INTRODUCTION TO

Journalism

nextext

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Overview

As the roles of journalism shift from the traditional media of newspapers and magazines to the new media of telecommunications and the Internet, educators struggle to find ways to best adapt the high school journalism curriculum. While the focus of most beginning journalism courses will remain the newspaper, an integration of new technology and new media is essential in preparing students to enter into the professional world.

The Nextext *Introduction to Journalism* coursebook helps educators highlight these new areas of the subject while maintaining a strong focus on the essentials of journalism:

1. **Reporting**
2. **Writing**
3. **Production**
4. **Ethics**
5. **Teamwork**

These are the five content areas that are vital to forming a solid basis for students' further study and practice of journalism. The *Introduction to Journalism* coursebook presents these content areas in various ways. For example, several chapters are devoted to providing instruction in each of the core areas of writing, reporting, and production. Ethics and teamwork are integrated throughout the chapters to demonstrate how students can implement these vital concepts into concrete and established processes, such as reporting, writing, and production.

Together, the various elements of the Nextext *Introduction to Journalism* coursebook give students a strong introduction to the skills of the field and to the modern technology of the field. This gives them the preparation they need to pursue more advanced areas of journalism, such as reporting for the school or local newspaper, taking a graphic design class, or producing the school yearbook.

Reporting

Using this coursebook, instructors can first introduce students to the definition of news, then to various ways to report it. Students learn the techniques of researching sources, interviewing, and organizing information.

Writing

Similarly, educators can rely on several chapters devoted to newswriting. Broad areas, such as style, consistency, and grammar, as well as specific types of journalistic writing such as features, editorials, sportswriting, and reviews, give students a strong introduction to the established forms of writing news.

Production

Students learn the basics of production in chapters that explain the processes of copyediting, publication design, and using technology. These skills help students report news in appropriate, attractive, and effective formats.

Ethics and Teamwork

Ethics is an important and ever-challenging topic in journalism. This topic is presented early in the book and then integrated throughout the other chapters. An emphasis on the importance of teamwork is also interwoven throughout the entire text.

Specific Applications of Skills

The *Introduction to Journalism* coursebook also contains several chapters on the specific applications of journalism. Chapters devoted to broadcast journalism, magazines, and yearbook production give students a sample of how they can use their newly acquired journalistic skills in areas outside the classroom.

Features

The *Introduction to Journalism* coursebook presents the essentials of journalism in a student-friendly way. The strong content is highlighted by additional information presented in sidebars, charts, and other feature text. The information found in these features allows students to see beyond the journalism lab and into everyday practices, challenges, and successes. The open design and illustration attracts the students' attention and makes each chapter interesting and engaging.

Using *Introduction to Journalism*

Introduction to Journalism is designed to engage students' interest in journalism while allowing instructors flexibility in teaching. The book's organization was implemented to maximize efficiency and to provide a curriculum that instructors can follow easily. The twenty-one lessons presented here cover each chapter, providing a sound basis for introducing a full course of study. Each lesson—and especially those for chapters such as newswriting or reporting—offers ample material for two or more weeks of study.

However, instructors can also easily customize the organization of this book to fit their own classroom needs. The detailed table of contents, list of features, and index in the student edition, in addition to the list of objectives in this instructor's manual, make finding any particular subject easy. These features make it a snap for the instructor to present the information in an order that best suits his or her classroom.

Organization of the Student Edition

The twenty-one chapters in the book introduce the various areas of journalism. The coursebook begins with chapters of general introduction to the subject and then moves into chapters devoted to specific areas of journalism, such as researching, writing a story, and quoting correctly. Next, the coursebook describes specific types of reporting, such as in-depth reports, features, editorials, columns, reviews, and sports stories. Subsequent chapters discuss the elements of production, and later chapters deal with the application of students' new journalistic skills in media such as yearbooks, magazines, and broadcast journalism.

Features

In each chapter, the instructor will find features such as charts, tables, sidebars, and reports that allow students to see more detailed examples of journalism in use. The features highlight for students careers in journalism, key examples, or fine points that are especially pertinent to the chapter.

Objectives

The goals of each chapter are clearly stated in the opening box that appears under each chapter's title. For a quick reference to the objectives of each chapter, the instructor can refer to the "Objectives" section of this manual on pages xiii–xvi.

Vocabulary

Important journalistic terms appear in boldface in the students' text. At the end of each chapter, a list of these terms, along with their definitions, appears in a box entitled "Words to Know."

Index

The detailed index at the end of the student edition allows students and teachers to easily find topics discussed in the main text of the book.

Organization of the Teacher's Resource Manual

Each lesson in this manual is divided into five short sections that give instructors valuable background and assessment tools.

❶ Chapter Introduction

Each chapter's introduction contains the list of objectives, or goals, of the chapter. It then lists vocabulary words that are found in the chapter. The bulk of this section is made up of background information on the chapter's subject. Instructors can present this information to the class or use it for their own purposes. Following the background information, instructors can find a list of additional resources that contain further information on the subject.

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14. Photojournalism

Objectives
- Describe how photography staff members work
- Describe effective ways to plan and carry out assignments and photo shoots
- Identify and describe the elements of good pictures
- Follow professional suggestions for taking good pictures
- Select and use photos in a publication

Vocabulary

caption (cutline)	digital photography	negatives	photojournalism
contact sheet	enterprise shots	photo blacks	photo policy
contrast	frames	photo composition	photo whites
cropping	f-stop	photo editing	sizing
cutlines	mergers	photo essay	stand-alone

Background

A photo freezes a moment in time and creates instant history. This chapter introduces the theory and the techniques behind good photos in journalism. This chapter motivates and inspires student photojournalists to achieve excellence.

The chapter opens with the job descriptions of the photo editor and the staff photographer, the two types of photojournalist who make news photos. The text then takes students step by step through photo assignments and photo shoots. Checklists, sample photo orders and assignment forms, and professional tips help students to master setting up shots.

A time line raises students' awareness of how recent an invention photography is and should get them discussing how rapidly photography is changing. A good transition to the next section would be to remind students that the principles of good photo design and content remain the same, regardless of digital cameras or any future changes in photo technology.

The next section of the chapter answers the question, "What makes a good picture?" It deals with "the storytellers of photography"—action, reaction, and emotion—as well as the rules of photo composition. Striking photos provide examples.

The chapter goes on to the nuts and bolts of getting great pictures, selecting photos, and handling them for print. Story ideas and sample photos help motivate student photojournalists to master their craft. The chapter concludes with a discussion of photojournalism ethics.

Further Resources
Johnson, Chelsey, ed. *Photo Annual 2000.* New York: Graphis, Inc., 2000.
Stolley, Richard N., ed. *LIFE: Our Century in Pictures.* Boston: Little, Brown/Bullfinch, 1999.

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❷ Discussion Topics and Activities

This section provides instructors with materials to engage students in the chapter's subject. The "For Discussion" section contains review questions to begin class discussion, as well as critical thinking questions to draw students to interpret the material. The "Activities" section integrates other student skills into the comprehension of the chapter's subject. Activities emphasize the importance of individual research and the use of various sources of information, such as the Internet.

For Discussion

Review

1. What two kinds of staff members are needed for photojournalism?

2. What should be the two parts of a photo assignment?

3. What are the storytelling elements in photographs?

4. What is digital photography, and how is it different from traditional photography?

Critical Thinking

1. How is photojournalism different from just taking pictures?

2. Why is careful planning important to a photo shoot?

3. How might selecting the photos for a story alter the story's message?

4. How is digital photography changing the number and kinds of photos in journalism?

5. Why is it important for photographers and writers to work together?

Activities

1. **Technological Debates**

   Ask students who are especially interested in photography to conduct "consumer tests" and report on the advantages and disadvantages of digital versus film-based photography.

2. **Pictures without Words**

   What's a picture worth with no words at all? Challenge students to watch television news with the sound off and see whether they can tell what's really happening. Or cut out dramatic news photos from a big-city newspaper and see whether students can guess their contents without seeing the captions.

3. **Internet: Online Photo Essays**

   The photo essay has been revived on Internet news. Ask students to visit TV network and other news Web sites, look at the photo essays, and select the photos or essays they think are most effective.

4. **Special Sources: Photo Display Books**

   Lavish "coffee table books" are produced every year, displaying the work of the world's finest photographers. Send students to libraries to examine *Photo Annual 2000* or similar collections. Ask them to report on the photos they think are most effective, beautiful, or otherwise noteworthy.

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❸ Study Guide

This quiz assesses students' basic understanding of the chapter material through comprehension questions.

Name _____

14. Photojournalism

As you read Chapter 14, write an answer to each question below.

1. What tasks are included in the job description of a staff photographer?

_____

_____

_____

2. What should be included on the written part of a photo assignment?

_____

_____

_____

3. What are some of the rules of photo composition?

_____

_____

_____

4. What are some ways you can add artistic touches to photos?

_____

_____

_____

5. How do layout and design affect a photo's impact?

_____

_____

_____

❹ Vocabulary Quiz

The multiple-choice vocabulary quiz assesses whether students have learned the "Words to Know" from the chapter.

Name _____

14. Photojournalism

Find the best answer for each item. Then circle that answer.

1. What is a caption?
   a. a written explanation of a photograph
   b. another name for a headline
   c. a very short quote
   d. a cover for a camera lens

2. What does contrast mean, in photography?
   a. a written agreement between a photographer and subject
   b. confrontational or controversial content
   c. tonality
   d. a viewpoint that counteracts or complements the text of the story

3. What do you do when you crop a photo?
   a. farm out your work to another photographer
   b. determine what part of the photo to use on the printed page
   c. make reproductions of the photo
   d. edit a photo out of a page layout or spread

4. What do you do when you size a photo?
   a. determine the percentage a photo will be reproduced when published
   b. determine what part of the photo to use
   c. draw a reader's eye to the photo's subject
   d. evaluate the photo's emotional content

5. What is a negative, in photography?
   a. a frame
   b. anything that's wrong with a picture
   c. a reproduction made from a contact sheet
   d. film once it is processed

6. What is a photo essay?
   a. an essay about some aspect of photography
   b. a photographer's attempt to take a picture
   c. a photo taken to accompany an opinion column
   d. a story told through photos and captions

7. What are enterprise shots?
   a. photographs featuring business processes
   b. pictures taken by freelance photographers
   c. unassigned feature photographs that flesh out coverage, usually from a human interest angle
   d. photos that accompany interviews

8. In photography, what are mergers?
   a. points in a photo where objects wrongly appear to be part of other objects
   b. photos in which roads, fences, and other objects meet at a clear perspective point
   c. the opposite of acquisitions
   d. poor color contrast

9. What is a stand-alone?
   a. a story covered by a single photographer
   b. a photo and caption that are a mini-story
   c. a photographer who also serves as photo editor
   d. printing a single print from a negative

10. What is a photo policy?
   a. insurance sold to photographers
   b. a written statement of what is allowed in manipulating photographs
   c. another term for written photo assignment
   d. an event planned for picture-taking

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❺ Multiple Choice Test and Essay Question

The multiple choice test asks students to recall information and to demonstrate a contextual understanding of the vocabulary words. The essay question requires students to think critically about the subject matter. Students must organize their knowledge and opinions about the subject, and then present them in a clear and concise way. Students' answers to the essay question will vary, but the instructor should assess students based on clear organization, grammatical correctness, and succinctness.

Multiple Choice Test

Name _____

14. Photojournalism

Read each description, and write the letter of the correct term on the line.

1. The purpose of photojournalism is to _____.
- **a.** illustrate the stories in a paper
- **b.** get to the heart of the story, instantly and visually
- **c.** keep busy people from having to read
- **d.** display the talents of photographers

2. The _____ serves as a liaison between photographers and writers.
- **a.** photo editor
- **b.** staff adviser
- **c.** staff photographer
- **d.** editorial board

3. Film speed has to do with _____.
- **a.** how fast the film winds and rewinds
- **b.** how quickly the film can be reproduced
- **c.** how fast the photographer has to click the camera
- **d.** how much light is required to expose the film

4. The storytellers of photography are action, reaction, and _____.
- **a.** distraction
- **b.** information
- **c.** emotion
- **d.** entertainment

5. A news photographer should look for _____.
- **a.** a relationship between the subject and something else in the photo
- **b.** the most attractive people possible
- **c.** the people who aren't watching the action described in the story
- **d.** the most entertaining situation possible

6. The term "photo whites" refers to _____.
- **a.** any light area in a photograph
- **b.** white areas that are not just white blobs
- **c.** the tendency of sunlight to create glare
- **d.** parts of the photo that need cleaning up

7. The rule of thirds suggests that you think of a photo as _____.
- **a.** three times more important than the text
- **b.** a series of 60- or 120-degree angles
- **c.** one-third of the size it will be printed
- **d.** a grid that looks like a tic-tac-toe board

8. The rules of photo composition are based on _____.
- **a.** ethical guidelines
- **b.** artistic principles
- **c.** editorial requirements
- **d.** tradition

9. To create a shallow area of focus, use _____.
- **a.** low-speed film
- **b.** high-speed film
- **c.** a low f-stop number
- **d.** a high f-stop number

10. It is always unethical to _____.
- **a.** alter a photograph in a way that deceives the public
- **b.** crop people out of a photo
- **c.** print people's pictures without permission
- **d.** vary the film speed for difficult shooting situations

Essay Question

What ethical issues about photos should be included in your paper's written policy, and why?

Web Resources

The Nextext Web site offers valuable teaching and learning support for all the Nextext products. Online background information, quizzes, links, and answer keys help teachers and students save time and money.

When you adopt a classroom set of a Nextext title, you gain access to these Nextext Web site resources.

You are given teacher and student code numbers to access various pages. You can issue the student code to your entire classroom, giving students access to self-assessment tools and independent research and review, or you can use only the teacher code and print out the student resources as quizzes or homework assignments.

On the Nextext Web site, you can find:

- **Additional background information**
- **Worksheets and study guides that can be printed out**
- **Self-scoring quizzes with immediate feedback**
- **Bibliographies to help with student research projects**
- **Lists of relevant links on the Web for further study**
- **Answer keys for teachers**

Nextext titles with support on the Web ▶

Nextext Web Vocabulary Quiz
▼

Nextext Web Links page
▼
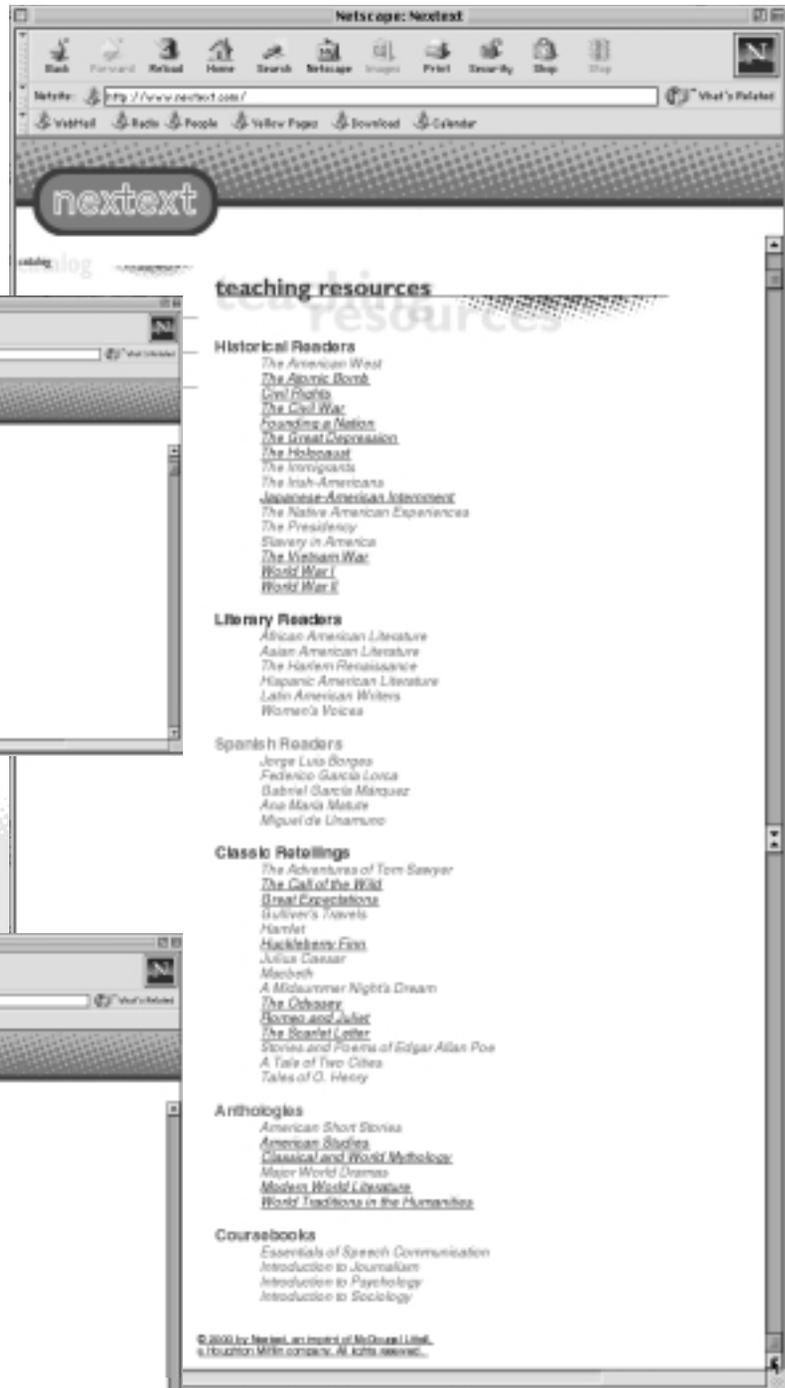
Chapter Objectives

1. The Challenge of Journalism

- Define journalism and distinguish it from mass communications
- Choose priorities from among ten possible roles for a publication
- Explain why the discipline of journalism requires teamwork
- Compare roles and models of high school journalism with those of professional journalism

2. Laws, Ethics, and Policy

- Define laws, ethics, and policy
- Identify and describe legal restrictions on the press
- Explain how to avoid libel
- Identify and describe ethical and moral restrictions on journalism
- Explain why and how to form a consistent policy for your publication
- Analyze landmark legal cases in high school journalism

3. Defining the News

- Identify and describe the main qualities and elements of news
- Explain how news judgment and other factors influence news choices
- Try out strategies for generating story ideas

4. Sources for News

- Describe and explain the key role of human sources in news gathering
- Find and use physical sources in the staff room and the library
- Access public records for news
- Locate and evaluate information in computer databases and on the Internet
- Identify some good electronic sources for high school journalists

5. Interviewing

- Explain why the interview is the fundamental form of gathering information in journalism
- Prepare thoroughly for interviews
- Manage a productive interview session
- Write different types of interview stories

6. The News Story

- Organize your thoughts to start writing
- Explain why a lead is so important
- Identify and describe various options for story leads
- Structure and write a news story
- Organize and write special types of news stories

7. The Right Way to Quote

- Explain the basics of quotations and explain why you should use them in stories
- Record and verify quotations accurately
- Attribute quotations correctly
- Identify the factors that make a good quotation
- Place quotations effectively in your stories and punctuate them correctly

8. In-Depth Reporting

- Define in-depth reporting and describe how it differs from other forms of writing
- Explain how to conceptualize, research, write, and format the in-depth story
- Describe and analyze three types of in-depth stories: investigative, trend, and interpretive or analytical

9. Journalistic Style

- Define journalistic style and describe why a style manual is important for consistency and credibility
- Identify strategies for achieving a clear, concise, and bias-free writing style
- Identify some of the specific points of style for the scholastic press
- Formulate suggestions for what to include in a local stylebook

10. Features

- Compare feature writing to newswriting and other aspects of journalism
- Describe and compare four types of feature stories
- Organize your material to write a feature story

11. Editorials

- Describe editorials of interpretation, criticism and persuasion, and entertainment
- Follow guidelines for writing an editorial
- List the elements other than editorials that go on the editorial page

12. Columns and Reviews

- Describe personal or interpretive, humorous, and lifestyle columns
- Follow guidelines for making columns and reviews interesting and readable
- Ask and answer the right questions in order to write good reviews

13. Sportswriting

- Describe ways in which sportswriting is different from newswriting
- Follow guidelines for writing pre-game, game, and post-game stories
- Describe sports features and other contents of the sports page

14. Photojournalism

- Describe how photography staff members work
- Describe effective ways to plan and carry out assignments and photo shoots
- Identify and describe the elements of good pictures
- Follow professional suggestions for taking good pictures
- Select and use photos in a publication

15. Publication Design

- Describe ways in which good design attracts readers and enhances readability
- Identify and follow basic guidelines for typography, measuring systems, and standard publication sizes
- Identify and follow the best design principles
- Describe modular design
- Follow the six steps for putting a layout together
- Describe classic newspaper elements and their design

16. Headlines

- Describe the purpose and qualities of an effective headline
- Recognize and work with different sizes and styles of headlines
- Write effective headlines

17. Copyediting and Production

- Define and describe copy formatting
- Explain the importance of coaching in the copyediting process
- Edit copy efficiently and effectively
- Describe the role of the proofreader
- Follow guidelines for organizing your newspaper production process
- Explore desktop publishing software
- Evaluate your staff's hardware and software needs

18. Working on the Yearbook

- Organize a staff for your yearbook publication
- Set a budget and raise funds for your yearbook
- Describe how a yearbook is organized
- Plan the yearbook's content and coverage
- Develop a theme for your yearbook
- Describe and practice the basics of yearbook layout

19. Magazines

- Describe types of commercial and trade magazine publishing
- Understand issues involved in publishing a high school magazine
- Explain how to publish and finance a literary magazine at your school

20. Broadcast Journalism

- Describe the differences between broadcast and print journalism
- Describe radio staff positions and story types
- Describe television staff positions and story types
- Follow guidelines on how to write for broadcast
- Set up a broadcast script

21. Advertising

- Describe the role of advertising in scholastic publications
- Explain how the staff works together to manage advertising
- Follow guidelines for good advertising
- Describe how advertising sales are made
- Follow guidelines for preparing ads for publication

1. The Challenge of Journalism

Objectives

- **Define journalism and distinguish it from mass communications**
- **Choose priorities from among ten possible roles for a publication**
- **Explain why the discipline of journalism requires teamwork**
- **Compare roles and models of high school journalism with those of professional journalism**

Vocabulary

blaming the messenger	journalism	niche audience	public journalism
gatekeeper			

Background

What does the word *journalism* mean? Journalism is reporting and writing the news and packaging it for an audience. Is it anything else? That is harder than ever to determine. We're not even sure what forms of media will deliver the news in the future. With increasing competition for audiences from talk shows, entertainment news, tabloid gossip, and public relations campaigns, traditional definitions of news are changing. Journalism is redefining itself for the Internet age.

This chapter challenges student journalists to broaden their conceptions of journalism and its roles within a community, using their own publications and audiences as examples.

The chapter presents ten possible roles for publications and asks students to choose priorities from among those roles. Students use consensus to choose priorities, because, as they read in the student text, "journalism is a group effort, from beginning to end." Debating and defining roles lays the groundwork for a consistent, trustworthy journalism product.

Journalists, media, and audience all help to define journalism and to affect its day-to-day practice. The chapter looks at the ways in which our ideas of journalism have been defined by the mass media. Students

also learn about the six news audiences: the mainstream audience, the basically broadcast audience, the very occasional audience, the constant audience, the serious news audience, and the tabloid audience.

Students may consider and debate three general models of how journalism serves its audience—the advocacy model, the market model, and the trustee model. Public journalism can be an effective model for high school newspapers and other publications. The chapter discusses public journalism in detail.

"On the Job: Beat Reporter" is a biographical sketch of a *Denver Post* reporter who covered the shootings at Columbine High School in Littleton, Colorado, in April 1999. The reporter's experiences and emotional responses will challenge student journalists to analyze their audiences, clarify their own values, and define the roles of their own publications.

Further Resources

Blanchard, Margaret A., ed. *History of Mass Media in the United States: An Encyclopedia.* Chicago: Fitzroy Dearborn, 1998.

Fuller, Jack. *News Values: Ideas for an Information Age.* Chicago: University of Chicago Press, 1996.

For Discussion

Review

1. List at least five roles for a publication.

2. What are three decision-making models for a news publication?

3. What are the six news audiences?

4. How is the public journalism decision-making model different from the traditional trustee model?

Critical Thinking

1. How do you think that the audience at your high school is similar to and different from the general news audience? How would you test your answer?

2. What other forms of media compete with your high school newspaper for your audience? How does that affect the contents of your publication?

3. Do you think that the public journalism model would work well for your school publication? Why or why not?

4. As a gatekeeper of the news, what responsibilities do you think a journalist has toward the public?

5. Why do you think it is so hard to come up with one clear definition of journalism?

Activities

1. **Defining Journalism with Examples**

   Divide students into teams and challenge the teams to collect odd, even crazy, "news" stories from a wide variety of media, from Web sites to corporate communications to tabloids. Have teams display their collections and tell why each item is or is not journalism.

2. **Audience Analysis Questionnaire**

   Ask students to devise, distribute, and tabulate a questionnaire to determine what the news audiences are in your high school.

3. **Internet: Journalism Sites**

   Direct students to research Web sites devoted to journalism. Have students look for mission statements or definitions used by major news publications as well as statements by student publications.

4. **Special Sources: Models in Journalism History**

   Have individual students or teams research historical publications that exemplify the three models of how journalism serves its audience.

Name

1. The Challenge of Journalism

As you read Chapter 1, write an answer to each question below.

1. What is the traditional definition of journalism, and why is it changing?

2. Why is it important for everyone on a publication to agree on the publication's roles?

3. How do the journalists and the audience help to define the role of a publication?

4. How is the role of the press in a democracy similar to or different from the role of your high school press?

5. What are some practical ideas for practicing public journalism?

Name

1. The Challenge of Journalism

Find the best answer for each item. Then circle that answer.

1. What is a "niche audience"?
  a. a specialized audience
  b. an audience with no shared interests
  c. a well-educated audience
  d. all of the above

2. What is the traditional definition of "journalism"?
  a. publishing in any of the print media
  b. gathering, reporting, and packaging the news
  c. reporting only serious events
  d. using the market model for decision making

3. In journalism, who or what is a gatekeeper?
  a. a person who owns a mailing list
  b. a new reporter
  c. the company that sponsors the news
  d. a person who decides what news gets published

4. What do we mean by "blaming the messenger"?
  a. attacking the press for its inaccuracies
  b. not reading or viewing bad news
  c. holding the press responsible for the bad news it reports
  d. blaming the press for inflaming public opinion

5. Which of these is NOT part of public journalism?
  a. advocating one point of view above all others
  b. interacting directly with the audience
  c. working together as a skilled journalism team
  d. trying to help improve civic life

Name

1. The Challenge of Journalism

Read each description, and write the letter of the correct term on the line.

1. In the future, news will be delivered _____.
   a. over the Internet
   b. by radio, television, magazines, and newspapers
   c. by media that have not yet been invented
   d. through all of the above

2. If a journalism publication is the product, the consumer is _____.
   a. the reader or viewer
   b. the publisher
   c. the sponsor
   d. all of the above

3. The school publication that best serves as a matter of record is _____.
   a. the yearbook
   b. the newspaper
   c. the literary magazine
   d. a student broadcast

4. A role that is more likely for a high school newspaper than for a big city newspaper is _____.
   a. news reporting
   b. providing entertainment
   c. developing educational skills
   d. interpreting the news

5. A role for a publication that also involves public relations is _____.
   a. news reporting
   b. analyzing reader culture
   c. being a matter of record
   d. projecting a community image

6. In the advocacy model, journalism serves to _____.
   a. stand up for the general public
   b. further the goals of a political party or point of view
   c. report only serious events
   d. all of the above

7. In the market model, journalistic content depends on _____.
   a. the advertisers
   b. writing talent
   c. the publishers
   d. none of the above

8. In the trustee model, journalists _____.
   a. operate as experts guarding the public interest
   b. serve as mouthpieces for political parties
   c. report only serious events
   d. always meet the demands of consumers and advertisers

9. Public journalism is different from other trustee models in that _____.
   a. its journalists are experts who guard the public interest
   b. it interacts more directly with its audience
   c. it requires a skilled staff that works well as a team
   d. it decides for the public what news will get published

10. To produce good public journalism, you should _____.
   a. interview people with the extreme views
   b. sensationalize the news
   c. interact constantly with readers, sharing ideas
   d. provide specific solutions to problems

Essay Question
Which roles of a high school publication do you consider the most important? Why?

2. Laws, Ethics, and Policy

Objectives

- **Define laws, ethics, and policy**
- **Identify and describe legal restrictions on the press**
- **Explain how to avoid libel**
- **Identify and describe ethical and moral restrictions on journalism**
- **Explain why and how to form a consistent policy for your publication**
- **Analyze landmark legal cases in high school journalism**

Vocabulary

actual malice or reckless disregard	**fair comment or opinion**	**invasion of privacy**	**prior review**
		libel	**privilege**
appropriation	**false light**	**negligence**	**publication**
defamation	**identification**	**obscenity**	**public disclosure**
ethics	**intrusion**	**policy**	**public official**

Background

Freedom of the press is one of the basic rights of democracy. However, in order to protect other rights, this freedom is limited, not only by law but by ethics and policy. This chapter involves students in some of the most controversial aspects of journalism. You can expect lively debate among student journalists on such issues as privacy, censorship, and freedom of expression.

The chapter begins by defining laws, ethics, and policy and distinguishing them from one another. The focus is on why it is important for student journalists to develop policies for their publications. The chapter then surveys the major legal restrictions on the press in the areas of libel, invasion of privacy, and obscenity. The text both explains the laws and presents guidelines on how to avoid violating the laws in student publications.

Because obscenity has less clear legal definitions, discussion of obscenity laws leads naturally to the discussion of ethics. Student journalists are presented with three strong standards for ethical journalism and are asked to apply those standards to six ethics

situations. Analyzing these six case studies motivates students not only to examine their own values but also to recognize the need for clear publication policies.

Developing policies is a team effort that requires careful deliberation and consensus. The chapter provides a checklist to help students develop their policies, as well as a model of the policy statement for a high school newspaper.

The chapter concludes with an overview of some of the landmark legal cases that have affected the high school press. Studying those cases should bring home to students the legal and ethical responsibilities of practicing journalists.

Further Resources

The Associated Press Stylebook and Libel Manual.
    Reading, MA: Perseus Books, 1998.
Flink, Stanley E. *Sentinel under Siege: The Triumphs and Troubles of America's Free Press.* Boulder, CO: Westview Press, 1997.

For Discussion

Review

1. What is the difference between laws and ethics?

2. What five elements are needed to prove libel?

3. What four elements are considered in invasion of privacy suits?

4. What are three commonly used factors for defining obscenity?

Critical Thinking

1. Why does the law put the burden of proof on the plaintiff rather than on the publication in cases of libel and invasion of privacy?

2. Is it ever all right for a journalist to "go undercover" to do investigative reporting? Explain your view.

3. What would be the ethical way to report on unethical behavior by public officials?

4. Do you think school officials have the right to censor a school newspaper? Why or why not?

Activities

1. Plagiarism Policies

Have students work in pairs to research your school's plagiarism policy. Encourage them to interview faculty, administrators, and students about how the policy was developed and whether or not plagiarism is a major problem at your school.

2. Journalism Law in History

Challenge students to research and present oral summaries of historic U.S. legal decisions affecting journalism, starting with the 1735 libel trial of John Peter Zenger.

3. Internet: Discovering Community Standards

Assign students to use the Internet to research local and state laws on obscenity, especially those that affect high school publications. Challenge them to find sites that deal with student publications and their rights and duties. Encourage students to print out pages of sites that they find interesting.

4. Special Sources: Policy Statements

Ask students to examine newspapers and other publications to find their policy statements. If these are not published, encourage students to call local newspapers to obtain this information. If your school publications do not have written policies, challenge students to write policy statements. If you do have written policies, ask students to develop plans for implementing and enforcing them.

Name

2. Laws, Ethics, and Policy

As you read Chapter 2, write an answer to each question below.

1. How are laws different from ethics and policy?

2. How do the laws on libel and invasion of privacy protect both journalists and the people they write about?

3. What standards are used to identify obscene material?

4. What are three basic ethical principles for journalism?

5. What should be included in the policy statement for a publication?

Name _____

2. Laws, Ethics, and Policy

Find the best answer for each item. Then circle that answer.

1. What is libel?

   a. publishing a false statement that damages someone's reputation

   b. a tendency to do something

   c. publishing private information about a person

   d. use of outside editors

2. What is defamation?

   a. publishing unflattering reports about someone

   b. an invasion of privacy

   c. a clearly labeled personal opinion

   d. an untruthful accusation that lowers someone's reputation

3. In libel cases, what is negligence?

   a. making false accusations

   b. publishing defamatory material without reasonable care

   c. publishing the names of sources

   d. entering premises without a warrant

4. In libel cases, what is identification?

   a. failing to attribute quotes accurately

   b. including the reporter's name

   c. establishing the plaintiff as the person being defamed

   d. assuming a false identity to obtain information

5. In invasion of privacy cases, what is appropriation?

   a. saving defense money to cover possible lawsuits

   b. using someone's name for commercial purposes without permission

   c. trespassing

   d. using secret cameras

6. In invasion of privacy cases, what is meant by intrusion?

   a. pretending to be someone you're not

   b. trespassing

   c. using a hidden camera or tape recorder

   d. all of the above

7. In invasion of privacy cases, what is meant by public disclosure?

   a. broadcasting sensitive material from a person's private life

   b. requiring a reporter to identify herself or himself

   c. publishing information that is newsworthy

   d. all of the above

8. What is a policy?

   a. a statement announcing a publication's rights, privileges, and limits

   b. a document required by law

   c. a means of financing a publication

   d. a set of standards for community values

9. What is meant by false light?

   a. publishing every side of an issue

   b. using an unreliable source

   c. portraying someone in an embarrassing way

   d. plagiarizing a written article

10. What is prior review?

   a. getting a lawyer's opinion before writing an article

   b. looking over similar articles before you start to write

   c. permitting outside officials to examine and edit content

   d. writing and publishing only material that the public will approve of

Name

2. Laws, Ethics, and Policy

Read each description, and write the letter of the correct term on the line.

1. Freedom of the press in the U.S. is _____.
  a. unlimited
  b. limited only for school-sponsored journalism
  c. limited by laws, ethics, and policy
  d. guaranteed by the Constitution

2. In journalism, ethics involves _____.
  a. self-discipline by writers and reporters
  b. following policy guidelines of the publication
  c. obeying the law
  d. all of the above

3. Libel and slander are _____.
  a. now essentially the same in meaning
  b. two types of obscenity
  c. defined by federal rather than state law
  d. not important concerns for student journalists

4. A private letter that defames the person to whom it is sent is _____.
  a. the copyrighted property of the sender
  b. not libelous
  c. the basis for a lawsuit and monetary damages
  d. more damaging than a published article

5. Privilege protects a journalist from charges of defamation when _____.
  a. he or she has connections to celebrities
  b. the information came directly from the subject
  c. the damaging information came from an official government source
  d. only this journalist reported the information

6. To establish fault in a libel case, a public official must prove _____.
  a. both negligence and actual malice
  b. the truth or falsity of the accusation

  c. who else might have been responsible
  d. all of the above

7. To avoid libel charges, a journalist _____.
  a. should check all sources carefully
  b. should avoid confidential content in notes
  c. should distinguish accuracy from truth
  d. all of the above

8. Copyrighting your written work protects you from _____.
  a. being sued for libel or invasion of privacy
  b. having your work reproduced without your permission
  c. public disclosure
  d. having to get the consent of your sources

9. The 1986 *Bethel School District* v. *Fraser* decision established that _____.
  a. student journalists have the same rights as other journalists
  b. schools vary in defining offensive language
  c. schools may not censor students' language
  d. a student can be suspended for using sexual innuendo in a public speech

10. The 1988 *Hazelwood* v. *Kuhlmeier* decision established that _____.
  a. school papers can be censored only by faculty
  b. a school may censor a school-sponsored paper
  c. prior review violates freedom of the press
  d. education of future journalists is the main goal of a school paper

Essay Question

Why should a publication have written policies on legal and ethical matters? Explain your answer.

3. Defining the News

Objectives

- **Identify and describe the main qualities and elements of news**
- **Explain how news judgment and other factors influence news choices**
- **Try out strategies for generating story ideas**

Vocabulary

balance	exchange issues	news judgment	story
beat system	hard news	objectivity	tally
brainstorming	local angle	scoop	update
budget meeting	newsbrief column	soft news	

Background

In this chapter, students learn that news can be nearly anything that the audience finds accurate, informative, and interesting. Whether it's "hard" or "soft" news, it must be based on facts. Student journalists learn how to recognize and develop news story ideas, which can benefit them whether their later career paths take them into journalism or into other fields.

The chapter begins by defining news, distinguishing hard from soft news, and discussing objectivity and balance. These general concepts underlie all other material presented in the chapter. The chapter then presents 12 elements—including timeliness and conflict—that go into news judgment. News judgment is presented as the process of deciding what's news. Examples from the high school press are used in discussing these elements.

The chapter describes the process by which a newspaper staff decides which news stories to run, who will report and edit the news, and how news stories will be handled and presented. The advantages and disadvantages of the beat system of reporting are discussed with the goal of helping students recognize that news stories grow out of the details of everyday processes.

In addition to covering their beats, student journalists can develop stories from readers' tips, brainstorming, and other media sources. In general, this chapter can help student journalists to develop a "nose for news" and to produce work that is more professional. Students who pursue other fields can use this knowledge to become more savvy readers and viewers of news presented by the media.

Further Resources

Borden, Diane L. and Kerric Harvey, eds. *The Electronic Grapevine: Rumor, Reputation, and Reporting in the New On-Line Environment*. Mahwah, NJ: Lawrence Earlbaum Associates, 1998.

Grunwald, Henry. *One Man's America: A Journalist's Search for the Heart of His Country*. New York: Doubleday/Anchor Books, 1997.

For Discussion

Review

1. What is news?

2. What is the difference between hard news and soft news?

3. Name at least eight to ten elements that go into deciding what's news.

4. What are three good sources for news story ideas?

Critical Thinking

1. What is the most important quality that all news stories have in common?

2. Why are objectivity and balance important in developing news stories?

3. Should a news story report on trouble in school if the story gives publicity to an attention-seeking troublemaker?

4. Why is a budget meeting so important in developing news stories?

5. How do you think that the Internet is changing the definition of the news?

Activities

1. The Beats Go On

Have students come up with ideas for new beats that student reporters might cover or new ways to combine beats that the student paper already has.

2. Press Ratings

Assign individual students or teams to read your city paper and other newspapers and evaluate the newsworthiness of the stories in terms of elements described in this chapter.

3. Internet: Networking for Ideas

Ask students to work in teams to use the Internet to contact other school newspapers or journalists. Suggest that they set up e-mail contacts, chat rooms, or other communication systems for sharing ideas.

4. Special Sources: Firsthand Observations

Since everyday events often suggest news stories, encourage students to keep daily journals, observing and writing down as many details as possible about people, places, and actions. Challenge them to come up with one story idea per week based on these notes.

Name

3. Defining the News

As you read Chapter 3, write an answer to each question below.

1. How is news different from information?

2. Why must journalists keep the audience in mind in deciding what is news?

3. What are some of the pros and cons of the beat system?

4. What kinds of information often appear in newsbrief columns?

5. What are some ways to develop a "nose for news"?

Name

3. Defining the News

Find the best answer for each item. Then circle that answer.

1. What is hard news?
   a. a method of interviewing
   b. features about tragic events
   c. news that's important and that readers need to know
   d. stories about finances and investing

2. What is soft news?
   a. news that's based on opinions, not facts
   b. news that's entertaining or interesting
   c. news that's circulated on the Internet, not on paper
   d. newspaper columns

3. What is a story's local angle?
   a. the part of a story that connects directly to readers
   b. quoting from another local newspaper
   c. having a local story reported in the national press
   d. articles about geography

4. What is a budget meeting?
   a. a meeting about newspaper finances
   b. a story planning session for a specific edition or broadcast
   c. a meeting to plan advertising
   d. a meeting of a newspaper's editorial board

5. What is news judgment?
   a. submitting news stories for national awards
   b. the audience's reaction to news stories
   c. the process by which editors and writers decide what is news
   d. none of the above

6. When you're brainstorming, what are you doing?
   a. covering stories on the street
   b. going undercover for information
   c. reviewing rival newspapers
   d. trying to generate ideas in a small group

7. In journalism, what is a scoop?
   a. a secret source
   b. a mass arrest or restriction of a newspaper staff
   c. an exclusive story that the other media don't have
   d. none of the above

8. On a school newspaper, what is a tally?
   a. a list of story assignments for a newspaper edition
   b. a chart that keeps track of readers' responses
   c. a means of financing a school publication
   d. a piece of fresh or new information that's added to a story

9. On a school newspaper, what is meant by exchange issues?
   a. copies of other school newspapers
   b. copies given to sponsors and staff
   c. newspaper issues that carry want ads or sale notices
   d. conflicts over whether to pay sources for news tips

10. What is meant by balance in a news story?
   a. getting a lawyer's opinion before writing an article
   b. having several authors write a story
   c. covering all sides of an issue as fairly as possible
   d. giving the same amount of column space to every paragraph

Name

3. Defining the News

Read each description, and write the letter of the correct term on the line.

1. A news article is called a story because _____.
   a. it is a work of fiction
   b. it narrates, describes, and explains
   c. it is based mostly on facts
   d. it is not based on facts

2. In high school journalism, objectivity is _____.
   a. impossible to achieve but worth working toward
   b. easier to achieve than balance
   c. easier to achieve than in commercial journalism
   d. all of the above

3. Conflict drives news because _____.
   a. it develops the story's narrative quality
   b. it supplies emotional interest
   c. it appeals to readers' emotions and intellects
   d. all of the above

4. High school newspapers find timeliness hard to achieve because _____.
   a. student reporters are often late with stories
   b. they appear weekly or monthly
   c. student audiences have short attention spans
   d. all of the above

5. The tally at a budget meeting must be flexible enough to allow for _____.
   a. breaking news
   b. duplication of story ideas
   c. being scooped by the commercial press
   d. decreased money from subscriptions or fund raising

6. A good candidate for a newsbrief column is _____.
   a. a report on the school's structural problems
   b. a firsthand account of a champion athlete's training regimen
   c. a report on a recent Chess Club meeting
   d. an interview with a new faculty member

7. An example of a local angle in a national news story is _____.
   a. a story that broke in your community before going national
   b. a similar story being played out in your community
   c. a local person appearing in the story
   d. any of the above

8. Borrowing or adapting story ideas from other newspapers is _____.
   a. illegal
   b. acceptable, if you develop your own content
   c. a sure sign of lazy journalism
   d. called soft news

9. Effective news stories are the result of _____.
   a. teamwork between writers and editors
   b. developing a "nose for news"
   c. having a clear policy statement
   d. all of the above

10. In a beat system, reporters should _____.
   a. contact their sources regularly
   b. discuss updates at a budget meeting
   c. ask the news editor for story ideas
   d. none of the above

Essay Question

What elements do good news stories and good fiction stories have in common?

4. Sources for News

Objectives

- Describe and explain the key role of human sources in news gathering
- Find and use physical sources in the staff room and the library
- Access public records for news
- Locate and evaluate information in computer databases and on the Internet
- Identify some good electronic sources for high school journalists

Vocabulary

anonymous source	not for attribution	search tool (search engine)	subject-directory search tool
Freedom of Information Act of 1966 (FOIA)	person-on-the-street sources	secondary sources	text-indexing search tool
future book	physical sources	sponsor	URL (uniform resource locator)
future file	primary sources	sponsorship	used sources list
hit	professional sources	state open records laws	Web address
ladder	pseudonym	Student Press Law Center (SPLC)	wire services
morgue			

Background

Journalism is more than writing stories; it's also the research behind the writing. This chapter focuses on major sources student journalists use for news stories.

Students learn about four types of human sources: primary, secondary, professional, and person-on-the-street. They learn to achieve balance in using human sources and to build relationships with people who can provide news information. They also consider whether to use anonymous sources or pseudonyms.

Student journalists also gather and research news through physical sources, accessing public records, and searching computer databases and the Internet. Physical sources are the printed or printable materials available in the school newspaper staff room, school and public libraries, and public agencies. These can help validate facts in a news story and provide story ideas. Students learn about resources the staff room should contain and specific reference books and documents available in libraries and public agencies.

To access public records, journalists follow the provisions of the Freedom of Information Act (FOIA) and of their state open records laws. The text tells students how to request this public information.

Students learn about the two types of Internet search engines and how they are used, about Web sites useful to high school journalists, and about attributing sources for publication. Overall, they are urged to report reliably and to represent their student audiences.

Further Resources

Gay, Martin. *The New Information Revolution: A Reference Handbook.* Santa Barbara, CA: ABL–CLIO, 1996.

Hayes, James L., ed. *Burrelle's Media Directory: Broadcast, Media, Radio.* Livingston, NJ: Burrelle's Information Services, 1999.

For Discussion

Review

1. What are four types of human resources?

2. What kinds of sources should be available in your newspaper staff room?

3. What is the Freedom of Information Act (FOIA)?

4. What are two types of search engines for the Internet? What is the difference between them?

Critical Thinking

1. Why is it usually NOT a good idea to use anonymous sources?

2. How can you make sure to achieve balance in using person-on-the-street sources?

3. Is it ever appropriate to quote something you hear outside of a formal interview?

4. How do you think the Internet compares to print sources in terms of security and reliability?

5. What steps should you take to make sure that what a human source tells you is reliable?

Activities

1. **Race for Research**

   Give pairs of teams the same topics to research. One team should search the library while the other searches the Internet. Have other students time the two teams and evaluate the research results.

2. **Staff Room Support Group**

   Form a team to organize your newspaper staff room along the lines suggested in the chapter.

3. **Internet: Electronic High School Journalism**

   Form teams to check the Web sites listed in the text as well as other sites to which these recommended sites are linked. Teams should evaluate the sites using the criteria listed in the chapter.

4. **Special Sources: Journalism Professionals**

   Ask students to interview local professional journalists, especially those who have worked on recent hard news stories. Students should ask about the guidelines they follow in regard to anonymous sources, using pseudonyms, crediting fact sources, and other issues related to this chapter.

Name

4. Sources for News

As you read Chapter 4, write an answer to each question below.

1. How should each of the four types of human sources be used?

2. What are five examples of physical sources for a journalist?

3. What kinds of federal documents are NOT available under the Freedom of Information Act?

4. Why are state open records laws important to the student press?

5. What criteria should you use in evaluating an Internet source?

Name _____

4. Sources for News

Find the best answer for each item. Then circle that answer.

1. What is a pseudonym?
   a. a nickname
   b. a specialized wire service
   c. a type of reference book
   d. an assumed name for a source

2. What is a future book?
   a. a set of astrological predictions
   b. a type of almanac
   c. a list of upcoming events that a publication should cover
   d. a list of names and addresses

3. What are wire services?
   a. membership organizations that cover and post news stories
   b. a magazine's computer networks
   c. standing committees in a newsroom
   d. businesses that maintain archives of newspaper articles

4. In newspaper jargon, what is a morgue?
   a. a file of stories that never got published
   b. the obituary file
   c. a library of a publication's clippings (published stories)
   d. a list of school officials and official public events

5. What is a URL?
   a. an unidentified reporting location
   b. an address on the World Wide Web
   c. a wire service
   d. a text-indexing search tool

6. In news gathering terms, what is a sponsor?
   a. an advertiser or potential advertiser
   b. an organization that sends out public relations materials
   c. someone who introduces a journalist to a news source
   d. all of the above

7. On the Internet, what is a hit?
   a. an item that matches your search requests
   b. a visit to a Web site
   c. part of the score for how often a Web site is visited
   d. all of the above

8. Which of these phrases describes a professional source?
   a. an expert on a subject covered by a news story
   b. the most highly educated person in a news story
   c. a person who is paid for an interview
   d. the top editor of a publication

9. What does the phrase "off-the-record" describe?
   a. physical sources not in the staff room
   b. unreliable Web sites
   c. information from government agencies
   d. information a source doesn't want used in a story

10. What is a search engine?
   a. a means for accessing information on the World Wide Web
   b. a nickname for a computer
   c. another term for database
   d. a method of verifying the accuracy of data

Name

4. Sources for News

Read each description, and write the letter of the correct term on the line.

1. To present a cross-section of opinions in your school, you'd use _____.
  a. primary sources
  b. secondary sources
  c. professional sources
  d. person-on-the-street sources

2. It's usually all right to use a pseudonym for sources if you _____.
  a. inform the reader or viewer
  b. need to protect your source's privacy
  c. don't inadvertently use a real person's name
  d. do all of the above

3. One advantage of physical sources over human sources is that they _____.
  a. are always primary sources
  b. can be consulted again
  c. are more likely to be true
  d. have greater human interest

4. Of these physical sources, the one most likely to be out of date is _____.
  a. an almanac
  b. the telephone directory
  c. an encyclopedia
  d. a quote book

5. Under the Freedom of Information Act (FOIA), government documents are _____.
  a. available without exception free of charge
  b. available on request, with some exceptions
  c. not available without payment
  d. copyrighted

6. Student journalists can access their own school's public records because _____.

  a. the public has a right to know what state agencies are doing
  b. a public school is a state agency
  c. state open records laws make state agency records available
  d. all of the above are true

7. Information in today's school and public libraries is usually indexed through _____.
  a. card catalogs
  b. city directories
  c. computer databases
  d. Web sites

8. On the Internet, a subject-directory search tool works like _____.
  a. a CD-ROM
  b. the Yellow Pages of a telephone directory
  c. a document scanner
  d. an automatic letter generator

9. When you put quotation marks around search words, the search engine _____.
  a. searches for the phrase as a whole
  b. searches for individual words in the phrase
  c. finds the person who was first quoted saying that
  d. yields more hits

10. Information that comes from the Internet _____.
  a. is always reliable
  b. must be credited like all other sources
  c. is required by law to quote its sources
  d. does not have to be credited

Essay Question
What are some guidelines you should follow to avoid security problems on the Internet?

5. Interviewing

Objectives

- **Explain why the interview is the fundamental form of gathering information in journalism**
- **Prepare thoroughly for interviews**
- **Manage a productive interview session**
- **Write different types of interview stories**

Vocabulary

attribution	inductive	inverted pyramid	press conference
body language	informative interview	narrative	profile
deductive	inquiring reporter story	opinion interview	Q & A
editorializing	interview	personality interview	transition

Background

Reporters depend on interviews for information because most news is local, and local decisions are made by real people. That's especially true in high school journalism, which serves a niche audience not usually covered by other media. This chapter encourages students to sharpen their interview skills by preparing carefully for interviews, conducting interviews professionally, and asking the right kinds of questions.

The chapter begins by comparing informative, opinion, and personality interviews, describing the news stories for which each kind of interview is appropriate. Next the text presents six steps in preparing for an interview: choosing someone to interview, setting up an appointment, identifying yourself, researching the source, researching the topic, and preparing questions in advance. These steps help ensure that student journalists feel confident, cover the topics adequately, and project professional images. Ground rules for attribution should also be established before the interview begins.

The interview itself can be difficult for student journalists, especially when they are interviewing adults. The text discusses ways to project professionalism and get the business of the interview (gathering information) accomplished. Students learn seven questioning techniques and their purposes, and then analyze the conditions needed for productive interviews.

The last section of the chapter deals with writing the interview story. Student stories from real high school newspapers are examined as models of the inquiring reporter interview, the informative interview, and the opinion interview. A model of the Q & A interview format also is analyzed.

Students should come away from this chapter with appreciation for the psychology, skill, and preparation needed to gather information through interviews and to shape interview stories.

Further Resources

Brady, John. *The Craft of Interviewing.* New York: Random House Vintage Books, 1977.

Douglas, Jack D. *Creative Interviewing.* Ann Arbor, MI: University of Michigan Press, 1985.

For Discussion

Review

1. What are three types of interviews?

2. What six steps should you follow in preparing for an interview?

3. What are seven types of questions that can be used in an interview?

4. How should you record what is said in an interview?

Critical Thinking

1. Have you or anyone you know ever refused to be interviewed?

2. Why is the interview the fundamental form of gathering information in journalism?

3. As a student journalist, how can you get your adult interview subjects to take you seriously?

4. How might interview results be manipulated to misrepresent the subject's point of view?

Activities

1. Role-Playing Interviews

Encourage students to practice conducting information, opinion, and personality interviews. Assign one or more reporters to cover the interview-practicing story.

2. Customized Quotations

Find two or three interview stories in big-city newspapers in your region and challenge students to choose and rewrite one of the stories, using exactly the same quotations. Have students read their rewritten stories aloud in class for comparison with the originals. Award a prize to the best rewrite, based on class votes.

3. Internet: Live Chat Rooms

Encourage students to join chat rooms where politicians, TV stars, and other "big names" are being interviewed live. Have them compare the questions that the public asks to the kinds of questions a journalist should ask.

4. Special Sources: Magazine Interviews

Direct students to *Rolling Stone* and other magazines that feature long interview articles. Have students analyze the magazine interviews in terms of the information in this chapter. What types of interviews are used? What types of questions are asked?

Name _____

5. Interviewing

As you read Chapter 5, write an answer to each question below.

1. What kinds of information can you obtain from interviews?

_____

_____

_____

2. Why is it important to prepare thoroughly for an interview?

_____

_____

_____

3. What kinds of questions should you ask during an interview?

_____

_____

_____

4. How should a journalist document an interview?

_____

_____

_____

5. How do the contents of an interview appear in the interview story?

_____

_____

_____

Name

5. Interviewing

Find the best answer for each item. Then circle that answer.

1. What is attribution?
   a. describing someone's attributes
   b. crediting sources within the text of a story
   c. describing a person's nonverbal language
   d. all of the above

2. What is inverted pyramid format?
   a. a kind of opinion interview
   b. a kind of editorializing
   c. story organization with the important points first
   d. story organization with the important points last

3. What is an interview?
   a. a dialogue between a journalist and one or more sources to gather story information
   b. a writing device that links causes and effects
   c. a type of nonverbal communication
   d. a public meeting

4. What is a press conference?
   a. an interview that's on television
   b. a public meeting at which the press questions a source
   c. an interview between two reporters
   d. a personality interview

5. What is editorializing?
   a. expressing opinion when objectivity is preferred
   b. misrepresenting the subject's opinion
   c. working together as a skilled journalism team
   d. none of the above

6. What is inductive writing?
   a. approaching a topic with specific examples, followed by a general statement
   b. presenting events in chronological order
   c. approaching a topic with a general statement followed by specific examples
   d. interviewing people randomly on the street

7. What is deductive writing?
   a. starting with details and building to the main point
   b. presenting events in chronological order
   c. approaching a topic with a general statement followed by specific examples
   d. interviewing people randomly on the street

8. What is narrative writing?
   a. starting with details and building to the main point
   b. telling a journalistic story in chronological form
   c. starting with the main point, then adding details
   d. interviewing people randomly on the street

9. What is a transition?
   a. the newspaper equivalent of a footnote
   b. a writing device that links topics or ideas in a story
   c. a story that is partly fact and partly opinion
   d. a quick interview while walking with a subject

10. What is body language?
    a. nonverbal gestures and mannerisms that reveal attitudes
    b. the style in which a news story is written
    c. a type of off-the-record attribution
    d. any informal mode of communication

Name

5. Interviewing

Read each description, and write the letter of the correct term on the line.

1. You're most likely to get only official news _____.
   a. in a live chat room
   b. in a one-on-one interview
   c. in a press conference
   d. in a major city newspaper

2. A journalist should inform the interview subject of _____.
   a. the right to remain silent
   b. the journalist's name and newspaper
   c. details on the story's writing and editing
   d. all of the above

3. Your choice of an interview subject depends on _____.
   a. how well-known the interview subject is
   b. the subject's expertise in the story topic
   c. the subject's availability
   d. all of the above

4. An interview can focus on _____.
   a. a source's information
   b. a source's opinions
   c. a source's personality
   d. all of the above

5. The type of story that is closest to deductive writing is the _____.
   a. inverted pyramid
   b. narrative
   c. opinion interview
   d. inquiring reporter interview

6. An interview that begins with specific examples followed by a general statement is _____.
   a. a profile
   b. deductive
   c. inductive
   d. all of the above

7. To develop new ideas in an interview, ask _____.
   a. a leading question
   b. a hypothetical question
   c. a justifying or defending question
   d. any of the above types of questions

8. To develop consensus in an interview, ask _____.
   a. a leading question
   b. a hypothetical question
   c. a coordinating question
   d. any of the above types of questions

9. For a productive interview, you should _____.
   a. let the subject do most of the talking
   b. ask the most specific questions possible
   c. stick with your original list of questions
   d. all of the above

10. In writing an interview story, it is permissible to _____.
   a. make up a quote that summarizes the subject's thoughts
   b. quote material that was given to you off-the-record
   c. tape the subject without his or her knowledge
   d. rearrange the quotes in a different order

Essay Question
What elements of interviewing should be part of your publication's written policy, and why?

6. The News Story

Objectives

- **Organize your thoughts to start writing**
- **Explain why a lead is so important**
- **Identify and describe various options for story leads**
- **Structure and write a news story**
- **Organize and write special types of news stories**

Vocabulary

chronological order pattern	**direct news lead**	**indirect lead (soft lead)**	**quote lead**
circle kicker	**feature lead (delayed lead)**	**lead**	**storytelling lead**
clincher (kicker)	**hard news**	**narrative techniques**	**storytelling pattern**
crop test	**impact lead**	**nut graf**	**teaser lead**
		question lead	**third-person point of view**

Background

This chapter describes the structures that journalists use to bridge the gap between news gathering and news writing. By analyzing examples and following checklists, students gain confidence in their ability to craft gripping leads and effective news stories.

Students learn specific steps that news writers can use to focus their thoughts and identify the main point of the story. The text encourages students to write "nut grafs"—one- or two-sentence statements that answer the question, "What's it about?" A nut graf keeps writers focused while they decide on leads and structure the story material.

The text describes and gives examples of various kinds of leads. It also presents a sample news story and rewrites the lead in several different ways.

Once a writer has a lead—or at least a nut graf—the story itself can be built. The text gives detailed attention to the inverted pyramid, the traditional pattern for a hard news story. It also presents other structures including the storytelling pattern, the chronological order pattern, and combinations of all these patterns. Diagrams and hands-on examples from high school newspapers motivate student journalists to structure their stories more effectively.

In building on their nut grafs, leads, and story patterns, journalists must keep in mind certain news story essentials such as accuracy and point of view. The text explains these and provides a checklist with which students can evaluate their writing.

The chapter concludes by surveying eleven special types of news stories and giving tips for writing them. Hands-on examples from high school newspapers will motivate students to overcome their fear of writing and to keep experimenting until they are writing compelling leads and stories.

Further Resources

Cappon, Rene J. *The Associated Press Guide to News Writing.* 3rd. ed. Foster City, CA: ADG Books Worldwide/Arco, 2000.

Siegal, Allan M., and William G. Connolly. *The New York Times Manual of Style and Usage.* New York: Random House/Times Books, 1999.

For Discussion

Review

1. What do news writers mean by "the 5Ws and 1H"?

2. What are five different kinds of effective leads?

3. What are four different patterns for news stories?

4. What are five types of special news stories?

Critical Thinking

1. Why is the lead so important?

2. Why might a storytelling or chronological pattern be more suitable than the inverted pyramid style for a high school newspaper?

3. When might you want to write a story in chronological order?

4. What skills and personal qualities do you think are needed for writing news stories?

5. How might the writer's choice of a news story structure affect the contents of the news story?

Activities

1. **Story Lead Rewrite Game**

   On the chalkboard, write a nut graf for a news story, including the 5Ws and 1H. Challenge students to write leads for the story, based on the nut graf. Give them a time limit of five to ten minutes to write their leads. Then have students exchange papers and rewrite each other's leads, again with a time limit. Exchange papers again. This time, ask students to read examples of what they consider good leads.

2. **Inverted Pyramid Tales**

   To give students experience in structured writing, suggest that they retell their favorite childhood stories as hard news, using the inverted pyramid structure. Have them share the results with the class and vote on the best leads and stories.

3. **Internet: Web News Leads**

   Encourage students to check the Web sites of major news organizations, focusing their attention on the printed leads, which are also links to news stories at the site. Ask students to record examples of effective leads and to tell why they are effective.

4. **Special Sources: Multimedia Story Patterns**

   Assign teams of students to follow current hard news stories, one story per team. Each team should watch or read its story in a television or radio news broadcast, a daily city newspaper, a weekly or biweekly community or school newspaper, a weekly news magazine, and a monthly news and opinion magazine.

Name

6. The News Story

As you read Chapter 6, write an answer to each question below.

1. What questions should you keep in mind when writing a direct lead?

2. What are the advantages of the inverted pyramid style of news story?

3. What are the advantages of the storytelling pattern in a news story?

4. What news elements are essential to a good news story?

5. What elements should you check as you review your finished story?

Name

6. The News Story

Find the best answer for each item. Then circle that answer.

1. What is a nut graf?
   a. the opening of a story
   b. a paragraph that explains the focus of the story
   c. a soft lead
   d. a diagram of the story's pattern

2. Which of the following describes a lead?
   a. the opening of a story
   b. a paragraph that explains the focus of the story
   c. the dramatic conclusion of a story
   d. a transition that follows the opening statement

3. What is the inverted pyramid style for a news story?
   a. using narrative techniques such as description and dialogue
   b. writing about events in the order in which they occurred
   c. presenting details in descending order of importance
   d. starting with a soft lead and concluding with a hard point

4. What is the storytelling pattern for a news story?
   a. using plot, description, and dialogue to tell a story
   b. writing about events in the order in which they occurred
   c. presenting details in ascending order of importance
   d. writing about a fictional event as if it were fact

5. What is the chronological pattern for a news story?
   a. telling a story with a plot, description, and dialogue
   b. writing about events in real time, just as they are taking place
   c. including the exact time and date in the lead
   d. writing about events in the order in which they occurred

6. Which of these describes a clincher, or kicker?
   a. a type of follow-up story
   b. a form of soft, or indirect lead
   c. a memorable new fact at the end of the story
   d. a lead that really grabs or hits the reader

7. What do you test with a crop test?
   a. whether a story is in true inverted pyramid style
   b. whether the story generates related stories
   c. whether the story's lead is effective
   d. whether the story is the right length for the page layout

8. What is hard news?
   a. news that is difficult to research or verify
   b. news that the public finds shocking or sad
   c. urgent, timely stories about events or conflicts
   d. any news story that begins with a direct lead

9. Which phrase below describes a soft lead?
   a. a link between two topics or ideas in a story
   b. an opening that is not a direct summary of the facts
   c. a lead written without transitions
   d. a lead that begins with or contains a question

10. What is the third-person point of view?
   a. the rule that every fact should have at least three sources
   b. a writing style that naturally goes with the soft lead
   c. repeating the nut graf in three different ways
   d. using observer pronouns such as *he, she,* and *them* to tell a story

Name

6. The News Story

Read each description, and write the letter of the correct term on the line.

1. It's essential that you _____ before beginning to write a news story.
  a. decide on the main point of the story
  b. interview everyone you're going to quote
  c. attend the event you're writing about
  d. decide how the story will conclude

2. The type of lead that answers the question "So what?" is the _____.
  a. direct news lead
  b. quote lead
  c. impact lead
  d. teaser lead

3. A direct news lead contains _____.
  a. a direct quote
  b. instructions on how to read the story
  c. the most important elements of a story
  d. all of the above

4. A teaser lead is _____.
  a. the best way to introduce soft news
  b. a form of indirect lead
  c. often used in hard news stories
  d. any lead that asks a question

5. The inverted pyramid style _____.
  a. is also called the AP (Associated Press) style
  b. builds up gradually to a peak: the important information
  c. is the best pattern for all types of news stories
  d. is the traditional pattern for a hard news story

6. A circle kicker at the end of a story _____.
  a. returns to the opening paragraph idea
  b. refers the reader to an item on the sports page

  c. is usually followed by a final question
  d. contains the moral that readers should consider

7. A news story should almost always be written _____.
  a. in advance of events
  b. from a third-person point of view
  c. in a chronological or storytelling pattern
  d. by someone who is personally involved in the story

8. Transitions in news stories serve to _____.
  a. link ideas in the story for a smooth flow
  b. connect the story to other stories in the same paper
  c. connect parts of the same story that are on different pages
  d. all of the above

9. It is a standard of professional journalism to _____.
  a. use indirect leads for hard news stories
  b. confirm something with two sources in addition to the original
  c. use the chronological pattern for community events
  d. follow a hard news story with a feature story

10. A speech-report story should focus on _____.
  a. the biography of the speaker
  b. the audience who heard the speech live
  c. the key points or impact of the speech
  d. key quotes from the speech

Essay Question

What factors determine whether a news writer should use the inverted pyramid style?

7. The Right Way to Quote

Objectives

- **Explain the basics of quotations and explain why you should use them in stories**
- **Record and verify quotations accurately**
- **Attribute quotations correctly**
- **Identify the factors that make a good quotation**
- **Place quotations effectively in your stories and punctuate them correctly**

Vocabulary

attribution	direct quotations (direct quote)	partial quote and fragmentary quote	quote collection
attributive verbs			transitions
balance	paraphrase (indirect quote)	plagiarism	wooden quotes

Background

Quotes make any story better—if they're used with skill. This chapter motivates student journalists to use quotes to bring stories to life; add immediacy, authority, and credibility; and express the opinions of their stories' subjects.

The chapter begins by describing different types of quotes and discussing general policies on balance, word-for-word quotations, profanity, and other issues. The discussion should encourage students to debate these issues and remind them of the need for clear written policies on quotes and attribution.

Student journalists should also be aware of the potential pitfalls of using quotes. The section called "Get It Right the First Time" presents practical tips for getting accurate quotes, verifying their accuracy, and avoiding legal and ethical problems with quoted materials. The discussion helps students further appreciate the need for order, method, and professionalism in gathering and recording news.

The section "Credit Where Credit Is Due" explains the rules of attribution. Student journalists discover when they do and do not have to credit sources as well as how to attribute the sources within the text. In "Choose It and Use It," students work with a valuable checklist to decide whether a quote is good for a story. Applying these guidelines gives students hands-on training in how quotes benefit a story. Sections on placing quotes and punctuating quotes increase students' confidence in their ability to use quoted material effectively.

In "Cobbling Together a Good Story" and "Getting It Together," students analyze model stories that are largely put together from quotes. The examples were chosen for their negative as well as positive use of quoted material in order to encourage students' critical evaluation. Discussion of the models should include students' rewrites of passages they think could be improved.

Further Resources

The Associated Press Stylebook and Libel Manual. New York: The Associated Press, 1999.

Bartlett, John. *Familiar Quotations.* Emily Morison Beck, editor. 20th ed., Boston: Little, Brown, 1999.

For Discussion

Review

1. What is a paraphrase?

2. What are some of the ways that direct quotes help a story?

3. What are four types of information that do not have to be attributed?

4. What are three examples of bad quotes?

Critical Thinking

1. What are the potential dangers of paraphrasing?

2. When (if ever) do you think profanity can be included in a quote?

3. What kinds of quotes do you think might cause trouble for your newspaper?

4. Why do you think varying the type of quotation improves a news story?

5. How might a writer's choice of quotes affect the content of a news story?

Activities

1. Quoting Out of Context

Ask students to read a current big-city paper and circle quoted material. Challenge individuals or teams to use parts of the circled quotes and rewrite the story so that it means something completely different.

2. Garbled Quotes Game

To demonstrate the importance of accuracy in quoting, have each student write down a quote at the top of a blank page and pass the page to the next student, who recopies the quote on the same page, changing just one word or quotation mark. Keep copying and passing, changing one item at a time, until at least ten changes have been made. Compare the final quotes with the originals.

3. Internet: Quotation Marks and Searching,

On Internet search engines, quotation marks are used to narrow the search field. Ask students to search the Internet for reference sources on how to use quotations. Ask for reports on results of searches for "Quotations" and "Quotes on Quotes."

4. Special Sources: Great Quotes from the Past

Challenge students to search *Bartlett's* and other collections of quotations for amusing and pithy quotes that relate to today's newspaper headlines. Students might also write old quotes in balloons and add them to today's news photos. Display the results. Discuss how using quotes from history can spice up a modern story.

Name

7. The Right Way to Quote

As you read Chapter 7, write an answer to each question below.

1. What are some strategies for getting quotes right the first time?

2. What kinds of information must be attributed in a news story?

3. What are the general guidelines for the first direct quote in a story?

4. Why is "said" the best attributive verb to use in a news story?

5. What rules should you follow in punctuating your quotes?

Name

7. The Right Way to Quote

Find the best answer for each item. Then circle that answer.

1. What is attribution?
   a. a kind of plagiarism
   b. telling the reader where information originated
   c. retelling a story in the reporter's own words
   d. any exceptional talent or ability

2. In a news story, what are transitions?
   a. words that help a reader move through a story
   b. temporary publications
   c. quotations that carry over from story to story
   d. quotes from television or radio broadcasts

3. What is a wooden quote?
   a. a quote from a printed, not electronic, source
   b. a quote that is so general that it lacks meaning
   c. a quote that can't be attributed to a source
   d. a quote that sounds unreal or stilted

4. What are direct quotes?
   a. words spoken directly to a news reporter
   b. any information included in quotation marks
   c. word-for-word replays of information
      from sources
   d. summaries in the reporter's own words

5. What does it mean to paraphrase a quote?
   a. to change the order or meaning of the words
   b. to pass off someone else's words as your own
   c. to arrange the quote in paragraph form
   d. to summarize the quote in your own words

6. What is verifying a quote?
   a. using paraphrases
   b. checking its accuracy
   c. using an unattributed quote
   d. summarizing a quote in your own words

7. What is a partial quote?
   a. less than a full sentence quoted word-for-word
   b. one of a group of quotes that belong together
   c. a quote that's only partly true
   d. a quote from a printed, not spoken, source

8. What is meant by balance in writing?
   a. representing the reporter's point of view
   b. presenting different points of view
   c. adding quotation marks in sets of two
   d. steering a middle course between extremes

9. What is an attributive verb?
   a. a verb that expresses action or emotion
   b. a verb that has a helping verb
   c. a verb that links what was said to who said it
   d. a verb that describes how the source spoke

10. In news writing, what is a quote collection?
   a. a group of quotes related to a single topic
   b. a dictionary of great quotations
   c. the notes kept by a reporter during an interview
   d. a list of handy quotes that fit into any story

Name

7. The Right Way to Quote

Read each description, and write the letter of the correct term on the line.

1. Direct quotes benefit a news story by _____.
   a. adding immediacy
   b. adding authority and credibility
   c. allowing voices into the story
   d. all of the above

2. Partial quotes are preferred when _____.
   a. the source is extremely wordy or complex
   b. the newspaper article is short
   c. the quotes come from a long magazine article
   d. all of the above

3. The Associated Press prefers _____.
   a. partial quotes to full quotes
   b. paraphrases to direct quotes
   c. full quotes to partial quotes
   d. a minimum use of quotes

4. The phrase "word-for-word" usually means _____.
   a. you can quote the words in any order you want
   b. you can misrepresent the quote
   c. you can use ellipses to remove a few words, if you don't change the meaning
   d. you can include short quotes

5. When you verify a quote, you _____.
   a. record it on a tape recorder or voice mail
   b. check with the source to make sure it's what the source said
   c. do research to see if the source was correct
   d. provide a written copy to the source

6. If you _____, you need permission to quote.
   a. follow a lead from another writer
   b. tell the source before the interview that it's on the record

   c. don't take careful notes
   d. use a quote that's not from a formal interview

7. If you have a "gut feeling" that using a quote might create problems, you should _____.
   a. discuss the quote with your advisor, fellow staff members, and the source
   b. not use the quote
   c. paraphrase the quote to soften its message
   d. get rid of the notes from that interview

8. In general, _____ should be attributed.
   a. self-evident information
   b. anything that depends on your testimony only
   c. all matters of public record
   d. any information that might be open to question

9. It's best to use _____ for attributive verbs.
   a. neutral words, especially "said"
   b. emotional words
   c. verbs that add excitement and action
   d. any synonym for "said"

10. In a news story, you use quotation marks _____.
   a. to enclose paraphrases
   b. to enclose the exact words of a source
   c. inside periods and commas
   d. after every paragraph of a long quote

Essay Question

When, if ever, should reporters alter quotations from a source?

8. In-Depth Reporting

Objectives

- **Define in-depth reporting and describe how it differs from other forms of writing**
- **Explain how to conceptualize, research, write, and format the in-depth story**
- **Describe and analyze three types of in-depth stories: investigative, trend, and interpretive or analytical**

Vocabulary

analytical reporting	**interpretive reporting**	**news peg**	**trend story**
follow-up	**investigative reporting**	**survey**	**Wall Street Journal lead**
in-depth reporting	**maestro system**	**synthesis**	

Background

It's every reporter's dream—uncovering the big scandal, moving the public to action, changing people's ideas.

In-depth reporting allows journalists to display their talents in longer, more complex pieces. It's a team effort, requiring careful planning, patient research, good writing, graphic and photo skills, and a clear sense of purpose. The rewards are as great as the challenges.

This chapter explains where in-depth story ideas come from and motivates students to find and develop story ideas of their own. It begins by defining in-depth reporting, describing its characteristics, and comparing an in-depth story to a familiar written form, the term paper.

Next the chapter presents the steps by which the in-depth story is created. A discussion of the news peg and a sidebar called "Checklist: How to Develop In-Depth Story Ideas" inspire students to find material from current national headlines as well as from their everyday lives.

Unlike a term paper, the in-depth story depends more on interviews and on other local material than on library research. The text presents seven valuable tips on conducting polls, to encourage students to use the scientific method in gathering general opinion. Another three-step list helps students evaluate their stories in progress.

Next the chapter discusses how to present, or package, in-depth stories. The discussion and examples demonstrate the roles of different team members in producing the in-depth article or spread. The text encourages student journalists to try the maestro system of team reporting and explains how the system works.

The chapter then presents three types of in-depth stories: the investigative report, the trend story, and the interpretive, or analytical, story. Each type is illustrated by models from actual student papers that students can analyze and discuss. The models will inspire student journalists to explore further the possibilities of in-depth reporting.

Further Resources

MacDougall, Curtis D., and R. D. Reid. *Interpretative Reporting*. New York: Macmillan, 1987.

Mitford, Jessica. *Poison Penmanship: The Gentle Art of Muckraking.* New York: Alfred A. Knopf, 1979.

For Discussion

Review

1. How is an in-depth story different from other news stories?

2. What are the steps in creating an in-depth story?

3. What are three types of in-depth stories?

4. What is the maestro system?

Critical Thinking

1. How does an in-depth story compare to a term paper?

2. What kinds of graphics do you think work best with in-depth stories?

3. What qualities of the in-depth story make it a good format for a high school newspaper?

4. What kinds of in-depth stories do you think will appeal to your readers?

5. What sort of infographic might make a good addition to the sample trend story on page 148?

Activities

1. **News Peg Story Idea Game**

   Divide students into teams and give each team a copy of the same city newspaper. Challenge teams to find five news pegs in the paper within 15 minutes. Have teams write down their news pegs and exchange them with other teams. Give the teams 15 more minutes to come up with story ideas to hang on the news pegs they were given. Have the class choose which ones are best.

2. **Identifying In-Depth Stories**

   Have teams of students examine past issues of the school or city newspaper, looking for in-depth stories. Ask students to summarize the types of stories they found in brief oral reports.

3. **Internet: The Web Page Trend**

   Growing numbers of high school students are creating Web pages for fun and profit. Challenge students to use the Internet to research this trend. Ask them to summarize their findings in 2–3 paragraphs.

4. **Special Sources: In-Depths That Changed History**

   Have students research and report orally on great in-depth stories from the past, such as Jessica Mitford's reporting on the funeral industry (*The American Way of Death)* and Jacob Riis's studies of immigrant life (*How the Other Half Lives*).

Name

8. In-Depth Reporting

As you read Chapter 8, write an answer to each question below.

1. What are five factors that go into in-depth reporting?

2. What can you do to make a survey or poll as scientifically valid as possible?

3. What is a spread, and why does the high school press prefer it as a way to present an in-depth story?

4. What are two potential problems of investigative reporting and some strategies for solving them?

5. How are the investigative story, the trend story, and the analytical story alike and different?

Name

8. In-Depth Reporting

Find the best answer for each item. Then circle that answer.

1. What is a news peg?
 a. a news event from which stories can grow
 b. a lead that has an anecdote before the nut graf
 c. the headline of a breaking story
 d. a kind of survey

2. What is a follow-up story?
 a. a behind-the-scenes story about a star's fans
 b. any correction of an earlier story
 c. a story that "footnotes" another story
 d. a report on events that occur after the initial news event was reported

3. What do you do when you conduct a survey?
 a. poll a small sample of a general population
 b. try to elicit data about behavior and attitudes
 c. predict future behavior and attitudes based on poll results
 d. all of the above

4. What is in-depth reporting?
 a. any story that uncovers wrongdoing
 b. a term paper published in a newspaper
 c. reporting that presents a topic in great detail
 d. stories that include a long interview

5. What is the maestro system?
 a. a system in which a boss controls a team
 b. an organizing and production system in which the reporter and production staff work together
 c. a way to organize material on the printed page
 d. all of the above

6. What is analytical reporting?
 a. explaining all the terms in the news story text
 b. pointing out errors in other news stories
 c. examining a news-related topic by breaking it into parts and looking at them closely
 d. reporting on a change in social behavior

7. What is investigative reporting?
 a. revealing a legal or ethical problem the journalist thinks the public needs to know
 b. documenting a change in social behavior
 c. creating a longer story from current headlines
 d. explaining the meaning of a news event

8. What is interpretive reporting?
 a. revealing a legal or ethical problem the journalist thinks the public needs to know
 b. documenting details of a perceived change in social behavior
 c. presenting the results of polls or surveys
 d. explaining the meaning of a news event

9. What is a trend story?
 a. a report on details that support a perceived change in newsworthy social behavior
 b. a story that uncovers wrongdoing or corruption
 c. a story that comes from today's headlines
 d. any story on a popular topic

10. What is a Wall Street Journal lead?
 a. a story opening that gives poll results
 b. a nut graf having to do with money
 c. a lead that has an anecdote before the nut graf
 d. a news event from which stories grow

Name

8. In-Depth Reporting

Read each description, and write the letter of the correct term on the line.

1. Most in-depth stories today are _____.
   a. investigative reports
   b. trend or interpretive stories
   c. the work of a single freelance reporter
   d. about the future

2. The term "in-depth" implies the _____ as well as the length of the story.
   a. breadth of coverage
   b. accuracy
   c. size of the headline
   d. writer's interest in the topic

3. When you localize a news item, you _____.
   a. tie it to a national or international story
   b. report only the parts that take place locally
   c. make it relevant to your specific audience
   d. leave out the parts everyone already knows

4. For an in-depth story, generic research lays the foundation and _____ fill it out.
   a. quotes from various experts on the topic
   b. your opinions and preferences
   c. statistics from the Internet
   d. your observations and local interview material

5. The process of taking polls and surveys should be _____.
   a. as scientific and random as possible
   b. avoided in in-depth reporting
   c. secret and anonymous
   d. limited to matters of fact, not opinions

6. Which of these is the best way to present a story that is too long for one issue?
   a. in serial form
   b. in picture form

   c. in a spread of several pages
   d. in a sidebar

7. The role of the "maestro" in a maestro system is to _____.
   a. decide what the team will publish
   b. coordinate the efforts of the others, like an orchestra conductor
   c. pay for the team's effort, like a producer
   d. assign tasks to the others, like a teacher

8. The purpose of in-depth stories is to _____.
   a. entertain more than inform or explain
   b. fill the empty spaces between ads
   c. explain and inform more than entertain
   d. provide an alternative to the daily press

9. The basic premise of an investigative story is that _____.
   a. there's an untold story behind every headline
   b. everyone has something to hide
   c. there's a solution for a community problem
   d. there's something wrong that readers should know about

10. The _____ is the interpretive side of a story.
   a. synthesis
   b. sidebar
   c. infographic
   d. survey or poll

Essay Question
What are the advantages of working as a team to produce an in-depth report?

9. Journalistic Style

Objectives

- **Define journalistic style and describe why a style manual is important for consistency and credibility**
- **Identify strategies for achieving a clear, concise, and bias-free writing style**
- **Identify some of the specific points of style for the scholastic press**
- **Formulate suggestions for what to include in a local stylebook**

Vocabulary

bias-free	homonyms	nonsexist language	style
clichés	jargon	redundancy	stylebook
gender neutral			(style manual)

Background

Style is grace, elegance, and distinction, in writing as in everyday life. In publishing and journalism, style has a more specific meaning. A newspaper's style is its collection of rules for capitalization, spelling, punctuation, names, identifications, time, dates, usage, and even design.

This chapter explains why style is important. It analyzes models from the high school press in order to increase students' appreciation for style and to motivate them to create stylebooks for their own publications.

The chapter begins by defining style and style manuals and introducing *The Associated Press (AP) Stylebook and Libel Manual*, the standard for professional journalism. The discussion on keeping, checking, and following style manuals motivates students to practice their own journalism in this professional manner.

In the section "Specifics of Style," the chapter presents guidelines for avoiding common problems in journalism. With hands-on examples, the text explains how to use gender-neutral language; write about race, ethnicity, and nationality; choose words carefully; achieve clarity and brevity; avoid jargon, redundancy, clichés, and incorrect modifiers; and use active verbs and sentences. Checklists and sidebar word lists help students analyze the role of style in getting their points across to their readers.

The chapter becomes more localized and detailed in the section called "Be Even More Specific." This section gives student journalists specific decisions to make for their own stylebooks, about names and identifications, capitalization, abbreviations, numbers, italics, and punctuation.

This introduction to style not only motivates student journalists to work with style manuals but also increases student awareness of how stylebooks make life easier for writers, editors, and readers.

Further Resources

Grossman, Robert, ed. *The Chicago Manual of Style.* 14th ed. Chicago: University of Chicago Press, 1993.

Siegal, Allan M., and William G. Connolly. *The New York Times Manual of Style and Usage.* New York: Random House/Times Books, 1999.

For Discussion

Review

1. What stylebooks are used by most professional newspapers in the United States?

2. What do we mean by nonsexist language?

3. Instead of "said," what are some verbs that you should and should not use ?

4. What are modifiers, and what are the most common ways of misusing them?

Critical Thinking

1. Why do you need an individual stylebook for a high school newspaper or other publication?

2. Why do you think it's important to avoid clichés?

3. Under what circumstances do you think it permissible or necessary to mention a person's race, ethnicity, nationality, or gender in an article?

4. Should your publication use courtesy titles (Mr., Mrs., Miss, Ms.) for adults?

5. Do you agree with Truman Capote's statement that "Good writing is rewriting"?

Activities

1. The Style of Stylebooks

Form a committee or team to establish or improve your publication's stylebook. Ask students to study the *AP Stylebook* and other style manuals and then list five style rules for possible adoption.

2. News Style Survey

Ask students or teams to collect examples of as many different types of newspapers as possible, such as a major city newspaper, an alternative newspaper, a local paper, a community weekly, and a tabloid. Have students evaluate the papers' styles by the standards set forth in this chapter.

3. Internet: Style on Web Pages

What conventions of type, punctuation, and so forth prevail on the Internet? Assign students or teams to investigate Internet style and prepare a brief stylebook for your school's online publishing.

4. Special Sources: Style as a Social Study

Have students check library archives for major city newspapers from different decades of the twentieth century. Ask students or teams to compile examples of blatant bias in reporting. It's especially revealing to check reporting on controversial events, such as the civil rights marches of the 1960s.

Name

9. Journalistic Style

As you read Chapter 9, write an answer to each question below.

1. What specific meaning of the word "style" is covered in this chapter?

2. List at least three ways you can keep your writing free of gender bias.

3. List at least three ways you can make your writing brief and clear.

4. What kinds of words and expressions should you avoid in journalistic writing?

5. What kinds of specific editorial guidelines does a publication's individual stylebook contain?

Name

9. Journalistic Style

Find the best answer for each item. Then circle that answer.

1. What is a cliché?
  a. a phrase that repeats ideas unnecessarily
  b. a term used only by a specific group
  c. any proverb or folk saying
  d. a phrase so overused that it's meaningless

2. Which of these words or phrases is *least* like the others in meaning?
  a. gender neutral
  b. redundant
  c. bias-free
  d. nonsexist

3. What are homonyms?
  a. words that sound alike but have different spellings and meanings
  b. words that mean about the same thing
  c. words that have opposite meanings
  d. bias-free language

4. What is jargon?
  a. a word or phrase so overused it no longer has meaning
  b. using a long word when a shorter word will do
  c. the inside vocabulary of a specific group
  d. unnecessary repetition of an idea

5. What is a stylebook?
  a. a collection of rules for a given staff to follow for consistency
  b. any dictionary, book of grammar, or encyclopedia
  c. the first issue of a newspaper or publication
  d. a collection of a publication's best stories

6. What is AP style?
  a. style adopted by the Associated Press
  b. style adopted by the Association of Publications
  c. style that spells out all numbers
  d. style that uses no capital letters

7. What is redundancy?
  a. inconsistent use of punctuation
  b. use of excessive jargon
  c. unnecessary repetition of an idea
  d. use of gender-neutral language

8. Which is an example of a dangling modifier?
  a. It was raining cats and dogs.
  b. The report was based on many true facts.
  c. Studying for the exam, the alarm disturbed the class.
  d. all of the above

9. Which is true of active sentences?
  a. They show subjects taking part in action.
  b. They are often shorter than passive sentences.
  c. They are more direct than passive sentences.
  d. all of the above

10. What is a courtesy title?
  a. a news story without a title
  b. a type of jargon
  c. a type of redundancy
  d. none of the above

Name

9. Journalistic Style

Read each description, and write the letter of the correct term on the line.

1. The definition of "style" covered in detail in this chapter is _____.
   a. elegance and distinction
   b. individuality in dress or manners
   c. the specific rules journalist follow for their own publication or broadcast medium
   d. the way a story is crafted for a medium

2. The *AP Stylebook* directs the writer to the option that _____.
   a. has always been used
   b. uses space most efficiently
   c. contains the fewest words
   d. feels the most comfortable to the writer

3. The way to avoid using "he" and "him" as generic pronouns is to _____.
   a. use "they" and "their" for "he" and "him"
   b. use "she" and "her" for "he" and "him"
   c. avoid personal pronouns altogether
   d. use a neutral plural noun and "they" or "their"

4. The best way to refer to work roles is to _____.
   a. use a gender-neutral term
   b. add "-man" or "-woman" to the work role
   c. add "-person" to the work role
   d. always refer to workers by their full titles

5. It's all right to mention race, nationality, and ethnicity when _____.
   a. a person is being introduced for the first time
   b. you have the permission of the subject
   c. those subjects are a necessary part of the story
   d. your adviser approves

6. You can avoid embarrassing _____ by checking your work for homonyms.

   a. misuses of similar-sounding words
   b. mistakes in punctuation
   c. redundancy
   d. bias

7. It is permissible to use jargon if _____.
   a. you know what it means
   b. it establishes the speaker as an insider or expert
   c. the jargon is used by more than one group
   d. you explain the terms to readers

8. There's a danger of using _____ if you fight redundancy too vigorously.
   a. homonyms
   b. awkward synonyms
   c. a thesaurus
   d. smooth transitions

9. Modifiers should always be placed _____.
   a. at the beginnings of sentences
   b. before the subject
   c. after the subject, predicate, and other key words
   d. as close as possible to the words they modify

10. Reading this question carefully, a dangling modifier can be spotted _____.
   a. referring to both the reader and the modifier
   b. doing what modifiers do well
   c. in the sentence itself
   d. after the comma

Essay Question

How do you think a publication benefits when its journalists follow a consistent style?

10. Features

Objectives

- **Compare feature writing to newswriting and other aspects of journalism**
- **Describe and compare four types of feature stories**
- **Organize your material to write a feature story**

Vocabulary

active verb	database	hook

Background

Features bring human interest to a newspaper. Features are "soft news" stories of medium length (1,000 words or less), often using narrative style. Features require both thorough reporting and good writing, so they give student journalists a good opportunity to expand their skills.

Feature writers can be creative and flexible in their writing, but they must remain balanced and accurate. In this chapter, sidebars and checklists encourage students to use good journalistic style in feature writing.

The chapter begins by describing how features differ from hard news. The text then discusses four types of features: news features, informative features, profiles and human interest features, and personal experience and accomplishment features.

For news features, writers use news pegs from current hard news. The text lists examples that demonstrate how most features show the softer, human interest side of news stories. The text also lists specific criteria that students can use to evaluate ideas for features.

Informative features present information that readers want or need to know in an honest, efficient manner. A model informative feature from a high school newspaper is presented for student analysis and evaluation. Another model from a student paper amplifies the section on profile and human interest features.

After giving general tips on writing personal experience and accomplishment stories, the chapter presents an "On the Job" feature about a feature writer who loves his job. Students discover why so many journalists enjoy the creative possibilities of feature writing.

The chapter then leads students through the process of writing a feature story. The text gives tips on how to define a subject, identify a message, present a message, put together the story, and polish the final article. "Checklist: How to Polish" provides students with a valuable tool for evaluating their own first drafts.

The ideas, tools, and models in this chapter motivate students to try feature writing and to produce features that entertain, inform, and inspire their readers.

Further Resources

Blundell, William E. *The Art and Craft of Feature Writing.* New York: New American Library, 1988.

Grunwald, Henry. *One Man's America: A Journalist's Search for the Heart of His Country.* New York: Doubleday/Anchor Books, 1997.

For Discussion

Review

1. How is a feature different from hard news?

2. What are four types of feature articles?

3. What traps should you avoid in writing informative features?

4. What are five steps to creating a feature article?

Critical Thinking

1. Do you think feature stories are harder or easier to write than hard news stories? Why?

2. What kind of features do you think your readers prefer? Why?

3. How might a paper's choice of news features be used to slant the news?

4. How can writers convey emotion and atmosphere in a feature while at the same time maintaining balance?

5. When, if ever, are humor, irony, and sarcasm appropriate in a feature story?

Activities

1. One Thousand Words Worth

What can a writer accomplish in 1,000 words? Challenge students to find examples of newspaper features and other forms of nonfiction prose that achieve great impact in fewer than 1,000 words. In class discussion, compare features to news stories, columns, and editorials.

2. What Newspapers Feature

Ask students or teams to collect the daily and the Sunday issues of a big-city daily newspaper and to analyze the contents in terms of features. What percentage of the stories are features? What are the featured topics? What sections of the paper are almost all features?

3. Internet: Finding Ideas for Features

Challenge students to explore Web sites directed at high school students. What do the Web site publishers think is of interest to high school students? Are they on target? If so, what elements of their content can be put into students' feature stories? Ask students to list ideas.

4. Special Sources: The History of Features

Have students work in teams to check library microfiche or other archives for major city newspapers. Assign each group a different decade to research. After the group shares a list of several features they have found, have students discuss how features have evolved since the advent of radio, since the advent of television, and in the past 20 years.

Name

10. Features

As you read Chapter 10, write an answer to each question below.

1. What are two ways in which features are like hard news stories and two ways in which they are different?

2. How is an informative feature different from a news feature?

3. How is a profile or human interest feature different from a personal experience or accomplishment feature?

4. What steps should you follow in putting together a feature?

5. How should you polish your feature story before publication?

Name

10. Features

Find the best answer for each item. Then circle that answer.

1. Which phrase describes a feature?
   a. a hard news story
   b. any story that informs the reader
   c. a soft news story
   d. any short newspaper article

2. Which of these is an active verb?
   a. was driven
   b. is helped
   c. was reporting
   d. reported

3. Which phrase has a passive verb?
   a. the only people seen by me
   b. the only people I saw
   c. the person who spoke
   d. the only ones who were there

4. What is a database?
   a. the fact on which a story is built
   b. a quote that comes from the Internet
   c. the software that enables journalists to add footnotes to their stories
   d. an electronic system that indexes and manages published news stories and articles

5. What is a hook?
   a. the main idea of a feature story
   b. a piece of information that attracts and keeps the reader interested
   c. a point in the story where the reader loses interest
   d. a news peg

6. What do profiles focus on?
   a. group behavior
   b. individuals
   c. celebrity interviews
   d. current events

7. Which is a characteristic of good feature style?
   a. lots of adverbs and adjectives
   b. little, if any, research
   c. no quotes
   d. minimal use of adverbs and adjectives

8. Which phrase describes a news feature?
   a. related to a hard news story
   b. written in passive voice
   c. written without a hook
   d. about the writer's own accomplishments

9. Which of these is a reason to create a sidebar?
   a. paraphrase quotes in a profile
   b. accompany a larger news feature
   c. remove unnecessary words
   d. include less objectivity

10. Which of these is a benefit of the timelessness of feature stories?
   a. more space in most newspapers
   b. higher salaries
   c. worries about libel
   d. more flexibility in writing

Name _____

10. Features

Read each description, and write the letter of the correct term on the line.

1. The style followed by a feature article is _____ the style of a hard news article.

 a. less formal and more full of slang than

 b. not very different from

 c. more formal and structured than

 d. less factual and accurate than

2. The first news features editors choose are usually those with _____.

 a. the most impact

 b. the most unusual story line

 c. prominent people or celebrities

 d. sidebars

3. The function of a sidebar is to _____.

 a. substitute for a photograph

 b. summarize the main ideas of a story

 c. bring a story up to date

 d. address relevant but slightly tangential topics

4. The key to writing a good informative feature is _____.

 a. dramatic quotes

 b. a strong narrative style

 c. sound research

 d. audience polling

5. In a feature about a consumer product, you should _____.

 a. talk about only your personal experience

 b. avoid sounding like an advertisement

 c. emphasize only positive aspects

 d. tie the product to a current news event

6. The strongest benefit of profiles is that _____.

 a. readers are interested in the lives of others

 b. readers need good role models

 c. profiles are quick and easy to write

 d. you can tie a profile to any subject

7. Personal experience and accomplishment features function to _____.

 a. keep features impersonal

 b. establish the reporter as an expert

 c. let the reader experience what the reporter does

 d. make the reader feel confident

8. The average length of a feature article is _____.

 a. 1,000 words

 b. 5,000 words

 c. 100 words

 d. four to seven paragraphs

9. As you research feature stories, you should be prepared to _____.

 a. accentuate the positive

 b. insert your opinions into the story

 c. find at least seven sources for your facts

 d. change the story's direction if necessary

10. The last step in creating a feature is to _____.

 a. prepare an outline

 b. polish the story

 c. check the facts against a database

 d. identify the message

Essay Question

Why is focusing on the message so important in feature writing?

11. Editorials

Objectives

- **Describe editorials of interpretation, criticism and persuasion, and entertainment**
- **Follow guidelines for writing an editorial**
- **List the elements other than editorials that go on the editorial page**

Vocabulary

editorial board	**editorial page**	**masthead**	**subjective writing**

Background

There's a place for opinions in a newspaper: the editorial page. This chapter increases students' awareness of the importance of the editorial page, its roles within the paper, and its functions in a democratic society.

The chapter begins by explaining the power of editorial page writers to change public awareness and policy and then describes editorials of interpretation, criticism and persuasion, and entertainment. A specific example of an interpretation editorial is presented in order to get student journalists thinking about how they, too, could be using editorials to analyze issues for their readers.

The discussion of criticism and persuasion editorials is centered around a model from an actual high school newspaper. The model is a pair of "pro" and "con" editorials, which use the forum approach in order to preserve balance. These models offer opportunities for students to analyze, evaluate, and express their own opinions and should lead to healthy debate on the purposes and roles of editorials.

The entertainment editorial isn't just about entertainment. This type of editorial often uses humor to make a serious point, usually in a gentle, nonmilitant manner.

The staff editorial is more controversial and serious than the editorial with a byline because the staff editorial represents the opinions of the newspaper staff as a whole. The chapter discusses the responsibilities

that this entails, not only for editorial writers but also for editorial board members and faculty advisors. A model of a staff editorial demonstrates the serious tone that such pieces usually adopt.

Next the chapter presents general tips for writing editorials and an "On the Job" feature about an editorial writer. These give student journalists the flavor of what the work is like.

The chapter ends with discussions of the other elements of the editorial page: letters to the editor, cartoons, statements of editorial policy, and the masthead.

Further Resources

The Annals of America. 21 vols. Chicago: Encyclopaedia Britannica, 1976, 1987.

Sloane, William David, and Laird B. Anderson, eds. *Pulitzer Prize Editorials: America's Best Editorial Writing*. 2nd ed. Cedar Rapids, IA: Iowa University Press, 1994.

For Discussion

Review

1. What are three common types of editorials?

2. What are the purposes of the three types of editorials?

3. What is a staff editorial and what is it used for?

4. What elements other than editorials appear on the editorial page?

Critical Thinking

1. Why do you think that written policies are important for the editorial page?

2. Do you think it's permissible to overdramatize issues in an editorial in order to call more attention to them?

3. Where and how should editorial opinions be countered and rebutted?

4. What are some of the forms and functions of humor on an editorial page?

5. What topics might make good subjects for interpretive editorials in your school newspaper?

Activities

1. **Canvassing Editorial Stances**

   Challenge students or teams to choose issues that have divided your school or community over the last few months. Have them search library archives and newspaper morgues for samples of editorial opinions on the issues.

2. **Cartoon Symbol Census**

   Ask students or teams to scan the editorial pages of as many newspapers as possible, focusing on the symbols used in editorial cartoons. Have them tabulate the frequency with which various symbols are used and notice how the symbols are altered to vary meaning. Oral reports to the class should include examples of effective cartoons.

3. **Internet: Editorial Policies**

   Direct students to several newspapers' Web sites. Ask them to scan the editorial pages that they find. Have them focus on differences and similarities in statements of editorial policy. Students should write a paragraph summarizing their findings.

4. **Special Sources: *The Annals of America***

   The Annals of America and similar collections of original source materials contain dozens of examples of editorial writing from throughout American history. Challenge students or teams to sample and report on the editorials of past eras, especially those written during national crises such as the struggles over slavery and women's rights.

Name

11. Editorials

As you read Chapter 11, write an answer to each question below.

1. What part of a newspaper functions as a forum for opinions?

2. Why is balance particularly important in an interpretive editorial?

3. What are some ways to maintain objectivity and balance in editorials of criticism and persuasion?

4. What general rules should you follow in opinion writing?

5. Who does the work that appears on the editorial page?

Name _____

11. Editorials

Find the best answer for each item. Then circle that answer.

1. What is an editorial?
- **a.** an opinion piece published on a special page
- **b.** an opinion expressed in a quote
- **c.** a type of story that always has a byline
- **d.** all of the above

2. What is an editorial board?
- **a.** a group of journalists who evaluate the positions of editorialists
- **b.** a group that decides how an issue will be discussed on an editorial page
- **c.** a policy-making body for a newspaper
- **d.** all of the above

3. What is an editorial page?
- **a.** a page that still needs copyediting
- **b.** the part of a newspaper where the opinions of journalists and commentators appear
- **c.** a list of editors and writers
- **d.** the center spread of a newspaper

4. Who or what is a masthead?
- **a.** an animal or comic character who stands for the newspaper
- **b.** a name for a kind of newspaper
- **c.** a section on the editorial page
- **d.** a type of staff editorial

5. What is subjective writing?
- **a.** writing about a specific subject
- **b.** writing that emphasizes subjects, not verbs
- **c.** writing that is illustrated by cartoons
- **d.** writing that contains opinions; the opposite of objective reporting

6. What is a point/counterpoint editorial?
- **a.** a staff editorial
- **b.** a strong editorial
- **c.** the forum approach
- **d.** all of the above

7. Which is true of a staff editorial?
- **a.** it always has a byline
- **b.** it represents the newspaper as a whole
- **c.** it is a type of letter to the editor
- **d.** all of the above

8. What does avoiding the first person in an editorial mean?
- **a.** not using exaggeration
- **b.** not expressing an opinion
- **c.** not including interviews
- **d.** not using the word "I"

9. What information is in a masthead?
- **a.** publisher's name
- **b.** editor's name
- **c.** date of newspaper founding
- **d.** all of the above

10. The part of the editorial page that informs readers that letters to the editor are welcome is the _____.
- **a.** editor's column
- **b.** statement of editorial policy
- **c.** statement of response policy
- **d.** balance approach

Name

11. Editorials

Read each description, and write the letter of the correct term on the line.

1. The service that an editorial of interpretation pro-vides for the reader is to _____.
   a. poll readers' opinions
   b. identify, analyze, and interpret a problem
   c. get readers to agree with a personal opinion
   d. explain the personal significance of the news

2. It's the responsibility of the _____ to decide how a given issue will be covered on an editorial page.
   a. readers
   b. editorial writers
   c. advertisers
   d. editorial board

3. A strongly held opinion based on personal expe-rience belongs in an editorial of _____.
   a. criticism and persuasion
   b. interpretation
   c. entertainment
   d. the type without a byline

4. A byline on an editorial is a signal that _____.
   a. the writer is speaking for the newspaper staff
   b. the newspaper favors certain kinds of writers
   c. it was written by a recognized expert
   d. the opinions expressed are those of the writer

5. In the forum approach, _____ opinions on a question are presented side by side.
   a. the most widely held
   b. editorial board members'
   c. opposite or diverse
   d. chat room and message board

6. Humor on an editorial page _____.
   a. can make points without being offensive or militant
   b. lightens the reader's tension
   c. amuses and interests readers
   d. does all of the above

7. A staff editorial does NOT contain _____.
   a. a byline
   b. an opinion held by any one person
   c. opinions for which the editorial board is responsible
   d. the "company line" of the newspaper

8. The tone of an editorial should be _____.
   a. direct and professional
   b. dramatic and expressive
   c. expert and patronizing
   d. informal and conversational

9. The attitude of an editorial writer toward exag-geration should be to _____.
   a. use it for effective quotes
   b. avoid it
   c. add multiple exclamation points after it
   d. treat it sarcastically

10. The letters to the editor that are most likely to be published are _____ and not libelous.
   a. dramatic
   b. unsigned
   c. well-reasoned
   d. sensational

Essay Question

Which do you think are the most important quali-ties of an effective editorial page? Why?

12. Columns and Reviews

Objectives

- **Describe personal or interpretive, humorous, and lifestyle columns**
- **Follow guidelines for making columns and reviews interesting and readable**
- **Ask and answer the right questions in order to write good reviews**

Vocabulary

anecdote	**holistic evaluation**	**lifestyle columns**	**parsimony**
character development	**in-the-clubs columns**	**(trend columns)**	**polemic**

Background

For the writer who can project personality in print, the column is the ideal medium. If the writer is also an obsessed fan of some form of entertainment, a review column is a golden opportunity. This chapter motivates student journalists to write columns and reviews that are insightful, thought-provoking, funny, and, above all, of immediate interest to readers.

Unlike hard news, a column or review contains the opinions of the writer. In fact, it is the writer's opinion, along with supporting facts, that forms the story. Writing good columns and reviews requires the self-confidence to develop a distinctive outlook and style that will attract a loyal following.

The section "Inside Columns" discusses three types of columns: the personal or interpretive column, the humorous column, and the lifestyle, or trend, column. The first of these, the interpretive column, is especially important in high school papers. A model from an actual high school paper—about a friend who died—will inspire students to recognize the breadth of writing possible in the personal column.

Students should become aware that the personal column isn't really about the writer. Instead, it uses the writer's personal observations to comment on the human condition, to raise awareness, or to evoke emotion.

The humorous column can be tricky because people don't always agree about what is funny. The text encourages students to use humor to raise serious questions, not just to tell jokes.

The lifestyle column is about popular culture from music to fashion to television programs. The writing for such a column is more light-hearted because its purpose is entertainment.

The chapter presents general tips for making a column interesting. It discusses the need for a strong opening, middle, and end as well as for parsimony in writing.

The section "Inside Reviews" encourages students to start reviewing and acquiring professional experience. Valuable lists of questions guide students as they review films, books, and recorded music.

Further Resources

Banks, Schwartz, and Tomassini, eds. *Magill's Cinema Annual.* 18th ed. Farmington Hills, MI: Gale, 1999.

Cardoza, Monica McCabe. *You Can Write a Column.* Cincinnati, OH: Writer's Digest Books, 1999.

For Discussion

Review

1. What are three types of columns?

2. What are the purposes of the three types of columns?

3. What is parsimony in writing?

4. What is character development, and why it is important in reviews?

Critical Thinking

1. What skills does a column writer need?

2. Do you think it's a good idea to have a gossip column in a high school newspaper?

3. Besides films, books, and recorded music, what are other common subjects for reviews?

4. How can a columnist with a loyal following affect public opinion?

5. What kinds of columns do you think readers of your paper enjoy most?

Activities

1. Comparing the Columnists

Challenge students to read books that are collections from well-known columnists, such as Dave Barry, Molly Ivins, Studs Terkel, Russell Baker, Calvin Trilling, and Art Buchwald. Ask them to analyze the leads, middles, and endings of the columns and to share particularly good examples with the class.

2. Reviewing the Reviewers

Challenge students to collect printed reviews of current movies, compare the reviews to their own opinions, and write alternate reviews.

3. Internet: Tracking the 'Zines

Direct students to Internet "'zines" (Web-published magazines), to music, book, and film Web sites, and to other online, self-published reviews. Ask students to write columns on the theme "everyone's a critic."

4. Special Sources: Annual Directories

Ask students to use *Magill's Cinema Annual* and similar directories and almanacs to track individual newspaper columns, films, plays, television shows, and book titles. Appropriate reference books and online databases are available in major libraries. Encourage students to read and report on how several different reviewers saw the same work.

Name

12. Columns and Reviews

As you read Chapter 12, write an answer to each question below.

1. What is the main difference between a column or review and hard news?

2. What are some of the elements a writer can use in a personal or persuasive column?

3. What are three elements that make a column interesting?

4. What tones should writers use and avoid in a column or review?

5. What does it mean to look at a film on a holistic basis?

Name

12. Columns and Reviews

Find the best answer for each item. Then circle that answer.

1. What is an anecdote?
   a. a lifestyle column
   b. a column written in narrative style
   c. a brief story that introduces a topic
   d. a thorough analysis of a topic

2. What is character development?
   a. how the characters change in a book or film
   b. creating and marketing a toy based on a character in a book or film
   c. explaining a character in a review
   d. all of the above

3. What does the term "holistic evaluation" mean?
   a. how much a journalist can be trusted
   b. an analysis of overall merit
   c. a list of "holes" in an argument
   d. having readers vote on a column or review

4. What is a humorous column?
   a. a column that's intended to be funny
   b. an outlet for a writer known for wit
   c. an opportunity to introduce serious subjects in a gentle way
   d. all of the above

5. What is an in-the-clubs column?
   a. a review written while partying
   b. a form of lifestyle column about school clubs
   c. a form of sports writing
   d. a column that's circulated to members only

6. What is journalistic credibility?
   a. a contradiction in terms
   b. a form of holistic evaluation
   c. the extent to which a journalist can be trusted to report accurate and truthful information
   d. a term describing a column or review based on facts, not opinions

7. What is another term for a lifestyle column?
   a. a trend column
   b. a fluff piece
   c. a holistic evaluation
   d. a review

8. Which phrase best describes a personal column?
   a. an excerpt from a diary or letter
   b. observations from an individual perspective
   c. a public story about private emotions
   d. a column that publishes the results of polls

9. What is parsimony in writing?
   a. using the most scholarly words possible
   b. adding a moral at the end of a story
   c. spending little or no money on research
   d. treating a topic concisely and completely

10. What is a polemic?
   a. writing so enthusiastic that it's contagious
   b. a reworking of another columnist's idea
   c. an emotional rant that lacks substantive points
   d. a very bad review of a book or film

Name _____

12. Columns and Reviews

Read each description, and write the letter of the correct term on the line.

1. The subject of a personal or interpretive column is usually _____.
  a. a drama or tragedy
  b. a public policy issue
  c. a film, book, or CD
  d. the meaning of an event from everyday life

2. Humor in a column should be _____.
  a. used mostly to heighten consciousness
  b. limited to irony and sarcasm
  c. tried out on fellow staff members first
  d. about a problem and its solution

3. A lifestyle column covers _____.
  a. popular culture
  b. hard news
  c. polls and surveys
  d. health and medicine

4. The tone of most columns should be _____.
  a. confrontational
  b. conversational
  c. confidential
  d. contradictory

5. A _____ captures readers' attention and moves them into the story.
  a. polemic
  b. tip
  c. gossip column
  d. strong lead

6. To write an informed column, you need a feel for _____.
  a. sounding like an expert
  b. dwelling on a point in great detail

  c. all sides of an issue
  d. character development

7. The best way for a high school journalist to learn about reviewing is to _____.
  a. start reviewing
  b. view thousands of films
  c. imitate reviews from newspapers or television
  d. publish initial reviews anonymously

8. Character development is important to _____ as well as to great films.
  a. CD reviews
  b. great books
  c. humorous columns
  d. trend columns

9. In addition to evaluating a book, a book review usually _____.
  a. gives away the ending of a story
  b. contains results of polls and surveys
  c. recommends or does not recommend the book to readers
  d. quotes extensive passages from the book

10. In addition to the reviewer's opinion, a review of a music recording often includes _____.
  a. complete lyrics to the songs
  b. quotes from people with different opinions
  c. discussions of character development
  d. comparisons with similar and past recordings

Essay Question

How do you think that a young writer should prepare for a serious career as a reviewer?

13. Sportswriting

Objectives

- **Describe ways in which sportswriting is different from newswriting**
- **Follow guidelines for writing pre-game, game, and post-game stories**
- **Describe sports features and other contents of the sports page**

Vocabulary

backgrounding	irony	press row
chronological recap	press box	white space

Background

"Play ball!" That command starts the action on field or court. It also starts the sportswriter scribbling. From a privileged press row or press box seat, the sportswriter is right at the heart of the action. Sports provide suspense, conflict, obstacles to overcome—all the things that good writers love. Even better, sports is entertainment, so sportswriters can use colorful verbs, irony, anecdotes, and other elements that are frowned upon in hard news.

This chapter motivates students to try different kinds of sportswriting because high school sports are rich with opportunities for stories that will interest readers.

The chapter begins by comparing sportswriting to newswriting in terms of content, purpose, and style. After an "On the Job" segment about a young sports reporter, the chapter identifies and describes three kinds of sports stories: the preview or advance story, the game story, and the post-game story.

The text challenges sports reporters to do thorough backgrounding for all three kinds of stories and gives specific tips for each story type. There's also a model, which uses elements of all three story types. Analyzing this model will help students appreciate how much high-interest information can be packed into one sports story.

The chapter also includes a section on the sports feature. This section adds specific tips on sports to the general discussion of feature writing in Chapter 10. Idea lists and a model sports feature should get students' ideas flowing. The model is a good example of the high level of human interest that is inherent in so many sports stories.

The chapter concludes with discussion and models of other items that appear on the sports page: columns, news-in-brief, the scorecard, special features, and filler. Students should come away with an appreciation of the variety of journalism projects possible in sports as well as with the confidence to try sportswriting themselves.

Further Resources

Smith, Darren L., ed. *Sports Phone Book, USA 1998: A National Directory of Professional, Collegiate, and Amateur Sports.* Detroit, MI: Omnigraphics, 1998.

Stout, Glenn, ed. *The Best American Sports Writing of 1999.* Annual publication. Boston, MA: Houghton Mifflin, 1999.

For Discussion

Review

1. What are three types of sports stories?

2. What are the purposes of the three types of sports stories?

3. What is a sports feature?

4. What items besides sports news stories are included on sports pages?

Critical Thinking

1. What skills does a sportswriter need?

2. How do the language, tone, and approach of sports stories differ from those of hard news, and why?

3. Why is backgrounding important for game and post-game as well as preview stories?

4. Compared to other sections of your local or high school newspaper, how would you rate the sports pages, in terms of reader interest?

5. What kinds of questions should reporters ask winning and losing players after a game?

Activities

1. Sports Jargon Dictionary

What's a bogey? A love match? A spike? Every sport has its own colorful terminology. Challenge students or teams to compile dictionaries for the sports played in your school. Have the class vote on the most unusual or colorful terms.

2. Big City Sports

Challenge students to read current issues of big city newspapers for examples of different kinds of sports writing. Ask them to select and share examples of strong leads, good use of quotes, high human interest, and interesting narration of the events in a game.

3. Internet: The World Sports Scene

Suggest that student sportswriters use the Internet to discover unusual sports in other countries. Encourage them to use what they discover as the basis for sports feature stories.

4. Special Sources: TV Sports Channels

Ask students to survey television sports channels to discover what kinds of sports stories they carry and what elements television stories have in common with print stories. Suggest that they compare television sports talk shows with sports columns and features in terms of holding the sports fans' interest. Have students summarize their findings in a short oral report.

Name _____

13. Sportswriting

As you read Chapter 13, write an answer to each question below.

1. What does a reporter do in the process of backgrounding?

_____

_____

_____

2. What are some of the essentials for a preview, or advance, sports story?

_____

_____

_____

3. What is the usual outline for a game story?

_____

_____

_____

4. What kinds of topics are usually covered by high school sports editorial columns?

_____

_____

_____

5. What kinds of filler are appropriate for the sports page?

_____

_____

_____

Name

13. Sportswriting

Find the best answer for each item. Then circle that answer.

1. What is backgrounding?
   a. adding notes about the history of sports
   b. making yourself invisible in the locker room
   c. gathering information prior to a contest to observe and communicate a team's performance
   d. hanging a banner or sign in front of which coaches and players can appear for cameras

2. What does a writer do in a chronological recap?
   a. reports events in the order they occurred
   b. recounts the history of a team or athlete
   c. restates the lead in a different way
   d. reports the game-winning moments only

3. What is a press box?
   a. a boxed list of a paper's writers and editors
   b. a special box near the top of a stadium, for journalists, league officials, and others
   c. a set of square weights for lifting
   d. an archival storage unit for old issues of newspapers

4. What is irony?
   a. another word for subjectivity
   b. humor intended to shock
   c. an inside joke that circulates around the press box
   d. using words whose literal meanings run opposite

5. What is white space?
   a. a place on a page with no words or graphics
   b. the rhythm athletes achieve when they're in top form
   c. a slang term for a time when a coach or player pretends not to hear a question
   d. the part of a sports season played after the winning teams have clearly been decided

6. What is a press row?
   a. an area where post-game interviews take place
   b. a kind of sports feature
   c. an area next to the court reserved for journalists
   d. none of the above

7. Which should be included in a preview story?
   a. how the fans reacted to the previous game
   b. how a team is preparing for its next game
   c. when and where the game will take place
   d. how a team is dealing with injured players

8. Which is not part of a post-game story?
   a. how the fans reacted to the previous game
   b. how a team is preparing for the next game
   c. when and where the game will take place
   d. how a team is dealing with injured players

9. What is the purpose of filler?
   a. to keep the page from having glaring holes
   b. to give biographical background of players
   c. to give biographical background of writers
   d. to provide a catchy headline

10. What does a sports news-in-brief column do?
   a. gives expanded coverage of one sports event
   b. gives some coverage to all sports
   c. avoids using pictures
   d. editorializes on a controversial issue

Name

13. Sportswriting

Read each description, and write the letter of the correct term on the line.

1. Most items in a newspaper sports section consist of _____.
   a. columns and special features
   b. coverage of current sports events
   c. scores
   d. backgrounding

2. Quotes can be most effectively used to add _____ to a sports story.
   a. names of players
   b. irony and sarcasm
   c. school spirit
   d. context and emotion

3. A follow-up sports story _____.
   a. recounts a game play by play
   b. invites students to attend the game
   c. addresses subjects that emerge after a game
   d. is usually printed in a sidebar

4. The tone of sportswriting can be more _____ than the tone of newswriting.
   a. informal
   b. incredible
   c. inconsistent
   d. informative

5. At games, professional sports writers are in a better position than most fans to _____.
   a. cheer for the team
   b. predict the outcome of the game
   c. leave early, in order to meet deadlines
   d. watch the action up close

6. Sports features should be _____ and deal with subjects that interest sports readers.
   a. written in the first person
   b. mostly about specific games
   c. less than 1,000 words long
   d. enclosed in quotation marks

7. A news-in-brief section is _____.
   a. a series of news blurbs printed in a column
   b. the place where sports scores are displayed
   c. a list of members of various school teams
   d. a place on a newspaper page that contains no photos, graphics, or words

8. The scorecard section of a sports page is where _____.
   a. the most photos are found
   b. beginning sportswriters start out
   c. players learn whether they have made the team
   d. sports scores are displayed

9. A story about the "athlete of the month" is an example of the sports _____.
   a. editorial column
   b. scorecard
   c. special feature
   d. game story

10. In sportswriting, statistics should be used to _____.
   a. make the writer sound like an expert
   b. support general statements and opinions
   c. fill up the page
   d. take the place of quotes

Essay Question

What are the benefits of the sports page and sportswriting to a high school newspaper?

14. Photojournalism

Objectives

- **Describe how photography staff members work**
- **Describe effective ways to plan and carry out assignments and photo shoots**
- **Identify and describe the elements of good pictures**
- **Follow professional suggestions for taking good pictures**
- **Select and use photos in a publication**

Vocabulary

caption (cutline)	digital photography	negatives	photojournalism
contact sheet	enterprise shots	photo blacks	photo policy
contrast	frames	photo composition	photo whites
cropping	f-stop	photo editing	sizing
cutlines	mergers	photo essay	stand-alone

Background

A photo freezes a moment in time and creates instant history. This chapter introduces the theory and the techniques behind good photos in journalism. It also motivates and inspires student photojournalists to achieve excellence.

The chapter opens with the job descriptions of the photo editor and the staff photographer, the two types of photojournalist who make news photos. The text then takes students step-by-step through photo assignments and photo shoots. Checklists, sample photo orders and assignment forms, and professional tips help students to master setting up shots.

A timeline raises students' awareness of how recent an invention photography is and should get them discussing how rapidly photography is changing. A good transition to the next section would be to remind students that the principles of good photo design and content remain the same, regardless of digital cameras or any future changes in photo technology.

The next section of the chapter answers the question, "What makes a good picture?" It deals with "the storytellers of photography"—action, reaction, and emotion—as well as the rules of photo composition. Striking photos provide examples.

The chapter goes on to the nuts and bolts of getting great pictures, selecting photos, and handling them for print. Story ideas and sample photos help to motivate student photojournalists to master their craft. The chapter concludes with a discussion of photojournalism ethics.

Further Resources

Johnson, Chelsey, ed. *Photo Annual 2000.* New York: Graphis, Inc., 2000.

Stolley, Richard N., ed. *LIFE: Our Century in Pictures.* Boston: Little, Brown/Bullfinch, 1999.

For Discussion

Review

1. What two kinds of staff members are needed for photojournalism?

2. What should be the two parts of a photo assignment?

3. What are the storytelling elements in photographs?

4. What is digital photography, and how is it different from traditional photography?

Critical Thinking

1. How is photojournalism different from just taking pictures?

2. Why is careful planning important to a photo shoot?

3. How might selecting the photos for a story alter the story's message?

4. How is digital photography changing the number and kinds of photos in journalism?

5. Why is it important for photographers and writers to work together?

Activities

1. **Technological Debates**

   Ask students who are especially interested in photography to conduct "consumer tests" and report on the advantages and disadvantages of digital versus film-based photography.

2. **Pictures Without Words**

   What's a picture worth with no words at all? Challenge students to watch television news with the sound off and see whether they can tell what's really happening. Or cut out dramatic news photos from a big-city newspaper and see whether students can guess their contents without seeing the captions.

3. **Internet: Online Photo Essays**

   The photo essay has been revived on Internet news. Ask students to visit TV network and other news Web sites, look at the photo essays, and select the photos or essays they think are most effective.

4. **Special Sources: Photo Display Books**

   Lavish "coffee table books" are produced every year, displaying the work of the world's finest photographers. Send students to libraries to examine *Photo Annual 2000* or similar collections. Ask them to report on the photos they think are most effective, beautiful, or otherwise noteworthy.

Name _____

14. Photojournalism

As you read Chapter 14, write an answer to each question below.

1. What tasks are included in the job description of a staff photographer?

_____

_____

_____

2. What should be included in the written part of a photo assignment?

_____

_____

_____

3. What are some of the rules of photo composition?

_____

_____

_____

4. What are some ways you can add artistic touches to photos?

_____

_____

_____

5. How do layout and design affect a photo's impact?

_____

_____

_____

Name _____

14. Photojournalism

Find the best answer for each item. Then circle that answer.

1. What is a caption?
   a. a written explanation of a photograph
   b. another name for a headline
   c. a very short quote
   d. a cover for a camera lens

2. What does contrast mean in photography?
   a. a written agreement between a photographer and subject
   b. confrontational or controversial content
   c. tonality
   d. a viewpoint that counteracts or complements the text of the story

3. What do you do when you crop a photo?
   a. farm out your work to another photographer
   b. determine what part of the photo to use on the printed page
   c. make reproductions of the photo
   d. edit a photo out of a page layout or spread

4. What do you do when you size a photo?
   a. determine at what percentage a photo will be reproduced when published
   b. determine what part of the photo to use
   c. draw a reader's eye to the photo's subject
   d. evaluate the photo's emotional content

5. What is a negative, in photography?
   a. a frame
   b. anything that's wrong with a picture
   c. a reproduction made from a contact sheet
   d. film, once it is processed

6. What is a photo essay?
   a. an essay about some aspect of photography
   b. a photographer's attempt to take a picture
   c. a photo taken to accompany an opinion column
   d. a story told through photos and captions

7. What are enterprise shots?
   a. photographs featuring business processes
   b. pictures taken by freelance photographers
   c. unassigned feature photographs that flesh out coverage, usually from a human-interest angle
   d. photos that accompany interviews

8. In photography, what are mergers?
   a. points in a photo where objects wrongly appear to be part of other objects
   b. photos in which roads, fences, and other objects meet at a clear perspective point
   c. the opposite of acquisitions
   d. poor color contrast

9. What is a stand-alone?
   a. a story covered by a single photographer
   b. a photo and caption that are a mini-story
   c. a photographer who also serves as photo editor
   d. printing a single print from a negative

10. What is a photo policy?
    a. insurance sold to photographers
    b. a written statement of what is allowed in manipulating photographs
    c. another term for written photo assignment
    d. an event planned for picture-taking

Name

14. Photojournalism

Read each description, and write the letter of the correct term on the line.

1. The purpose of photojournalism is to _____.
   a. illustrate the stories in a paper
   b. get to the heart of the story, instantly and visually
   c. keep busy people from having to read
   d. display the talents of photographers

2. The _____ serves as a liaison between photographers and writers.
   a. photo editor
   b. staff adviser
   c. staff photographer
   d. editorial board

3. Film speed has to do with _____.
   a. how fast the film winds and rewinds
   b. how quickly the film can be reproduced
   c. how fast the photographer has to click the camera
   d. how much light is required to expose the film

4. The storytellers of photography are action, reaction, and _____.
   a. distraction
   b. information
   c. emotion
   d. entertainment

5. A news photographer should look for _____.
   a. a relationship between the subject and something else in the photo
   b. the most attractive people possible
   c. the people who aren't watching the action described in the story
   d. the most entertaining situation possible

6. The term "photo whites" refers to _____.
   a. any light area in a photograph
   b. white areas that are not just white blobs
   c. the tendency of sunlight to create glare
   d. parts of the photo that need cleaning up

7. The rule of thirds suggests that you think of a photo as _____.
   a. three times more important than the text
   b. a series of 60- or 120-degree angles
   c. one-third of the size it will be printed
   d. a grid that looks like a tic-tac-toe board

8. The rules of photo composition are based on _____.
   a. ethical guidelines
   b. artistic principles
   c. editorial requirements
   d. tradition

9. To create a shallow area of focus, use _____.
   a. low-speed film
   b. high-speed film
   c. a low f-stop number
   d. a high f-stop number

10. It is always unethical to _____.
   a. alter a photograph in a way that deceives the public
   b. crop people out of a photo
   c. print people's pictures without permission
   d. vary the film speed for difficult shooting situations

Essay Question
What ethical issues about photos should be included in your paper's written policy, and why?

15. Publication Design

Objectives

- **Describe ways in which good design attracts readers and enhances readability**
- **Identify and follow basic guidelines for typography, measuring systems, and standard publication sizes**
- **Identify and follow the best design principles**
- **Describe modular design**
- **Follow the six steps for putting a layout together**
- **Describe classic newspaper elements and their design**

Vocabulary

artwork	dummy	jumpline	sans serif/serif
balance	(thumbnail sketch)	leading	spec sheet
bleed	eyeline	logo (nameplate)	spot color
broadsheet	flag (banner)	modular design	standing elements
bullet head	folio line	mugshot	subordinate elements
bullets	font families	newsprint	tabloid/mini-tab
clip art	four-color printing	offset press	textwrap
column bug	graduated fill	pica	tintblock
copy fitting	grids	point size	tracking
decks	gutter	points of entry	type font
dominant element	horizontal scaling	pulled quotes	unity
double truck	icons	rails	web press
drop cap	infographics	refer	white space
	internal margins	rules	widows/orphans

Background

The average reader takes three seconds to decide whether to read a page or to pass it by. Design often determines the decision. This chapter introduces the basic elements of publication design, explains their importance, and motivates students to put them into practice.

The chapter opens by explaining the graphic standards for print publications: page size, measuring systems, grid systems, and page dummies, or thumbnails. As you discuss this and succeeding sections, encourage students to doodle, creating dummies of sample pages and spreads.

The section "Typography and Design" explains fonts, font families, and type spacing and includes models that show how effectively these elements can be used. Students discover how to create modular designs; how to allow for standing elements, rules, and gutters; and how to incorporate white spaces, text wraps, and other graphic uses of type into the page design. Three simple tests for evaluating layouts will get students actively judging publication design and discussing why elements work and don't work. The section also includes specific tips for using spec sheets and working on the computer.

In the section "Image Control," students explore the uses of artwork, icons, infographics, and color on publication pages. An "On the Job" section interviews a young graphic designer. These items demonstrate how working on high school publication design can lead to career opportunities in the graphic arts.

"Creating the Layout" describes the process step-by-step. "Walk through the Paper" shows how all the elements work together in a publication's design. Models demonstrate effective uses of consistent elements and of the double truck, or two-page spread. The text also describes the special importance of design on the editorial and op-ed pages.

This chapter is rich in information that will increase students' appreciation for the power of graphic design and motivate them to improve the designs of their own publications.

Further Resources

Field, Janet, ed. *Graphic Arts Manual.* Salem, NH: Ayer, 1980.

Tufte, Edward R. *Envisioning Information.* Chesire, CT: Graphics Press, 1990.

For Discussion

Review

1. What is the three-second rule, and why is it important for page designers?

2. What is a standing element in a page design?

3. What are four steps to follow in making a dummy?

4. What are three hands-on tests you can use to evaluate your layout?

Critical Thinking

1. What workers are involved in the design of a publication?

2. What roles can infographics play in a newspaper?

3. What does a publication's design communicate about the publication?

4. How does a publication's layout have the power to change the publication's contents?

5. How should the designs of newspapers, magazines, and yearbooks differ from one another?

Activities

1. **Setting Up Specs**

   Assign students or teams to design a spec sheet form to be used for all publications and to be included in your stylebook.

2. **Testing the Pros**

   Challenge students or teams to collect current issues of community and city newspapers and to evaluate their designs using the dollar bill, five-finger, and squint tests. Suggest that they create infographics to document their findings.

3. **Internet: Web Page Designs**

   Challenge students or teams to find five effective Web page graphic designs on the Internet and to prepare audiovisual reports on why they are effective.

4. **Special Sources: Type Style in Print and Software**

   Encourage students to explore well-known word-processing programs, focusing on how these programs format for style. Ask students to note the abbreviations and terms the programs use to describe elements of type style. Students should compare software style specs to the specs in one of the standard stylebooks and report their discoveries to the class. This activity will help students appreciate that style-marking conventions are being continued in electronic publishing.

Name

15. Publication Design

As you read Chapter 15, write an answer to each question below.

1. What is a grid system in page design, and what are its advantages?

2. What are some of the standing elements of a newspaper layout?

3. What design and typography techniques help you to place graphics, heads, words, and other elements effectively?

4. What are the six steps to follow in creating a page layout?

5. What design elements go into editorial and op-ed pages? Why are these pages particularly important?

Name _____

15. Publication Design

Find the best answer for each item. Then circle that answer.

1. What is another word for "bullets"?
  a. dingbats
  b. column bugs
  c. flags
  d. picas

2. What is copy fitting?
  a. correcting the mistakes in written copy
  b. choosing a publication's type fonts
  c. allowing enough time to print the paper
  d. making type and graphic elements fit the page

3. What is a font family?
  a. a group of compatible typesetting machines
  b. a member of a serif or sans-serif clan
  c. types with the same face but different attributes
  d. a set of typefaces that look good together

4. What is a spec sheet?
  a. a trial run, in newspaper printing
  b. another term for a design grid, dummy, or thumbprint
  c. a cheaper, more speckled form of newsprint
  d. a form that ensures consistency in a publication's design elements

5. What is a logo?
  a. a small picture or symbol
  b. the name of the newspaper
  c. a standard type measurement: 1/6 inch
  d. a small white space between two lines of type

6. What is a tintblock?
  a. a wooden or metal plate used in color printing
  b. a small, square icon printed in color
  c. a grey shade or spot of screened-down color used to set off a boxed element on the page
  d. a visual element that's on the eyeline

7. What do you do in horizontal scaling?
  a. decide which parts of a photo to use
  b. adjust the width of letters
  c. change to another type in the same font family
  d. change to an unrelated type family

8. In publication design, what are rules?
  a. types of font
  b. icons
  c. lines that separate elements on a page
  d. small margins

9. What is a pica?
  a. a standard type measurement: 1/6 inch
  b. a small bit of white space between all graphic elements on a page
  c. a two-line headline
  d. an extra-large block of type, as in a headline

10. What is a widow, in page design?
  a. an unrelated element
  b. a sidebar related to an item that has been cut
  c. a block of type that survives a major cut
  d. a few words that end a paragraph at the top of a column

Name _____

15. Publication Design

Read each description, and write the letter of the correct term on the line.

1. By balance in page design, we mean _____.
   a. symmetry
   b. covering all sides of an issue
   c. even distribution of design elements
   d. using no more than two dominant elements

2. The standard size of professional newspapers is the _____.
   a. double truck
   b. broadsheet
   c. offset
   d. point size

3. The _____ is the visual pattern a reader makes when viewing all the elements on a page.
   a. newsprint
   b. textwrap
   c. eyeline
   d. graduated fill

4. The page number, date of publication, and section are printed on the _____.
   a. folio line
   b. eyeline
   c. bullet head
   d. drop cap

5. In page design, a refer is _____.
   a. a footnote
   b. the line that tells where a story continues
   c. a line that separates elements on a page
   d. a box that refers readers to related stories

6. A _____ tells where a story continues.
   a. jumpline
   b. folio line
   c. thumbnail
   d. gutter

7. In a newspaper, a _____ remains the same from issue to issue.
   a. modular design
   b. standing element
   c. dominant element
   d. subordinate element

8. A graphic element meant to catch the eye and guide attention back into the story is _____.
   a. an eyeline
   b. a jumpline
   c. a point of entry
   d. a spec sheet

9. The spacing between the letters in a story is known as _____.
   a. point size
   b. tracking
   c. leading
   d. bleed

10. The spacing between lines of type is known as _____.
   a. point size
   b. tracking
   c. leading
   d. bleed

Essay Question

Do you think the layouts of the front page, feature pages, and other sections should look different from one another? Why or why not?

16. Headlines

Objectives

- **Describe the purpose and qualities of an effective headline**
- **Recognize and work with different sizes and styles of headlines**
- **Write effective headlines**

Vocabulary

banner headline	**hammer**	**multi-column headline**	**tripod**
centered	**headline schedule**	**multi-line headline**	**unit count system**
downstyle headline	**jump headline**	**raw wrap**	**upstyle headline**
flush left	**kicker**	**sidesaddle**	**wicket**
flush right	**leg**	**slammer**	

Background

"Extra! Extra! Headlines Grab Readers!" As students discover in this chapter, effective headlines do far more than that. Headlines balance the page visually, stress key words or ideas, set the story's tone, and convey hidden attitudes.

The chapter begins by describing characteristics of an effective headline. To raise students' awareness, literally at a glance, a spread presents 22 heads from around the nation, all covering the same event. This spread will spark lively class debates over which headlines convey prejudice, treat the crime seriously, respect the victims, and achieve balance.

The section "Headlines—Then and Now" shows how heads have evolved. The models, actual front pages from five key days in history, demonstrate how headline styles and content have changed and how they reflect the culture in general.

The section "Point Sizes" displays the standard fonts and headline styles that are commonly used today. Eleven headline styles are described. In the examples, the same headline is written 11 different ways, helping students to discover the relationship between headline style and headline content.

"Trends in Headlines" displays a model that uses magazine-style heads. Bad headline writing is illustrated by amusing lists of actual heads. The section then presents general rules and a practical checklist for writing good headlines and covers the unit count system for fitting headlines.

The chapter provides students with the tools they need to develop headline-writing skills and inspires them to compose headlines that grab readers.

Further Resources

Fox, Walter. *Writing the News: A Guide for Print Journalists.* 2nd ed. Ames, IA: Iowa State University Press, 1993.

Siegal, Allan M., and William G. Connolly. *The New York Times Manual of Style and Usage.* New York: Random House/Times Books, 1999.

For Discussion

Review

1. Who usually writes headlines?

2. What is the difference between an upstyle and a downstyle headline?

3. What is point size, and how big is a point?

4. What two rules for writing headlines should never be broken?

Critical Thinking

1. What skills and abilities does a headline writer need?

2. How and why do the grammar and punctuation of headlines differ from standard English?

3. Why is teamwork important for writing headlines?

4. What do headlines of the past communicate, besides the news?

5. How might the way headlines are written affect the way a story is perceived by readers?

Activities

1. **Headlining School History**

   Suggest that students go back through the archives of your school newspaper and reconstruct a history of headline styles. Encourage students to design spreads that use the headlines they've found.

2. **Weirdest Headline Contest**

   Challenge students to find odd, amusing, and otherwise bad headlines like the ones cited in the chapter. This search could be combined with the history activity above or expanded to include any newspapers students can find.

3. **Internet: Headlines and Links**

   Suggest that students check network Web pages and other Internet news sources, noting especially the relationship between the headline and the link. Have students report on which heads made them click on the link and explain why.

4. **Special Sources: Headlines in Lights**

   These days, you see headlines scrolling by as you wait in bank lines, watch television sitcoms—even while you shop for groceries. Challenge students to find electronic headline displays and report on their styles.

Name

16. Headlines

As you read Chapter 16, write an answer to each question below.

1. In addition to drawing the reader in, what four things should a headline do in order to be effective?

2. How have headlines changed over the last 150 years?

3. What are 11 styles of headlines?

4. What are some traditional rules for writing headlines?

5. What is the unit count system, and what is it used for?

Name

16. Headlines

Find the best answer for each item. Then circle that answer.

1. What is a banner headline?
   a. a very large headline
   b. one deck running all the way across the page
   c. a headline that flags a key point
   d. a banner or sign in a photograph, used instead of a headline

2. For a headline writer, what is a leg?
   a. a vertical column of type in a story
   b. the part of a headline that won't fit
   c. a smaller version of the original headline
   d. the longer, smaller headline that goes with a kicker

3. What is a headline schedule?
   a. a chart showing who'll write which heads
   b. a chart showing all the fonts available for a publication
   c. the only readable part of a page dummy
   d. a chart showing when headlines are due

4. Which of these describes a downstyle headline?
   a. all words or all important words capitalized
   b. none of the words capitalized
   c. only the first word and proper nouns capitalized
   d. all of the letters capitalized

5. Which of these describes an upstyle headline?
   a. all words or all important words capitalized
   b. none of the words capitalized
   c. only the first word and proper nouns capitalized
   d. all the letters capitalized

6. What do we call a headline deck with a big, bold phrase above the smaller (1/2 size) main head?
   a. a banner headline
   b. a hammer headline
   c. a kicker
   d. a wicket

7. What do we call a headline deck with a creative key word 1/2 the size and above the main head?
   a. a banner headline
   b. a hammer headline
   c. a kicker
   d. a wicket

8. What is the unit count system?
   a. a formula for deciding where headlines fit into a graphic design
   b. a type of sidesaddle headline
   c. a way of choosing font size
   d. a way of measuring letter size

9. What is a jump headline used for?
   a. to show where the story continues
   b. to fill white space
   c. to expand a headline that's too short
   d. to leap from one topic to the next

10. Which headline type has three parts?
   a. slammer
   b. wicket
   c. tripod
   d. multi-deck

Name _____

16. Headlines

Read each description, and write the letter of the correct term on the line.

1. The main purpose of a headline is to _____.
  a. balance the coverage in the story
  b. explain the photos
  c. draw the reader into the story
  d. break up the space on the page

2. Today, newspaper designers use mostly _____ headlines.
  a. multi-deck, one-column
  b. all-capital
  c. banner or hammer
  d. upstyle or downstyle

3. Especially for news stories, the most common headline found today is _____ and flush left.
  a. multi-deck
  b. multi-line
  c. multi-column
  d. centered

4. The grammar and punctuation of headlines are more _____ than for newswriting.
  a. compressed
  b. concrete
  c. consistent
  d. conclusive

5. A _____ is a multi-line headline that must be boxed or separated from other copy.
  a. kicker
  b. raw wrap
  c. wicket
  d. flush right

6. There are _____ in one inch.
  a. 72 points
  b. 72 picas

  c. 6 unit counts
  d. 5 picas

7. The differences between a slammer and a tripod headline are the _____.
  a. reading time and comprehension time
  b. number and size of words before the main headline
  c. number and size of parts before the colon
  d. number and size of parts after the colon

8. A headline that has equal white spaces on each side is _____.
  a. centered
  b. upstyle
  c. in a tripod formation
  d. a wicket

9. Of these headline types, the one that has all the type in the same point size is the _____ .
  a. wicket
  b. kicker
  c. slammer
  d. hammer

10. "Flush left" and "flush right" refer to _____.
  a. whether type is upstyle or downstyle
  b. the position of type in relation to the margins
  c. whether the type does or does not fill the column
  d. moving type slightly to the left or right

Essay Question

What do the style and content of headlines communicate about a newspaper?

17. Copyediting and Production

Objectives

- **Define and describe copy formatting**
- **Explain the importance of coaching in the copyediting process**
- **Edit copy efficiently and effectively**
- **Describe the role of the proofreader**
- **Follow guidelines for organizing your newspaper production process**
- **Explore desktop publishing software**
- **Evaluate your staff's hardware and software needs**

Vocabulary

byline	**galley proofs**	**network cabling**	**proofreading symbols**
copy	**firewire, scsi, phone**	**microprocessing chip**	**RAM**
copyediting	**cable, USB, ethernet**	**page proofs**	**slug**
copyediting symbols	**gigabyte (GB)**	**paste-up**	**slug information,**
dateline	**hard copy**	**portfolio**	**guideline**
desktop publishing	**hard drive**	**production**	**SuperDrive**
dot pitch	**megabyte (MB)**	**proofreading**	**Zip drive**
	megahertz (Mhz)		

Background

Copyediting and production are the assembly steps of a publication—when the writing, photos, graphics, and other elements all get put together and when teamwork really begins to pay off. In this chapter, student journalists develop the practical skills needed to format, copyedit, proofread, and assemble a school publication.

The first half of the chapter deals with formatting copy, copyediting, and proofreading. Guidelines for using the coaching method of copyediting are discussed. A practical checklist leads students through the copyediting process.

The section "Production" focuses on scheduling and work flow, while the section "Desktop Publishing" discusses the software and hardware requirements of the student press.

In working with this material, students gain new appreciation of the skilled labor and teamwork needed to produce a professional-looking product. The chapter's many practical tips give students confidence that they, too, can perform these important tasks.

Further Resources

Butcher, Judith. *Copy-Editing: The Cambridge Guide for Authors, Editors, and Indexers.* 3rd ed. Cambridge: Cambridge University Press, 1992.

Walker, Janice R., and Todd Taylor. *The Columbia Guide to Online Style.* New York: Columbia University Press, 1998.

For Discussion

Review

1. What do student journalists keep in their portfolios, and why?

2. What are copyediting symbols, and when and where are they used?

3. What are three elements essential to production success?

4. What three categories of software do you need for publishing a school newspaper?

Critical Thinking

1. Why do copyeditors make their corrections with sharp, soft pencils?

2. What skills and abilities does a copyeditor need?

3. Do you think people who are not good writers should be allowed to copyedit? Why or why not?

4. What are the possible pitfalls of the coaching approach to editing?

5. When, if ever, should you proofread hard copies of computer-generated page layouts?

Activities

1. Production Flow Charts

Challenge students or teams to create flow charts illustrating their publication's production process, from story assignment to going to press. Have students evaluate each other's charts, suggest improvements, and agree on the best work flow.

2. Consumer Reports

Form teams that analyze the hardware and software needs of your publications, create wish lists, try out and evaluate computers and programs, and draw up budgets. Ask teams to report on their discoveries.

3. Internet: Your Newspaper's Web Page

Form a team to create or improve on a Web page version of your school newspaper. Have students study Web news sites and sites created by media networks and use them as models. *The Columbia Guide to Online Style* provides editorial direction for Web writing.

4. Special Sources: Corporate Communications

Brochures and other materials on print production are available from paper companies, software publishers, and manufacturers of printing equipment. Ask students or teams to contact public relations departments for such materials.

Name

17. Copyediting and Production

As you read Chapter 17, write an answer to each question below.

1. How should a writer mark pages of copy?

2. What three basic questions should the writer ask about the story before the final copyediting?

3. What happens in each of the three readings in the process of copyediting a manuscript?

4. What computer hardware and software do you need to publish a school newspaper?

5. How does the technology used by your commercial printer affect the production process?

Name _____

17. Copyediting and Production

Find the best answer for each item. Then circle that answer.

1. What is a dateline?
   a. any headline that contains a date
   b. the personals section of a newspaper
   c. a newspaper's Web page, updated daily
   d. the location where a story was written if other than where the newspaper is published

2. What is desktop publishing?
   a. producing a small newspaper
   b. printing directly from a disk or Zip™ drive
   c. the computerized way of designing and laying out publications
   d. writing and producing a school newspaper under teacher supervision

3. What is a portfolio?
   a. a complete file of one person's work
   b. a software program that combines several compatible programs
   c. the typed version of any story
   d. a few words indicating a story's subject

4. What is a hard copy?
   a. a story that is thick with copyediting marks
   b. copy that is stored on a hard drive
   c. the first copy off the press
   d. a printed paper copy of a story or page

5. What is proofreading?
   a. checking copy to prove its facts are accurate
   b. rearranging words to improve flow and style
   c. reviewing copy that has been set in type
   d. sending copy to a lawyer for checking

6. What does RAM stand for?
   a. random access memory
   b. random acts of memory
   c. read all memory
   d. random access megabytes

7. What does "copy" mean, in print production?
   a. to get a story idea from another publication
   b. the typed version of any story, outline, or other print material
   c. entire pages printed just as they will appear
   d. a printout of stories in one long column

8. What do megabytes and gigabytes measure?
   a. how much memory a computer has
   b. the speed at which a computer runs
   c. how computers are connected to a server
   d. the resolution of color dots on a computer screen

9. What is production?
   a. writing and shooting stories for a publication
   b. reviewing a proofreader's work
   c. putting the pieces of a publication together
   d. evaluating a publication

10. What is a slug?
   a. a computer without enough memory
   b. a few words indicating the subject of a story
   c. a reporter too new to merit a byline
   d. a proofreading symbol

Name _____

17. Copyediting and Production

Read each description, and write the letter of the correct term on the line.

1. Firewire, SCSI, and USB are ways to _____.
   a. store data
   b. increase the RAM of a computer
   c. connect computers to printers and peripherals
   d. assemble a newspaper

2. All of these choices except _____ are being used less and less because of computers.
   a. galley proofs
   b. paste-up
   c. content editing
   d. proofreading symbols

3. The first round of copyediting a story is the responsibility of the _____.
   a. copyeditor
   b. staff adviser
   c. maestro
   d. writer

4. In proofreading, "stet" means _____.
   a. let it stand
   b. strike it out
   c. use italics
   d. set to enhance type

5. A _____ is the reporter's name printed on a story.
   a. dateline
   b. slug
   c. dot pitch
   d. byline

6. *Quark* and *Pagemaker* are examples of _____.
   a. page layout software
   b. hard drives
   c. drawing programs
   d. word processing programs

7. You usually catch more errors if you _____.
   a. rely mostly on your computer's spellcheck
   b. print out hard copies and proofread them letter by letter
   c. let writers copyedit and proofread their own work
   d. assign proofreading and editing to the same person

8. Of these programs, the software that is NOT used for drawing is _____.
   a. Corel *Draw*
   b. Macromedia *Freehand*
   c. Adobe *Illustrator*
   d. Adobe *PhotoShop*

9. A set of integrated software programs is also known as _____.
   a. a SCSI, pronounced "scuzzy"
   b. a SuperDrive
   c. a software suite
   d. an ethernet

10. Once a publication has _____ , you no longer have the chance to copyedit.
   a. gone to press
   b. been approved by the staff adviser
   c. been proofread for the final time
   d. reached the paste-up stage

Essay Question

How has your high school newspaper's production process changed because of computers?

18. Working on the Yearbook

Objectives

- **Organize a staff for your yearbook publication**
- **Set a budget and raise funds for your yearbook**
- **Describe how a yearbook is organized**
- **Plan the yearbook's content and coverage**
- **Develop a theme for your yearbook**
- **Describe and practice the basics of yearbook layout**

Vocabulary

flat	mini-mag	quick reads	theme (concept)
ladder diagram	modular design	rails	tip-in
lead-in	mosaic design	signature (multiple)	topical approach
logo	proofs		

Background

It's a look book, a memory book, a piece of instant nostalgia, a keepsake. A yearbook is usually also students' first experience with book production. Working on the yearbook has led many students to careers in book publishing. In this chapter, students explore how a yearbook staff is organized, how to arrange the contents of a yearbook, and how to work with the yearbook company to print the book.

The first section of the chapter introduces the yearbook staff and describes the job responsibilities of the adviser, editor, section editors, production editor, photography editor, and business manager. The text stresses the importance to yearbook production of teamwork, budgeting, and scheduling.

The section "Basics of the Yearbook" identifies and describes page elements and parts of the book in the order of presentation, from the title page to the colophon.

"Working with a Theme" explains what a theme is, gives examples of good and not-so-good themes, and explains how using a theme ties the entire yearbook together. "Planning Content" encourages yearbook journalists to structure their book in a logical way, giving adequate attention to all aspects of student life. "Laying Out the Book" and "The Write Stuff" build on previous chapters on design and writing, adding tips specific to yearbook production.

The suggestions and examples in this chapter emphasize the need for careful planning. They also expand students' imaginations beyond the traditional yearbook features and formats and inspire students to produce yearbooks that will always be treasured.

Further Resources

Lee, Marshall. *Bookmaking: The Illustrated Guide to Design, Production, Editing.* 2nd ed. New York: R.R. Bowker, 1979.

Williamson, Hugh. *Methods of Book Design.* 3rd ed. New Haven, CT: Yale University Press, 1983.

For Discussion

Review

1. What are six kinds of staff members who work on a yearbook?

2. What are book specifications, and what do they specify?

3. How much space should be taken up by each section of a yearbook?

4. What is a ladder diagram, and what does it diagram?

Critical Thinking

1. Why is it important to get an early start on the yearbook?

2. How can you make sure that your yearbook shows a balanced view of the school year?

3. Should a yearbook be primarily for the senior class?

4. What do you think of the idea of video and CD-ROM yearbooks?

5. Besides those listed in the chapter, what are some good ideas for yearbook themes?

Activities

1. Hands-On Signatures

To get students to grasp signature structure, ask each student to fold a piece of paper into fourths, cut or tear the fourths apart, stack and fold them into a booklet, and number the pages 1 to 16. Each student should mark big Xs across pages 1, 4, 5, 8, 9, 12, 13, and 16, and then take the booklet apart and compare the marked pages to the ladder diagram on page 349. This demonstrates in a hands-on way why planning color in signatures saves money.

2. Yearbook Exchange

Form a team to acquire or borrow samples of yearbooks from other schools for purposes of comparison and inspiration. Have the team display interesting features and point out those that would work at your school.

3. Internet: Yearbook Web Site

Form a team to create a Web site on which parts of the yearbook can be posted as the book evolves. This is a great way to drum up sales and enthusiasm for the book, get student feedback, sell photographs, and get the student body involved.

4. Special Sources: Book Printers

Arrange for students on the yearbook staff to tour the printing facility that will handle your yearbook or a similar book production facility. This will help students understand why their pages must be laid out in certain ways and why meeting deadlines is critical.

Name _____

18. Working on the Yearbook

As you read Chapter 18, write an answer to each question below.

1. What are the responsibilities of the yearbook editor?

_____

_____

_____

2. What are some of the expensive extras you can choose for your yearbook?

_____

_____

_____

3. What are the physical parts, as opposed to content sections, of a yearbook?

_____

_____

_____

4. How should the contents of a yearbook be organized?

_____

_____

_____

5. What is a signature, and why is it important in yearbook production?

_____

_____

_____

Name

18. Working on the Yearbook

Find the best answer for each item. Then circle that answer.

1. In yearbook production, what is a signature?
   a. the name under a student portrait
   b. a clear theme, expressed by effective icons
   c. the image embossed on the front cover
   d. 16 pages of the book that are printed and handled together

2. What is a flat in book production?
   a. the eight pages printed on one side of a signature
   b. a signature on which no color is printed
   c. a stack of unprinted sheets for a web press
   d. a beginner who works on the yearbook's dullest parts

3. What do we mean by a topical approach?
   a. covering the surface of as many subjects as possible
   b. grouping content by shared activities
   c. designing in rectangular units
   d. making sure everything follows the theme

4. In a yearbook, what is a quick read?
   a. any caption or label
   b. an item in story form that allows the reader to access information quickly
   c. a fast scan of page dummies, proofs, or layouts
   d. another term for a mini-mag

5. What are proofs?
   a. agreements by sponsors to contribute money
   b. pages to be proofread
   c. printed pages that show how the final product will look
   d. vertical columns of white space

6. What are rails?
   a. the side parts of a ladder diagram
   b. long sheets with copy printed in one column
   c. pages on which colors can be printed
   d. vertical columns of white space

7. What is modular design?
   a. designing in rectangular units
   b. designing around a theme or concept
   c. producing the yearbook in signatures
   d. using similar division pages for all the sections

8. What is a lead-in in yearbook writing?
   a. an anecdote that opens a division page
   b. a headline for a photo caption
   c. a logo or theme that introduces each section
   d. a special section that's glued or stripped into the book

9. What is a mini-mag?
   a. a section of pages devoted to creative handling of a topic of area of your book
   b. a special section that's glued into a book
   c. a group of 16 pages that are handled together
   d. an item presented in nontraditional story form

10. What is a multiple?
   a. a section that's also printed separately
   b. another word for a ladder diagram
   c. a sample copy from the printer, used for final checking
   d. another word for signature

Name _____

18. Working on the Yearbook

Read each description, and write the letter of the correct term on the line.

1. The yearbook _____ has the primary responsibility for finances.
   a. business manager
   b. production editor
   c. editor
   d. editorial board

2. All these titles except _____ are sometimes used instead of "production editor."
   a. photography editor
   b. managing editor
   c. art director
   d. design editor

3. Of these factors, the one that least affects the yearbook's budget is _____.
   a. amount of advertising or patronage
   b. how many pages the book has
   c. how many students work on the book
   d. amount of color printing in the book

4. The school and yearbook name usually appear on the cover, the spine, and the _____.
   a. division spreads
   b. endsheets
   c. title page
   d. signature

5. A _____ is a spread-by-spread plan of the book.
   a. ladder diagram
   b. signature
   c. logo
   d. tip-in

6. The section of a book that contains the printing information is known as the _____.
   a. endsheet
   b. colophon
   c. division spread
   d. spine

7. You can break up people pages by printing quotes and other quick reads in the _____.
   a. flats
   b. tip-ins
   c. proofs
   d. rails

8. The yearbook staff works with _____ at the printing plant to create the final book.
   a. the printing press operator
   b. an in-house representative
   c. the faculty adviser
   d. specialized equipment

9. The main purpose of using a theme is to _____.
   a. make sure all students are represented
   b. keep clichés out of the yearbook
   c. present the school year in a positive light
   d. unify the yearbook visually and conceptually

10. In yearbooks, the _____ are usually the most important elements.
   a. photographs
   b. color pages
   c. double-page spreads
   d. teachers

Essay Question

How does using a ladder diagram help you organize your yearbook?

19. Magazines

Objectives

- **Describe types of commercial and trade magazine publishing**
- **Understand issues involved in publishing a high school magazine**
- **Explain how to publish and finance a literary magazine at your school**

Vocabulary

commercial magazines   **trade magazines**   **writers' guidelines**

Background

For the poet, the short story writer, and the abstract artist, the high school newspaper and yearbook offer little scope. A school literary and art magazine might well be just what a high school needs to ensure that all students have opportunities to express their creative talents. This chapter explores magazines in general and then high school magazines in particular, focusing on helping students decide whether a literary magazine is a commitment they want to make.

The chapter opens with a section on "Commercial and Trade Magazines," describing some of the types of magazines available and why they are popular. An "On the Job" interview with a magazine editor makes direct connections between magazine work and school journalism experience and should inspire students to explore career opportunities in magazines or even to submit their own work for commercial publication.

The section "What's Behind High School Magazines?" explains what a high school magazine can do and describes several types: the newspaper spinoff, the literary magazine, and the literary-art magazine. A practical checklist helps students ask the right questions to decide whether a magazine would work in their schools.

"The Literary Magazine" describes how to start such a publication, beginning with generating a philosophy and setting goals. The text presents three models for organizing a magazine staff: the all-staff plan, the delegation approach, and the committee model. A section on generating materials tells how to prepare and use submission guidelines and writers' guidelines as well as how to publicize the need for submissions. Strategies for selecting manuscripts and for raising funds are also covered.

The chapter is a valuable general overview of the magazine field intended to motivate students to enter it both directly (through commercial magazine outlets) and indirectly (by starting or working on a high school magazine). The choice of magazine titles and examples should broaden students' appreciation of the expanding opportunities in magazine work for both self-expression and meaningful employment.

Further Resources

Daugherty, Greg. *You Can Write for Magazines.* Cincinnati, OH: Writer's Digest Books, 1999.

Johnson, Sammye, and Patricia Prijatel. *The Magazine from Cover to Cover.* Chicago: NTC/Contemporary Publishing, 1999.

For Discussion

Review

1. What are five categories of commercial magazines?

2. What are three kinds of high school magazines?

3. What are three models for organizing the production of a literary magazine?

4. What are submission guidelines, and what do they contain?

Critical Thinking

1. Why do you think that entertainment and general interest magazines out-sell most news and opinion magazines?

2. Do you think that the most successful commercial magazines are the most influential? Why?

3. How might the policies of a literary magazine differ from those of a newspaper, and why?

4. Do you think a literary magazine would succeed in your school? Why or why not?

5. Where, besides your school, might you sell copies of a school literary and art magazine?

Activities

1. **Magazine Age Survey**

   Ask students or teams to visit a bookstore that has a huge magazine section. Have them survey the magazines to find out (a) how long they have been in circulation; (b) what category each falls in; and (c) the price range. Have students prepare infographics that display their results.

2. **Single Advertiser Magazines**

   A growing category of magazines not covered in the chapter are single advertiser magazines, such as those distributed on airlines and by health care organizations. Suggest that students collect examples of those magazines and report on their characteristics.

3. **Internet: More 'Zines**

   Most 'zines on the Web cover the music scenes in their various cities. But poetry and fiction 'zines do exist. Challenge students to explore and participate in the literary Web community.

4. **Special Sources: Poetry Slams**

   Encourage students to attend and participate in poetry slams, bookstore readings, and other open opportunities for self-expression. This is more than a way to broaden horizons; it's also a good way to identify other students who might be recruited for a literary publishing venture.

Name

19. Magazines

As you read Chapter 19, write an answer to each question below.

1. What is the difference between a commercial magazine and a trade magazine?

2. What questions should you ask before deciding to start a school magazine?

3. What staff members are needed for a high school magazine?

4. What is the difference between a newspaper spinoff magazine and a literary magazine?

5. What are four strategies for selecting manuscripts for publication in a literary magazine?

Name

19. Magazines

Find the best answer for each item. Then circle that answer.

1. Which of these describes a trade magazine?
   a. meant to be bartered, not sold
   b. widely distributed and sold to a broad audience
   c. targeted to a specific group of people and containing information on a specific industry
   d. published by a single advertiser

2. Which of these describes a commercial magazine?
   a. widely distributed and sold to a broad audience
   b. targeted to a specific group of people and containing information on a specific industry
   c. usually funded by voluntary contributions
   d. advertised on television

3. What are writers' guidelines?
   a. templates used in computer software programs
   b. marks used by proofreaders and copyeditors
   c. marks on the page showing the size of articles
   d. lists informing writers of article expectations for a given publication

4. What is a magazine?
   a. a collection of short stories or poems
   b. a soft-covered, bound periodical in book format
   c. an extra-thick version of a newspaper
   d. any bound paper publication that isn't a booklet

5. What do we mean by the word "literary"?
   a. having to do with literature
   b. having to do with fiction
   c. involving any creative writing other than news reporting
   d. flowery, romantic, or dramatic

6. Which is NOT one of the five most common types of magazines?
   a. entertainment
   b. literary
   c. news
   d. fashion

7. What is *Writer's Market*?
   a. a monthly literary magazine
   b. a book published every year for freelancers
   c. a listing of suggested magazine budgets
   d. none of the above

8. What is a newspaper spinoff?
   a. a high school magazine produced as a supplement or addition to the school newspaper
   b. a monthly newspaper
   c. a literary magazine that features poetry
   d. a magazine with no writers' guidelines

9. Which is a model for the organization of a literary magazine?
   a. the anonymous approach
   b. the freelance plan
   c. the delegation approach
   d. the trade model

10. Which question would be useful in a literary magazine student survey?
   a. How are submissions evaluated?
   b. What is the maximum number of lines for a poem?
   c. Would you like to see more fiction in the next issue?
   d. all of the above

Name _____

19. Magazines

Read each description, and write the letter of the correct term on the line.

1. The magazine industry is based on _____.
  a. what appeals to mass audiences
  b. the public's need to know
  c. competing with daily newspapers
  d. political and economic opinions

2. Literary magazines contain _____ compared to commercial magazines.
  a. writing of general interest
  b. relatively little advertising
  c. more upbeat material
  d. more pages

3. Magazines that are geared to either men or women are known as _____.
  a. special interest magazines
  b. spinoff magazines
  c. gender-specific magazines
  d. dateline magazines

4. A health publication is an example of a _____.
  a. news magazine
  b. entertainment magazine
  c. single-issue magazine
  d. special interest magazine

5. Smaller, more specialized magazines tend to rely on _____ for much of their copy.
  a. the Internet
  b. reprints
  c. freelance contributors
  d. editors

6. An example of a newspaper spinoff is _____.
  a. the Internet
  b. *The New York Times Magazine*

  c. *Time*
  d. *Meet the Press*

7. Of these organizational models, _____ does not contain a hierarchy.
  a. the all-staff plan
  b. the committee model
  c. the delegation approach
  d. using a panel of judges

8. Publicity for a literary magazine should include _____.
  a. how much the magazine will pay writers
  b. deadlines for submission of materials
  c. names of the magazine's contributors
  d. a written statement of philosophy

9. A student magazine should be limited to _____.
  a. students who aren't already working on the newspaper or yearbook
  b. people associated with the school now and in the past
  c. student contributors
  d. only the best writers and artists

10. Having a philosophy, goals, and _____ are critical to the success of a literary magazine.
  a. no competition
  b. a student newspaper in the same school
  c. funding from state or federal sources
  d. an efficient staff

Essay Question

What needs can be met by a high school literary magazine that are not usually met by either a newspaper or a yearbook?

20. Broadcast Journalism

Objectives

- **Describe the differences between broadcast and print journalism**
- **Describe radio staff positions and story types**
- **Describe television staff positions and story types**
- **Follow guidelines on how to write for broadcast**
- **Set up a broadcast script**

Vocabulary

cart	package	SOT	TRT
incue	reader	soundbite	VO
nat sound	rundown	standup	VOSOT
outcue	slug	super	

Background

"My adviser told me to read the handwriting on the wall," says Joie Chen of CNN, explaining why she turned from print to television journalism. In this chapter's "On the Job" segment, Chen recounts how a major Chicago newspaper folded just as she entered Northwestern University's Medill School of Journalism. Like Chen, your students will probably find many more jobs in broadcasting than in print journalism.

This chapter is a brief overview of broadcasting, including opportunities for high school journalists to practice their craft. A main point throughout the chapter is that print reporting and writing are valuable skills for broadcasting reporters as well.

After a short description of how broadcast is different from print, the chapter presents some general guidelines for broadcast writing. Examples show students the need to keep the words simple and let the pictures convey the message. Sections on "Radio Journalism" and "Television Journalism" describe the key jobs in each field. Specialized terms from radio and television are also explained.

The last part of the chapter, "Setting up Scripts," contains specific style guidelines for writers as well as sample scripts for both television and radio. Students discover how and why broadcast scripts look so different than news stories for print. They'll start to appreciate that broadcasting involves even more teamwork than print because a broadcast is live. That's what gives broadcasting its immediacy and freshness.

The focus on high school broadcasting in this chapter will inspire students to work on school stations if you have them and to start school stations if you don't.

Further Resources

Hayes, James L., ed. *Burrelle's Media Directory: Broadcast, Media, Radio.* Livingston, NJ: Burrelle's Information Services, 1999.

Murray, Michael D., ed. *Encyclopedia of Broadcast News.* Phoenix, AZ: Oryx Press, 1999.

For Discussion

Review

1. What is broadcast journalism?

2. What is nat sound, and what is it used for?

3. What is the difference between a package in television broadcasting and a package in radio?

4. Why are the spoken parts of broadcast scripts typed in all caps?

Critical Thinking

1. What do you think are the advantages of broadcasting compared to print?

2. What do you think are the advantages of print compared to broadcasting?

3. Do you think it's harder or easier to get a good soundbite in broadcasting than it is to get a good quote in print?

4. Why is teamwork important to broadcast journalism?

5. Do you think a radio or television station would work in your school? If so, or if you already have a station, what kinds of stories should you broadcast?

Activities

1. Recording for Broadcast

Have students work in teams to create radio or television news shows and record them, even though the shows aren't broadcast. Use the experience to discuss similarities and differences between print and broadcast writing, editing, and production.

2. Radio Scripts

Ask students to write a radio script based on a recent or upcoming concert, show, or sports event at your school. Have students follow the guidelines on pp. 380–381. Ask for volunteers to read their scripts to the class.

3. Internet: Integrated Multimedia

Broadcast news and the Internet are getting more interconnected every day. Ask students to watch network television news broadcasts, especially on cable television, and to check out all the Web sites referred to on television. How does this double method of getting the news compare to reading a newspaper?

4. Special Sources: Local Stations

Encourage students to take advantage of any educational opportunities offered by your local radio and television stations, such as tours of the station and apprenticeships.

Name

20. Broadcast Journalism

As you read Chapter 20, write an answer to each question below.

1. What general guidelines should you follow in writing for broadcast?

2. What are four jobs that need to be done at a radio station?

3. What are twelve jobs that need to be done at a television station?

4. What are some specific style guidelines for preparing a script for broadcasting?

5. What does a broadcast script look like on the printed page?

Name _____

20. Broadcast Journalism

Find the best answer for each item. Then circle that answer.

1. In television broadcasting, what is a cart?
   a. a two-tiered, metal-wheeled vehicle on which video tapes are stored and transported
   b. a large studio camera on wheels
   c. a news story that carries part of another story
   d. a radio or videotape that contains soundbites and nat sound for a news broadcast

2. What is a standup?
   a. an amusing or entertaining news story
   b. a simple radio or television story
   c. the appearance of the reporter on camera
   d. a news conference or photo opportunity

3. In broadcast news, what is a package?
   a. the news program plus its commercials
   b. a complex radio or TV story that includes narration, sound bites, and nat sound
   c. the typed script for a radio or TV story
   d. a news broadcast picked up from somewhere else

4. In television news, what is a super?
   a. an especially compelling soundbite or picture
   b. an announcer's voice reading something over the nat sound or picture
   c. the person in charge of a shoot
   d. words across the bottom of the screen that help explain the video

5. What does SOT stand for?
   a. stay off tape
   b. sound of talking
   c. sound on tape
   d. start off talking

6. In broadcasting, what is a reader?
   a. the basic story for broadcast, simply read aloud by the newscaster
   b. a newscaster
   c. a card or a screen printed with the script
   d. a direct quote from a source on camera

7. What is a rundown?
   a. a story shot from a mobile unit
   b. a short rehearsal of a news broadcast
   c. the summary of today's news at the end of a broadcast
   d. a list of the order of stories in a newscast

8. In a printed broadcast script, what is an incue?
   a. the last three words of a soundbite
   b. the first three words of a soundbite
   c. a signal for the newscaster to begin talking
   d. the appearance of the reporter on camera

9. In a printed broadcast script, what is an outcue?
   a. the last three words of a soundbite
   b. the first three words of a soundbite
   c. a signal for the newscaster to stop talking
   d. the disappearance of the reporter from camera view

10. What does TRT stand for?
   a. talk run time
   b. television reporter talk
   c. total radio time
   d. total run time

Name

20. Broadcast Journalism

Read each description, and write the letter of the correct term on the line.

1. Although broadcast news is seen and heard, it still needs _____.
   a. the latest audio and video equipment
   b. words printed on the screen
   c. a written and printed script
   d. an on-camera reporter

2. In news written for broadcasting, you should be able to _____.
   a. see the reporter up close
   b. tell the whole story in pictures
   c. use the same kinds of sentences as in print news
   d. read each sentence in just one breath

3. The person at a radio station who chooses and assigns stories is the _____.
   a. news director
   b. staff adviser
   c. reporter
   d. newscaster

4. The person at a television station who coordinates coverage of stories is the _____.
   a. news director
   b. assignment editor
   c. producer
   d. director

5. The person at a television station who decides which cameras to use and when is the _____.
   a. news director
   b. assignment editor
   c. producer
   d. director

6. When a script calls for a VO, what happens is _____ .
   a. the anchor appears on screen
   b. the reporter appears on screen
   c. the newscaster or reporter's voice is heard while a video is being seen
   d. there is natural sound in the background

7. In television, _____ is often used at the start of a VO.
   a. a package
   b. nat sound
   c. a slug
   d. a rundown

8. On a radio or television script, you should use capital letters for _____.
   a. all the words spoken by the newscasters
   b. incues and outcues
   c. slugs
   d. supers

9. A pronouncer is a _____.
   a. piece of type printed over a video picture
   b. spoken prompt on how to say a word
   c. written instruction on how to say a word
   d. speech expert who coaches newscasters

10. A super is often used so that _____.
   a. all the air time gets filled
   b. the reporter has time to start talking
   c. newscasters aren't necessary
   d. the newscaster doesn't have to take the time to say the words

Essay Question

As a journalist, would you prefer working in television, radio, or print, and why?

21. Advertising

Objectives

- **Describe the role of advertising in scholastic publications**
- **Explain how the staff works together to manage advertising**
- **Follow guidelines for good advertising**
- **Describe how advertising sales are made**
- **Follow guidelines for preparing ads for publication**

Vocabulary

advertising contract	advocacy ads	cost analysis	skyline design
advertising manager	commission	mock-up	smokestack design
advertising policy	comp	patron ad	statement
advertising survey	conflict of interest	rate sheet (fee schedule)	tearsheet

Background

Every student publication needs money. Is advertising the way to get it? If so, what's involved in selling and running ads? This chapter helps students answer those questions.

The chapter begins by describing the main reasons that student publications carry advertising. Then the section "Advertising Management" surveys the budget calculations, record keeping, and general paperwork required to get and keep advertisers. Illustrations of sample forms help students to design their publications' advertising forms, contracts, and other standard paperwork. The section also includes valuable tips on building and using an advertiser list.

"Good Advertising" analyzes what kinds of ads work best in student publications, how to train yourself to make effective sales calls, and how to sell ads to local businesses. In addition to regular ads, the text encourages students to consider other options: parent-sponsored ads, patron ads, discounts, coupons, and advocacy ads. The discussion on advocacy ads leads naturally into discussion and debate on advertising policy. What restrictions does the publication or school place on ads? How can you avoid conflicts of interest? As students discuss these questions, they should recognize why a written advertising policy is so important.

The chapter ends with hands-on tips on "Preparing Ads for Publication," including using type and fitting ads into the page design. This discussion should make students realize that decisions about advertising affect the physical layout and graphic design as much as they do the written content of a student publication.

Further Resources

Bly, Robert W. *The Copywriter's Handbook.* New York: Holt/Owl Books, 1990.

White, Sarah, and John Woods. *Adams Streetwise® Do-It-Yourself Advertising.* Holbrook, M A: Adams Media Corporation, 1997.

For Discussion

Review

1. What are three main reasons for your publication to carry advertising?

2. What are three guidelines for building an advertiser list?

3. What three items should you always carry with you on a sales call?

4. What information should be contained in an ad?

Critical Thinking

1. What skills and personal qualities do you think are important in selling ads?

2. What other staff members, besides those who sell the ads, are involved in an advertising campaign?

3. Why is good record-keeping so important to ad sales?

4. How much ad revenue do you need for a year?

5. What moral and ethical guidelines, if any, do you think should be in your advertising policy, and why?

Activities

1. **Outclipping the Competition**

   Suggest that students clip ads from community newspapers for local businesses and prepare mock-ups of rival ads. Students might also choose which ads could run just as they are in a student publication. Either type of ad could go in a sales kit for a particular potential advertiser.

2. **Student Consumer Surveys**

   Challenge students to structure, conduct, and evaluate an advertising survey among your readers. Consider asking businesses to sponsor the survey. You would then run the survey in the paper itself, offering coupons to those who respond.

3. **Internet: Making an Internet Offer**

   If your publication has a Web site, suggest that students explore selling ad space on it. This extra ad space could be part of a package with print advertising, allowing you to charge slightly more for wider distribution.

4. **Special Sources: Advertising Magazines**

   Advertising Age is the best known of dozens of trade publications aimed at the advertising industry. Encourage students to read these magazines to increase awareness of job opportunities, to get inspiration, and to improve their skills.

Name

21. Advertising

As you read Chapter 21, write an answer to each question below.

1. What steps should you follow to decide how much advertising revenue you will need?

2. What forms and other standard paperwork do you need to conduct an advertising campaign, and what are they used for?

3. What items should be included in an advertising sales kit?

4. Besides standard commercial ads, what are some other options for advertising in a school publication?

5. How do designers fit ads into a publication?

Name _____

21. Advertising

Find the best answer for each item. Then circle that answer.

1. What do advocacy ads do?
   a. supply information in order to help nonprofit groups or charities
   b. offer bonuses for joining causes
   c. discreetly suggest the names of lawyers
   d. represent a whole group of businesses

2. What is another word for "statement"?
   a. rate sheet
   b. commission
   c. mock-up
   d. bill

3. What is a commission?
   a. a sample of how a published ad will appear
   b. a bonus paid to ad sales representatives
   c. a request by a business to design an ad
   d. a sample page showing the printed ad

4. What is a mock-up?
   a. the final draft of a client's ad
   b. a piece of advertising art prepared by the client
   c. a sample of how a published ad will appear
   d. a sample page showing the printed ad

5. What is an advertising contract?
   a. an agreement to pay a bonus to advertising sales representatives
   b. a bill sent to the advertiser after the ad is published
   c. a written statement by the publication outlining what kinds of ads are acceptable
   d. a signed agreement between an advertiser and a publication, giving specifics about the ad

6. What does "comp" stand for?
   a. complimentary
   b. commission
   c. composition
   d. complete

7. What is cost analysis?
   a. the process of selling advertising
   b. a list of rates, prices, discounts, and deadlines
   c. breaking down a publication's cost to determine the amount of advertising that must be run
   d. generating statistics on how students spend

8. What is a rate sheet?
   a. a chart showing revenues versus expenses
   b. a list of rates, prices, discounts, and deadlines
   c. a list of commissions due to sales reps
   d. a complimentary copy of the publication given to advertisers or other patrons

9. What do advertising surveys do?
   a. generate statistics on how students spend
   b. list potential advertisers to students
   c. scan types of ads that appeal to students
   d. promote the products and services of advertisers

10. What is a tearsheet?
   a. a page with a skyline design, from which the ads can be easily torn off
   b. another word for mock-up
   c. a sample page on which an ad was published
   d. another word for clipping

Name

21. Advertising

Read each description, and write the letter of the correct term on the line.

1. The advertising manager is on the same level as a _____.
   a. business manager
   b. page or section editor
   c. faculty adviser
   d. reporter

2. You should start with _____ to build an advertiser list.
   a. companies that have already advertised
   b. the Yellow Pages of the phone book
   c. local newspapers and magazines
   d. businesses that advertise at other schools

3. A publication should generate a commission sheet for every _____.
   a. ad sold
   b. issue of the publication
   c. advertiser
   d. ad sales representative

4. An ad record sheet lets you know _____.
   a. what an advertisement contains
   b. what commissions are still owed to sales reps
   c. what ads have been sold for an issue
   d. how much each size or type of advertisement costs

5. _____ are the marks of a detail-oriented advertising campaign.
   a. Personal touches
   b. Entertainment and information
   c. Time and money
   d. Advertising policies

6. Of these, the item that does NOT include the price and size of the ad is the _____.
   a. advertising contract
   b. advertising survey
   c. statement
   d. rate sheet

7. The usual success rate for sales calls is _____.
   a. higher for students than for other salespeople
   b. 1 out of 100
   c. 1 out of 10
   d. 3 out of 10

8. The purpose of _____ is to avoid conflicts of interest.
   a. a cost analysis
   b. an advocacy ad
   c. an advertising survey
   d. an advertising policy

9. The _____ is funded or sponsored to help out the publication, not necessarily to sell a product.
   a. advocacy ad
   b. patron ad
   c. discount coupon
   d. advertising policy

10. "Smokestack" and "skyline" describe _____.
   a. designs for placing ads on a page
   b. common types of mock-ups
   c. standard sizes versus column inches as ways to measure and price ads
   d. advertising rate schedules

Essay Question

How should you prepare for a sales call?