
MARYLAND MEDIA, INC.
The Independent Student Publications
University of Maryland, College Park

D I A M O N D B A C K - E C L I P S E - M I T Z P E H - T E R R A P I N

To: High School Journalism Advisors and Guidance Counselors

From: Maryland Media, Inc., publisher of the Independent Student Publications:
The Diamondback (daily newspaper), *The Terrapin* (yearbook), *The Mitzpeh* (Jewish student newspaper), and *Eclipse* (black student newspaper) at the University of Maryland, College Park

Re: Maryland Media, Inc. Scholarship Program 2009-2010

Purpose: The goal of this scholarship program is to recruit and retain talented student journalists for Maryland Media, Inc.'s publications.

Focal Group: There will be two awards, each in the amount equal to the full cost of in-state tuition, made to graduating High School Seniors. The goal of this program is to recruit and retain talented student journalists in and around Maryland.

When the program is fully implemented, there will be at least 8 students on scholarship.

We are pleased to announce the Maryland Media, Inc. Scholarship for the University of Maryland at College Park. Two scholarships will be given to outstanding high school journalists. The goal in creating this scholarship is to bring top students to the University of Maryland and to Maryland Media's publications. The scholarships will be for in-state tuition per school year and will be given in two equal payments, one at the beginning of each semester. Out-of-state students are encouraged to apply, but will only receive in-state tuition.

The scholarship recipients will be required to work on one of the student publications in some capacity, which will be monitored by the selected publication's editor-in-chief. The scholarships will be renewable each semester, for a maximum of four years, provided satisfactory progress has been completed in the classroom and on the publication and upon review by the scholarship committee. The students will also be paid a newsroom salary in addition to the scholarship, based on level of contribution.

If you know of an interested student, please give him/her the enclosed application. It must be returned by December 1, 2008. You may make photocopies of this form if more than one student is interested. (This information is also on our website: www.diamondbackonline.com). All supporting materials for the application will become the property of Maryland Media, Inc., and will not be returned to the applicant. Minority students are encouraged to apply.

Due to the number of applications received, only the ten chosen as finalists will be contacted for an interview.

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Scholarship Application

PERSONAL DATA

Name: _____ Date: _____

Address: _____

City: _____ State: _____ Zip Code: _____

Home Phone: _____ Cell Phone: _____ Email: _____

EDUCATIONAL BACKGROUND

High School: _____ Phone: _____

Anticipated Graduation Date: _____ / _____ GPA/GPA Scale: _____ / _____

Class Rank: _____ SAT Score: _____ (Math) _____ (Verbal) _____ (Writing) / _____ (TOTAL)

ACT Score: _____ / _____

JOURNALISTIC EXPERIENCE

Publication(s) you have worked on in high school and elsewhere:

Newspaper

Newsmagazine

Literary Magazine

Yearbook

(1) Advisor Name: _____ Phone Number: _____

(2) Advisor Name: _____ Phone Number: _____

(3) Advisor Name: _____ Phone Number: _____

Maryland Media, Inc. publication you are interested in working on:

The Diamondback

The Terrapin

The Mitzpeh

Eclipse

EXTRACURRICULAR ACTIVITIES

In what school activities, including journalism, do you participate? _____

What are your interests outside of school? _____

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Application Requirements

REQUIRED MATERIALS

A committee of seven will be reviewing your materials. Therefore, seven completed packets of the following must be submitted:

- _____ This completed application form.
- _____ A one page-statement on how working at a Maryland Media, Inc. publication will fit your educational career plans in journalism or other field.
- _____ Three examples of your journalistic work (send copies only).
- _____ Copy of your high school transcript*
- _____ Three letters of recommendation*
 - (1) Principal or counselor
 - (2) Advisor/teacher of a publication or mentor/boss
 - (3) Additional reference other than a family member

**If your school mails your transcript and/or letters of recommendations directly to us, we will make the copies of these items only. Failure to submit seven copies of each of the other items may preclude your application from review by the committee.*

DEADLINE

Please postmark your application packets no later than December, 1, 2009.

CONTACT INFORMATION

Send all materials to:

Maryland Media, Inc. Scholarship Committee
PO Box U
College Park, MD 20740

For any questions regarding this Scholarship Program, please email Michael Fribush at mfribush@mmi.umd.edu.

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Introduction to Evaluation of Progress & Performance for Full-Time Scholarship Recipients

The goal of this scholarship is to improve the quality of Maryland Media, Inc. publications by recruiting the best high school journalists and encouraging them to contribute to the publications throughout their college career. The scholarship allows recipients to work at *The Diamondback* (daily), *The Terrapin* (yearbook), *The Mitzpeh* (monthly Jewish newspaper), and *Eclipse* (monthly black newspaper).

Recipients should meet the following criteria while working on MMI publications:

1. Minimum Grade Point Average of 2.5 out of 4.0 after two semesters
2. Scholarship recipients must be full-time undergraduate students under University guidelines
3. Satisfactory performance on the publication

Three formal reviews will be given each semester, which will coincide with the 2nd, 3rd and 4th MMI board meeting for each semester, by the respective editor in chief of the publication for which a recipient works. If any review is not satisfactory, the recipient may be put on probation. If the situation does not improve by the end of the probation period the scholarship committee and/or the full board may terminate the scholarship, which cannot be reinstated. A recipient may appeal an unfavorable review to the Maryland Media Board of Directors. Termination will not preclude the recipient from continuing to work on the publication at the discretion of the Editor in Chief. You may opt to take a one-semester leave for personal or academic reasons while forfeiting the scholarship for that semester only.

At the end of each semester, each recipient's performance on the publication will be evaluated by the Maryland Media Board of Directors, which makes decisions about scholarship renewal. The evaluation is designed primarily to track growth. A copy of the evaluation form, by which MMI scholarship recipients are reviewed, is included in this packet of information. The form rates performance in the following areas: quality of work, meeting deadlines, attendance, willingness to complete assigned tasks and ability and willingness to generate ideas for special projects, as well as an area for additional remarks.

As a scholarship student, progress at MMI will also be closely monitored. The easiest way to measure progress is by the position held. In this packet, you will find expected paths of progress for all positions available. The paths of progress outlined are intended to give some idea of what will be expected in those positions, although these requirements are not all-inclusive and may change somewhat, depending on the current Editor in Chief. The tracks are flexible and recipients may switch tracks with the approval of the Editor in Chief.

Working on a publication at the University of Maryland will teach a recipient more about journalism than any class. Working here is like working at any media organization – it involves time, commitment and hard work. As a reporter, a student may be asked to write a story in less than two hours. As a photographer, a student may be asked to cover a protest in sub-zero temperatures at 7 a.m. and is expected to do so with an agreeable smile. So be prepared to do what it takes to get the job done. Readers depend on the publications. Staff members learn to do the job quickly and accurately, and when it is all over, you will be a much more marketable commodity in a very competitive field.

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Sample of Staff Member Evaluation

Date: _____

Employee name: _____

Position: _____

Evaluation by: _____

The ultimate goal of this evaluation is to help Maryland Media, Inc. scholarship recipients improve. It is intended to let staff members know what their supervisors see as the employee's most significant strengths and weaknesses. It should show areas where the employee needs improvement and should give some indication of what steps need to be taken in order for that improvement to occur. Information on this form may be used by the Editor in Chief in promotion decisions. Accordingly, a portion of the form is dedicated to allowing the staff member to outline their own specific goals for their future at MMI.

Quality of work: Excellent Good Average Needs Improvement

Remarks:

Meeting Deadlines:

Attendance:

Attitude:

Willingness to complete assigned tasks:

Ability and willingness to generate ideas for special projects:



Staff member's remarks:

Goals:

Additional Remarks:

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Diamondback Scholarship Recipients

Expected Path of Progress

NEWS WRITING

First Year

First year, first semester:

Would be considered a general assignment reporter and would be required to write two stories per week. You will be expected to be in the newsroom 10-15 hours per week as well. During these hours, you may work on scanning the wire, coming up with story ideas, looking at other college and professional newspapers for ideas, sort through mail and faxes, as well as be "on call" for any breaking stories editors would need your help on. You would also be at the top of the list of reporters "on call" if breaking news happens while you are not fulfilling your hours at the office.

First year, second semester:

You should be in the position to obtain a beat. As a beat reporter, you will be expected to write two stories per week and one in-depth story per month. You will also be required to put in about ten hours of work in the newsroom. You will be expected to make contacts with key people in your beat and communicate with them on a daily basis. Duties will continue to include those outlined above.

Second Year

Second year, first semester:

Should be the same as first year, second semester, except that you should be in the position to obtain one of the top beats (i.e. Administration, University Senate, USM, City, etc.)

Second year, second semester:

You should be continuing to work on a top beat as well as take on some sort of editing, be it copy editing, or initial reads with other reporters. This will take about 15 hours per week. At this time you could also become a candidate for an associate news editor spot.

Third Year

Third year, first semester:

By this time, you should be in the position to retain either of the top news editorial positions: assignments editor or chief news editor. If you are not interested in either of them, or they are not available, you should continue beat reporting as well as work two shifts per week. These shifts would include doing corrections, writing headlines and cut lines, pagination, etc.

Third year, second semester:

Same as above. At this point, you may also be in the position to obtain an editorial board spot.

Fourth Year

Fourth year, both semesters:

Same as above.

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Diamondback Scholarship Recipients ...*continued*

Expected Path of Progress

COPY EDITING

First Year

No first year applicants will be selected for the copy editing position.

All students who wish to apply for the copy editing tract in their 2nd through 4th years must successfully complete a copy editing test. This test, although different from semester to semester, is given to every person interested in becoming a copy editor. It includes AP style, organization of a story, writing headlines and cut lines, and poor writing. It also includes a brief interview with the editorial board.

Second Year

You should be able to work three shifts, about four hours each.

Third Year

You should be able to work three shifts, about four hours each; or, have your name up for copy desk chief; or, have your name up for an editorial board position.

Fourth Year

You should have your name up for copy desk chief; or, have your name up for an editorial board position.

PHOTOGRAPHY

First Year

Students interested in photography would start out working about 10 hours per week. This would involve shooting five or six events per week. Diamondback photographers must have their own equipment, including one or more zoom lenses. The Diamondback provides lab space, film and developing material. Students must also aid in general darkroom upkeep.

Second Year

Second-year scholarship photographers will be expected to increase their hours to about 15 hours per week. They may be qualified to apply for Associate Photo Editor at this point, if they were interested in the position, and if it is available. This position requires working about 25 hours a week.

Third and Fourth Year

Third and fourth-year photographers should be qualified if not willing to apply for either associate or Photo Editor. Again, the associate position involves working about 25 hours a week. The Photo Editor works 30 to 35 hours a week.

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Diamondback Scholarship Recipients ...*continued*

Expected Path of Progress

COMMENTARY

First Year

First year scholarships will not be given to anyone on this tract. However, to be considered as a candidate for the second year, in your first year you must submit 10-14 columns that are published. These are well thought out and researched, and are issue-oriented. They are not diary pieces (i.e. "what I did after I got out of the shower").

Second Year

Second year, first semester:

You should be in the running for a staff columnist position. You will also have to put in 10-15 hours of work in the newsroom working on corrections, headlines and letters to the editor as well as outside communication with the public.

Second year, second semester:

Same as above, but you should be able to write a column without much guidance, show proficiency in style, grammar and should be issue-oriented. You should know what makes a good column, and you should begin to work with the commentary editor on writing staff editorials. You should also be a candidate for associate commentary editor. You would work 10-15 hours per week.

Third Year

You should be in the running for commentary editor or an editorial board position. If you are not interested, or positions are not available, then the same criteria as above apply.

Fourth Year

Same criteria as above apply.

SPORTS WRITING

First Year

First year students should have a regular beat(s), albeit a small one (track, cross country, etc.). You will also be expected to be in the newsroom 10 hours per week. During those hours, you may help the sports editors with their duties.

Second Year

Second year students should be prepared to take on a larger role by taking on a bigger beat (women's basketball, women's lacrosse, etc.) You will also be expected to be in the newsroom 15 hours a week to help the sports editors and other lower sports writers.

Third Year

Third year students should be in contention for sports editor. If the position is already taken or someone else gets it, you may continue beat writing and working your hours. You should also be able to at this point, write columns, or sidebars for men's basketball, men's lacrosse and football.

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Diamondback Scholarship Recipients ...*continued*

Expected Path of Progress

Fourth Year

Fourth year students should be a prime candidate for the lead sports writer, who covers all home and away men's basketball, men's lacrosse and football games. You should also at this time be a candidate for an editorial board position.

ARTS WRITING

First Year

First year diversions writers should consistently submit two viable articles per week. They do not include reviews of albums or movies. The Washington/Baltimore region is known for its rich arts culture. Stories we're looking for should be modeled after the Outlook and Style sections in *The Washington Post*.

Second Year

Second year writers should contribute three stories to the section per week. You should also show proficiency in the occasional column (review of a performance, etc.). You should also be qualified for associate diversions editor, if interested and if available.

Third and Fourth Year

Third and fourth year students on this scholarship should be employed as diversions editor or associate diversions editor. If those positions are unavailable, or you are not interested in them, you should be contributing at least four to five stories per week. In addition, you should be in the position to be eligible for an editorial board slot.

PAGE DESIGN

First Year

First year, first semester receiving this scholarship will be apprentice to veteran designers, and in their second semester may begin to design jump pages and inside news and sports pages.

Second Year

Second year students should become proficient in designing the main page for a section, as well as jump pages.

Third and Fourth Year

Third and fourth year students should be well-versed in the above as well as graphics creation and innovative design, eligible for art and design editor or for an editorial board position.

If you have more questions about what positions are available, contact the paper. Although this text may unintentionally lead you to a contrary conclusion, it cannot be emphasized enough that, as a scholarship student, you are not guaranteed an editorial position on the paper at any time. This was written in the hopes that each scholarship student would, indeed, be qualified for these positions at some point in time, but there will probably always be other people on staff who would qualify for editorial positions as well.

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Eclipse and The Mitzpeh Scholarship Recipients

Expected Path of Progress

In addition to *The Diamondback*, the daily newspaper, Maryland Media, Inc. has three other publications. They include *The Terrapin Yearbook*, *The Mitzpeh* (the Jewish student newspaper) and *Eclipse* (the black student newspaper).

Because the staffs are smaller, the opportunity for a wider variety of experiences is greater.

First Year

Freshmen working on these publications are expected to focus on reporting and writing articles. Unlike the daily, the requirements for these publications are fewer but no less significant. For periodicals, reporters should write one to two articles per publication. Reporters earn \$25 to \$30 per article in addition to their scholarship. Reporters also can, but are not required, to write for the daily.

Second Year

By the second year, scholarship students in these publications should be expanding their experiences by seeking a position as an editor on the staff of these publications that will develop editing and layout skills or working on more in-depth, magazine-style articles.

Third and Fourth Year

Scholarship students should develop a working knowledge of layout and editing in their third year, if they have not already done so. And by the fourth year, students should apply or be serious contenders for editor in chief of the publication. If the student is not interested in the position, there should be a continued production of in-depth, magazine-style articles.

As with the daily, becoming a scholarship student does not guarantee editorial positions.

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The Terrapin Yearbook Scholarship Recipients Expected Path of Progress

First Year

Freshmen are expected to write articles and captions, scan/crop photographs, or take photographs. Students who wish to write articles should write five articles per monthly deadline whether it is for student life, Greek life, academics, or sports. Students who wish to write articles will be paid, in addition to the scholarship, by honoraria at the end of each semester at the Editor in Chief's discretion based on the work contributed. Photographers should take at least 10 photographs per monthly deadline. Photographers earn a stipend per photo in addition to their scholarship. All scholarship recipients should spend a few hours per week selling yearbooks for a six-week period to seniors getting their portraits taken. Students will be compensated per hour for yearbook sales.

Second Year

By the second year, scholarship recipients should be expanding their experiences by writing more articles or seeking a position as section editor in order to develop editing and layout skills. Students who wish to continue writing articles should write about 10 articles per monthly deadline. As a photographer, students should take more pictures, at least 15 photographs per monthly deadline. Students who wish to write articles will be paid, in addition to the scholarship, by honoraria at the end of each semester at the editor in chief's discretion based on the work contributed. All scholarship recipients should spend a few hours per week selling yearbooks for a six-week period to seniors getting their portraits taken. Students will be compensated per hour for yearbook sales.

Third and Fourth Years

Scholarship students should develop a working knowledge of layout and editing in their third year, if they have not already done so. Photographers should be taking at least 20 photographs per monthly deadline. Students wishing to continue writing articles should be writing all articles for a section. And by the fourth year, students should apply or be serious contenders for Editor in Chief or, if interested in taking photographs, Photography Editor. The Editor in Chief is paid monthly in October, November, December, March, April, and May in addition to the scholarship. The Photography Editor is paid, in addition to the scholarship, by honoraria at the end of each semester at the Editor in Chief's discretion based on the work contributed. If the student is not interested in Editor in Chief, there should be a continued publication of a majority of articles or photographs. All scholarship recipients should spend a few hours per week selling yearbooks for a 6-week period to seniors getting their portraits taken.

Students will be compensated per hour for yearbook sales.

As with the daily, becoming a scholarship student does not guarantee editorial positions.