



UNIVERSITY INTERSCHOLASTIC LEAGUE

COPY EDITING CONTEST

DISTRICT 2019

FOR JUDGE'S USE

Points from PART 1

Points from PART 2

FINAL PLACE

POINTS/15

POINTS/10

TOTAL POINTS

FINAL PLACE

PART 3 is ONLY ranked to break a tie. No points are assigned.

There should be no ties.

DO NOT TURN THIS PAGE UNTIL YOU ARE INSTRUCTED TO DO SO!

COPY EDITING CONTEST

DISTRICT 2019

DIRECTIONS: This test is divided into three sections. Write all your responses as indicated. You have 15 minutes.

PART 1: Circle the correct response. (1 pt. each)

1. As an instructor of grammar, she intends to help you speak correctly **regardless / irregardless** of what you want.
2. **It's / Its / Its'** not just inside the home that female managers forced emotions that were not wholly felt.
3. Samantha Bee insulted Ivanka Trump **towards / toward** the end of the nearly seven-minute segment devoted to the issue of migrant children.
4. In daycare, she asked the children if they had **ate / eaten** all their vegetables.
5. To ease its financial burden **further / farther** the city will drop its support.
6. None of the clarinet players **was / were** in the right place.
7. The **affect / effect** of the tornado was devastating.
8. Some 84 **percent / per cent / %** of all stocks owned by Americans belong to the wealthiest 10 percent of households.
9. Committees emphasized lifestyle choices and societal ills in **they're / their / there** reports.
10. The coach split the playing time **among / between** two quarterbacks.
11. My sister and I used to live close to one another, but now we lived miles **a part / apart**.
12. The puppy is **six / 6** months old.
13. We do not intend to visit Washington, D.C., **any / no** more.
14. The **quick-witted / quick witted** boy, a first-generation college student, was a robotics expert.
15. Hillary Clinton was a **Senator / Sen. / senator** from New York before being secretary of state.

UIL COPY EDITING DISTRICT 2019

Part 2: Edit the following sentences to eliminate FOUR errors in wordiness, AP style, grammar, spelling or punctuation in each of the five items. Some compound mistakes count as one error. For example, deleting a three-word phrase that is wordy is one error. Capitalizing two words in a proper noun is one error. Use clearly understood editing symbols. (2 pts. each)

1. After issuing a ruling in U.S. v. Texas, the supreme court sited 6 other cases who provided the same outcome.
2. In order to win the race last weekend in Buda, the dachshund pushed their legs as hard and as fast, as they would go.
3. The book was a bestseller. In light of the fact that the auther was a know millionnarie, the store dropped the prices.
4. The burglary, one of 100s this year, occurred when the homeless person's items were taken off the sidewalk by a 40-year-old mail now in custody.
5. The Band Director Kerry Luttrell began the Dec. band concert promptly at 3 pm when four flutists marched backwards onto the stage.

UIL COPY EDITING DISTRICT 2019

Part 3: In the space provided, edit the following news brief to make the wording clear, to eliminate wordiness as well as any errors in AP style, grammar, spelling or punctuation. You do NOT have to rewrite the news brief. Make notes of anything you believe needs clarification, additional research or additional reporting. PART 3 WILL BE USED ONLY TO BREAK TIES.

You are editing the article to be published Friday, March 15, 2019.

On Thursday, Mar. 14, the New York Apple Association (NYAA) will support the FarmOn! Foundation by partnering with the organization on its annual “Big Apple Crunch” event. At precisely 2 p.m., students and New Yorkers across the state will crunch in to a New York grown apple. Last year, over 2,300,000 people participated in the event which is also supported by the New York State Department of Agriculture and Markets.

“Education starts in the lunchroom.” That’s one of the mantras of the FarmOn! Foundation, a non-profit organization focused on teaching students about the connection between making healthy food choices and academic success.

“New York State is the 2nd leading producer of apples in the nation”, said New York Apple Association president Cynthia Haskins. “It is important for students to now that a significant industry is right in their own back yard and that New York has a reputation for producing some of the most flavorful apples in the world”.

Participating schools will be taking video and photos of students biting into and enjoying a New York grown apple. The images and videos will be shared on the Internet as part of a Social Media contest to win a Victory Garden.



CONFIDENTIAL
CORRECTION NOTICES

Copy Editing
District 2019

Instructions: The following corrections to the Copy Editing answer key should be provided to the contest director prior to grading.

Part 2

3. The word “millionnaire” has an additional edit. The correct spelling of the word is: millionaire

UNIVERSITY INTERSCHOLASTIC LEAGUE

COPY EDITING CONTEST

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15. Hillary Clinton was a **Senator / Sen. / senator** from New York before being secretary of state.

Notes for judges

No. 12, ages

Always use figures.

Tips for judges

Part 1

There is some subjectivity involved in all editing. If you find an error in the answer key, report it to the UIL office

UIL COPY EDITING DISTRICT 2019

Part 2: Edit the following sentences to eliminate FOUR errors in wordiness, AP style, grammar, spelling or punctuation in each of the five items. Some compound mistakes count as one error. For example, deleting a three-word phrase that is wordy is one error. Capitalizing two words in a proper noun is one error. Use clearly understood editing symbols. (2 pts. each)

1. After issuing a ruling in U.S. v. Texas, the supreme court cited 6 other cases ~~who~~ ^{that} provided the same outcome.

Tips for judges

Part 2

There are four errors per item.

Capitalizing Supreme Court is ONE mistake. Deleting "in order" is ONE mistake.

If fixing one error creates another, it counts as one. For example, in the fourth sentence, removing "mutual" requires the editor to change "a" to "an." That is all one error.

There is some subjectivity in all editing. If a student finds another "error" or rewrites a sentence, the judges will have to consider how to award points.

This section is worth a maximum of 10 points.

To facilitate grading, put an X over the number of a question that is completely wrong. Write the point value assigned to each question out to the side. Award questions with either a 0, a 0.5, a 1, a 1.5 or 2.

Regarding No. 4, the correction of passive voice causing wordiness is one correction.

2. ~~In order~~ ^{to} to win the race last weekend in Buda, ^{Texas,} the dachshund pushed ~~their~~ ^{its} legs as hard and as fast as they would go.
3. The book was a bestseller. ~~In light of the fact that~~ ^{Because} the author was a known millionaire, ^{the} the store dropped the prices.
4. The ~~burglary~~ ^{larceny}, one of 100s ^{a 40-year-old male now in custody took} this year, occurred when the homeless person's items ~~were taken off the sidewalk by a 40-year-old male now in custody.~~
5. The ~~band~~ ^{band} director Kerry Luttrell began the ~~Dec.~~ ^{Dec.} band concert promptly at 3 pm when four flutists marched backwards ^{onto} the stage.

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Part 3: In the space provided, edit the following news brief to make the wording clear, to eliminate wordiness as well as any errors in AP style, grammar, spelling or punctuation. You do NOT have to rewrite the news brief. Make notes of anything you believe needs clarification, additional research or additional reporting. **PART 3 WILL BE USED ONLY TO BREAK TIES.**

You are editing the article to be published Friday, March 29, 2019.

Notes for judges

The first sentence is in passive voice. However, in this case, the person being honored is more important than the group doing the honoring. Passive voice is appropriate.

However, in the second paragraph, "were honored" is also passive voice and needs to be fixed.

In addition, not everyone is an award winner. They received recognition.

Tips for judges

Part 3

This section is ONLY ranked to break a tie in the combined scores of parts 1 and 2. Assign no points.

Judges should compare the papers of students who tied, ranking them accordingly.

When grading part 3, holistically read the changes the student indicated starting with the highest level of editing. Remember, there are multiple levels of copy editing. The notes off to the side on the answer key indicate higher levels of editing errors. Those should be awarded more value if the student fixes the problem or indicates it should be fixed.

- Highest level: Are there any legal or ethical issues with the story?
- Middle level: Does the story use the right sources? Does it flow?
- Lowest level: Grammar, spelling, punctuation, style

~~On Thursday, Mar. 14, the New York Apple Association (NYAA) will support the FarmOn! Foundation by partnering with the organization As part of the "Big Apple Crunch," an effort to educate students about New York apples, on it's annual "Big Apple Crunch" event. At precisely~~

2 p.m. March 16, students and New Yorkers across the state will crunch in to a New York-grown apple. Last year, more than 2.3 million people participated in the event which ~~is also~~ supported by the New York State the New York Apple Association and the Farm On! Foundation Department of Agriculture and Markets.

"Education starts in the lunchroom." That's one of the mantras of the FarmOn! Foundation, a non-profit organization focused on teaching students about the connection between making healthy food choices and academic success.

"New York State is the 2nd leading producer of apples in the nation," said New York Apple Association president Cynthia Haskins. "It is important for students to know that a significant industry is right in their own back yard and that New York has a reputation for producing some of the most flavorful apples in the world."

Participating schools will be taking video and photos of students biting into ~~and enjoying~~ a New York grown apple. The images and videos will be shared on the Internet as part of a Social Media contest to win a Victory Garden.



Yippee!! You're the director of the journalism contests. To make your life a little easier...

WE HAVE ENCLOSED:

- The contests
- Judging criteria
- A statement to the judges
- A statement to the contestants
- Contest Tips. (Provides examples of how stories/heads should have been written and a sample story. Clip a copy to each entry to provide immediate feedback.)

NOW, YOU NEED TO:

- Make certain you have read the journalism section of the *UIL Journalism Handbook*. You can download it free from the UIL website at: http://www.uiltexas.org/files/academics/Journalism_Handbook_2018-19.pdf.
- Inventory the contest packet. Hopefully, there won't be any problems. If you find one, please call it to my attention. Call me at work at 512/232-4924, home at 512/740-3463 or e-mail me at jacton@uiltexas.org.
- **READ THE ENCLOSED STATEMENT TO YOUR JUDGES.**
Discuss the judging criteria and clarifications with the judges.
- **Do not give the tips to students.**
- Share the "Tips" with the judges (**BEFORE** they judge) and clip one copy to each contestant's entry **AFTER JUDGING**. Judges should write directly on EVERY student's entry and then attach one copy of the Contest Tips to each entry.
- Thanks and good luck!

Statement to Judges

JOURNALISM CONTEST DIRECTOR

Please copy and distribute the following statement to the judges

1. Divide papers among the judges.
2. Every paper **MUST** be read and edited by at least one judge. *No paper should EVER be returned without written comments.*
3. Every judge does not have to read every paper. Strive for two readings for each paper. A third reading may be necessary for papers that contend for placing in the top six.
4. Avoid sarcasm or unduly harsh criticism. Remember: these are high school students, not professionals.
5. Please review the “Tips” for each contest. This sheet is consistent with the contest manual and what has been taught at conferences.
6. Realize that the UIL style may differ slightly from what you have been taught, what you practice or your newspaper’s style. If you have serious disagreement, please take them up with the UIL office, not the contestants or the meet director. For example, in the news, feature and editorial writing contests, it is not necessary to identify the school, Leaguetown High School. We create this contest as if students attend Leaguetown High School. Therefore, we assume high school students know the name of their school. Also, since AP style constantly changes, watch simply for writers to follow a consistent style. Some students (and newspapers) prefer addressing people with Mr./Mrs./Ms. title on second and subsequent uses.
7. In the Feature Writing contest, students have the freedom to develop scenes as they feel the scenes *may* have existed. The scenes must be a natural extension of the story. Please read “Contest tips” before judging.
8. In the editorial writing contest, students have the freedom to propose solutions or suggest answers they feel might resolve the problem. They do not have to be those proposed on the fact sheet. Also, they are urged to write in third person, but they may use first person plural on occasion.
9. In the headline writing contest: the main deck of a main/secondary headline combination may contain but does not need a verb. For example:

Out of Air

Statement to the Contestants

JOURNALISM CONTEST DIRECTOR

Please read the following statement to contestants

1. Place your number in the upper right hand corner of each page of your entry. Do not put your name or your school's name on any part of the contest entry. If you do, you may be disqualified.
2. Write on one side of the paper only. Write legibly. This is a request, not a requirement.
3. It is suggested that you double space so judges may edit and write comments more extensively on your entry. This is a request, not a requirement.
4. You may use a dictionary and/or a thesaurus (bound or electronic) during News, Editorial, Feature and Headline contest. You may also use an AP stylebook. You may not use a journalism text or other textbook. No resources are allowed during the Copy Editing contest.
5. You may not talk during the contest. If you have a question, raise your hand and the contest monitor will come to you.
6. If you use a computer, you are responsible should it malfunction. You will have the remaining time to complete the contest in longhand, but you will not be given extra time. You must complete the print command before the monitor asks everyone to quit writing. If the computer malfunctions do not make noise trying to fix it. The monitor will ask you to leave if you are causing too much commotion. You may not use a computer in the Headline Writing contest or the Copy Editing contest.
7. Make sure all of your electronic devices (cell phones, ipods, etc.) are turned off. You may be disqualified for disrupting the contest if your devices go off.
8. When you are finished, please turn in your paper and quietly exit.

Good luck.