Radford faculty in fall 2007 after more than 20 years as a writer and editor, then seven years as a teacher. He has worked for the nation's oldest (print) newspaper and one of its first online "newspapers." Despite the thinning gray hair, he received his doctorate from the University of North Carolina at Chapel Hill so recently (December 2003) that calling him "doctor" still makes him look around for someone wearing a stethoscope.

A note for you

Thank you for choosing this class. If you have questions that aren't addressed in this document—or in any class—come talk about it, or at least send me e-mail (which I usually check several times a day, seven days a week). After all, you're the reason I'm here!

SPECIAL SUPPLEMENT

Fight viruses. Wash your hands *before and after* using any public computer.

From the RU administration

Radford University Students:

Novel H1N1 Flu: Virus Information

Novel influenza A (H1N1) is a new flu virus of swine origin that first caused illness in Mexico and the United States in March and April, 2009. It's thought that novel influenza A (H1N1) flu spreads in the same way that regular seasonal influenza viruses spread, mainly through the coughs and sneezes of people who are sick with the virus, but it may also be spread by touching infected objects and then touching your nose or mouth. Novel H1N1 infection has been reported to cause a wide range of flu-like symptoms, including fever, cough, sore throat, body aches, headache, chills and fatigue. In addition, many people also have reported nausea, vomiting and/or diarrhea.

As you may know, flu can be spread easily from person to person. Therefore, steps are being taken to prevent the spread of flu at Radford University for as long as possible, **but we need your help to accomplish this.**

We are working closely with the regional and Commonwealth of Virginia health departments to monitor flu conditions and make decisions about the best steps to take concerning our institution. We will keep you updated with new information as it becomes available to us through links through your course faculty member using various virtual communication portals.

For now, we are doing everything we can to keep our institution operating as usual. The following information is provided by the Center for Disease control including general preventative care that you can take to lessen the impact of the flu season on the campus:

Over the next few weeks you will see additional hand sanitization stations in many Radford University academic buildings, residence halls, food service locations, computer labs, and student centers. We encourage you to use the hand sanitizers frequently and especially when you are working at computer stations or using restroom facilities. Remember, hand sanitizers do not replace hand washing with soap and water.

If you become ill please access the Student Health Web Site through the RU Portal for detailed information and guidance from the Student Health Center.

There's more!

All the flu prep news that's fit to print: <http://oep.asp.radford.edu/PrepGuideflu.htm>

Here's wishing you a safe, healthy and happy semester...

Bob Stepno

rstepno@radford.edu

<http://www.radford.edu/rstepno>

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(which means "the end")