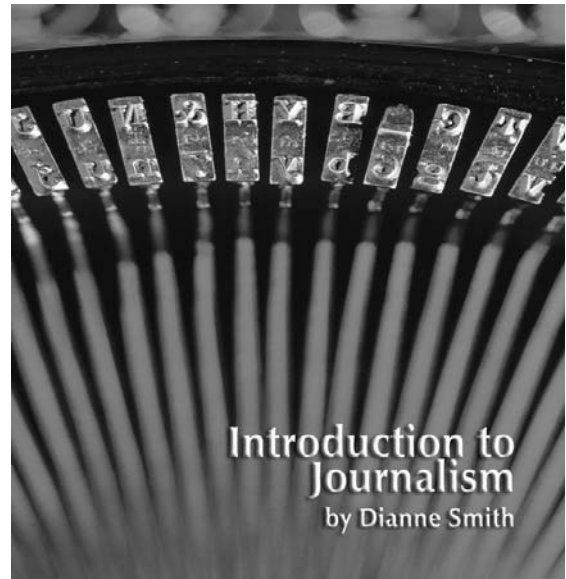


Introduction to Journalism



Student Activities Book

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by Dianne Smith, MJE

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By Dianne Smith

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We are a society that craves information. But we are busy people and we don't want to have to search for what we need. We want the news of the day brought to us, tied up in a nice package, presented in an easy-to-understand format. We want the ability to read about, listen to or watch information that is relevant to our lives, on demand. We want it at our convenience; we don't want to have to wait for it. We want the ability to get the main information in a hurry, and then if we are interested, we want the ability to go back and study the details. We want the ability to pick out the information we want to know about and discard the rest. We want our news departmentalized and compartmentalized. We want to know that the information we are presented is accurate and complete.

The Many Functions of the Media

American consumers of news want to have clear, accurate, unbiased information delivered to them in their newspapers and on their television and radio news programs. They are not interested in hearing the odds against having such a news package delivered to them. They just expect that it will happen. As a society, we have come to expect the media to perform the following functions:

- The political watchdog function. Journalists are charged with monitoring the activities of the government.
- The entertainment function. Not everything in life is serious. We want comic relief. We want comic strips. We want sound advice from Dear Abby. We want our MTV.
- The social function. Newspapers and broadcast news provide Americans with topics to talk about over the back fence, at the office water cooler, over coffee at Starbucks.
- The economic function. Advertising carried in the media helps to stimulate the economy and provide consumers with information about available products and services.
- The record-keeping function. Through the records kept by the news media, we know who is born, gets married, gets divorced, dies, who won the game, what political candidate said what interesting or outrageous thing, and what celebrities wore to the Oscars.

We are a society that has been formed on the basis of freedoms granted in the U.S. Constitution and its amendments, and as a society, we have come to expect that the nation's news media will deliver what we expect them to deliver. And most of the time we are not disappointed.

The First Amendment

Congress shall make no law respecting an establishment of religion, or prohibiting the free exercise thereof; or abridging the freedom of speech, or of the press; or the right of the people peaceably to assemble, and to petition the government for a redress of grievances.

It was no accident that these words were the first in what would become the Bill of Rights. The First Amendment to the U.S. Constitution guarantees that U.S. citizens will have the right to our own belief systems, which can be based on religious faith or not, and we have the right to express ourselves, based on those beliefs. We have the right to speak out and write about issues

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of importance, whether or not those views are “popular.” We have the right to assemble together, not just for religious purposes, but for any lawful purpose. And if we do not like how the government is running our business, we have the right to call our nation’s leaders to task for what they are doing or not doing.

The First Amendment guarantees that government cannot interfere in the business of gathering, reporting and disseminating the news. The government cannot come up with a licensing procedure for journalists. It cannot control the flow of news in any way. The people of America have a right to know what their government is doing, and they depend on the news media to keep them informed.

What Freedom of Expression Really Means

So what does the guarantee of free expression really mean? Can anyone really say anything he or she wants to say? Can newspapers print whatever they want to? Does the First Amendment protect me if I want to yell obscenities at a grocery clerk who overcharged me for a dozen eggs?

The First Amendment is viewpoint neutral. All ideas are protected, even those considered unpopular by the majority of the nation’s citizens. However, the way in which those ideas are expressed might be subject to control. For instance, the subject of gay rights and even the right for gays to marry has emerged as one of the most controversial and most discussed topics in political and religious discourse. There are vocal people on all sides of the issue. They have the right to be heard, and because of this right of expression, no doubt many people will be offended by something that is said. That is part of the price we pay for freedom of expression. All ideas can be discussed. Acting on a strong belief that homosexuality is wrong, however, could land a person in jail, especially if that person decides to harm a gay person or prevent that person from doing something he or she has the legal right to do. Speaking out against abortion is legal; blowing up a clinic where abortions are performed is not.

The First Amendment says only that Congress, and by extension, any branch of the government, cannot impose restrictions on your freedom of expression. It does not address agencies such as private businesses or individuals. The law recognizes that private business have rights, too, as do other individuals, and their rights will be taken into consideration in any dispute. Businesses have a First Amendment right to determine the type of speech they will allow on their premises. For example, if someone came into a department store with a sign advertising a sale at a competitor’s business, the department store management would be within their rights to escort the person with the sign out the door. Private businesses which have set up internet chat rooms for their customers can also stipulate the types of discussions that are and are not allowed.

The Student Press Law Center, a not-for-profit agency which works to protect the rights of student journalists and which provides school publications with free legal advice, lists some areas of expression that are not protected by the First Amendment:

1. **Material that is "obscene as to minors."** "Obscene as to minors is defined as material that meets all three of the following requirements:

- a) the average person, applying contemporary community standards, would find that the publication, taken as a whole, appeals to a minor's prurient interest in sex; and
- b) the publication depicts or describes, in a patently offensive way, sexual conduct such as ultimate sexual acts (normal or perverted), masturbation and lewd exhibition of the genitals; and;
- c) the work, taken as a whole, lacks serious literary, artistic, political or scientific value.

Indecent or vulgar language is not obscene.

[Note: Most states have statutes defining what is "obscene as to minors." If such a statute is in force in your state, it should be substituted in place of section II(B)(1).]

2. **Libelous material.** Libelous statements are provably false and unprivileged statements of fact that do demonstrated injury to an individual's or business's reputation in the community. If the allegedly libeled party is a "public figure" or "public official" as defined below, then school officials must show that the false statement was published "with actual malice," i.e., that the student journalists knew that the statement was false or that they published it with reckless disregard for the truth without trying to verify the truthfulness of the statement.

- a) A public official is a person who holds an elected or appointed public office and exercises a significant amount of governmental authority.
- b) A public figure is a person who either has sought the public's attention or is well known because of personal achievements or actions.
- c) School employees will be considered public officials or public figures in relationship to articles concerning their school-related activities.
- d) When an allegedly libelous statement concerns an individual who is not a public official or a public figure, school officials must show that the false statement was published willfully or negligently, i.e., the student journalist who wrote or published the statement has failed to exercise reasonably prudent care.
- e) Students are free to express opinions. Specifically, a student may criticize school policy or the performance of teachers, administrators, school officials and other school employees.

3. **Material that will cause "a material and substantial disruption of school activities."**

- a) Disruption is defined as student rioting, unlawful seizures of property, destruction of property, or substantial student participation in a school boycott, sit-in, walk-out or other related form of activity. Material such as racial, religious or ethnic slurs, however distasteful, is not in and of itself disruptive under these guidelines. Threats of violence are not materially disruptive without some act in furtherance of that threat or a reasonable belief and expectation that the author of the threat has the capability and intent of carrying through on that threat in a manner that does not allow acts other than suppression of speech to mitigate the threat in a timely manner. Material that stimulates heated discussion or debate does not constitute the type of disruption prohibited.
- b) For student media to be considered disruptive, specific facts must exist upon which one could reasonably forecast that a likelihood of immediate, substantial material disruption to normal school activity would occur if the material were further distributed or has occurred as a result of the material's distribution or dissemination. Mere undifferentiated fear or apprehension of disturbance is not enough; school administrators must be able affirmatively to show substantial facts that reasonably support a forecast of likely disruption.

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- c) In determining whether student media is disruptive, consideration must be given to the context of the distribution as well as the content of the material. In this regard, consideration should be given to past experience in the school with similar material, past experience in the school in dealing with and supervising the students in the school, current events influencing student attitudes and behavior and whether there have been any instances of actual or threatened disruption prior to or contemporaneously with the dissemination of the student publication in question
- d) School officials must protect advocates of unpopular viewpoints.
- e) "School activity" means educational student activity sponsored by the school and includes, by way of example and not by way of limitation, classroom work, official assemblies and other similar gatherings, school athletic contests, band concerts, school plays and scheduled in-school lunch periods.

It should be noted that the third restriction applies only to scholastic publications and not to other media, and was a stipulation of the 1969 Supreme Court case *Tinker v. Des Moines*, which will be discussed later.

Other areas that the First Amendment does not protect include:

- ***Copyright infringement.***
 - Occurs when copyrighted material is used without the permission of the creator or copyright holder.
 - A copyright lasts for the lifetime of the creator plus 70 years.
 - Photographs, illustrations, written works, and any other intellectual property falls under this, and it is not permissible to use any of these without the permission of the copyright holder. Even if the material is available on the Internet or other sources, it is a violation of the copyright to use it without permission.
 - After the copyright expires, the material enters the public domain, meaning that it is available for use.
 - All intellectual property should be credited to the creator.
- ***Fighting words***
 - While Americans have the right to express their opinions, the Supreme Court has ruled that "fighting words," those words which by their very utterance inflict injury or tend to incite an immediate breach of the peace, are not protected.
- ***Words that will lead to imminent, lawless action.***
 - Yelling "Fire!" in a crowded movie theater, for instance.

The First Amendment is under constant scrutiny. Annually since 1997, the First Amendment Center at Vanderbilt University in Nashville, Tennessee, has conducted a survey, with questions designed to determine just how Americans perceive these freedoms. The First Amendment refers to the annual survey as a "reality check."

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According to the First Amendment Center:

Core questions, asked each year, include awareness of First Amendment freedoms, overall assessments of whether there is too much or too little freedom of speech, press, and religion in the U.S., levels of tolerance for various types of public expression (such as flag-burning and singing songs with potentially offensive lyrics), levels of tolerance for various journalistic behaviors, attitudes toward prayer in schools, and level of support for amending the Constitution to prohibit flag-burning or defacement. Additional (non-core) questions asked in the 2003 survey include attitudes toward corporate ownership of news organizations, media coverage of the Iraq War and "the war on terrorism," whether the government has the right to monitor the activities of religious groups even if it means infringing upon religious freedoms, and whether controversial political remarks by entertainers affect the likelihood of attending performances or purchasing products featuring such entertainers.

Over the years, the results of the survey show that many Americans do not understand what the purpose of the First Amendment actually is, and many have believed the First Amendment goes too far in allowing the media to report certain things.

Among the most significant findings of the 2003 survey:

- The least popular freedom remains freedom of the press. About forty-six percent of the respondents said that the press has too much freedom.
- Sixty-five percent of those surveyed liked the idea of embedding U.S. journalists in individual combat units as was done during the 2003 war in Iraq. Sixty-eight percent said that the news media did an excellent or good job in covering the war.
- Despite the positive perception of war coverage, about 67% of those surveyed said that the government should be able to prior review journalists' news reports.
- 48% surveyed believed that they had too little information on the war on terrorism.
- Respondents were split on the question of whether the press had too much freedom to publish or if there was too much government censorship. Forty-three percent said there was too much freedom, and thirty-eight percent said there was too much censorship.
- Feelings of patriotism were evident as respondents answered questions about war protests. Almost one-third said that individuals should not be allowed to protest against an American war during the period of active combat.
- Also one-third said that public school officials should be allowed to prohibit high school students from expressing their opinions about the war on school property. And despite a major Supreme Court case which granted students the right to wear armbands or other symbolic opposition to the war during a combat period, about half of those surveyed said that schools should be allowed to ban these items.
- Remembering a statement made in London by Natalie Maines, lead singer for the Texas-based Dixie Chicks, that she was embarrassed that the President of the United States was from Texas, thirty-nine percent of those surveyed said they would be less likely to buy a CD from a musician who has made controversial political remarks in public that differ from their own views.
- 55% of those surveyed opposed a constitutional amendment to ban flag-burning, a four percent increase from 2002.

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Ethics and Responsibility

The constant questioning and reinterpretation of the First Amendment and what freedoms are covered puts a big responsibility on the people who report the news. With the freedom that the First Amendment grants comes responsibility. That responsibility is constantly being challenged and questioned and defined. Journalists are human beings and not perfect, and each time a journalist acts in an unethical way and it becomes known, all journalists are scrutinized closely. In the past few years, the actions of one New York Times reporter, Jayson Blair, who was caught fabricating the news and plagiarizing from other publications, caused a chain reaction at the nation's most prestigious newspaper that led to the resignations of the editor and managing editor. At the New Republic magazine, it was discovered that writer Stephen Glass fabricated most of the so-called in-depth articles he had written for that publication. While his writing was crisp and brilliant and inspired, his information had little to do with reality. What was a great piece of fiction was passed off as the truth. Another New York Times reporter, Pulitzer Prize winner Rick Bragg, resigned under pressure because stories carrying his by-line were actually at least partially researched, if not written, by other reporters who were "stringing" for him. And at the Los Angeles Times, photographer Brian Walski was fired for altering an image he took in Iraq before it was published, not in the Times, but in the Chicago Tribune and the Hartford Courant, which had obtained the picture through the Times internal picture distribution service, Newscom.

Each of these incidents called into question the ethics, not of just these journalists, but journalists everywhere. At a time when almost half of all Americans are questioning the value of the First Amendment, what it means, and whether it goes too far in protecting the nation's news media, they raise serious issues.

If incidents such as these can happen at these publications, they can happen elsewhere. In one example, a newspaper abandoned its role as government watchdog and truth teller, and joined with the local police department, faking a story in order to catch a criminal. While the motives involved may have been very noble, how can a newspaper maintain its integrity and credibility by faking stories, no matter what the reason might be?

The story in question involved a man who had already been convicted and imprisoned for the murder of his wife. Not satisfied with killing only his wife, he promised his former cellmate, by then out of prison, \$17,000 in jewelry if he would burn down a house while the convict's mother-in-law and 13-year-old son were inside.

The convicted murderer also planned to have the children of the prosecutor responsible for his conviction killed if the original plan failed.

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The sheriff's office found out about the plan through an informant and arrested the former cellmate who decided it would be in his best interest to cooperate. He told the sheriff's department that the convicted murderer was demanding proof that the house had been burned and that the two people had died in the fire.

At first, the sheriff's department considered having a fake newspaper page made up and delivered to the convict. However, the convict wanted his mother to be an independent witness that the job had been done. He wanted her to see the article in the newspaper.

The sheriff's department approached a reporter from the King County Journal in Bellevue, Washington, and requested that the newspaper fake a story about the house burning down.

The ethical dilemma here was obvious. Should the newspaper stand firm on principle and refuse to print a fabricated story even though the publication of the story might prevent the murder of the prosecutor's children? Or should the newspaper run the fake story, deceiving the readers who depend on the newspaper for factual information, in order to trick the man behind prison bars into believing his plan had been carried out?

Editors of the King County Journal admitted they had run the article, knowing it was untrue.

Some readers and critics felt the paper was justified in what it did because the action probably saved lives. Others felt the publication of the story undermined the credibility of the newspaper. The editors felt that the publication of the story was no different from withholding facts from stories at the request of law enforcement, and ultimately they decided that running the story as requested would be better for the community than not running it. They felt that their readers would understand and ultimately forgive them for deceiving them. In the short run, this prediction turned out to be true, as polls indicated their readers were not concerned about an ethical breach.

However, the result of all these incidents is that the news media are scrutinizing themselves more. They are re-examining and rewriting policies and impressing upon the journalists that are employed by their organizations that unethical behavior will not be tolerated.

Because the government cannot interfere with the publication of news, it is important that journalists police themselves. Every national journalism organization and many news media outlets have codes of ethics that journalists are expected to follow.

Ethics are a system of beliefs subscribed to by a particular group of people. They outline what is the right thing to do in various situations. For journalists, the rules are clear. They are to put the needs of the readers ahead of their own needs. The readers' right to know the truth is much more important than the reporters' right to transmit information.

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The main principles of the Society of Professional Journalists' Code of Ethics include:

- Seek truth and report it.
- Minimize harm.
- Act independently.
- Be accountable.

The Statement of Principles of the American Society of Newspaper Editors (ASNE) states in its Preamble that:

The First Amendment, protecting freedom of expression from abridgment by any law, guarantees to the people through their press a constitutional right, and thereby places on newspaper people a particular responsibility. Thus journalism demands of its practitioners not only industry and knowledge but also the pursuit of a standard of integrity proportionate to the journalist's singular obligation. To this end the American Society of Newspaper Editors sets forth this Statement of Principles as a standard encouraging the highest ethical and professional performance.

The principles include issues such as:

- Responsibility
- Freedom of the Press. ASNE says this belongs to the PEOPLE, and must be defended against attacks by any entity, including government.
- Independence. ASNE believes journalists must avoid even the appearance of a conflict of interest.
- Truth and Accuracy. Journalists depend upon good faith with the reader.
- Impartiality. This does not prevent the newspaper reporters from having an opinion, but there must be a clear distinction for the reader about what is presented as fact and what is presented as opinion.
- Fair Play. Journalists must respect the rights of all who are involved in a news story, no matter who they are or what they may have done.

ASNE ends its statement of principles with this:

These principles are intended to preserve, protect and strengthen the bond of trust and respect between American journalists and the American people, a bond that is essential to sustain the grant of freedom entrusted to both by the nation's founders.

Other major news organizations, both print and broadcast, have similar statements of principles or ethics. It is clear that the nation's journalists are serious about the work they do and understand the importance of absolute credibility with the news consumers.

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Historical Perspective

When Colonial America was being settled, there was no such thing as freedom of the press. It was unheard of. In fact, in Europe, censorship had been a way of life. Royalty and the military

had long used published essays to spread the word of their victories over their enemies, and they were very controlling of the printing presses. Penalty for printing “insults” to the crown or to the military was flogging for a first offense, often death for subsequent offenses. The mid 1600s were especially dangerous for journalists in Great Britain. William Twyn, who authored a book endorsing the right to revolution, was put to death by the British government. According to former Time editor Henry Grunwald who wanted to nominate Twyn as the patron saint of journalists, Twyn was “hanged, cut down while still alive, emasculated, disemboweled, quartered and, to make absolutely sure, beheaded.” The House of Commons would not allow anything to be published about its proceedings without its consent, so newspapers were little more than public relations tools for the government.

The first newspaper published in the American Colonies appeared on Sept. 25, 1690. Called Publick Occurrences Both Forreign and Domestick, it was published in Boston by Benjamin Harris. The authorities, in “high Resentment” that the publication had dared to report that English military forces had allied themselves with “miserable” savages, put Publick Occurrences out of business four days later. Only one issue of the paper was published.

Figure 1 The front page of the first Colonial newspaper, Publick Occurrences Both Forreign and Domestick

The first continuously published newspaper in the Colonies did not appear for another 14 years. In 1704 John Campbell started The Boston News-Letter, which was published “by authority”, meaning that content was approved by the government. The paper continued to publish for 72 years.



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Figure 2 The front page of *The Boston News-Letter*, the first continuously published newspaper in the American Colonies.

The publishing of newspapers was not encouraged by the Colonial governments. In fact, publication was highly discouraged. Governors saw a real danger in having their business printed for the world to see, even though the literacy rate was not very high due to the high cost of education at the time. In 1671, Gov. William Berkeley of Virginia wrote: "I thank God, there are no free schools nor printing and I hope we shall not have, these hundred years, for learning has brought disobedience, and heresy, and sects into the world, and printing has divulged them, and libels against the best government. God keep us from both." The British government which had put to death printers who criticized their actions, once told the Massachusetts governors: "Great inconvenience may arise by the liberty of printing."

The Trial of John Peter Zenger

As the population of the Colonies grew, so did the number of newspapers, and their publishers were more outspoken. John Peter Zenger, editor of the *New York Weekly Journal*, was arrested in 1734 and charged with seditious libel for criticisms of Governor William Cosby. Represented by Andrew Hamilton during the trial, Zenger was acquitted when it was determined that what he wrote was true.

This court case set an historical precedent that if the subject matter is true, a libel has not occurred. There was reason to rejoice among publishers, but they knew they would need to become even more outspoken to make needed changes. While Zenger had been in jail awaiting trial for 10 months, his wife carried on in his absence. However, other printers and publishers were concerned that despite Zenger's victory, their own livelihoods depended on the approval of the government, and they felt something was inherently wrong with this system.

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In 1754, Benjamin Franklin, published the nation's first political cartoon (see figure 6.1) which depicted a snake cut into sections, each part representing a colony, with the caption: "Join or Die." The cartoon urged the Colonies to join together as a single nation during the French and Indian War. The purpose of newspapers was beginning to change. Before the American Revolution, their purpose had been mainly to inform with news items about events in the home country. As the Revolution approached, their focus became more political and the news began to focus more on what was going on in the Colonies.

The idea of a free press was welcomed by the publishers of the time. The number of newspapers was growing. Within a few years of the Revolution, daily publishing began. There were over 100 in the new nation by the 1790. The "party press" emerged, with newspapers published by the Federalists and the Republicans. Freedom of the press was widely accepted. However, newspapers that had once focused on criticizing the British government were now affiliated with political parties and were focusing on criticizing the opposition. The President of the United States became a frequent target of attacks. John Adams, who wrote "A Constitution or Form of Government for the Commonwealth of Massachusetts" included a free press guarantee in the document. But after being elected President of the United States, Adams endorsed the Alien and Sedition Acts, which would jail editors who were critical of the President.

Newspapers and the Industrial Revolution

By 1833 there were more three times as many newspapers in the United States as there were in France or England. The mechanical advancements made during the Industrial Revolution, coupled with free public education leading to a higher literacy rate, caused the demand for newspapers to soar. The population was growing and was heading west.

Several major cities had two or more competing newspapers, and in order to increase circulation, publishers began lowering the price per copy.

On Jan. 1, 1833, Dr. H.D. Shepard, publisher of the New York Morning Post, introduced his newspaper at a price of 2 cents per copy, then lowered it to 1 cent. However, the paper only lasted for two and one-half weeks.

The idea of a "penny press" survived, however. Nine months later, in September, Benjamin Day began publishing the New York Sun, which was a newspaper designed to appeal to the masses. It emphasized local news, featured human interest stories and played up sensational events. Police court reports proved to be a popular feature. The paper sold for 1 cent per copy.

Other newspapers followed suit, including the New York Herald, published by James Gordon Bennett, which included financial news and society news. The Herald also covered a murder trial, followed closely by readers.

Other popular newspapers of the time included the New York Tribune, published by Horace Greeley beginning in 1841. Greeley aimed for a higher level of journalism, denouncing the

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publishing of police reports, advertisements and news of the theaters. Greeley was issue-oriented. He wanted to abolish slavery, improve the conditions of the poor and unemployed, upgrade the slum areas, end capital punishment, prohibit the sale and consumption of alcohol and to advocate westward expansion of the States. Greeley was active in politics and he was the person who nominated Abraham Lincoln for the presidency in 1860. He himself ran for the nomination of president in 1872, but was not selected. Humiliated, he died soon afterwards.

What would become what is considered to be the best newspaper in the world, the New York Times, was brought to life by Henry J. Raymond in 1851, publishing its first issue on Sept. 18. It included four pages with six wide columns and contained both foreign and local news. Shunning sensationalism, which was becoming more prevalent in newspapers, the Times opted to cover stories thoroughly and accurately.

As newspapers grew and flourished, the methods of obtaining news improved. Communication was faster. What had taken several months to get from Europe to America now took only weeks or days.

As the Civil War approached, a new invention would change the face of news forever.

Civil War Coverage

The idea of electronic communication came about in the 1820s and '30s when British inventor William Sturgeon exhibited his new device, an electromagnet. He demonstrated its power by lifting nine pounds with a seven-ounce piece of iron through which the current of a single cell battery was sent. Ten years later, American inventor Joseph Henry realized the potential for long distance communication. He sent an electronic current over one mile of wire to activate an electromagnet which caused a bell to strike. Samuel F.B. Morse, took that invention and made it a commercial success.

For the first time, using a code to represent numbers and letters, information could be transmitted over long distances. The invention was quickly utilized by the military, and news reporters began to make use of the new invention as well.

News could be transmitted from station to station and reach a telegraph office located in the vicinity of the target newspaper in a matter of hours, where it had taken days or weeks to get stories to the newspaper before this. However, the new invention brought some new concerns.

Stories were usually long, full of detail and embellishment. It was expensive to transmit information this way, about 1 cent per character. Newspapers spent hundreds of thousands of dollars to transmit news.

At the same time, wire services were established, so named because information was being transmitted over wires. At one of the first meetings of the then new Associated Press, members agreed on a new way to write stories:

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- Stories should be written briefly.
- Stories would be tailored for a national audience.
- There would be no partisanship which had become a part of stories in newspapers.

A popular myth tells us that the inverted pyramid was born because reporters had to get their stories transmitted before wires were blown down or cut, and if they put the most important information at the end of the story, readers would not see it if the whole story did not get transmitted. However, research shows that even after the telegraph had been used fairly extensively, stories were still being transmitted chronologically.

It was actually the assassination of President Abraham Lincoln in 1865 that triggered the use of the inverted pyramid, according to historian David T.Z. Mindich, although other historians have said that several societal factors led to the use of the summary lead and inverted pyramid form of story telling.

The Civil War also afforded photographers the opportunity to take pictures of actual battles, and newspapers began publishing the pictures. As cameras and film improved from their early beginnings, more people used the equipment to make a living. During the War, Mathew Brady organized a group of photographers to take pictures of the battles in progress. Brady himself was credited with many photographs he did not actually take, but he was the person who organized the photography efforts during the conflict.



Figure 3 Photographer Mathew Brady
from the National Archives

Censorship of the news was almost non-existent during the Civil War, although there were reports that Confederate generals tried to get Southern newspapers to obtain information for them to use in battle. Reports of battle plans and troop movements were regularly reported; however, these were printed after the fact because of the time it took to get them into print.

Yellow Journalism

In the mid to late 1800s, newspapers underwent more major changes. Before this time the Sunday paper was no different from daily editions of the paper, but Joseph Pulitzer made some big changes when he took over the New York World. Daily editions were generally 8 pages in length, increasing eventually to 16 pages. He made the Sunday paper 20 pages long, and as circulation increased, so did the size of the Sunday paper, growing to 48 pages.

Comic drawings, popular songs, sports, society news and news for children became regular features of the Sunday edition.

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Pulitzer had been a reporter for the Westliche Post in St. Louis. He bought the St. Louis Dispatch at a sheriff's sale for \$2500, combining with the Post a few days later. The newspaper became famous for crusades for cleaning and repairing streets, fighting lotteries, combating gambling and battling tax-dodgers.

He moved to New York in 1882 after buying the World. The paper's policy was to include information that would appeal to the masses. It was colorful, sometimes important and often sensational. Pulitzer was a spokesperson for liberal ideas, and his editorial page often reflected these ideas.

William Randolph Hearst was an admirer of Pulitzer. He was put in charge of his father's newspaper, the San Francisco Examiner, and designed it in the image of Pulitzer's New York World. In 1895, he bought the New York Journal, a paper that had once belonged to Pulitzer's brother, Albert. He hired the best journalists and paid them high salaries. The paper used numerous illustrations, and stories emphasized crime, disaster and scandal reporting. When Pulitzer lowered the price of his paper to 1 cent, Hearst followed suit.

The competition was only just beginning.

The two competing newspapers became so sensational in their coverage that they were banned from the homes of many New Yorkers. They were each called a public menace.

The heaviest competition was apparent in the Sunday editions of the two papers. At one point, Hearst hired the entire staff of Pulitzer's paper, raising their salaries. Pulitzer hired them back. Within 24 hours, Hearst had raised the price of the Journal so he could afford to hire them again.

Comics were a popular feature in the World. Hearst copied the idea for the Journal.

One of the most popular features of Pulitzer's paper was a cartoon character known as the Yellow Kid. Drawn by Richard Outcault, the cartoon featured a bald child wearing a yellow nightgown who made pithy, but somewhat ungrammatical, observations about the day's events.

Outcault was hired away from the World by the Journal during the height of the competition. Not to be outdone, Pulitzer hired another cartoonist to continue drawing the yellow-clad kid. So for a while, both papers ran Yellow Kid cartoons which had nothing to do with each other.

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Figure 4 The Yellow Kid, although in print for only about three years, inspired many collectible items, including post cards, mugs, cigarette packaging, dolls and other items. The Yellow Kid is in the Public Domain.

All that yellow ink, combined with the sensational treatment of the news, gave rise to the term “yellow journalism”, which included headlines in excessively large type, lavish use of pictures (some of which were faked), and fraudulent stories with faked interviews.

The war going on between Hearst and Pulitzer grew more intense as tensions between America and Spain grew over the tiny island of Cuba. Some historians even blame the Spanish-American War on the circulation war between the two newspaper giants.

Figure 5: The exaggerated, inflammatory headlines in this 1898 issue of the New York Journal helped to spark the war between America and Spain.



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The papers printed sensational descriptions of Cubans in concentration camps, accompanied by graphic pictures of mothers and babies being killed. Many of the pictures were drawn, based on rumors that were circulating. The more the papers could print about Cuban atrocities, the higher their circulation numbers soared. They used the growing patriotism of Americans to build up a hatred for Spain, who they said was committing the atrocities.

By the time the USS Maine exploded in Havana Harbor, Pulitzer and Hearst had created such a frenzy among the American people that President William McKinley is said to have feared what would happen to his political party if he did not engage in a war with Spain.

Turning It Around

Some publishers were not happy about the way American journalism was going. One of them was Adolph Ochs, who had bought the struggling New York Times in 1896.

At 38 Ochs gained control of the *New York Times*. He fought off financial problems, unscrupulous advertisers and unsavory politicians, lowered the price of his paper to 1 cent in 1898, and tripled the circulation during the next year.

He vowed that the *Times* would "give the news impartially, without fear or favor," and said that it would be a forum for all questions of public importance. He kept those promises. When he died in 1935, The Times was recognized as one of the world's leading newspapers.

At a time when New Yorkers were canceling their subscriptions to the World and the Journal, they were welcoming the Times into their homes, believing the mottos the paper was putting forth: "All the News that's Fit to Print" and "It Does Not Soil the Breakfast Cloth."



By 1901 Joseph Pulitzer's philosophy had changed and his newspaper was becoming more conservative in its approach to the news. He began to emphasize the newspaper's responsibility to the public as both a crusader for change and an agent for accuracy. The stories began to focus more on news, art, music and literature and less on crime and disaster.

Figure 6: Joseph Pulitzer

Before his death in 1911, he established the Pulitzer School of Journalism at Columbia University in New York City. Through his will, he established eight prizes to be awarded in his name. Four were expressly set aside for journalism, four were established for letters and drama, one was established for education and four were designated as traveling scholarships. He empowered a board of directors to make any changes as needed, and they set the standards for the awarding of prizes which herald excellence in journalism. The awards were first presented in 1917.

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William Randolph Hearst's impact on journalism is also still felt. The Hearst Corporation owns several newspapers, magazines and broadcast outlets. Hearst also has left a legacy which honors excellence in journalism. Through the Hearst Foundation which supports several charities and grants money to colleges, awards have been established to honor outstanding work by student journalists.

Figure 7: William Randolph Hearst

The two publishers, who once ignored the importance of credibility and ethical behavior in journalism, have ensured that their successors will honor those ideals.

Modern Technology Changes the Face of Journalism

As radio and television emerged during the 20th Century as major competition for advertising dollars and for news consumers, newspapers faced different challenges. Many cities were no longer able to support more than one newspaper along with radio and television outlets. The advertising support was not there. Some newspapers folded, others merged with their competitors. Many were bought by major chains, such as the Hearst Corporation, Gannett, Knight-Ridder and others.

The broadcast media were able to provide immediate coverage of events. Radio could provide on-the-spot interviews with newsmakers, and television could bring actual pictures of events as they were happening into the homes of viewers. Many consumers preferred to get their news through these media rather than newspapers.

Newspapers had to change to survive. Studies were done to determine what attracted readers to stories, where their eyes went first on a newspaper page, and where they went next. Newspaper layout began to change accordingly. It became more streamlined and organized.

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In 1982, USA Today emerged as one of the nation's first national mass market daily newspapers, with stories and pictures transmitted by satellite to several locations allowing regional editions of the paper to be printed simultaneously. From the beginning, USA Today offered bright colorful pages and informational graphics to make news more interesting and understandable to its readers. Local newspapers began to follow suit.

Figure 8: The front page of USA Today has a modern, sleek modular design with graphics and large photographs.



Figure 9: The look of newspapers has undergone numerous changes over the years. The modern sleek look of today's newspapers is due to the competition from other media.

New Media

New media is a generic term which encompasses the many different forms of electronic communication, such as Web sites and e-mail. New media may include chat rooms, instant messaging, streaming audio and video, mobile computing, internet telephony or digital photography. It is a new way of sharing information and combines many of the positive aspects of both print and broadcast. The term *new media* differentiates these forms of communication from *old media*, which are static representations of text and graphics. One of the fastest growing components of new media is the web log, or "blog". While some are posted for recreational purposes, a growing number are political in nature and attract about 30 million American readers on a daily basis. Many blog readers feel they do not get the whole story from traditional media outlets.

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The vast majority of professional newspapers now have online editions. Television and radio networks and local channels also have web sites. In addition, a growing number of independent news and commentary web sites have been established. Radio stations are broadcasting over the internet, and some television stations have live Web casts that coincide with their regular broadcasts. Private corporations have also established a Web presence from which customers can research and order products or get more information about the company.

Newspaper Web sites can offer video segments that they are not able to offer in their print editions. Television and radio Web sites can have a permanent archive of the stories they run. The Internet has opened a new frontier for news reporting and distribution.

The Internet has, as other technological advances, changed the face of journalism once again. News is available instantaneously from not only American sources, but also foreign sources. It is now possible to read translations in every language of news from just about every nation. Americans can now see and hear the information presented from different perspectives in other nations, just as citizens from other nations can read about the American media perspectives.

The relative ease of online communication has also made it possible for individuals to set up their own news Web sites and electronic magazines, or e-zines. Online journaling, or “blogging” (web logging), is increasing in popularity. Editors of professional publications often use the blogging technology to post news commentary which is linked to the online newspaper. However, anyone can secure a blog account and can publish information on the Web. It is important that the news consumer be very careful about choosing sites from which to obtain information.

New ideas about the ethics of news reporting will emerge as electronic journalism grows and changes.

The Scholastic Media

Student journalists are following in the footsteps of their professional counterparts. Schools are producing not only newspapers and yearbooks and literary magazines, but in recent years broadcast programs have been popping up in schools across the country, and students are producing their own radio and television newscasts. Some of these publications and broadcasts rival the quality of the professional ones in their communities. Many publications have also established a presence on the Internet, offering updated headlines and late-breaking news for their readers.

Student writers are tackling more sophisticated and controversial topics than the high school publications of a few years ago would allow. No longer content to write only about school dances, pep rallies, football games and the latest field trip to the museum, students are examining teen pregnancy, sexually transmitted diseases, eating disorders, suicide and other issues that concern them. They are writing about school budgets, questioning policies, investigating rumors of wrongdoing by school officials. In some cases they are publishing stories about lawsuits filed

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against the school district. They are reporting about school football camps at which freshman players are hazed. To parody a car commercial of a decade ago: It's not your father's school newspaper any more.

While these students are learning real-world skills and getting practical experience in critical thinking, and winning awards and national recognition along the way, this focus on controversial issues often makes administrators nervous. Charged with maintaining safe schools in which learning can take place, administrators fear that parents and community leaders will object to controversial issues being published in the school newspaper. The days of prom stories and field trip pictures were much kinder to their blood pressure. Apprehension about community reaction may lead to school policies requiring an administrator or an appointed faculty member to read the publication before it is published in hopes of eliminating anything that might be offensive. But prior restraint, or censorship, by government officials, is prohibited by the First Amendment. But does the First Amendment apply to students? Obviously, some who responded to the First Amendment survey discussed earlier do not think that it does. The Supreme Court, however, has spoken.

Three landmark cases have shaped students' First Amendment rights, but they have not stopped the confusion.

- *Tinker v. Des Moines*, 1969. In the 1960s, America was involved in an armed conflict in Viet Nam. It was a conflict that deeply divided the nation. Protests against the U.S. involvement in Viet Nam were common. Young men were avoiding serving in the military by crossing the border into Canada. Sentiments on both sides of the issue were strong and dialogue was often heated. In Des Moines, Iowa, a high school student named John Tinker, his younger sister and a few of their friends wanted to quietly protest the war by wearing black arm bands to school. School administrators, hearing of the plan, quickly nixed it, saying that any students wearing arm bands would be suspended. John and Mary Beth Tinker wore them anyway, and the administrators were true to their word, suspending all students who wore the arm bands.

The Tinkers sued the school district. Although the District Court recognized that the students had First Amendment rights, it refused to issue an injunction against the school, saying that the school officials' actions were reasonable in light of potential disruptions from the students' protest. The Tinkers appealed their case to the U.S. Court of Appeals but a tie vote in that court allowed the District Court's ruling to stand. As a result they decided to appeal the case to the Supreme Court.

The Supreme Court ruled that students do, indeed, have First Amendment rights, and they do not shed them each morning when they get to school. The Court said that students were free to express themselves so long as that expression did not lead to a material and substantial disruption of the normal activities of the school day. The justices said the black arm bands worn by the students were a form of peaceful expression and would not lead to a disruption of school.

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- *Bethel v. Fraser*, 1986. Matthew Fraser, a senior at Bethel High School in Pierce County, Washington, was asked to nominate a junior for an office in the student government. He prepared a speech and showed it to two of his teachers, who were concerned about the sexual nature of the nominating speech and told him not to use it. However, in an all-school assembly, Fraser used the sexual references to outline the qualities of his candidate.

The day following the assembly the assistant principal informed Fraser that his speech violated the school's "disruptive conduct rule," which prohibited conduct interfering with education and the use of obscene language. Fraser received a three-day suspension and his name was removed from the list of candidates for potential graduation speakers.

Fraser sued the school, saying that his First Amendment rights had been violated. The District Court agreed with him, as did the Court of Appeals. The school appealed to the Supreme Court.

The Court decided the school district acted within its authority regarding the sanctions imposed on Fraser. The Court stated the First Amendment did not keep schools from deciding what speech and behavior is acceptable. This idea was supported by the fact that the basic educational mission of the school should not be undermined.

The Court did not reverse its decision in *Tinker v. Des Moines*, but it did state that a school could impose limits on how an opinion is expressed on campus, even though it could not prevent opinions from being expressed. In other words, Fraser's praise for his friend was fine, but the way he expressed himself was unacceptable, and the school had the right to prohibit that type of speech.

- *Hazelwood v. Kuhlmeier*, 1988. In May of 1983, the student staff of the *Spectrum*, the student newspaper at Hazelwood East High School in Missouri, were ready to publish the final edition of the year. The paper was submitted to the principal for approval before it was to be sent to the printer. The principal, Robert Reynolds, was concerned about two articles in the paper. One concerned teen pregnancy and the other was about students in families that were experiencing divorce. Names of the students mentioned in the teen pregnancy story were not included, but Reynolds felt there was enough information that readers would know who the students were. The story about divorce concerned him because of things that were said about the families by the students who were interviewed. He felt that family members had not been given the opportunity to respond. The article also mentioned sex and birth control, and Reynolds felt that ninth graders at the school were too young to read about these topics.

Reynolds asked Howard Emerson, a new adviser for the newspaper, to delete the two pages that contained the questionable articles, and take the rest of the paper to the printer to be published. The student staff was not consulted. When the paper was distributed on campus, they saw that the pages had been eliminated.

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Cathy Kuhlmeier, editor of the paper, and some of her fellow staff members, felt their First Amendment rights had been violated. They filed suit against Reynolds and the Hazelwood school district in District Court.

This court sided with the school, stating that school officials might impose limits on students' speech in activities that are "an integral part of the school's educational function" as long as their decision "has a substantial and reasonable basis". If the school has a good reason to do so, they said, it could place limits on curricular activities, such as the publication of the school newspaper.

The students appealed to the Court of Appeals for the Eighth Circuit which reversed the decision of the lower court, saying that the students' First Amendment rights were violated. The court conceded that the newspaper was indeed a part of the school curriculum but said that it was also a "public forum". As a public forum, the newspaper was "intended to be and operated as a conduit for student viewpoint". Because the paper was a forum for student discussion, the principal or other officials could censor it only when "necessary to avoid material and substantial interference with school work or discipline . . . or the rights of others", an idea known as the Tinker Standard.

The school appealed the decision and the Supreme Court of the United States agreed to hear the case. In determining whether or not students' rights were violated, it would consider whether or not the student newspaper was a public forum and whether the First Amendment "requires a school affirmatively to promote particular student speech".

The Court ruled in favor of the school, stating that the Hazelwood East Spectrum was NOT a public forum because it was published as part of a class and did not accept material from students outside the class. It had been run by the teacher of the class who had made assignments and determined the content.

The majority opinion of the court, delivered by Justice White, said, in part: "We have . . . recognized that the First Amendment rights of students in the public schools 'are not automatically coextensive with the rights of adults in other settings' . . . and must be 'applied in light of the special characteristics of the school environment' . . . A school need not tolerate student speech that is inconsistent with its 'basic educational mission.' . . . even though the government could not censor similar speech outside the school."

The ruling surprised journalism teachers because it seemed inconsistent with rulings in lower courts handed down over the previous 15 years which had given student journalists extensive protection under the First Amendment.

According to the Student Press Law Center, "The most significant aspect of the Hazelwood decision is the emphasis it gives to determining whether a student publication is or is not a "public forum" for student expression. Some student publications that formerly may have been presumed public forums may not be after Hazelwood." Those that are determined to be public

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forums do not fall under the Hazelwood guidelines, but fall under the Tinker Standard. They can publish material that does not violate any non-protected speech rules and which does not cause material and substantial disruption to the school day. Papers which are not public forums would come under the stricter Hazelwood ruling.

By definition, a public forum newspaper is one that is open for all readers to exchange ideas. A closed forum is open to the staff only to print their articles. Hazelwood East High School's newspaper was a closed forum.

The Student Press Law Center Web site (www.splc.org) is an excellent resource for student journalists in all matters of student press law. There is extensive information on how to determine if a newspaper should fall under the Tinker standard or the Hazelwood standard.

The Hazelwood decision stipulates that school administrators can censor student expression only if it is reasonably related to legitimate pedagogical concerns. Administrators are still prohibited from censoring ideas simply because they do not agree with them. However, there is enough doubt about what constitutes a legitimate pedagogical concern that prior review of student publications and outright censorship of well-written, well-researched articles generate record numbers of calls to the Student Press Law Center. Mark Goodman, staff attorney and director of the SPLC, reports that the number of calls dealing with censorship grows each year.

While SPLC will work with any high school or college staff in matters of legal concern, arranging for free legal representation if necessary, the organization encourages student staffs to take steps to establish the publications as open forums, preferably by policy, but at least by practice. The attorneys are also willing to work with student writers as they prepare to publish articles which may be considered controversial to make sure that the articles themselves are free of libel, could not be considered obscene, and would not lead to a substantial and material disruption to the school day.

Quill and Scroll, the national honor society for student journalists, with the help of the American Society of Newspaper Editors, the John S. and James L. Knight Foundation, the Dow Jones Newspaper Fund, the Journalism Education Association, the National Council of Teachers of English, and the National Association of Secondary School Principals, published a booklet designed to help administrators understand the role of the student press. The "Principal's Guide to Scholastic Journalism" was sent to every high school principal in the U.S. in 2002. It outlines the rights and responsibilities of both administrators and student journalists and offers suggestions about how student publications staffs and administrators can work together to make publishing a positive experience for everyone. Additional copies are available from Quill and Scroll (www.uiowa.edu/~quill-sc/News/pg.html) and from the Journalism Education Association Bookstore (www.jea.org).

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Activity 1:1 Media Functions

For each item which might be found in the newspaper, on the television news, or on Internet news sites, indicate if the media function performed is:

- a. political watchdog
- b. entertainment
- c. social
- d. economic
- e. record-keeping

Some may fulfill more than one function.

- _____ 1. A total of 14 babies were born yesterday in the city's hospitals.
- _____ 2. A series of open air concerts has been planned for City Park during the summer.
- _____ 3. Stock prices were up slightly today.
- _____ 4. The Astros beat the Blue Jays 5-2.
- _____ 5. National security adviser Condoleeza Rice had planned to deliver a speech Sept. 11, 2001, about national security that did not mention Osama bin Laden, al Qaeda or Islamic fundamentalist groups.
- _____ 6. Lefthander Andy Pettitte, one of the top free agent signings in Astros history, was sent back to Houston and placed on the disabled list today, retroactive to April 7, because of a strained left elbow.
- _____ 7. Texas Southern and Rice universities are joining the parade of schools that will charge significantly more to attend classes this fall.
- _____ 8. Matthew Perry says he had to fight back the tears when it came time to say goodbye to wisecracking Chandler Bing. "I didn't cry, but I felt like I was about to for like seven hours," the 34-year-old *Friends* star said in an interview.
- _____ 9. ARIES (March 21-April 19). People seem to fit into two neat categories -- the ones who make things happen and the ones who wait for something to happen. If you're not in the mood to initiate, that doesn't mean your actions aren't useful. Be gentle with yourself.
- _____ 10. The Washington Avenue Coalition (WAC) meets the second Monday of the Month at Leo's on Washington at 6 p.m. It is open to all residents and businesses along the corridor.
- _____ 11. Democrat presidential candidate John Kerry accused President Bush of slashing \$1 billion from job-training programs

Activity 1:1

_____12. Ad 2 Houston, a non-profit professional organization for people 18-31 in the communications industry, is seeking new members. For more information, please contact...

_____13. When medical detectives track the source of a new outbreak, increasingly they look no further than the animal world. That's because about 75 percent of all new infectious diseases -- including high-profile ones such as SARS, bird flu, monkey pox and West Nile virus -- originate from animals.

_____14. Galveston County Gem & Mineral Club meets each first Thursday of the month at 7:30 p.m. in the Texas City Nessler Civic Center (2010 5th Ave. No.) for rockhounds of all ages to share their common love of gems and minerals.

_____15. An experimental drug can dramatically boost levels of HDL, the good cholesterol, potentially offering an entirely new way to prevent heart attacks.

_____16. The state's health care programs for low-income Texans will run a \$582 million deficit by the end of the current budget, state officials told the press on Friday. State officials say it is because of a higher than expected caseload, but the shortfall is close to the amount legislators shifted out of the Medicaid budget last spring while trying to balance a tight budget.

_____17. **Houston: 64°**

Light Rain

Wind: **North 17 mph**

Dew point: **61°**

Pressure: **29.88 in.**

Humidity: **90 %**

Visibility: **10 miles**

Pollen: High

_____18. A federal judge in Denver has ruled there is evidence that the United States' biggest radio broadcaster and concert promoter abused its clout by threatening to keep artists off the air unless they performed at its shows.

_____19. Holding out a can of soda, a customer said to dollar-store owner Joe Smith: "Here's 21 cents. OK if I give you the rest on Sunday?" Smith agreed to the down payment on a 50-cent drink. He certainly doesn't want to alienate any of his customers at his shop, not with business the way it is at the Sharpstown store.

_____20. President Bush's August 2001 briefing on terrorism threats, soon to be declassified by the White House, included information from three months earlier that al-Qaida was trying to send operatives into the United States for an explosives attack, according to several people who have seen the memo.

Some examples from the Houston Chronicle online edition, April 10, 2004

Activity 1:2 Journalism History

True/False

Indicate whether the sentence or statement is true or false.

- _____ 1. Joseph Pulitzer was a major American publisher during the Colonial period.
- _____ 2. Pulitzer's foremost competitor was Benjamin Day.
- _____ 3. The competition for subscribers during the Yellow Journalism period may have led to the Civil War.
- _____ 4. The Yellow Kid was a popular cartoon character which appeared in both the New York Journal and the New York World.
- _____ 5. Newspapers began to streamline their appearance and package stories in modules because of the growing popularity of television journalism and the need to attract advertisers.

Multiple Choice

Identify the letter of the choice that best completes the statement or answers the question.

- _____ 6. The Supreme Court Case that established that administrators could censor the content of student newspapers was:
 - a. Hazelwood v. Kuhlmeier, 1988
 - b. Tinker v. Des Moines, 1969
 - c. Bethel v. Fraser, 1986
 - d. Towngate v. Bastrop, 1995
- _____ 7. Since the First Amendment guarantees freedom of expression, this means that:
 - a. Churches must allow any kind of expression inside the sanctuary.
 - b. Congress and other branches of government cannot interfere with an individual's right to express himself.
 - c. Private businesses must allow all forms of expression on their property.
 - d. All of the above
- _____ 8. In the Supreme Court case Tinker v. Des Moines, the court ruled that students were free to express themselves at school if:
 - a. they got permission from the principal
 - b. they wrote letters to the editor of the community newspaper
 - c. they did not materially and substantially disrupt the normal activities of the school day
 - d. they wore black arm bands

Activity 1:2

- _____ 9. The invention of the telegraph made coverage of which war possible from the battlefield?
- | | |
|--------------------------|-------------------------------|
| a. Civil War | c. Spanish-American War |
| b. French and Indian War | d. American Revolutionary War |
- _____ 10. The first national mass market daily newspaper printed and distributed regionally was:
- | | |
|-------------------------------|-----------------------|
| a. The San Francisco Examiner | c. The Boston Globe |
| b. USA Today | d. The New York Times |

Completion

Complete each sentence or statement.

11. The organization which helps student journalism with legal problems is the _____.
12. Tinker v. Des Moines was the 1969 Supreme Court case that established that students did not give up their _____ at school.
13. The name of the first continuously published newspaper in the American Colonies was _____.
14. The first newspaper published in the American Colonies that was shut down after one issue was _____.
15. _____ are a system of beliefs which guide people in their actions because of what they see as right or wrong.

Short Answer

16. Of the five freedoms granted by the First Amendment, which freedom is seen as the least popular by the American public?

Activity 1:2

17. What are the five freedoms granted by the First Amendment?

18. What two things does the First Amendment guarantee about religion?

19. Whose ideas are protected by the First Amendment?

20. Whose trial for seditious libel in 1736 established truth as a defense for libel?

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Project 1:1 The First Amendment

Directions:

Option I:

Individually, or in groups, as determined by your instructor, prepare a visual presentation explaining one or more of the following U.S. Supreme Court cases which deal with the First Amendment. A visual presentation could be a poster, a PowerPoint presentation or a Web site. Thoroughly research the case(s) you choose and be prepared to present your case(s) and explain its (their) significance to the class.

Choose one or more of the following court cases:

- Schenck v. United States
- Evans v. Shelma Union High School
- Near v. Minnesota
- West Virginia State Board of Education v. Barnett
- Rosenberg v. Board of Education of the City of New York
- The New York Times v. Sullivan
- Brandenburg v. Ohio
- The New York Times Co. v. the United States
- Hustler Magazine v. Falwell

Option II:

Research the three landmark Supreme Court cases dealing with students' First Amendment rights. These include:

- Tinker v. Des Moines
- Bethel v. Fraser
- Hazelwood v. Kuhlmeier

Prepare a visual presentation (poster, PowerPoint or Web site) which explains the cases and how they have impacted First Amendment rights for students. Be prepared to present your project to the class.

Option III:

The First Amendment protects all ideas, which includes those presented through the arts and literature.

Project 1:1 The First Amendment

Research one of the following questions and prepare a visual presentation (poster, PowerPoint or Web site) which explains your findings. If you prefer, you can choose your own topic, provided your instructor okays it.

- Song lyrics. From the rhythm'n'blues of the '30s, to Elvis Presley in the '50s, to the protest songs of the '60s and 70s, to today's music containing suggestive lyrics and what some consider to be vulgar language, songs have been scrutinized, analyzed, and in many cases, banned outright from radio airplay or retail sales. How does the First Amendment affect these lyrics and what types of restrictions on lyrics would be legal under the First Amendment? Be prepared to present your project to the class.
- Banned books. The American Library Association celebrates "Banned Books Week" each year to honor those authors and books which have caused such a stir among the American public that people have called for their banning or even burning. Prepare a visual presentation (poster, PowerPoint or Web site) about some of the books which have caused such controversy. Was it because of content or who the authors were? Who wanted to ban them? Why? Be prepared to present your project to the class.
- The Dixie Chicks' lead singer Natalie Maines outraged many Americans when she said to a London concert audience: "We are embarrassed that President George Bush is from Texas." Although she later apologized for the remark, many radio stations took their songs off the air and in at least one instance a radio station arranged for the large-scale destruction of Dixie Chicks CDs by asking people to bring them to a parking lot to be run over by heavy equipment. Other performers have also caused the American public to become outraged because of their outspokenness. The performers have broken no laws by speaking out and they say they are exercising their First Amendment freedoms. Those who choose to support sanctions against them say they are exercising their First Amendment rights also. How do these actions affect people's perceptions of the First Amendment? Does the First Amendment go too far in protecting people's rights? Do celebrities have the right to use their status as celebrities to promote their ideas which may be controversial? Be prepared to present your findings to the class.

Option IV:

Here are some general topics that you can research and prepare a visual presentation (poster, PowerPoint or Web site) to share your findings:

- Explain the work of the Freedom Forum and the First Amendment Center.
- What is "Freedom Sings" and how does this group promote the First Amendment?
- Does the First Amendment protect "hate speech"? Why is it or why is not protected?
- Flag burning has been upheld as a free speech issue. After researching the history of this controversy, explain why the courts have taken this position.
- As internet service providers begin to sue companies and individuals who mass e-mail (spam) their customers, those being sued complain that their First Amendment rights are being violated. Do these people have right to invade the e-mail boxes of

Project 1:1 The First Amendment

anyone they want? Whose rights are being violated? Anyone's? Research this topic and be prepared to present your findings.

- What constitutes indecency on the airwaves? The U.S. House of Representatives has voted to raise the maximum fine imposed on broadcasters and entertainers who air indecent material from \$27,500 to \$500,000. The American Civil Liberties Union has expressed concern that freedom of speech could be impinged as broadcasters try to follow a vague definition of what is indecent. Help the lawmakers out here. From researching this issue, what should be considered indecent and what should be considered ok for viewers to see? Be prepared to present and defend your findings to the class.
- Check out the Student Press Law Center Web site (www.splc.org) and research some cases of censorship in high school newspapers. With what you have learned about the First Amendment determine if the newspaper was under the Tinker Standard or the Hazelwood Standard. What was the reason for the censorship? What was the outcome? Prepare a visual presentation of your findings and be prepared to present your project to the class.

Your instructor will help you with the following information:

Posters should be _____

PowerPoint presentations should contain between _____ slides.

Video presentations should be _____ minutes long.

Reports or notebooks should be typed and should be between _____ pages.

Rough draft or preliminary deadline: _____

Final Project due date: _____

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Project 1:2 Journalism History

American journalism has a colorful past. An understanding of this history will help you to understand the methods used by modern day journalists.

Individually or in groups, as directed by your instructor, pick one of the following topics to research and prepare a project. Your project can be verbal (research paper or notebook) or visual (poster, mobile, PowerPoint, Web site, video or some other visual project). Be prepared to present it to the class.

- Prepare a visual timeline of the significant events in the history of American journalism, beginning with the first newspaper in the Colonies, Publick Occurrences Both Forreign and Domestick, and ending with the emergence of news sites on the Internet.
- Trace the evolution of design in newspapers from Colonial times to present day.
- Research and explain the contributions of one or more of the following journalists, photographers and others who affected the history of the American media:
 - John Peter Zenger
 - Benjamin Franklin
 - Joseph Pulitzer
 - William Randolph Hearst
 - Nellie Bly
 - Jane Grey Swisshelm
 - Mathew Brady
 - Richard Outcault
 - Benjamin Day
 - Horace Greeley
 - Thomas Nast
 - Edward R. Murrow
 - Walter Cronkite
 - Helen Thomas
 - Bob Woodward and Carl Bernstein
 - Geraldo Rivera
 - Barbara Walters
 - Dave Barry
 - Bill O'Reilly
 - Matt Drudge
- Research the Great Moon Hoax of 1835 and prepare a project explaining what it was and how it affected newspapers and readers of the time period.
- Compare and contrast yellow journalism from our history with modern day supermarket tabloids.
- Research the history of political cartooning and prepare a visual project showing how cartoons have emerged as important commentary on the issues of the day.

Project 1:2 Journalism History

- Research the history of the comic strip, beginning with the Yellow Kid and continuing through the comic strips of today. Are they purely for entertainment or do they have some other significance? What?
- Compare and contrast news presentation on television, newspapers and the Internet.
- Prepare a 4-page newspaper with stories about the significant events in journalism history.

Your instructor will help you with the following information:

Posters should be _____

PowerPoint presentations should contain between _____ slides.

Video presentations should be _____ minutes long.

Reports or notebooks should be typed and should be between _____ pages.

Rough draft or preliminary deadline: _____

Final Project due date: _____

Weekly Lab 1:1 Current Events

Objective(s):

- The student will be aware of events taking place in the community and the world.
- The student will gain additional experience in researching and presenting information.

Each student or group of students will be responsible for creating a current events presentation at least once during the course. Your instructor will give you the week that your group will make your presentation.

Current events are issues which are in the news. These events will obviously vary from week to week if not day to day. They pertain to school, local, regional, state-wide and national events.

You or your group will come up with an interesting presentation concerning news events which are taking place the week of your presentation. Your presentation could be a skit, a trivia game, a PowerPoint, a videotaped newscast, a live newscast or any other type of presentation that your instructor approves.

There are many current events games and assignments available on the Internet. If you need an idea, search on Google or some other search engine for “current events assignments” and you will receive a long list of locations from which you can gather ideas. If you attend any journalism workshops or seminars during the year, you may have the opportunity to attend a session that deals with current events assignments. These would also be a good place to find some ideas.

If you or your group fails to make your current events presentation, your instructor will have another current events assignment for your class to do, but you will receive a “0” for your project grade. You will, however, earn a grade for the alternate assignment.

Use the form on the next page to plan your presentation. This form will be due to your instructor no less than two weeks prior to the date you or your group is scheduled. Planning can be done ahead of time, but the actual content of your presentation cannot be inserted until the week of your presentation in order for it to be current.

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Weekly Lab 1:1a Presentation Planner

Directions: Fill out and turn in this planner to your instructor two weeks prior to your presentation date. Only one form per group needs to be turned in.

Current Date

Date of Presentation

Members of group assigned to current events presentation:

Briefly describe what you or your group wants to do for your presentation:

List supplies and equipment that you will need and indicate who will provide each item:

When will your group be able to get together to plan your presentation?

Will you need any class time to meet with your group? (Your group can meet up to 3 times, for 15 minutes at a time) during class prior to the day of your presentation. If you think you will need this time, schedule it at this time. You can always cancel it if you don't need it, but it may be difficult to ask for time at the last minute.

If you have questions or concerns about this project, please write them here so that your instructor will have time to respond in writing to you or your group.

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Weekly Lab 1:2 Journaling

Reporters observe and write about what they see. Keeping a journal helps reporters develop observation skills, sharpen writing skills and keep abreast of issues that readers want to know about.

Use your own lined paper to create weekly journals. Use a full page front and back for each week, on which you can record your observations and comments. If you would like, you may copy the two pages following this page and number the weekly journals appropriately.

Some weeks your instructor may ask you specifically to comment on a particular news event or issue. Other weeks you may be free to write about what is on your mind.

Journals will be due on _____ each week.

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Journaling - Week # _____

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Print Name _____ Period _____ Date _____

Journaling - Week # _____

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

Unit 2: A Matter of Facts

The Nature of News

The average person is bombarded with thousands of messages every day—from the television, the radio, billboards, the Internet, telephone calls, the intercom, mail—we often feel we are in information overload. However, many of the messages do not pertain to us, so we do not pay attention to them. This unit deals with factual messages that are important to readers because they are newsworthy—they contain information which will enable them to make better decisions in their lives or they contain information which is interesting to them. These are the messages that make up what we call “news.”

In this unit, you will learn to sort through some of the factual messages and using “news elements” and knowledge of our readers, you will choose those messages which have importance or interest to the readers. This is known as exercising “news judgment.”

You will examine how news stories are structured and why they are structured that way, as well as take a look at traditional news style. You will see how news writing differs from other forms of writing. You will examine the reasons certain facts are newsworthy while others are not, and we will discover the difference between “hard news” and “soft news.”

You will see that news is made up of opinions as well as facts, and that those opinions, in the form of quotes, help to make a story come alive.

And most importantly, you will have the opportunity to write a news story, your first of several stories throughout the course.

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Activity 2:1 Fact vs. Opinion

Directions: For each statement, indicate if the statement is a fact (F) or an opinion (O).

- ___ 1. It is 86 degrees outside.
- ___ 2. The school district will probably adopt a block schedule for next year.
- ___ 3. The school board voted 7-1 not to adopt uniforms at the high school level.
- ___ 4. It is warm in the building.
- ___ 5. Hastings High School colors are prettier than Taylor's colors.
- ___ 6. The yearbook was really bad last year.
- ___ 7. The newspaper received the highest ranking from the Columbia Scholastic Press Conference.
- ___ 8. It looks like rain.
- ___ 9. That food in the cafeteria is very unhealthy.
- ___ 10. The colors selected by the school board for the new high school are silver and blue.
- ___ 11. The cost of the prom is \$40 per couple.
- ___ 12. The State Legislature has passed a law outlawing soft drink machines within 50 feet of the cafeteria.
- ___ 13. It would really be a shame if high school students had to start wearing uniforms.
- ___ 14. That girl's skirt is way too short to be worn to school.
- ___ 15. The President should not try to push through an amendment banning gay marriage.
- ___ 16. The President announced that he would be sending 150,000 more troops to the Middle East.
- ___ 17. Coca Cola is better than Pepsi.
- ___ 18. Albertson's sells twice as much Coca Cola as Pepsi, according to sales reports.
- ___ 19. Government guidelines show that most schools serve food that is too high in fat content.

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Unit 2:1 The News Values

Objective(s):

- The student will learn what makes news or journalistic writing different from other forms of writing.

Vocabulary:

Accuracy, concise, clarity, relevancy, attribution, fairness, balance, objectivity

What makes news different from other forms of writing?

- It is accurate. Reporters pay close attention to detail when gathering facts and details.
- It is concise. News is written as concisely and tightly as possible.
- It is in Active Voice.
 - The best stories contain a single dominant theme and use the subject-verb-direct object structure.
 - The noun is concrete, referring to specifics.
 - Verbs are vivid, showing exact action.
- It is clear. The reporter must understand the event first, and then write about it in a clear, precise, logical simple language. If the reporter is confused about the event, the writing will be confusing also.
- It is relevant. The reporter selects the most important quotes, illustrations, anecdotes and facts.
- Opinion is attributed. All information that cannot be proven is attributed to the source of the material.
- Sources are identified. Reporters should identify sources by name, title or other description. Anonymous sources are not acceptable, except in rare instances where privacy issues are at stake.
- It is fair and balanced. All sides of the story are given their say and are treated without favoritism.
- It is objective. It is written in third person and without editorial comment by the reporter.

Unit 2:1 The News Values

- It is true. The reporter must find the truth among the facts, statements and denials. Reporters must seek to tell the latest version of the truth. As more facts come to light, the truth will change.

--Adapted from a workshop handout by Bobby Hawthorne, UT-Austin

Activity 2:2 Analyzing News Values

Directions: Using a story from your community newspaper or one that you have downloaded from a news site on the Internet, answer the following questions concerning news values and what makes the way the story different from other forms of writing. Staple the article you are analyzing to this Activity to turn in.

1. What specific facts (who, what, when, where, why and how) are included in the story that would lead you to believe the reporter checked for accuracy?

2. What specific, concrete words are used that would bring images to the readers' minds? For example, did the reporter use any words, such as "oak" rather than "large tree" or "mastiff", rather than "huge dog" that demonstrate that the story was written concisely?

3. Cite three examples of sentences written in *active voice*.

4. If a sentence is in *passive voice*, what do you think is the reason for it? Could it have been changed to active voice without losing the meaning being conveyed? Why or why not?

Activity 2:2 Analyzing News Values

5. Explain why you think the story is or is not clearly written. Would the average reader be able to understand the article as it is written? Are there any words that are not easily understood?

6. Is the story relevant to the reading audience? What specific reading audience does the story target? (General audience? Senior citizens? Students? Young adults?)

7. List all statements that contain opinion. Are they all attributed to a source? Are there any sentences that contain opinion that appear as though they might be the reporter's opinion?

Activity 2:2 Analyzing News Values

8. List the sources that were used in the story, along with their identification. Was any source not properly identified? If not, was there a good reason for it?

9. Does the reporter attempt to tell more than one side of the story? If it is controversial, are all sides given a chance to have their say? If you feel that the story is not fair or balanced because one or more sides have not been addressed in the story, explain why you feel this way.

10. Is the overall impression of the story that the reporter attempted to tell the truth? Is there any feeling that facts were withheld from the reader? Explain.

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Unit 2:2 The News Elements

Objective(s):

- The student will understand and be able to recognize the values that set some facts apart as newsworthy.

Vocabulary:

proximity, prominence, timeliness, consequence, human interest

There are facts that are newsworthy, and there are facts that are not newsworthy. There are facts which might be newsworthy in one location, but not in another. There are facts which might be newsworthy today, but not tomorrow. What makes a fact newsworthy is how it is perceived by your readership, the people in your community who are affected—or not—by the facts.

Among the common news elements are the following:

- **Proximity:** This has to do with location. If the event is happening close by, it will impact your readers more than if it is happening across town, or across the world, all other considerations being equal. A dance at your school, for instance, is more newsworthy than a dance at another school.
- **Prominence:** This has to do with how well known the people involved in your story are. If the person or persons are well known to your readers, the story will impact your readers more than a similar story involving people they do not know.
- **Timeliness:** If something is happening NOW, it has more impact than something that happened yesterday or last week. Often, the most recent development is the feature of the story.
- **Consequence:** If the impact of an event on your readers is major, they want to know all about it. For instance, they might not care that a particular street is being shut down for repairs, until it is brought to their attention that this will reroute the major portion of the traffic into their residential areas. This will affect them in a significant way, and they will want to know about it.
- **Human interest:** If a situation makes you angry, sad, happy or overjoyed, it contains the news element of human interest. If there is conflict or drama or the situation is out of the ordinary, the situation also has human interest. Any time human emotions come into play, this news element is present. Some stories are newsworthy on this basis alone.

Most news stories have a combination of two or more of these news elements.

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Activity 2:3 Recognizing News Elements

Directions:

- Read each item below. If the potential item would have news value for your community paper, place a C in the blank before the number. If it has potential news value for a school newspaper, place an S in the blank. If it could be used in both the community paper and the school paper, place a B in the blank. If it would not be appropriate for either paper, place an O in the blank.
- List the news elements (timeliness, proximity, prominence, consequence, human interest) that would make the item newsworthy. If no news elements are present, write *None*.

____. The state's governor will address the junior and senior classes during an assembly Friday in the school auditorium. He will be announcing a new reading initiative for public schools.

____. The City Council will discuss widening the two streets that border your high school at their next meeting. Councilman John Smith will propose that the construction will begin in August of next year with a completion date some time in April.

____3. National Honor Society will tutor students in danger of failing one or more classes during Advisory Period in the library every day.

____4. Oglesbee's Supermarket has announced an expansion of its produce area in all local stores. The expansion will involve existing space only. There will be no construction.

____5. The state legislature is considering raising the speed limit on all four-lane state highways.

____6. Registration for next year's classes at your high school will be done by computer for the first time next week, and students will be able to access the registration information from home

Activity 2:3 Recognizing News Elements

or from any available computer. Officials hope this will be a more efficient and accurate process than the former method

____7. The Nielsen ratings from the February “Sweeps” period have resulted in the cancellation of two sitcoms, one of which stars an actor who graduated from a high school in a neighboring town 30 years ago.

____8. Officer elections for the Future Business Leaders of America will take place at their next meeting.

____9. Parents of elementary students who are required to wear uniforms to school will address the school board at Tuesday night’s meeting because of complaints about the quality of uniforms the students are required to buy.

____10. The city-wide blood drive scheduled for next week has been moved from the basement of the First Baptist Church to the foyer of your school.

Activity 2:4 A Journalistic Treasure Hunt

Directions:

- Clip 6 news stories from the local newspaper or download news stories from online news sources. After completing the assignment, attach the clippings to the back of this form.
- Analyze each article for news elements which are present, highlight the facts which relate to news elements in the story, then fill out the form below. Write the fact from the story in the appropriate column of the form.

	Timeliness	Proximity	Prominence	Consequence	Human Interest
Story 1					
Story 2					
Story 3					
Story 4					
Story 5					
Story 6					

Print Name _____ Period _____ Date _____

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Unit 2:3 Hard News vs. Soft News

Objective(s):

- The learner will be able to recognize the difference and know the characteristics of hard news and soft news

Vocabulary:

Hard news, soft news

Materials needed:

Access to community newspaper or Internet access to daily online papers

News is often categorized by reporters as “hard news,” hard-hitting factual information of great importance to a majority of people, very timely and very consequential—or “soft news,” information which may be interesting to a majority of people but which may not have the importance of “hard news.”

“Hard news” includes information about medical or scientific breakthroughs which could be vitally important to the reading audience. However, that information may be detailed and statistical and difficult to understand. It takes someone with a specialized knowledge of the facts to write a “hard news” story that can be understood by a general audience. It could be said that it is “hard news” because it is hard to write.

“Soft news,” on the other hand, may have more entertainment value to the reader. It could include profiles of interesting people, perhaps some who are tied to a “hard news” story in the same issue—the doctor or scientist who discovered a new technique, for instance. It could be a how-to article, or an article about people or events in the entertainment industry. “Soft news” may be interesting to a large number of people, but its importance is relatively minor, compared to the information in a “hard news” story.

With today’s trend of packaging related information with the main story, “hard news” and “soft news” are often packaged together. For instance, a very technical article on a scientific breakthrough, which would be classified as “hard news”, may be packaged with a profile of the scientist who discovered the new procedure, a time-line of the steps leading to the discovery, and other sidebars which help to tell the story. The sidebars would be more “soft news” than “hard news.”

Print Name _____ Period _____ Date _____

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Activity 2:4 Hard vs. Soft News

Directions:

Find two examples of hard news stories and two examples of soft news stories in the newspaper. Analyze the stories by using the following form. When you have completed the analysis, clip the articles and attach to the back of the form.

	Story 1	Story 2	Story 3	Story 4
Headline For Story				
News Values:				
Briefly summarize the story:				
Who is the target audience for this story? (circle one)	General Adult Teen Men Women	General Adult Teen Men Women	General Adult Teen Men Women	General Adult Teen Men Women
How important to your readers is the information included in the story?	Very Somewhat important Somewhat not important Not important	Very Somewhat important Somewhat not important Not important	Very Somewhat important Somewhat not important Not important	Very Somewhat important Somewhat not important Not important
Does the story inform or entertain?	Informs Entertains	Informs Entertains	Informs Entertains	Informs Entertains
Is the story hard news or soft news?	Hard News Soft News Combination	Hard News Soft News Combination	Hard News Soft News Combination	Hard News Soft News Combination

Print Name _____ Period _____ Date _____

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Unit 2:5 Writing with Style

Objective(s):

- The student will learn the importance of consistency in writing style.
- The student will be able to create a workable style sheet for a publication.

Vocabulary:

Style, consistency

To ensure that the writing in a newspaper remains consistent, news organizations adopt style guides, such as the *Associated Press Stylebook* and *Libel Manual*. These guidelines stipulate how the news organization will write time of day (3 p.m., as opposed to three o'clock in the afternoon); dates (Oct. 13, as opposed to October 13th); whether or not they will use courtesy titles (Mr., Miss, Mrs., Ms); under what conditions certain words will be capitalized or abbreviated; and many other guidelines.

The AP Stylebook has become the recognized standard, but some newspapers publish their own style guides, or publish portions which might deviate from the AP book in some way.

Other style guides which are available include the following publications: *The New York Times Manual of Style and Usage*, *The Washington Post Deskbook on Style*, *The Chicago Manual of Style*, and the *Wall Street Journal Stylebook*. These are all worthy stylebooks and all serve a common purpose, that of ensuring consistency throughout the publications they serve.

Some scholastic publications base their style guides on one of the published manuals, but choose to deviate from it in some areas to suit the audience and purpose of the school publication. Again, the idea is consistency, to make sure that reporters follow a specific style throughout the publication.

At Alief Hastings High School in Houston, Texas, for instance, Bear Facts reporters receive a two-page list of the most common style rules, including how names are handled, capitalization, punctuation and use of numbers (See example, next page). Most of the rules are the same as those in the AP Stylebook, but any deviation from the AP guidelines is included in the Bear Facts Style Sheet. Reporters refer to their local style guide for most situations, but if they run into a situation that is not covered in their own guide, they turn to the *Associated Press Stylebook* and *Libel Manual* for the answer.

Print Name _____ Period _____ Date _____

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Resource 2:1 Sample Style Sheet

This sheet contains the most common style situations you will run into as a *Bear Facts* staff writer. All other situations should be researched in the *AP Libel and Style Manual*.

PEOPLE

- First reference: give first name, last name, and identification (for students, give grade level; for faculty, give title/job).
- All references thereafter: use last name only (do not use courtesy titles Mr., Ms., Mrs., or Miss).

CAPITALIZATION

- Capitalize titles when they precede names, but not when they follow: *Principal* David Holmquist, but David Holmquist, *principal*.
- Only capitalize grade levels in reference to the class itself: *senior* John Brown; the *Senior* Class; the *seniors*.
- Capitalize names of athletic teams: the *Bears*, the *Spartans*, etc. Do not capitalize team levels (but use *JV* rather than "junior varsity"): the *varsity* baseball team and *boys' JV* football.
- Capitalize names of clubs, schools, departments and buildings: *Spanish Club*; *English* Department; North Gym.
 - Do not capitalize rooms, committees, or the unofficial names of buildings: *room 219N*; the *auditorium*, the *cafeterias*; *spirit committee*.
- Only capitalize school subjects if you are referring to a specific course: she's in *band*; I like *journalism*; *Journalism I*.
- Capitalize the holidays and special events: *Homecoming*; *Spring Break*.
- Capitalize sections of a country, state, etc., but not **Directions**: the *South*; *Southwest Houston*; it's *south* of here.
- Only capitalize seasons when they are personified: *winter*; *Old Man Winter*.
- Times should follow this form: *10 a.m.*; *2: 30 p.m.*; *noon*.
- Always capitalize proper nouns and adjectives (such as names of languages).

PUNCTUATION

- Do not use a comma before and in a series: apples, bananas, oranges and pears.
- Put punctuation at the end of a quote inside the quotation mark.
- When using identification after names in a list, use semicolons to separate the people: John Jones, president; Marla Adams, vice-president; and Lee Smith, treasurer.
- Hyphenate the word vice-president.

Resource 2:1 Sample Style Sheet

NUMBERS

- In copy, spell out numbers (normal and ordinal) **one** through **nine**, but use numerals for **10** and above.
- Exceptions to above rule:
 - o Always spell out a number if it is the first word of a sentence.
 - o Never spell out numbers if you are dealing with:
 - money: \$3, \$11 million; 5 cents
 - sports scores: 9-4
 - time: 3 p.m.; 6: 54 a.m.
 - dates: Oct. 8 (not October 8th)
 - percents: 9 percent; not nine percent or 9%
 - ages: 7 years old (not seven years old); 6-year-old

Activity 2:6 Create a Style Sheet

Part 1:

Directions: In groups determined by your teacher, create a basic style sheet that can be used by your journalism class or your publication as a guide to consistency within your publication. While you may base your style sheet on the *Associated Press Stylebook* and *Libel Manual* or other accepted journalistic style manual, it is useful to have a one-or two page guide that reporters can carry with them that contains the most encountered situations, such as how to handle times, dates, numbers, etc. The purpose of the stylebook or style sheet is to ensure consistency within the publication.

To get started, discuss and settle the following questions, using the AP Stylebook and other references as your guide. Some of these questions are addressed in the stylebook, but you may have valid reasons for wanting to handle them differently.

Do we want to use courtesy titles (Mr., Mrs., Ms., Miss) with names of adults? _____

What about with names of students? _____

On first mention of names, we need to use both first and last name and some sort of identification. How will we handle subsequent mentions of that person within the same story?

- First name only? ____
- Last name only? ____
- Both first and last names? ____

Will we capitalize names of academic departments? (Social studies, physical education, etc.) _____

Will we capitalize the names of annual school events (Homecoming, prom, spring break, etc.) _____?

Will we capitalize the job titles of administrators? (Principal, Assistant Principal, Vice-Principal, etc.) _____

Always_____

Only when they come before the name (Principal Dave Smith) ____

Will we capitalize the word room when it comes before the room number? (Room 137)_____

Will we use a comma before and in a series? (apples, oranges, bananas, and peaches) _____

When writing about time, will we use the place holders: 00 following the hour? ____

Will we use A.M./P.M. or a.m./p.m.?_____

Use the back of the page to write down any other issues you feel need to be addressed on your class's style sheet.

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Activity 2:6 Create a Style Sheet

Use this page to write down any other issues you feel need to be addressed on your class's style sheet.

Activity 2:6 Create a Style Sheet

Part 2.

Directions: Use the following form to list rules that you will include on your style sheet.

Names	Capitalization	Punctuation	Numbers	Miscellaneous
1.				
2.				
3.				
4.				
5.				

Names	Capitalization	Punctuation	Numbers	Miscellaneous
6.				
7.				

Part 3:

Directions: All groups in the class should discuss and consolidate features from the various style sheets and adopt one for the class.

Unit 2:5 Copy Editing

Objective(s):

- The student will understand the importance of accuracy in factual material
- The student will use standard copy editing symbols to correct mistakes in text.

Vocabulary:

Copy editing

Copy editing is one of the most important parts of the process of producing a news story. It is through copy editing that facts are checked an additional time--Is Feb. 2 *really* on a Monday? Is the assembly *really* scheduled for Feb. 2? Errors in spelling, punctuation, word usage and style are also caught and corrected through this process. It's often a multi-stage process, beginning with the reporter, and going forward through page editors, section editors, the editor-in-chief and the adviser.

Even a minor typographical error can call the integrity and accuracy of the entire newspaper into question. The reader wants to know for sure that what he or she is reading on the pages of the newspaper is truthful and accurate. The perception is that if the newspaper staff does not care enough to correct small errors, they probably do not care enough to check for accuracy on bigger issues. While newspaper readers do not often call the staff and congratulate them on a well done issue, they do not hesitate to voice their displeasure if they find inaccuracies, misspellings and grammatical errors in stories.

So each story submitted must be carefully copy edited by the reporter and editors.

On the following page are commonly accepted Copy Editing symbols which are used throughout the publishing industry. In many instances, copy editors make the corrections using these symbols on hard copy and the typesetter takes the hard copy to the computer and makes the corrections there. As you get more accustomed to making corrections, you may be able to make them by checking the story on the computer. However, until you get used to the process, it is a good idea to take it one step at a time.

There are also lists of words which are commonly misspelled, words that are often confused and wordy/redundant expressions with suggestions on how to cut them down. All of these handouts will be helpful to you as you do your copy editing. Use these along with the Associated Press Stylebook and Libel Manual or other style manual, your publication's style sheet, a dictionary and a thesaurus.

There are 32 style/copy editing exercises that follow. One should be completed each week (except for weeks set aside for exams). Doing these exercises will keep you in good copy editing form and will help you learn your publication's style.

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Resource 2:2 Copy Editing Symbols

Indent for paragraph	The injured were taken to Southwest Memorial Ho
Begin new paragraph	where they were treated. According to Sheriff
Eliminate paragraph	Bob Smith, none were seriously hurt.
Transpose letters, words	The driver of the southbound vehicle
Use figures (or words)	the spokesperson Southwest Memorial said
Spell out (or abbreviate)	about 15 workers attended 7 sessions
Uppercase	the delegate from N.D. came to Moorhead, Minn.
Lowercase	maored in English literature at Msum.
Remove space	Bachelor's Degree in Mass Communications
Insert space	extra effort will be required
Retain original	according to sources close to the president
Delete	will be completed in early January
Insert word	the very exciting climax of the film
Boldface	the exciting climax of the film
Italicize	Summary: The agreement demonstrates
Insert comma	the book, titled <u>Certain Prey</u> , written by
Insert period	later when work was halted the staff went home
Insert quote marks	and completed their tasks or
Insert apostrophe	He said, At last it's over.
Insert hyphen	He said, "All's well that ends."
Insert em dash	the right handed pitcher
	a sudden stop and began again

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Resource 2:3 Often-Misspelled Words

A cappella	Congratulations	Nickel
Absence	Conscience	Occurrence
Accommodation	Conscious	Opinion
According	Convenient	Organization
Achievement	Counselor	Pantomime
Activities	Curriculum	Pastime
Administrator	Develop	Privilege
Advertisement	Disappoint	Probably
Advice	Distinguished	Questionnaire
Adviser	Duchess	Receive
Advisory	Editorial	Recommend
Agriculture	Eighth	Renaissance
All right	Eligible	Restaurant
A lot	Embarrassing	Rhythm
Already	Emphasize	Schedule
Among	Emphatic	Separate
Angel	Ensemble	Sergeant
Angle	Environment	Similar
Annual	Experience	Sophomore
Apparel	Faculty	Sponsor
Appreciate	Familiar	Studying
Approximately	February	Superintendent
Architect	Finally	Surprised
Article	Foreign	Thought
Assembly	Formally	Treasurer
Athlete	Formerly	Truly
Athletic	Fourth	Until
Attendance	Friend	Weird
Auditorium	Government	Writer
Author	Grammar	Writing
Barbecue	Gymnasium	
Battalion	Illustration	
Believe	Initiated	
Benefit	Interest	
Bookkeeping	Intramural	
Boy's	Judgment	
Boys'	Laboratory	
Business	Led	
Calendar	Library	
Character	License	
Chosen	Literature	
Coming	Misspelled	
Committee	Necessary	

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Resource 2:4 Redundant Terms

Following each unnecessarily big word is a shorter, preferred one.

Abbreviate: <i>shorten</i>	Demonstrate: <i>show</i>	Optimum: <i>best</i>
Ascertain: <i>learn, determine</i>	Duplicate: <i>copy</i>	Subsequent: <i>following</i>
Concept: <i>idea</i>	Inundate: <i>flood</i>	Sufficient: <i>enough</i>
Currently: <i>now</i>	Obtain: <i>get</i>	Terminate: <i>end</i>

Following each wordy expression is a shorter, preferred word or words.

A large number of: <i>many</i>	In the meantime: <i>meanwhile</i>
A small number of: <i>few</i>	In the near future: <i>soon</i>
Any of the two: <i>either</i>	In the same manner as: <i>like</i>
As a general rule: <i>generally</i>	In the vicinity of: <i>near</i>
At all times: <i>always</i>	Is of the opinion that: <i>believes</i>
At regular intervals of time: <i>regularly</i>	It is clear that: <i>clearly</i>
At that time: <i>then</i>	Made an investigation of: <i>investigated</i>
At the present time: <i>now</i>	Not any one of the two: <i>neither</i>
At this point in time: <i>now</i>	On a daily basis: <i>daily</i>
Brought to a sudden halt: <i>halted</i>	On one occasion: <i>once</i>
Brought to an end: <i>ended</i>	Once in a great while: <i>sometimes, occasionally</i>
Completely destroyed by fire: <i>burned, destroyed</i>	Prior to that time: <i>before</i>
Despite the fact that: <i>although</i>	Subsequent to: <i>after</i>
During the time that: <i>while, when</i>	Taken to jail and locked up: <i>jailed</i>
Ended with the following statement: <i>concluded</i>	Tendered his resignation: <i>resigned</i>
Exhibits the ability to: <i>can</i>	The reason why is that: <i>because</i>
Gives strength to: <i>strengthens</i>	The time at which: <i>when</i>
Have a discussion: <i>discuss</i>	Told his listeners that: <i>announced, said, stated</i>
Hold a meeting: <i>meet</i>	Uniform in both size and shape: <i>alike</i>
In addition to: <i>also</i>	United in holy matrimony: <i>married, wed</i>
In many cases: <i>frequently, often</i>	Was able to make his escape: <i>escaped</i>
In order to: <i>to</i>	Went on to say: <i>continued</i>
In the event that: <i>if</i>	
In the majority of instances: <i>mostly</i>	

Resource 2:4 Redundant Terms

Strikethroughs indicate redundant words that should be deleted from the following expressions:

~~Absolutely~~ essential

~~Actual~~ experience

~~Actual~~ truth

~~Adding together~~

~~Basic~~ essentials

~~Cancel out~~

~~Combine into one~~

~~Complete~~ monopoly

~~Consensus of opinion~~

~~Continue on~~

~~Definitely~~ decided

~~Different~~ varieties

~~Final~~ completion

~~Final~~ conclusion

~~Final~~ outcome

~~Finally~~ settled

~~First and foremost~~

~~First~~ began

~~First~~ introduction

~~First of all~~

~~Foundered and~~ sank

~~Free~~ gift

~~Future~~ plans

~~Future~~ prospects

~~Had two~~ twins

~~Honest~~ truth

~~Hopeful~~ optimism

~~If and when~~

~~In a~~ dying condition

~~In close proximity~~

~~Invited~~ guests

~~Joined together~~

~~Lift up~~

~~Near~~ facsimile

~~New~~ innovation

~~Noon~~ luncheon

~~Null and~~ void

~~Past~~ experiences

~~Past~~ history

~~Personal~~ friend

~~Personal~~ opinion

~~Personally~~ believes

~~Plan in advance~~

~~Proven~~ facts

~~Raise up~~

~~Repeat again~~

~~Seemed to be~~

~~Short in length~~

~~Strangled to death~~

~~Temporary~~ recess

~~True~~ fact

~~Ways and means~~

~~Well known old~~ adage

~~Whether or not~~

~~Widow woman~~

Resource 2:5 Confused and Misused Words

Accept: to receive	Except: exclude, excluding	
Advice: information, recommendation	Advise: to inform or tell	
Affect: to influence	Effect: to bring about or cause (v.); A result or consequences (n.)	
Beside: alongside, next to	Besides: in addition to	
Cite: to quote or refer to	Sight: vision	Site: location
Compliment: an approving remark	Complement: something that completes or perfects another thing	
Council: governing group	Counsel: Words of advice; to give advice	
Desert: a dry, sandy region	Dessert: What comes at the end of a meal	
Ensure: to make certain	Insure: to protect with insurance	
Farther: greater in physical distance	Further: greater in degree	
Hole: a cavity	Whole: entire, complete	
Its: possessive form of "it"	It's: contraction of "It is."	
Knew: past tense of "know"	New: recently existing; not yet old	
Loose: unrestrained	Lose: to be unable to maintain or find; to be deprived of	
Principal: main, primary, administrator of a school	Principle: standard, rule or truth	
Precede: to come before	Proceed: to commence or continue	
Than: word used to introduce the second element in a comparison	Then: At that time in the past; next	
There: at or in that place	Their: belonging to them	They're: contraction of "they are"
Quiet: Not loud, silent	Quite: greatly, actually	
Stationary: fixed in place	Stationery: writing paper	
To: toward, as far as	Too: also, extremely	Two: the number after one
Weather: climatic conditions	Whether: conjunction that introduces an alternative, such as "whether or not"	
Were: past tense of "are"	We're: contraction of "we are"	Where: refers to location
Your: belonging to you	You're: contraction of "you are"	

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Unit 2:6 The Summary Lead

Objective(s):

- The student will recognize the importance of writing a concise summary statement which has impact and grabs the readers' attention
- The student will recognize and articulate the feature of summary lead.
- The student will be able to write a summary statement lead

Vocabulary:

Summary lead/lede,

The first paragraph of a news story, or the lead (sometimes spelled *lede*), is a concise summary statement of the most important or most interesting of the 5 Ws and H, usually giving the information about what happened or will happen. Other information may include who is involved and why or how it happened.

The lead is the most important part of the story. The first three or four words of the lead should capture the reader's attention. They should be concrete informational words. Readers are busy people, and if a lead does not grab their attention with the first few words, the story does not get a second chance in most cases. Openers such as "*There was*", "*There will be*" or "*There is*" will not grab readers' attention. Likewise, empty words such as "*a*," "*an*," and "*the*" do nothing to grab the readers' attention.

Poor Lead: *There will be a meeting of the Student Council homecoming committee next Tuesday after school.*

Better: *Student Council's homecoming committee will meet Tuesday after school.*

The second lead lets the reader know right away what the story is about.

The lead should give the readers the most important answers to the questions posed by the 5 Ws and H, but should not overwhelm them with information. Not all facts should be placed in the lead; less important information should go into the body of the story.

The summary lead usually features one of the Ws or H and focuses in on that fact. Modern reporters try to focus on the "How" or the "Why" if they are relevant to the story. Some leads focus on the "What," and in cases where the "Who" overshadows the "What," that information will be used. Unless the "When" or the "Where" are extremely important or extremely unusual, they are usually not featured in the lead.

Here are some examples of leads featuring the various Ws and H:

Unit 2:6 The Summary Lead

- **What lead:** Finding a solution to the nation's economic woes will be a top priority for the nation's governors at their national conference this week in Boca Raton, Fla.
- **Who lead:** Senior class president Susan Jones will be featured speaker at Tuesday's weekly Teens Who Care meeting in the Central High School auditorium.
- **Where lead:** Under the same shady branches of the huge live oak where he had his first picnic with Gladys more than 60 years ago and where he married her three years later, the family of John Bloom will lay his body to rest on Wednesday morning.
- **When lead:** Following a decade of struggling to pay the electric bill, provide braces for the teeth of his six children, and keep enough food in the house for his growing family while his inventions, one after the other, flopped, Sam Matthews has finally hit on the invention that may set him up for a lifetime.
- **Why lead:** Because recent flooding destroyed much of the underground tunnel system downtown, all major entrances to the tunnel have been sealed off while repairs are made.
- **How lead:** By exercising for 30 minutes three times a week and limiting her caloric intake to 1000 calories a day, science teacher Beth Phillips went from a size 32 to a size 6 in less than a year.

Lead writing checklist:

- ☒ The summary lead is short, usually no more than 25 words. If it is longer, it is broken into two or more sentences.
- ☒ The lead begins with the most important or most interesting information, featuring the most relevant of the Ws and H.
- ☒ The lead should be able to stand alone and make the reader understand the most important information about a news situation. It should be written in standard grammatical form.
- ☒ The lead should not overwhelm the reader with information. Save some facts for the body of the story.
- ☒ The lead should avoid beginning with a question.
- ☒ The lead should avoid beginning with a direct quotation.
- ☒ The lead keeps the subject and verb close together.
- ☒ The lead is written in active voice.
- ☒ The lead uses specific, interest-arousing words rather than generic terms (*oak* rather than *tree*, *stumbled* rather than *walked clumsily*).

Activity 2:7 Correcting Leads

Directions: Some of the following leads have errors that will detract from their effectiveness. In the blanks following the lead, briefly describe what is wrong with the lead. Some may have more than one thing wrong. If there is nothing wrong, write CORRECT in the blank.

1. Have you ever had a wreck and gotten a ticket when you were in a hurry?

2. There will be a meeting of junior class officers after school Wednesday in the gym.

3. Last Friday several students were suspended for spraying graffiti on the side of the cafeteria.

4. "Volunteering at the nursing home is the best way I can serve my organization and my school." This is how senior Vera Valdez describes her experience at St. Anne's Facility.

5. On Saturday, Sept. 17, 2003, 37 students from the science department travelled to Lubbock, Texas, where they participated in a physics contest. The students divided into teams and competed in several events. One of the events was a contest to build a device to protect an egg which would be dropped from a high place. Teams whose eggs were

Activity 2:7 Correcting Leads

broken during the demonstration were eliminated from that portion of the competition. The students also got to compete in robot building and other things. Central High's team did very well and had a good time.

6. The cafeteria will be the location of the special picnic-type lunch on Spirit Day, instead of going through the regular lunch line, students will show their ID cards at the door and receive a ticket from an administrator which they can trade in for a sack lunch. There is no charge for the lunch on that day.

7. Attention all seniors. If you want a scholarship, now is the time to come check out the scholarship information in the counselor's office. Senior counselor Wanda Wolf says there are over 300 scholarships available for students to apply for.

Activity 2:8 Improving Weak Leads

Directions: Rewrite the following summary leads, featuring the most pertinent information at the beginning of the lead. Follow the guidelines for lead writing found earlier in this unit.

1. Lydia Buchanan, an aspiring author who hopes to be published in the near future, will speak to members of the junior English classes all next week about breaking into the writing profession. She will speak on finding an agent, sending out submissions, how to handle rejection notices and tips she has received from published authors. Students are asked to come with questions.

2. There will not be a pep rally this week on Friday so students should plan on staying in class for the full 90 minutes during 4th period. The pep rally has been cancelled because the head coach, Mike Barker, and the band director, William Sloane, are out with the flu, as are a number of athletes.

3. Saturday, May 10, is the date set for this year's Junior-Senior Prom, which will be at the Tascosa Country Club. The theme will be "Fantasia" and decorations will be Disney-related. The prom was originally scheduled to be held at the Lakeview Country Club but it burned down.

4. "Don't count your chickens before they hatch," says artist Ruth Peters. She will exhibit her sculptures and paintings in the front lobby next week as she begins a tour of schools in several cities sponsored by the National Art Honors Society. She hopes to sell some of

her pieces on the tour but does not want to count on making a lot of money from the sales until she sees how well the exhibit is received.

5. Donnie Smith, John Simmons, Pamela Long, Dorcy Winthrop, Scott Simons, Paula Tidwell, Linda Brewster and Shawna Daniels received scholarships at Tuesday night's awards ceremony held by the Lions Club at the Route 66 Café. President Randy Biggers said that all recipients were well rounded students and a credit to the school and community.

Activity 2:9 Writing Summary Leads

Directions: Write a summary lead for each of the following sets of facts. Remember that the lead contains only the most important or pertinent information. Some facts will not be used in the lead but will be used later in the story. For this assignment you are writing only the lead. Follow all guidelines in this unit for writing summary leads.

Story 1

- Pineville School District Athletic Director Joe Smith has been reassigned to a coaching position.
- This happened on March 2.
- Smith is 62 years old
- He was replaced by 32year-old Mike Barnes
- Smith had been athletic director for 12 years
- During that time, district football, volleyball and basketball teams won 27 regional and state championships
- Smith has filed an age discrimination suit against the Pineville School Board
- Smith has always received “superior performance appraisals” while serving as Athletic Director.

Story 2

- Central High School administrators are concerned about safety of students.
- A new policy that goes into effect immediately calls for
 - Random classroom searches
 - Use of drug dogs to sniff out weapons, drugs and alcohol

Activity 2:9 Writing Summary Leads

- Installation of metal detectors at each entrance to the school
- Student identification badges must be worn at all times
- Random use of “wand” metal detectors will be used during the day.
- Implementation of the new policy will cost the school district over \$500,000.
- A group of parents is protesting the new policy, saying that it violates the privacy of students
 - o Parents will speak against the policy at the next school board meeting Tuesday at 7: 30 p.m.

Story 3

- Studies have shown that most high school students who drop out will do so during their first year of high school
- Springville school officials want to address this problem by:
 - o Building separate ninth grade centers for each of the seven district high schools
 - o Implementing special programs for ninth graders geared toward making them more interested in school
 - o Encouraging ninth graders to become active members of existing clubs and organizations
- The ninth grade centers would be built adjacent to existing high school campuses.

Activity 2:9 Writing Summary Leads

- o Some main campus facilities, such as the band/orchestra hall, choir room and theatre arts rehearsal rooms would be shared with ninth grade center students
- o Basic ninth grade core classes for first-time freshmen would be held in the ninth grade center facility
 - Repeating freshmen would attend classes on the main campus
- The school board has appointed a committee to study the feasibility of the proposal and will seek input from parents, students and educators through several surveys in the coming months.

Story 4

- Students will be allowed to have cell phones on campus beginning with the fall semester.
- They have been banned for several years because of the potential distraction.
- Administrators say that allowing students to have cell phones is a safety factor because many students who stay after school need a way to contact parents for rides.
- Cell phones must remain off during school hours and should remain out of sight.

Activity 2:9 Writing Summary Leads

- If students play with their phones during the day, administrators say they will be taken up.

Story 5

- President George Bush visited with troops in Iraq on Thanksgiving Day.
- The trip was a surprise to the troops.
- Even the press was not aware of it.
- It was kept secret to ensure the safety of the president and the troops.
- By the time the press knew about it, President Bush was safely at his ranch in Crawford, Texas, having Thanksgiving dinner with his family.

Unit 2:7 Varying Summary Leads

Objective(s):

- The student will vary lead beginnings using different grammatical structures.

If all summary leads are written in the same subject-verb-direct object format, all stories in the newspaper will begin to sound the same. By using various grammatical forms, the reporter can make each story stand out a little more.

Following are some grammatical forms that are especially useful for playing up the Ws and H.

Temporal Clause

Begins with a word that deals with time, such as *as*, *after*, *when*, *while*, *before*, *since* or *as soon as*.

Examples:

When Patrick Briggs went to see musicals, he used to watch the male lead and think, "I can do that." "Then I thought, 'I can do that better than he can,' " said Briggs, assistant principal of Watkins Middle School in the Cypress Fairbanks Independent School District. (Houston Chronicle This Week, Nov. 28, 2003)

Even *while construction was ongoing*, curious shoppers at Memorial City Mall came by the hundreds, eagerly waiting to see which new merchants would be calling the mall home. (Houston Chronicle This Week, Nov. 28, 2003)

As members of the Poor Farm Kilmarnock Regional Study unveiled the group's direction for expanding Poor Farm Ditch to mitigate flooding, residents of Southside Place and West University Place shot verbal volleys at each other. (Houston Chronicle This Week, Nov. 28, 2003)

Prepositional Phrase

Begins with a preposition and features an aspect of the story that the reporter feels merits special attention

Examples:

By withdrawing from the campaign finance system, Howard Dean and Senator John Kerry are sharply altering the nominating battles in Iowa and New Hampshire. (New York Times, Nov. 29, 2003) *(Explains how they are affecting the campaign.)*

In Hawaii, a sturdy American tradition has rejuvenated a fading Hawaiian one, all within the steamy, friendly confines of the imu. (New York Times, Nov. 29, 2003) *(Tells where.)*

At times, it seems as if Judge Jane Marum Roush, who is presiding over the trial of the younger defendant in the sniper shootings, is conducting a master class in trial advocacy. (New York Times, Nov. 29, 2003) *_(Refers to when)*

Unit 2:7 Varying Summary Leads

As a teenager zipping along the well-trimmed links at the River Oaks Country Club on his motor scooter in the 1940s, Preston Moore Jr. never knew he would inspire a Houston car dealer to invent the motorized golf cart. (Houston Chronicle, Nov. 29, 2003)

After a bloodletting that cost 2.8 million jobs in just over three years, U.S. factory payrolls are expected to soon start inching higher, economists believe. But many manufacturing jobs may never come back. (Reuters, Nov. 28, 2003)

Conditional Clause

Begins with *if*, *unless* or *provided*, and expresses speculative interest or condition

Example:

Unless they've dropped some clear hints, choosing a gift for the die-hard video gamers in the family could be overwhelming this holiday season. An estimated 250 new games are expected in this pivotal season for game companies -- it accounts for about half of the industry's \$10 billion annual sales. (Houston Chronicle, Nov. 29, 2003)

Infinitive Phrase

Begins with “to” plus a verb and features purpose or dramatic action or creates a minor note of suspense.

Example:

To control a bizarre gathering of eagles, pigs and foxes on the California channel islands, federal wildlife officials may have to kill a protected species in order to save an endangered one. (Associated Press, Nov. 29, 2003)

Causal Clause

Begins with *because* or *since* and shows a causal relationship between facts.

Example:

Since Memorial City Mall wanted to provide entertainment other than movie theaters, designers put in a skating rink. (Houston Chronicle This Week, Nov. 28, 2003)

Participial Phrase

Begins with a present or past participle and features action. Often answers the questions “why” or “how”

Examples:

Using the Internet, many holiday shoppers will take part in the shipping process, pointing and clicking to create their own shipping labels, or, if they're ordering online, supplying information that makes it easier for packages to be sent worldwide. (*Present Participle*) (Houston Chronicle, Nov. 29, 2003)

Led by a former Rosenberg city official, the new Katy Area Economic Development Council is focused on enticing businesses to locate in the Katy school district to strengthen the tax base. (*Past Participle*) (Houston Chronicle, Nov. 29, 2003)

Unit 2:7 Varying Summary Leads

Upset that the Scenic Woods Regional Branch Library has been closed for more than a year for renovations, some residents in northeast Houston say the library's new, temporary location at Tidwell Timbers Park is hardly a consolation. (*Past Participle*) (Houston Chronicle This Week, Nov. 28, 2003)

Gerund Phrase

Begins with a gerund (-ing form of a verb used as a noun) and features action or an interesting detail.

Examples:

Traveling Houston's highways in search of the perfect gift might require a little extra good cheer this season, transportation officials caution. Road construction knows no holidays. (Houston Chronicle, Nov. 29, 2003)

Finding attorney Tim Hootman's downtown law office isn't at all a complicated task. (Houston Chronicle This Week, Nov. 28, 2003)

Being the running back at Wylie is hard. Being the backup running back is even harder. (Dallas Morning News, Nov. 29, 2003)

Concessive Clause

Begins with *though* or *although* and expresses difficulties overcome or unusual circumstances.

Example:

Although Bryan Scott Boggs was only 16 when he used his mother's cell phone to make the threatening calls to 11 area schools, prosecutors in the case charged him as an adult. Yesterday he entered a guilty plea.

Noun Clause

Begins with *that*, *how*, *why*, *whether*, *what* or *when* and features the substance of announcements, decisions or beliefs.

Example:

How the state plans to finance public secondary education in the next decade was the focus of a week-long confrontation between the Governor and the Legislature. (From a workshop handout)

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Activity 2:10 Grammatical Leads

Directions: Using your local newspaper, find five straight summary leads (subject-verb-direct object format). In the form below, copy the original lead. Then rewrite it using the indicated grammatical form to begin the lead.

Original Lead	Rewrite 1	Rewrite 2	Rewrite 3	Rewrite 4
1,	Temporal Clause	Infinitive Phrase	Prepositional Phrase	<i>Causal Clause</i>
2,	Participial Phrase	Concessive Clause	Gerund Phrase	<i>Temporal Clause</i>

Unit 2:10 Grammatical Leads

Original Lead	Rewrite 1	Rewrite 2	Rewrite 3	Rewrite 4
3.	<i>Noun Clause</i>	<i>Conditional Clause</i>	<i>Infinitive Phrase</i>	<i>Causal Clause</i>

Activity 2:10 Grammatical Leads

Original Lead	Rewrite 1	Rewrite 2	Rewrite 3	Rewrite 4
4.	Prepositional Phrase	Infinitive Phrase	Temporal Clause	Concessive Clause
5.	Noun Clause	Prepositional Phrase	Temporal Clause	Conditional Clause

Print Name _____ Period _____ Date _____

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Unit 2:8 News Story Structure

The Inverted Pyramid

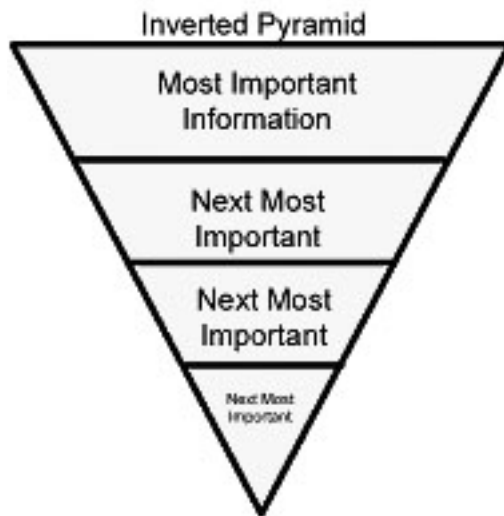


Figure 2.1: Inverted Pyramid

Objective(s):

- The student will recognize and understand the inverted pyramid form of news writing.
- The student will be able to incorporate direct and indirect quotes into the story.
- The student will understand and be able to implement the basic rules of news writing.
- The student will be able to write a story in inverted pyramid form.

Vocabulary:

Inverted pyramid, direct quotations, indirect quotations, transitions, news brief

The inverted pyramid is the basic form of news writing which places the information in the story in the order of decreasing importance. The most important of the readers' questions are answered in the lead and first few paragraphs. The details, for those who want more information, are included in subsequent paragraphs.

Some basic rules of news writing:

- The lead, or first paragraph, of the story should be short, about 25 words.
- Subsequent paragraphs should also be short, between 25 and 35 words. News paragraphs bear little resemblance to the paragraphs of essays that students have been writing, except that they are indented at the beginning. News paragraphs are written concisely to convey information quickly. Most paragraphs are one or two sentences in length, sometimes going as long as three sentences.
- The story should answer the questions associated with the 5 Ws and H (Who, What, Where, When, Why and How) in a logical order, beginning with the information that is the most important or interesting to the reading audience.

Unit 2: 8 News Story Structure

- News should be in *active*, rather than *passive*, voice. Sentences written in active voice are livelier and are more concisely written than those in passive voice.
 - **Examples:**
 - *Passive voice:* The paper *was presented* by a committee of scholars at the convention.
 - *Active voice:* A committee of scholars *presented* the paper at the convention.
- Writing should be tight without redundancies and empty words.
 - **Examples:**
 - **Poor:** The boy was really late to his chemistry class due to the fact that he had to finish his English exam.
 - **Better:** The boy was late to chemistry because he had to finish his English exam.
- News stories should be written in third person (he, she) rather than first person (I) or second person (you). References to oneself (example: When I asked him about his favorite sport, he responded that...) are not acceptable. The reader wants to know what the interviewee said, not what the reporter asked.
- News stories should never reflect the opinion of the writer. The writer, in an effort to be fair, balanced and objective, reports only the facts. Any opinion should be attributed to a source, usually in a direct quotation.
- A good news story has several credible sources.
- Quotations should be used throughout the story to lend authenticity to the reporter's facts.
 - One method for incorporating quotes into a news story is to alternate factual statements or indirect quotes (transitions) and direct quotes.
 - Example, from an interview with Wayne Scot Lukas, celebrity stylist and television host, on being in style while being dress code-compliant:

(Indirect quote used as a transitional statement, following a quote):

Choice of style can help students who are underweight or overweight appear to be more in proportion, Lukas says.

(Direct quote):

“Balance, balance, balance is the key word. If your hips are wider, wear a more structured shoulder, bigger on the top and smaller on the bottom,” he said.

(Transitional statement):

Balance can be achieved through the use of fashion tricks.

Unit 2:8 News Story Structure

(Direct quote):

“No pleated pants; make your shirts and pants hang from the widest part of the body and have them hang straight from the widest part to the floor,” he said.

- All quotes must be attributed to a source, whoever said the quote. The source should be identified by first and last names and some sort of identification if it is the first time he or she is mentioned. The source can be identified by last name only after the first mention.
- A good way to end the story is on a quote. Do not ever end a story with a cheerleader statement such as “Congratulations to the chess club for a job well done” or “A good time was had by all.” These are opinion statements and should be omitted. Ending the story on a quote from one of your sources eliminates the tendency to include one of these statements.



Figure 2.2: Inverted Pyramid showing Lead-Quote-Transition-Quote format.

News Briefs

News briefs are very concise stories, generally between two and four paragraphs, which give very basic information about an event or situation which merits coverage, but does not require a full-blown story. These may or may not include quotations. They are written in classic inverted pyramid style.

Example

Former Fort Bend Independent School District agriculture students Mindy Weth, Leslie Harris and Tamara Rodriguez have received the American FFA Degree, recognizing them for academic and professional excellence during the 76th National Convention in Louisville, Ky.

Unit 2:8 News Story Structure

The three young women have demonstrated leadership ability and outstanding achievements in agriculture business, production, processing and service programs.

Weth attends South Texas University; Harris, Texas A&M University; and Rodriquez, Stephen F. Austin University.

Garden Spa Services are available to patients in the Memorial Hermann Healthcare System.

Treatments are offered to relieve stress and provide a healing lift for hospitalized patients.

For more information on available locations and to order services, call 713 448-4SPA or visit www.memorialhermann.org.

(Examples from Houston Chronicle This Week: Alief/Sharpstown, Nov. 28, 2003)

Activity 2:11 Ranking the Facts

Directions: Below are some facts that you might have gathered in covering an assignment. Using your knowledge of news elements and news values, rank the top 7 facts in the order that you would place them in the story you are writing. Some facts may not be relevant at all. Put a “0” in the blank before those facts. Facts that are not in the top 10 and not numbered “0” may be used as identification or description.

Story on Linda Shipman, a former student who has been hired as a dance teacher and drill team sponsor at your school. (*Answers may vary. Suggested answers are open to discussion*).

- _____ Shipman was senior class president in 1994.
- _____ She is engaged to Bruce Dawson, whom she met in college. He is an accountant.
- _____ She was on the dance team all four years of high school and majored in dance at Central State University.
- _____ She has been a Dallas Cowboys cheerleader for the past three seasons, and will resign her position to take the job with East High.
- _____ She represented Abilene in the 2001 Miss Texas Pageant. She did not place in the Top 10.
- _____ Her talent in the pageant was modern dance.
- _____ Her first day at East High School will be Oct. 22
- _____ She will replace Connie Townes who resigned in September and moved to Illinois with her husband.
- _____ Shipman is an award-winning dancer who attended college on a dance scholarship.
- _____ Her first task will be to get the drill team ready for a major competition the first week in December.
- _____ Shipman hopes to add jazz and ballet classes to the dance program.
- _____ Currently only precision dancing is taught.
- _____ Shipman’s two younger sisters were also on the dance team.
- _____ Shipman’s mother, Lydia Shipman, is a math teacher at East High School.
- _____ Shipman’s father is assistant superintendent for finance.
- _____ “I am so excited about coming back to my old high school to teach dance classes. I know that many things have changed, but the standards at East High have always been among the highest in the state, and it is an honor to be a part of this outstanding faculty,” Eastman said.
- _____ Shipman was selected for the job from a field of 10 candidates.
- _____ “It will be fun to have my daughter teaching at the same school I do. It will be like old times,” Lydia Shipman said.
- _____ Linda Shipman enjoys horseback riding and ice skating in addition to dancing.
- _____ She once appeared in an episode of the soap opera “One Life to Live” when she was nine years old. She was an extra in the classroom where the character Jessica Buchanan was a student.
- _____ Linda has already begun choreographing dances for the drill team.
- _____ “I can’t wait to get started,” she said.

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Activity 2:12 News Writing Practice

Directions: Using the facts from the previous exercise, write a news story in the inverted pyramid form, and incorporate alternating direct quotes and transitional statements (consisting of factual information and indirect quotes which lead from one quote to the next). In order to organize your story, use the following form.

LEAD	
QUOTE	
TRANSITIONAL STATEMENT	
QUOTE	
TRANSITIONAL STATEMENT	
QUOTE	
TRANSITIONAL STATEMENT	

Activity 2:12 News Writing Practice

QUOTE	
TRANSITIONAL STATEMENT	
QUOTE	
TRANSITIONAL STATEMENT	
QUOTE	
TRANSITIONAL STATEMENT	
QUOTE	

Activity 2:11 News Writing Form (Duplicate)

This is an extra news writing form which you may duplicate and use for future stories if you find that it helps you stay organized. This will be for a rough draft only. In the future, all stories should be typed.

LEAD	
QUOTE	
TRANSITIONAL STATEMENT	
QUOTE	
TRANSITIONAL STATEMENT	
QUOTE	
TRANSITIONAL STATEMENT	

Activity 2:11 News Writing Form (Duplicate)

QUOTE	
TRANSITIONAL STATEMENT	
QUOTE	
TRANSITIONAL STATEMENT	
QUOTE	
TRANSITIONAL STATEMENT	
QUOTE	

Unit 2: 9 News Writing—Preparing Copy

Objective(s):

- The student will understand the importance of proper preparation of copy.
- The student will turn in properly prepared copy for publication.

Now that you have learned to put a story together in a journalistic manner, all future stories should be prepared on the computer and should follow these guidelines:

- Insert a header in the upper left corner of the page. It should include:
 - Slug line: A brief, single word to identify the story, such as HOMECOMING for a story on Homecoming activities
 - Reporter's full name
 - Section or Page Assignment, or in the case of Journalism I practice assignments, type JOUR I
 - Date
 - **Example:**
 - HOMECOMING
 - JOE JONES
 - JOUR I
 - Nov. 12, 2004
- All rough drafts should be double-spaced to make them easier to edit and revise.
- Type all stories in 12 pt. Times New Roman.
- Use standard margins and tab settings.
- Indent three spaces for all paragraphs.
- Set byline at the beginning of the story, using the newspaper style. Include name and identification.
 - **Example:**
 - By JOE JONES
 - Reporter
- Do not include a headline with the story. This will be added later.
- If the story ends on the first page, type # or -30- at the end.
- If the story extends beyond the first page, type MORE at the bottom of each page, except for the last. On the last page type -30- or #.
- If the story is more than one page in length, write ADD 1 in the top left corner of the first additional page, ADD 2 for the second additional page, etc. Do not number the first page.

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Resource 2:7 News/Feature Writing Rubric

LEAD	- Missing major information - Little interest - Uses a dreaded "to be" verb - Major grammar problems	- The feature is not featured - Not interesting - Uses a dreaded "to be verb" - Uses "I, you, we" - Some grammar problems.	- Covers the basics - Not very interesting - Uses action verbs - Uses good grammar	- Covers the 5W/H - Creates some interest - Makes reading enjoyable - Uses action verbs - Uses good grammar	- Covers the 5W/H or creatively waits - Creates interest - Makes reading enjoyable - Uses action verbs - Uses good grammar
REPORTING	- Lacks sources - Didn't research - Misused facts - Didn't get the right kind of information - Didn't ask the right questions	- Few sources - Lacks research - Some misused facts - Doesn't seem to understand the information - Didn't ask important questions	- Could use more sources - Could use research - has basic facts - Seems to have information - Asked important questions	- Has good sources - Researched topic - Understands information - Asked important questions of the right people	- Has awesome tougher-to-get sources - Researched topic - Understands topic - Asked important questions of the right people
QUOTES	- Very few quotes - No use of indirect quotes - Doesn't attribute correctly - Quotes don't say anything	- Few quotes - No use of indirect quotes - Lacks attribution - Quotes don't say much	- Some good quotes - Uses indirect and direct quotes - Correctly attributes - Quotes add to the story	- Good quotes - Uses indirect and direct quotes - Correctly attributes - Quotes add to the story and answer the "why"	- Excellent quotes - Uses indirect and direct quotes - Correctly attributes - Quotes answer the "why" and tell stories
QUALITY	- Tells instead of shows - Lacks description - Asks questions - Transitions are needed or are redundant	- Tells instead of shows - Little description - Asks questions - Transitions are choppy or redundant	- Tries to show more than tell - Pretty good description - Avoids questions - Transitions help flow of story	- Shows more than tells - Good description - No questions - Transitions adds information to the story	- Shows more than tells - Great description - No questions - Indirect quotes as transitions make the story flow
STYLE	- Use some dreaded "to be" verbs - Uses "I, you, we" - Major grammar or spelling problems - Very Choppy - Poor punctuation	- Uses >1 dreaded "to be verb" - Uses "I, you, we" - Some grammar problems. - Somewhat choppy - Some bad punctuation	- Uses a dreaded "to be verb" - Uses "I, you, we" - Very few grammar problems. - A little choppy - Few punctuation problems	- Uses verbs - Avoids "I, you, we" - Very few grammar problems. - Pretty smooth - One punctuation error	- Uses action verbs. - Avoids "I, you, we" - No grammar problems. - Smooth writing - Good punctuation
	1	2	3	4	5

20% *Lead* _____
 20% *Reporting* _____
 20% *Quotes* _____
 20% *Quality* _____
 20% *Style/Grammar* _____

Comments

Print Name _____ Period _____ Date _____

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Unit 3: News Gathering and Interviewing

Objective(s):

- The student will understand and demonstrate various methods of news gathering.
- The student will conduct an interview and write a story from the information obtained in the interview.

Vocabulary:

Futures book, interview, stringer, beat, wire service

Now that you understand what news is, what makes facts newsworthy, and how to organize your facts and how to incorporate quotes into your story, it is time to begin the process of actually gathering the news.

There are several ways that news is gathered by reporters and editors.

- **Eyewitness Accounts:** Reporters attend events and report on them, especially athletic events, press conferences, speeches, etc.
- **Events calendars/Futures books.** Most schools and many businesses and organizations maintain public calendars with events listed. It is a good idea for the journalism classroom to have a calendar or futures book duplicating the main school calendar.
- **Press releases.** These are often sent out by businesses and organizations as promotions tools. They usually tell only one side of a story, so responsible journalists may use them as a starting point but usually do not rely on them for information exclusively. Many of these are actually ploys to advertise products or services without paying for the space.
- **Stringers/freelance contributors.** Many professional newspapers have programs through which they pay a certain amount per column inch for stories written by people who are not on the newspaper staff.
- **Beat system.** Reporters have a set route they travel to find out what is going on. In a school setting, the beat assignments could include various organizations, teams, departments and administrative offices. Sometimes the beats produce small stories, or news briefs; other times reporters will find out about major stories.
- **Wire services.** Most professional publications and many college/university newspapers subscribe to wire services such as Associated Press, United Press International or others. Stories, in some cases contributed by member publications, in other cases written by reporters hired by the wire services, are sent to member publications for their use.
- **Interviews.** The interview is one of the most important ways that information is gathered. Through interviewing, the reporter gets specific answers to questions that readers want or need to know. The right questions during an interview will result in excellent quotes which will make the story come alive for the reader.
- **Background research.** No matter how information is gathered for the publication, the reporter may need to do additional research before a story can be published. The reporter may want to check out previously published articles on a particular subject, take a look at a biography of a famous person who will be interviewed, or check out other information.

Unit 3: News Gathering and Interviewing

The Internet has opened up a world of possible sources for this type of research, but reporters should be very careful to choose only legitimate Internet news sites or official sources. Anyone can put up a Web site and put out information which may or may not be true.

This unit will focus on news gathering techniques with a special emphasis on interviewing skills and writing the story from the information gathered from interviews and other sources.

Activity 3:1 News Gathering

Matching

Directions: Match each statement with the newsgathering technique that was most likely used to get the information. Each answer will be used only once.

- | | |
|---------------------------------|------------------------|
| a. beat | e. press release |
| b. eyewitness account | f. interview |
| c. wire service | g. background research |
| d. events calendar/futures book | h. stringer |

- _____ 1. Quarterly profits for the XYZ company rose 14 per cent from last year.
- _____ 2. The Spanish classes are discussing a possible trip to Cancun for spring break, although nothing has been decided at this point.
- _____ 3. The Chronicle reported that an area garden club would be hosting a seminar on planting tomatoes next week.
- _____ 4. His resume lists 13 previous jobs.
- _____ 5. The Tigers won the game 14-2.
- _____ 6. An explosion in Tokyo injured 33 people early today.
- _____ 7. The starlet says she enjoys snow skiing with her family.
- _____ 8. The Senior Prom will be May 9.

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Unit 3:1 The Beat

By visiting regularly with specific assigned sources, reporters can keep up with what is going on in the school and build a futures book of events that require coverage. Journalism students should have a list of all organizations, teams, departments, teachers and administrators in the school, along with information pertinent to each source. The list of sources should then be divided where each journalism student will have a specific group of sources to visit on a weekly basis.

- The first step is to compile a list of sources which the class will do using the form on the following pages.
- The second step is for students to visit with their assigned sources. Using the Preliminary Beat Report Form, students should gather preliminary information about the organization and bring it back.
- From the Preliminary Beat Report Forms, students will compile the Classroom Events Calendar or Futures Book.
- Weekly the reporter will visit with their assigned sources and update the Futures Book from information gathered on the Weekly Beat Report Form.

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Activity 3:2 Compiling a Beat Sheet

Directions: As a class, compile a list of sources to be included on the beat sheet by filling in the blanks in the following form:

<i>Administrators</i>	<i>Office location</i>	<i>Phone Extension</i>	<i>Specific Assignments (junior class; safety; custodial service, etc.)</i>
<i>Counselors</i>	<i>Office location</i>	<i>Phone Extension</i>	<i>Specific Assignments</i>

Activity 3:2 Compiling a Beat Sheet

<i>Nurse(s)</i>	<i>Office location</i>	<i>Phone Extension</i>	
<i>Cafeteria Personnel</i>	<i>Location</i>	<i>Phone Extension</i>	

Activity 3:2 Compiling a Beat Sheet

<i>Department Heads</i>	<i>Location</i>	<i>Phone Extension</i>	<i>Assignments</i>

Activity 3:3 Preliminary Beat Report

Directions: Duplicate the form below as necessary and fill it in as you visit with each source on your beat. You will use this information to help your class compile the Futures Book.

Name of team, organization, department, administrator or teacher

Date

Major events (games, plays, concerts, etc) already scheduled for this year: (List or attach schedule.)

Meeting/Practice times: (List or attach schedule)

Suggested photo opportunities:

Suggestions for extended coverage: (full story with pictures, sidebars, etc.)

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Unit 3:2 The Events Calendar

In order to keep up with what is going on at your school, most likely your principal or the school secretary keeps a master calendar in the office. This calendar can be a great resource for student journalists because it should include all athletic events, musical performances, dramatic productions, organization meetings and much more. At least once a month a reporter from your school newspaper or yearbook should visit with the person who maintain this calendar and copy the events onto a calendar that will be posted in the journalism room.

However, as complete as this calendar may appear to be, there is much more around the school that should be included. Is an English class going to be doing something special? Even if it does not warrant a story, it might make a great photo opportunity for your publication. If it is not on the calendar where you can refer to it, it may be a lost photo opportunity. So it is important that the calendar be updated frequently with information gathered from teachers, organizations sponsors and coaches as well as the person who maintains the master calendar.

Following is a template for a calendar that can be duplicated so that several months' worth of future activities can be posted in the journalism room for easy reference.

Print Name _____ Period _____ Date _____

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Activity 3:4 The Events Calendar

Directions: On the next pages are events calendars for each month during the school year. Enter the events you learned about when you visited with your sources. Fill in the proper dates for each month. After each journalism student has compiled his/her calendars, the entire class should build a calendar consolidating all information so that it will be readily available. The compiled calendar should be posted in the classroom.

Activity 3:4 The Events Calendar

Month _____

Saturday					
Friday					
Thursday					
Wednesday					
Tuesday					
Monday					
Sunday					

Activity 3:4 The Events Calendar

Month _____

Saturday					
Friday					
Thursday					
Wednesday					
Tuesday					
Monday					
Sunday					

Activity 3:4 The Events Calendar

Month _____

Saturday					
Friday					
Thursday					
Wednesday					
Tuesday					
Monday					
Sunday					

Activity 3:4 The Events Calendar

Month _____

Saturday					
Friday					
Thursday					
Wednesday					
Tuesday					
Monday					
Sunday					

Activity 3:4 The Events Calendar

Month _____

Saturday					
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Wednesday					
Tuesday					
Monday					
Sunday					

Activity 3:4 The Events Calendar

Month _____

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Monday					
Sunday					

Activity 3:4 The Events Calendar

Month _____

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Tuesday					
Monday					
Sunday					

Activity 3:4 The Events Calendar

Month _____

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Activity 3:4 The Events Calendar

Month _____

Saturday					
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Thursday					
Wednesday					
Tuesday					
Monday					
Sunday					

Print Name _____ Period _____ Date _____

Activity 3:4 The Events Calendar

Month _____

Saturday					
Friday					
Thursday					
Wednesday					
Tuesday					
Monday					
Sunday					

Print Name _____ Period _____ Date _____

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Activity 3:5 Bi-weekly Beat Report

Directions:

1. Find out the **names** of everyone involved in the beat you are covering.
2. Find out **who is important in decision making** in that group.
3. Find out the **calendar of events** for that group.
4. **Observe** the group or place in action.
5. **Talk** to various members on a regular basis.
6. If a teacher is in charge of the group, set up a regular **biweekly appointment** to check for new developments in the group or situation.
7. If it is out-of-school news (local, local sports, world news, feature or opinion/editorial ideas), scour the newspaper, news stations, magazines, AP newswire, and any other sources of information. Clip stories from local newspapers and put those into our futures file.
8. Do not accept “no, nothing’s happening” as an answer. Don’t accept second-hand information. **Find out for yourself.** Make sure you have observed and talked to numerous members of the group.
9. After finding out some information, **immediately fill out the following form** for the futures file so that you do not forget to do it.
10. **Follow the tip through the system.** Did we write about it? Why/ Why not? If it is important, put it in again.

--Adapted from “Beats,” a handout by Susan Tanner Jones, The Westlake School, Los Angeles, California

Activity 3:5 Bi-weekly Beat Report

Bi-weekly Beat Report

Organization, Team, Department

Name of Source

Date Visited

Signature of Source

Events/dates/locations for next two weeks: (List or attach schedule)

Event 1:

Who will be involved?

What is the purpose?

How much will it cost?

Event 2:

Who will be involved?

What is the purpose?

How much will it cost?

Event 3:

Who will be involved?

What is the purpose?

How much will it cost?

Activity 3:5 Bi-weekly Beat Report

Bi-weekly Beat Report

Organization, Team, Department

Name of Source

Date Visited

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Bi-weekly Beat Report

Organization, Team, Department

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Bi-weekly Beat Report

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Bi-weekly Beat Report

Organization, Team, Department

Name of Source

Date Visited

Signature of Source

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How much will it cost?

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Bi-weekly Beat Report

Organization, Team, Department

Name of Source

Date Visited

Signature of Source

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What is the purpose?

How much will it cost?

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Who will be involved?

What is the purpose?

How much will it cost?

Activity 3:5 Bi-weekly Beat Report

Bi-weekly Beat Report

Organization, Team, Department

Name of Source

Date Visited

Signature of Source

Events/dates/locations for next two weeks: (List or attach schedule)

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How much will it cost?

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Activity 3:5 Bi-weekly Beat Report

Bi-weekly Beat Report

Organization, Team, Department

Name of Source

Date Visited

Signature of Source

Events/dates/locations for next two weeks: (List or attach schedule)

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How much will it cost?

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Who will be involved?

What is the purpose?

How much will it cost?

Activity 3:5 Bi-weekly Beat Report

Bi-weekly Beat Report

Organization, Team, Department

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Date Visited

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How much will it cost?

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How much will it cost?

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Bi-weekly Beat Report

Organization, Team, Department

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Signature of Source

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Activity 3:5 Bi-weekly Beat Report

Bi-weekly Beat Report

Organization, Team, Department

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Activity 3:5 Bi-weekly Beat Report

Bi-weekly Beat Report

Organization, Team, Department

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Events/dates/locations for next two weeks: (List or attach schedule)

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Activity 3:5 Bi-weekly Beat Report

Bi-weekly Beat Report

Organization, Team, Department

Name of Source

Date Visited

Signature of Source

Events/dates/locations for next two weeks: (List or attach schedule)

Event 1:

Who will be involved?

What is the purpose?

How much will it cost?

Event 2:

Who will be involved?

What is the purpose?

How much will it cost?

Event 3:

Who will be involved?

What is the purpose?

How much will it cost?

Activity 3:5 Bi-weekly Beat Report

Bi-weekly Beat Report

Organization, Team, Department

Name of Source

Date Visited

Signature of Source

Events/dates/locations for next two weeks: (List or attach schedule)

Event 1:

Who will be involved?

What is the purpose?

How much will it cost?

Event 2:

Who will be involved?

What is the purpose?

How much will it cost?

Event 3:

Who will be involved?

What is the purpose?

How much will it cost?

Activity 3:5 Bi-weekly Beat Report

Bi-weekly Beat Report

Organization, Team, Department

Name of Source

Date Visited

Signature of Source

Events/dates/locations for next two weeks: (List or attach schedule)

Event 1:

Who will be involved?

What is the purpose?

How much will it cost?

Event 2:

Who will be involved?

What is the purpose?

How much will it cost?

Event 3:

Who will be involved?

What is the purpose?

How much will it cost?

Activity 3:5 Bi-weekly Beat Report

Bi-weekly Beat Report

Organization, Team, Department

Name of Source

Date Visited

Signature of Source

Events/dates/locations for next two weeks: (List or attach schedule)

Event 1:

Who will be involved?

What is the purpose?

How much will it cost?

Event 2:

Who will be involved?

What is the purpose?

How much will it cost?

Event 3:

Who will be involved?

What is the purpose?

How much will it cost?

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Unit 3:3 Background Research

Before composing questions to ask during an interview, it is often necessary to do some background research, either on the topic to be discussed or on the person you are about to interview. This may involve reading previously published articles on the topic or concerning the interviewee, looking up biographies of the interviewee or searching for information on the Internet. It often means asking questions of people who know something about the topic or the interview just to get background information.

The following assignment will give students a chance to do a little “investigative reporting” or background research on a subject.

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Activity 3:6 Investigative Reporting

Assignment: This assignment involves gathering information and checking your sources for accuracy.

1. Choose an administrator, counselor or teacher whom you do not presently have for a class and find out the following information without ever asking him or her a single question. This means you must rely on other sources and find ways to check them without speaking directly to the teacher, and you cannot just ask a friend to ask the questions. Be sure you have answered the following questions:

- Birthplace
- Number of years teaching at this school and altogether
- Other types of employment
- First job and job location
- Education degrees and major
- Married/divorced/number of children
- Hobbies
- Free periods
- Rooms they teach in
- Hour they arrive and depart school (usually)
- Car they drive
- Something personal (favorite movie, book, food, color, artist, etc)

2. Write a mini-biography about the teacher. After the mini-biography is completed, it will be presented to the teacher to check that the facts are correct.

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Unit 3:4 Conducting the Interview

Objective(s):

- The student will understand the importance of interviewing to obtain information for a story.
- The student will understand and demonstrate the art of formulating questions to get the interviewee to do most of the talking.
- The student will understand the importance of good note-taking.

Vocabulary:

Interview, man-on-the-street, symposium

All methods of news gathering are important, but it is through the interview that reporters get the “meatiest” information. A good interview holds the key to a good story, one that people will want to read.

If you ask the right questions, your interviewee will actually “write” the story for you. His or her words will tell the story; yours will provide the glue that holds the story together...in the lead and in the transitions.

Types of Interviews:

Fact interview: This type of interview is a straightforward question-and-answer conversation intended to get facts and quotations for advance stories or supplementary/follow-up coverage of past events. These are routine interviews and can be conducted over the telephone if necessary.

Personal interview: A more formal approach, also called the feature interview. The reporter should prepare a list of questions ahead of time, but be prepared to take a different path of questioning if the situation calls for it.

Group interview:

1. *Man-on-the-street or inquiring reporter.* The reporter asks the same question of interviewees selected at random. The answers may be limited to one or two sentences, and are printed just as given, with no comment from the reporter. These might be published in an inquiring reporter type of column along with a small picture of the interviewee.
2. *Symposium interview:* The reporter gathers statements from several people, usually authorities or specialists with similar interests or expertise. The statements are compared, contrasted, analyzed or interpreted, and are used as direct and indirect quotes throughout an article.

Prepare for the interview

1. Make an appointment in advance.
2. Learn as much about the topic or person as you can so that you can ask intelligent questions.

Unit 3:4 Conducting the Interview

3. Know what you want to accomplish in the interview.
4. Make a list of 15-20 good solid questions which focus in on the subject you are going to talk about. You might not use all the questions, but it is better to have too many than too few.

Types of Questions to Ask

1. Avoid asking questions that can be answered with a “yes” or “no” or one-word answers. It may be necessary to ask two or three of these questions during an interview to clarify some information, but these questions do not invite the interviewee to respond with quotable comments.
2. Use the Ws and H to form relevant questions that will get the interviewee to open up with you. The *what*, *how* and *why* are especially good for this because these questions cause the interviewee to explain something to you, and that means he or she will be speaking in entire sentences, possibly even paragraphs, rather than in one-word responses.
 - a. *What* are your feelings on the bond issue?
 - b. *What* do you think was the deciding factor in the race?
 - c. *Why* did people respond so enthusiastically to this proposal?
 - d. *Why* would it be a good idea to do this?
 - e. *How* was this accomplished?
 - f. *How* will the money be raised?
 - g. Use the other Ws to obtain other pertinent information.
3. If you have done your research properly and you have learned of an anecdote involving your interviewee, you can always use the “tell me” method:
 - a. *Tell me* about the time your pig took first place in the Houston Livestock Show.
 - b. *Tell me* what it was like to be Homecoming queen.

Conducting the interview

1. Be on time, with adequate supplies of paper and writing utensils.
2. Introduce yourself and the purpose of the interview.
3. Be friendly and courteous, but remember you have a job to do.
4. Volunteer information only when it is necessary to stimulate the conversation or to get it back on track.
5. Don’t interrupt.
6. Avoid overly personal questions.
7. Ask specific, thought-provoking questions; avoid yes-or-no questions.
8. Don’t let the conversation run wild, but if an unexpected angle should develop, be prepared
9. Take good notes, but don’t distract the interviewee while doing so. Use a tape recorder, if you want to, but don’t depend on it exclusively.

Unit 3:4 Conducting the Interview

10. Obtain all the information you think you will need before concluding the interview, but be sure to ask if you can contact your interviewee again if necessary. Get a phone number where he/she can be reached.
11. Go over all quotes with the interviewee to check for accuracy.
12. Thank the interviewee for his/her time.
13. Never agree to let the interviewee read the story before it is published. If your paper is prior reviewed by an administrator, you do not need anyone else doing so. If you are fortunate enough not to be under prior review, don't open any doors for it. Remember, more than likely the person you are interviewing has no idea about how to write a journalistic story. He or she may try to change your style, change the order of quotes and transitions. This is not their job. Just politely explain that it is against the policy of your publication to let anyone read the story before it is published, but let them know that you will be more than happy to go over their quotes with them.

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Activity 3:7 Preparing for the Interview

Part 1 Directions: Your first interview story will be with someone in your journalism class. Your teacher will pair you up or let you choose a partner to interview. You will be interviewing someone and someone will be interviewing you.

The first part of this assignment will be for you to complete the following form as completely as possible. This will help your partner with his or her “background research”, so that he or she can find out enough information about you to be able to write some good questions. The more complete you make your form, the better questions your partner can ask, and the better the story about you will be. Your grade for this part of the assignment will be based on how thoroughly you complete the form.

Hobbies I enjoy: (playing video games, collecting Barbies, woodwork, etc.)	Activities I enjoy in School: (sports, dances, organizations, etc.)	Activities I am involved in outside of school (include volunteering, teaching Sunday School classes)	After school jobs:
My favorite class is _____ and the reason is:	My least favorite class is _____ and the reason is:	When I graduate from high school, I want to:	In five years, I hope to be:

Activity 3:7 Preparing for the Interview

In 10 years, I hope to be:	The person I admire most is because:	The best advice anyone ever gave me was this:	The worst advice anyone ever gave me was this:
<i>Describe your family: (Brothers and sisters? How many? Names? Anything else you want to include.)</i>	<i>Do you have any pets or livestock that you care for? Describe your routine with the animals.</i>	<i>Describe what you think would be “the perfect day”</i>	<i>Describe what you think would be the worst day possible</i>
<i>Describe any special skills or talents you have:</i>	<i>What three words would you use to describe yourself?</i>	<i>What three words would your best friend use to describe you?</i>	<i>What else would you like to tell us about yourself?</i>

Activity 3:7 Preparing for the Interview

Part 2 Directions: Study your partner's form and determine what are the most significant things he or she has shared? Does he or she have an unusual hobby or collection? Did your partner mention that she likes to participate in beauty pageants? Does he help with a basketball clinic for younger children? What makes this person stand out? What would readers of your paper like to know about this person?

Take these ideas and formulate your questions, trying to focus in on one major aspect of this person's life. This will be the angle of your story. You may ask questions about other things that have been mentioned as well, as this information will add color and fill in gaps. But focus on the area that your readers would be the most interested in.

Write down at least 15 good, thought-provoking questions that you can use to interview your partner, using the Interview Form. When finished, turn your questions in to your instructor to go over and make suggestions. You will use this form to write down the answers to the questions you ask during the interview. Staple your partner's pre-interview form to the Interview Form so that all information will be kept together.

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Print Name _____ Period _____ Date _____

Resource 3:1 The Interview Form

Name of Interviewee: _____

Grade level : _____ Age: _____

<i>Interview Questions</i>	<i>Answers</i>

Resource 3:1 The Interview Form

<i>Interview Questions</i>	<i>Answers</i>

Unit 3:5 Writing the Interview

You have interviewed your subject, and now it is time to write the story. **Begin writing your story soon after the interview while notes are fresh.**

1. Select and evaluate your notes carefully. Include only interesting, pertinent material. Eliminate “junk.”
2. If it is a news story, follow the order of decreasing importance. If you have done a symposium interview with a panel of experts, the inverted pyramid works well for that too. Use your imagination and originality to determine the best order for a personality interview. Let the information that the interviewee shared with you determine how you will begin your story and how it will flow.
3. Begin with an appropriate lead.
4. Place your most dynamic quote after the lead in order to hold the reader’s attention.
5. Support your lead in the body of the story through the use of quotes and factual material.
6. Alternate paragraphs of direct quotations with paragraphs of indirect quotations or factual material which serves as transitional statements. Use direct quotes for elaboration or points of emphasis or for especially forceful or colorful language. Use indirect quotes for summarizing passages.
7. Make quotes more compact if possible, but do not change the meaning to what was said.
8. Avoid any reference to yourself (“when asked...”, “I interviewed...”, etc.). The story is NOT about you.
9. Weave characteristic expressions, mannerisms or gestures into the story if appropriate, especially in a personality interview.
10. End your story with the second most dynamic or interesting quote. This will leave the reader with something to think about, and will eliminate the urge to use a “cheerleader” statement to wrap up the story.

About Quotes and Transitions

Direct quotations

Direct quotations are word-for-word reports of what the speaker said. These are the exact words of the speaker and are written in complete sentences and enclosed in quotation marks.

Some minor deviation from the exact words is acceptable if it will not change the meaning of what was said, especially if the speaker uses expressions or filler words (“um,” “uh,” etc.) that would just clutter up the quote.

Example: Perhaps the interviewee says something like, “Well, um, what I’m trying to say is...well...students are expected to....um...dress in a...um...an appropriate manner while at school.”

It would be permissible to print the following rendition of the above quote: “Students are expected to dress in an appropriate manner while at school.”

Unit 3:5 Writing the Interview

Indirect quotes

Indirect quotes are a summary of what the speaker said, and quotation marks are not used. The speaker's ideas are used, but the reporter does not use the speaker's exact words.

The advantages of using an indirect quote are that the reporter can condense the substance of what was said without changing the meaning, and it is a good way to make sense out of something the interviewee said that might have been unclear or ungrammatical.

Indirect quotes can be used as transitional statements.

Example: The speaker, senior James Johnson, who has just learned he made a perfect score on the ACT, says:

“When I took the test I thought I had done pretty well, but I did not think I had made a perfect score. The math and science parts were fairly easy, but the English part and the social studies parts were a lot tougher. I like numbers, but I’ve never done well on verbal tests. My world does not revolve around number problems, but I do get a sense of achievement and accomplishment when I solve problems no one else can get.

“I feel really good about being able to do so well on the test in subjects besides math. I think when I perform well in other areas I prove to myself that I am well-rounded and not so much of a ‘math and science nerd.’ The credit for how well I did on the English portion has got to go to Mrs. Phyllis Long, my senior English teacher. Without her patience with me in English class, I probably would have given up on essay writing altogether. She’s always pushed me to do well and not to neglect English or social studies just because they do not deal with numbers, equations or formulas.”

This is a pretty lengthy quote. It has a lot of good information in it, but the reporter would not want to run the entire quote all at once. It would overwhelm the reader.

By using part of it as a direct quote (speaker's exact words) and part of it as an indirect quote used as a transitional statement between direct quotes, the reporter can make the statement easier to understand.

Example:

DIRECT QUOTE:

“When I took the test I thought I had done pretty well, but I did not think I had made a perfect score,” Johnson said.

INDIRECT QUOTE used as a transition:

The senior says he has always liked to work with numbers, but has not been as successful with verbal tests.

Unit 3:5 Writing the Interview

DIRECT QUOTE:

“My world does not revolve around number problems,” Johnson said, “but I do get a sense of achievement and accomplishment when I solve problems no one else can get.”

INDIRECT QUOTE used as a transition:

Johnson credits his senior English teacher, Phyllis Long, with his success on the verbal portions of the test.

DIRECT QUOTE:

“Without her patience with me in English class, I probably would have given up on essay writing altogether,” he said. “She’s always pushed me to do well and not to neglect English or social studies just because they do not deal with numbers, equations or formulas.”

Paraphrasing

Paraphrasing is when the reporter uses his own words to explain what the speaker said. No quote marks are used.

Example: Johnson is pleased with his performance on the test because it shows that he can do just as well with words as he knew he could do with numbers.

Partial quotes

Partial quotes are the mixture of direct and indirect quotes. Use quotation marks around the speaker’s exact words.

Example: Johnson is pleased that the test score proves he is not just a “math and science nerd.”

About attribution:

Quotes should be handled the same way they were in your first news stories.

Use the word *said* for attribution. Not *says*, not *stated*, not *remarked*, not *replied*. **Said. Period.**

According to should only be used to attribute information to a document, not to a person.

- **Wrong:** *According to the principal*, Monday is a holiday.
- **Right:** *According to the student handbook*, that outfit is against the dress code.

The quote is more important than the person who said it, and the person is more important than the word said. Therefore your quotes should reflect the order of importance.

For a one sentence quote in the body of the story, follow this format: “This is a quote,” Susie Senior said.

Unit 3:5 Writing the Interview

In the English language, it is common practice to put the verb after the subject, so it is logical to place the word *said* after the name of the speaker. It is not logical to place the verb before the name, as in *said Susie Senior*.

If the quote is longer than one sentence, you should break it up by putting the attribution in the middle: “This is a quote,” Susie Senior said. “And I said it.”

At the end of the story, put the attribution in the middle, even for a short quote. Never end the story on the word *said*. “This,” Susie Senior said, “is a quote.”

You may use partial quotations interspersed in your own sentences.

Example: John finds it “funny peculiar” in the senior play when he is required to baby-sit for a senile grandmother.

Use synonyms for the interviewee’s name in order to avoid overworking it.

Example:

- a. The noted correspondent
- b. The world traveler
- c. The author
- d. The senior
- e. The teacher

Remember:

1. Attribute all information used as direct quotes, indirect quotes, or paraphrased information to the source.
2. The speaker’s opinions can be used as indirect quotes.
3. NEVER begin a quotation with “When asked...” or any other phrase that would indicate you were involved in an interview. The story is all about the information you got from the speaker, not how you got it or anything else about you as a reporter.
4. Begin with a quote, not the attribution. The content of the quote is more important, in most cases, than the name of the speaker.
5. Remember to use the word “said” as the attribution word, and place it after the speaker’s name, not before it.
6. Do not quote factual material that the reporter can get from other sources. This information can be used as transitions between quotes. (**Example:** The football game will be at the stadium.)

Activity 3:8 Writing the Interview Story

Directions: Using the preceding guide, write your interview story. Begin with an appropriate lead, alternate quotes and transitions, and end on a quote. Pay special attention to how you handle the quotes and attribution (*said*).

You may use the Story Organizer Form on (see Unit 2) to write the preliminary draft of your story if you feel it will help you organize your thoughts. However, the story that you turn in should be typed using the instructions for preparing copy at the end of Unit 2.

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Activity 3:9 Writing a Second Interview

Directions: Following the same procedures you used to prepare your first interview, interview a second person—friend, family member, acquaintance. You will not need to do a pre-interview form for this assignment, but you will need to do some background research, either on the person you are interviewing or on the topic, in order to come up with your questions. For your convenience, another Interview Form is included. If you need to use a Story Organizer form, an extra one was included in the News Writing Unit. The final story must be typed using the format at the end of Unit 2.

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Print Name _____ Period _____ Date _____

Resource 3:2 The Interview Form (Duplicate)

Name of Interviewee: _____

Grade level : _____ Age: _____

<i>Interview Questions</i>	<i>Answers</i>

Resource 3:2 The Interview Form (Duplicate)

<i>Interview Questions</i>	<i>Answers</i>

Unit 4: Feature Writing

Objective(s):

The learner will be able to:

- Describe the special characteristics of a feature story.
- List ideas that could be developed into a feature story.
- Explain the importance of organization in the writing process
- Write a polished feature story for publication.

Vocabulary:

Feature, sidebar, alternative copy, focus, angle, structure, news peg, hook

Readers love to read about other people—what they do, what they say, what they are thinking about. They love to read about the behind-the-scenes information that goes on with big events. They like to read about the movers and shakers that make things happen, the people who discover medical or scientific breakthroughs, the student who overcomes incredible odds to be valedictorian.

Everyone has a story to tell that has the potential to be a feature story.

Feature stories are stories about people and what they do. They can be in a variety of forms and can be any length, from the very brief featurette to the magazine-length, in-depth feature. They are written much more creatively than news stories because they are not locked into a particular structure. However, as important as quotes are to news stories to give them credibility, quotes are even more essential to feature stories. Quotes give them not only credibility, but color and life. The quotes tell the story; the reporter's words in the lead, transitions, and, sometimes, the conclusion tie it all together.

Features can be informative or entertaining or both.

Types of Features:

News features: A close-up look at the news, focusing on a particular angle rather than the event itself. These contain a news peg, or timely connection to a news story.

Informational or Instructional: The purpose of these stories is to inform, not to entertain. They include:

- Historical stories about the community or school
- The history of a particular celebration or tradition
- How-to stories

Unit 4: Feature Writing

These may not focus on the people who are interviewed, but they still rely on good solid quotes from people who are experts or who have the information the story needs.

Shared experience feature: A first-hand account of an experience, such as roller blading, skydiving, cooking a holiday dinner, etc. This is usually written in first person and is the reporter's own experience.

Consumer report: An in-depth investigation of a new product, how student consumers like it or dislike it, how it is living up to its claims.

Background stories: Behind-the-scenes account of an event the reader would not ordinarily get to see.

Human interest stories: These are the stories that make the reader smile, laugh, cry; they make the reader *feel*.

- Stories about people and their pets
- Stories about obstacles overcome
- Stories about people working through hard times
- Stories about the first person in the family to graduate from high school

Personality profiles: These are stories that give us a more complete picture of a person. The person may be in the public eye, which always causes readers to be interested, or the person may be just someone who is very talented, outspoken or accomplished. The profile should focus on one aspect of the person's life, rather than trying to answer a mishmash of questions that do not go together. The story should show what makes this person unique and should include anecdotes from the person's life.

Featurettes: Short stories, often told in chronological order, ending with a punch line or a surprise.

Alternative copy: Used as sidebars with other stories, these offer alternative presentation of facts and opinions. These can be question-and-answer boxes (Q&As), timelines, lists of places to go or people to contact, quote boxes, survey results, and the like. They do not follow the general feature story structure described below.

Structure of the feature story:

While the news story is nearly always written in inverted pyramid form, the feature can be written in many different ways. However, there are some things that nearly all features have in common:

- The lead should be dynamic and should draw the reader into the story. Feature leads are much more creative than summary leads.

Unit 4: Feature Writing

- The body of the story should weave interesting detail among colorful quotes from the person(s) being interviewed.
- The conclusion should wrap up the story neatly and leave the reader with something to think about.

The story should be written in a logical order, not necessarily chronological, although in some cases, that would be appropriate. It should flow from the lead through the quotes, to the end. Transitions are important in a feature story because they are the road signs that let the reader know where the forks are and where they are going.

The *Lead-Quote-Transition-Quote-Transition-Quote* formula was introduced in the news writing unit. This works just as well, if not better, for feature writing.

The conclusion of a feature story can either be a powerful quote that sums up the story, or it can bring the reader back to a significant point in the lead.

Where to look for feature story ideas:

Feature story ideas are everywhere. Every student in your school and every faculty member is a potential story. All you have to do is keep your eyes and ears open for ideas. News events will have one or more feature story possibilities; upcoming holidays and

Some idea possibilities include:

- Early graduates: Why do some students decide to graduate a year or a semester earlier than their classmates?
- Students who own businesses: It may be a dog-walking business or a lawn-mowing business, but enterprising students are finding ways to earn money without punching someone else's time clock.
- Ethnic or cultural composition of your school: If your school is like many across the nation, it is becoming more and more diverse each year. What is the breakdown? How many languages are spoken in your school? What are some of the traditions and customs of each group that makes them special and unique?
- Fund raising: Every organization at your school has to have some way to raise funds. If dues are not allowed to be charged, then more than likely club members will be peddling candy, popcorn or other items to raise money for club activities. What kind of pressure are the students under to sell? What recourse does the school have if the students refuse to sell items, or if the student does not turn money in following a sale?
- Twins/Triplets: These students always have fun stories to share.
- Security measures: Which ones are in place and which are anticipated? How do students feel about their effectiveness. What do administrators think?
- Lucky charms and rituals: Rabbits' feet may not be the "in" thing any more, but many students have their own ways of keeping luck with them, from wearing the same pair of socks on test days to painting their toe nails in school colors on game days. Some

Unit 4: Feature Writing

athletes, either individually or as a group, observe certain rituals on game day. What works for the students in your school?

- Superstitions and phobias: What spooks your students?
- Health, nutrition and exercise: How do students stay fit and healthy?
- Volunteering: Many organizations stress the importance of volunteering. What do your students do?
- Fashion: Do the trends and the dress code mesh or clash? Is there any way to work with clothing items that are against the rules to make them acceptable? Stylish students may have some answers.

The possibilities are endless. What is going on in the national, state, regional or even city news that can be localized from your students' perspectives? Listen to what students and teachers are talking about in the cafeteria, in the halls between classes, even in the class rooms. What are they excited about or concerned about? These ideas can make excellent feature story ideas.

Resource 4:1 Example of a Feature

American Idol gives teen shot at stardom

by Kristin McClarty
Alief Hastings High School

Slowly running the song over and over again in her head, remembering all the advice she has been given by family and peers, she stepped through the thick curtain to be face to face with people that would judge her and tell her whether she has what it takes to make it in show business. She opened her mouth and began singing Stevie Wonder's hit song, "My Cherie Amore," softly yet bold enough to make an impact on the judges. Hastings' own Queensly Felix (also known as Sparkle) is invited back to the next round. Since "American Idol" first aired, this "born-a-star" singer decided that she had to get on that show and reveal to America her God-given talent.

"American Idol is a good way to gain exposure through the media," says Texan born Felix, "I did not make it, but at least my talent has been acknowledged and I might get discovered."

Striving to be an American Idol star did have its difficulties. Despite what you see on television, there is some hard-core stuff.

"Sleeping out front of the audition spot three nights in a row, and not being able to shower did make some people discouraged," Felix said. "It was all worth it though when I was handed that pink slip telling me I was invited back."

Now that she has been heard Felix believes she will be confronted with opportunities that will change her life forever.

"Requesting to work with Ruben Studdard and actually having the chance to meet him would have been the biggest honor ever," she said.

Stories have been told about "American Idol" since its debut. Felix puts all rumors to rest

"American Idol was not fixed, America actually votes for the winners or finalists and they have counters that poll the information and determine an outcome," Felix said. "Now as for Simon Cowell, he has signed on for three more years with the American Idol team so he will be there next season for yes, yet another 'American Idol,' 'American Idol 4.'"

Students might tell you that they watch "American Idol" to hear good talent and see hopeful, talented stars go head to head to become top dog, Felix said.

"Singers join for the chance to one day make it big and fulfill their dream of being a singer or something more," she said. "I auditioned because I believed that I had what the judges were looking for and what it takes to become the Idol."

It was her way of helping the dream to come true.

Resource 4:1 Example of a Feature

"It was always another way for me to get out there and actually do something about my dream," she said.

When this Houston gal makes it big she promises to still keep it real and as down to earth as possible, never letting a "little thing" like American Idol take her away from reality.

"I thank God; my mom, and all my partners for helping me with this opportunity and for helping me give it my all," she said.

Felix also gives credit to Tamarah Gray.

"She overcame her loss, started her acting career and furthered her singing career. That is a big inspiration to me," she said.

But she can not forget Ruben Studdard, either.

"He came, he conquered all. The rumors, the judgments, all doubts, everything you could possibly imagine," she said. "It is a big deal to overcome and that is exactly why I would love to work with him. He is a huge inspiration to everybody. He is an Idol."

Unit 4:1 Feature Leads, Bodies and Conclusions

Objective(s):

- The student will recognize and understand the differences in structure and purpose between summary leads and feature leads.
- The student will write different types of feature leads, depending on the type of story.

Just like summary leads, feature or novelty leads are the introduction to the story. But unlike summary leads, the focus is not on the 5 Ws and H. The focus is on whatever the reporter feels will draw readers into the story and make them want to read every word.

The lead is vitally important to the story. No matter how well the body or conclusion is written, if the lead does not grab the attention of the reader and hold it, the reader will not continue to read. The reporter must entice the reader through the lead.

The best lead for a feature story is one that sounds natural, grabs the readers' attention and matches the mood and tone of the story.

Here are some common types of feature leads:

Allusion leads: These leads give the reader a reference to a character from history, literature or mythology and relate that reference to what is going on in the story.

Example: Washington's trip across the Delaware was child's play compared with Dave Jason's span of the Big Lick River. Astride a six-foot log, he chopped his way across the ice-bogged river yesterday. (From Bobby Hawthorne, University of Texas).

Anecdotal leads: This type of lead uses a brief story to represent the universal experience.

Example: First, Leslie Lobinger's team tried wood. That didn't work. Then, they tried plastic. That didn't work, either. "We tried different shapes, too," said Lobinger, a member of the St. Agnes Academy engineering team.

"It took a lot of work. We started brainstorming, then if one try didn't work we'd improve it again and again. It was really just a matter of trial and error."

Then, 2 1/2 weeks into the start of their project, Lobinger's group made a wheel clamp out of metal that enabled their robot to successfully carry out a blood transfusion.

Sort of. (Houston Chronicle This Week, Dec. 4, 2003)

Unit 4:1 Feature Leads, Bodies and Conclusions

Contrast leads: These leads point out opposites, such as hot and cold, wet and dry, rich and poor, then and now. They work when the contrast is obvious and it relates to the subject of the story.

Example:

Kelly Clarkson won the first American Idol competition with her powerful voice, but the way she reacted when she learned she'd been nominated for a Grammy Award was loud even for her. (Associated Press, Dec. 8, 2003)

Parody leads: A well known song, poem, phrase or title can be re-written to begin your story, if the reference is clear.

Example:

Thank New Zealand for little girls, or at least one 13 year-old who doesn't have a hairdresser, a stylist or an attitude. Keisha Castle-Hughes, the Maori star of the art-house hit "Whale Rider," was shopping for shoes on a recent evening with her mother, Desrae Hughes; the director of "Whale Rider," Niki Caro; and a producer, Linda Goldstein Knowlton. (New York Times, Dec. 8, 2003)

Narrative lead: Through reading the lead, the reader feels as though he or she is in the middle of the action.

Example:

Three decades ago, a Houston woman sent a note to Donald Rander to welcome him home from Vietnam, where he had been held as a prisoner of war for five years.

Now, Rander's daughter wants to track down the woman or one of her family members to say thanks.

"I thought it would be great to talk to her and thank her for her nice gesture," said Page Rander, 37, a homemaker who lives in Friendswood with her husband Oliver and two sons. She also has a grown daughter. (Houston Chronicle, Dec. 8, 2003)

Descriptive lead: The lead can describe a person, a place or an event.

Example:

Their embroidered caps, shredded with shrapnel, lay beside a half-dozen small rubber galoshes and caked pools of blood. Seven boys and two girls died here on Saturday morning in an American air strike, and their bodies were still lying in the dust when American soldiers arrived by helicopter to assess the results of the attack three hours later, villagers and American soldiers at the scene said Sunday.

Unit 4:1 Feature Leads, Bodies and Conclusions

Startling statement lead: This type of lead consists of a single statement which is designed to startle the reader, then, in subsequent paragraphs, it goes on to explain the situation.

Example:

Coyotes may be knocking at The Woodlands' back door.

A resident of Heritage Hills in Indian Springs, who has been hearing their mournful cries for four months, said she spotted a quartet of four very large coyotes in the Heritage Hills subdivision in Indian Springs last week.

Dana Foster of Trinity Oaks said the German Shepherd-sized animals looked very well fed.

"They looked to be two to three feet tall and about 100 pounds each," Foster said. "At night, you can hear them howling. They were just spooky."

Question lead: Use this type of lead with caution. Translation: almost never. Unless the question is very relevant, the lead will appear contrived and cliché.

Example:

What are the odds of winning the state lottery AND the Publisher's Clearinghouse Sweepstakes all in the same week?

Quotation lead: Again a caveat. Use with caution. If the quote is extremely powerful and dynamic and really captures the theme of the story, then perhaps it could be used as the lead. However, it might be better to make it the first quote following the lead.

Example:

"I never thought anyone could survive a fall like this," Marcella Leon said to the three paramedics who rescued her this morning from a narrow mountain ledge where she landed when one of her ropes failed to hold during her descent down Gold Mountain.

The Body of the Story:

A feature needs more than a seductive lead and punchy ending. It has to hold the reader's attention throughout with moments of suspense and resolution. Some of the techniques which help sustain a piece are:

Unit 4:1 Feature Leads, Bodies and Conclusions

Repetition of core themes, metaphors and figurative language. For example, a feature article profiling a high school basketball player might feature verbal images of the locker room, the basketball court and the workout room player's lifestyle.

Varying sentence and paragraph length and pace. Complex sentences and/or ideas need to be followed by shorter, sharper sentences. Sometimes it's necessary to reinforce or restate a complex or verbose idea in a more concise form. For example: *The president said at the meeting that "media practitioners often act in an autonomous, amoral and irregular manner". Journalists, in other words, are a bad lot.* Pace is also important, and sometimes a writer will punctuate the flow of a piece with a short staccato sentence to maximize dramatic impact.

Consider the point of view. Every story is told from a point of view. The most traditional approach is to write a feature article from an omniscient point of view, which is usually that of the reporter, and the story is written in third person. Sometimes the writer can introduce himself into the story as an active participant, depending on the focus of the story. A story can also be told from the point of view of any of the people who have been interviewed and who are quoted.. It is important to decide on the most appropriate point of view for your story and to consider whether it should shift throughout the article.

The End of the Story

Almost as important as the feature lead is the end to the feature story. This is where the reporter wraps it all up for the reader, ties up all the loose ends and tries to leave the reader with a lasting impression.

There are several ways to end the story. Here are a few of the most common ones:

End on a powerful quote. If you used your most powerful, dynamic quote after the lead to hold the reader's attention, now is the time to use the second most powerful quote. This will give the reader something to think about as he or she finishes the story. It should be a quote that is relevant to the theme of the story. Traditionally, if you end on a quote, the attribution (*he said*) should go in the middle of the quote: "Quote blah blah," he said. "Quote blah blah."

End with an anecdote. This can be very effective if you began with an anecdotal lead, moving into the story itself before the original anecdote was completely told. Save the rest of the anecdote for the end of the story.

Summarize the story in the final paragraph briefly. Use an add-on closing, which makes a point in the end which was never addressed in the story itself.

Circle back to the lead. Restate something from the lead if it helps to complete the message that the story is trying to convey.

Activity 4:1 Analyzing Feature Leads

Directions:

- Using the community newspaper or online newspapers, find five feature stories. These are stories that would be considered “soft news”: personality profiles, how-to articles, behind-the-scenes stories, fashion stories, etc.
- Using the form below, analyze the lead of each story, answering the questions.
- Attach each story to the form to turn in.

Story 1	Story 2	Story 3	Story 4	Story 5
Lead:	Lead:	Lead:	Lead:	Lead:
Type of Feature Lead:	Type of Feature Lead	Type of Feature Lead:	Type of Feature Lead:	Type of Feature Lead:
Is there a news peg? What is it?	Is there a news peg? What is it?	Is there a news peg? What is it?	Is there a news peg? What is it?	Is there a news peg? What is it?
Does the lead fit the tone of the story? Why or why not?	Does the lead fit the tone of the story? Why or why not?	Does the lead fit the tone of the story? Why or why not?	Does the lead fit the tone of the story? Why or why not?	Does the lead fit the tone of the story? Why or why not?

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Print Name _____ Period _____ Date _____

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Activity 4:3 Writing a Personality Profile

Directions: Using the following facts and quotes, write a feature story. Begin with a feature lead, alternate quotes and transitions in the body, and end with a suitable conclusion, either a quote or one of the other endings described earlier. Do not end your story with a cheerleader statement. You may use the story planner form to write out your story, but the one you turn in should be typed and in the format described in Unit 2.

Write down the dates your teacher gives you for each draft of the story:

Rough draft due _____

First rewrite due _____

Second rewrite due _____

Final story due _____

Background information:

- An associate principal of instruction at your school has been promoted to assistant superintendent of the school district.
- It is Linda Meyers, who has been at your school for 21 years, starting as an English teacher before moving into administration. She was English department head for 10 years.
- In her new position, Meyers will be over secondary instructional services and will coordinate staff development for all secondary teachers in the school district.
- She graduated from Louisiana Tech in 1975.
- Her first job was in Ruston, Louisiana, teaching theatre arts, speech and debate.
- She taught English for three years in the Briarwood school district in Louisiana before moving to your school to teach English.
- In December Meyers was selected to fill a vacancy left by the retirement of Pauline Boyles, who had served as Assistant Superintendent of Secondary Instruction for 10 years.

Quotes:

When you interviewed Meyers, this is the information you received from her:

“I’m a reader. I love to read and I love to read all kinds of things. When I was in high school I had transferred to a news school and I really never realized that I wanted to be an English teacher, and it took me a while to come to grips with that. But I knew I loved to read, and I knew I loved to write. And so the connection just came naturally after I got to college.

Activity 4:3 Writing a Personality Profile

“I love the classroom. I love instruction, so I never really had any thoughts about getting into administration. I will miss the classroom a great deal when I move into my new position.

“Several co-workers tried to get me to apply for an administrative position earlier in my career, but I nixed the idea. I loved the classroom.

“Now that I am moving across the street to the administration building, my job will change significantly. The biggest change for me is that I will not have as much direct contact with students, and that is probably what I am going to miss the most. But I will have some contact with campus visits and working with team leaders and department chairs and that sort of thing, so I won’t be completely cut off from students in that sense.

“The thing I’ll miss most is seeing the kids in the hallways on a daily basis like I do now. That’s what I love most about my job, and that’s what I’ll miss most about my new one.”

Others had the following to say about Meyers:

Bob Sharpton, former principal: “I knew when Mrs. Meyers came to our school we had someone really special. She was a natural leader, someone I knew I could count on. Back in 1982, she told me she was pregnant and that the baby was due some time early in the second semester. I said to her: ‘Meyers, you better not have that baby until the end of the first semester.’ And she’d tell me not to worry because the baby wasn’t due until two weeks into the new semester. But the baby came on Jan. 15, the last day of the first semester. She called to tell me, and when I heard her voice on the phone, I said, ‘Meyers, you had better not be calling to tell me you are in labor.’

“But she was. It all turned out okay, though, because as organized as she was, she already had all her grades done. She said her husband was on the way to turn them in for her.”

Karen Martin, English teacher:

“The early arrival of her baby caught a lot of us off guard. Several of us had planned a baby shower for her the afternoon of Jan. 15. She did not make it because she was in the hospital. We had completely decorated the classroom for the party. However, Linda had her sister come to the shower and be her stand-in, so we still got to have the shower. Then we took all the gifts to the hospital where she was. She never let us down again; she was always there when we needed her, so I guess we can forgive her for missing that party.”

Activity 4:4 Writing a News Feature

Directions: Using the following facts and quotes, write a feature story. Begin with a feature lead, alternate quotes and transitions in the body, and end with a suitable conclusion, either a quote or one of the other endings described earlier. Do not end your story with a cheerleader statement. You may use the story planner form to write out your story, but the one you turn in should be typed and in the format described in Unit 2.

Write down the dates your teacher gives you for each draft of the story:

Rough draft due _____

First rewrite due _____

Second rewrite due _____

Final story due _____

Background information:

- Your high school has been chosen by the State Parks and Wildlife department to receive a grant for \$5000 to begin a natural habitat on your campus. Over 50 schools applied for the grant, but your school is the only school to be picked.
- The grant will be used by the Science Club and science classes to set up a wetlands area on the south side of the school. The Science Club will manage the initial work on the project, drawing final plans and arranging for the purchase of plants and other materials.
- Before actual construction can begin, the project must be approved by the School Board. The board is expected to approve the habitat at the December meeting.
- The plans call for a pond, two deckings, a handicap-accessible path around the pond, a handicap-accessible path around a prairie, and an amphitheatre under some trees, with more to come in later years.
- The first phase of the project will be to dig a pond, set up the trails, amphitheatre, deckings and prairie.
- The \$5000 grant is expected to be supplemented by donations from student groups and the school district
- Construction on the natural habitat will begin during the spring semester if it is approved by the board. The initial phase should be completed within a year. Maintenance and additions will continue throughout the habitat's existence.

Activity 4:4 Writing the News Feature

Quotes:

Sharon Wall, science instructor, who will coordinate the project:

“ There is a committee of teachers who have been working hard drawing up the preliminary plans for this project. They have worked up a presentation for the school board, including a model of the habitat.

“The Science Club is also working on it and giving the committee their ideas. When we start digging the pond, laying the trails and getting the deckings set up, they’re going to help with the planting of the prairie plants and also the water plants.

“It’s a joint project conducted by both the Science Club and the students enrolled in science classes. We hope that students from other organizations will get excited about this and want to become involved as well, will want to take part in this beautifying project to improve our school environment.

“It’s going to be a whole school community kind of thing. We eventually want the wood shop students to help us build benches. We want the art students to help us make signs for different plants or different sites along the path. We want some of the wood shop students or some of our students who are Eagle Scouts to help with the laying out of the trail, the handicap-accessible ramp, and the stairs.

“We’re the only school in the state chosen for this type of project, so we are very excited about it. We feel really privileged that we were chosen.

“When the Parks and Wildlife people came here to look at our campus, they were impressed because they noticed we were near three different schools. That’s why they chose this piece of property. Elementary school kids can come over and use it, the middle school students can come over and use it, and of course, our own students can use it. We’ll even let the students from the other high schools in town come over and enjoy it.”

Kim Moon, vice-president of the science club:

“This habitat will be a place for students to learn things about nature that they might never learn otherwise. Kids can go to the Museum of Natural Science, but that’s too far away. If our own school has it to look at, then it makes things so much easier because students can get that hands-on experience. It’s amazing because no other school in the state will have that.

“I really like the location that has been chosen for the habitat. It’s close to the street, so lots of people can see it and say, ‘Oh my gosh! What a beautiful habitat!’ People are going to be interested in a school that has something like this, and will want to come visit.

Activity 4:4 Writing the News Feature

Michael Wang, school board member:

“I’m very glad the school is going to be participating in this project. I believe this project is unlike any ever thought up or done by any school organization in recent memory in this community. When the park does eventually take shape, it will be a great triumph for the school and the entire community. It will be the pride of the community.”

Print Name _____ Period _____ Date _____

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Unit 4:2 Planning a Feature Story

Good feature stories do not just happen. Reporters must plan them out carefully. They must decide the angle or focus of the story by narrowing the topic down. For instance, it's impossible to do a feature story on "rock music." The topic is too broad. It must be narrowed down. What about rock music? Do you want to do a feature on the musicians? The different types of rock music (classic, hard, etc.)? The way rock music has influenced fashion? The evolution of rock music over the years? Pick one aspect of the topic and focus in on that. Let's say you want to write a feature story about the musicians. That is still a pretty broad topic. If you know a rock musician that you can interview, use that person as a source and focus on his or her experiences.

Sources: Once you have decided on an angle, you need to identify the source(s) you will use to help you tell the story, the people you will interview, and plan your questions. Ordinarily you will have one or two primary sources, the people you will interview for the bulk of the information, and a few secondary sources who will give you supplemental information. The more in-depth your feature, the more sources you will need to interview.

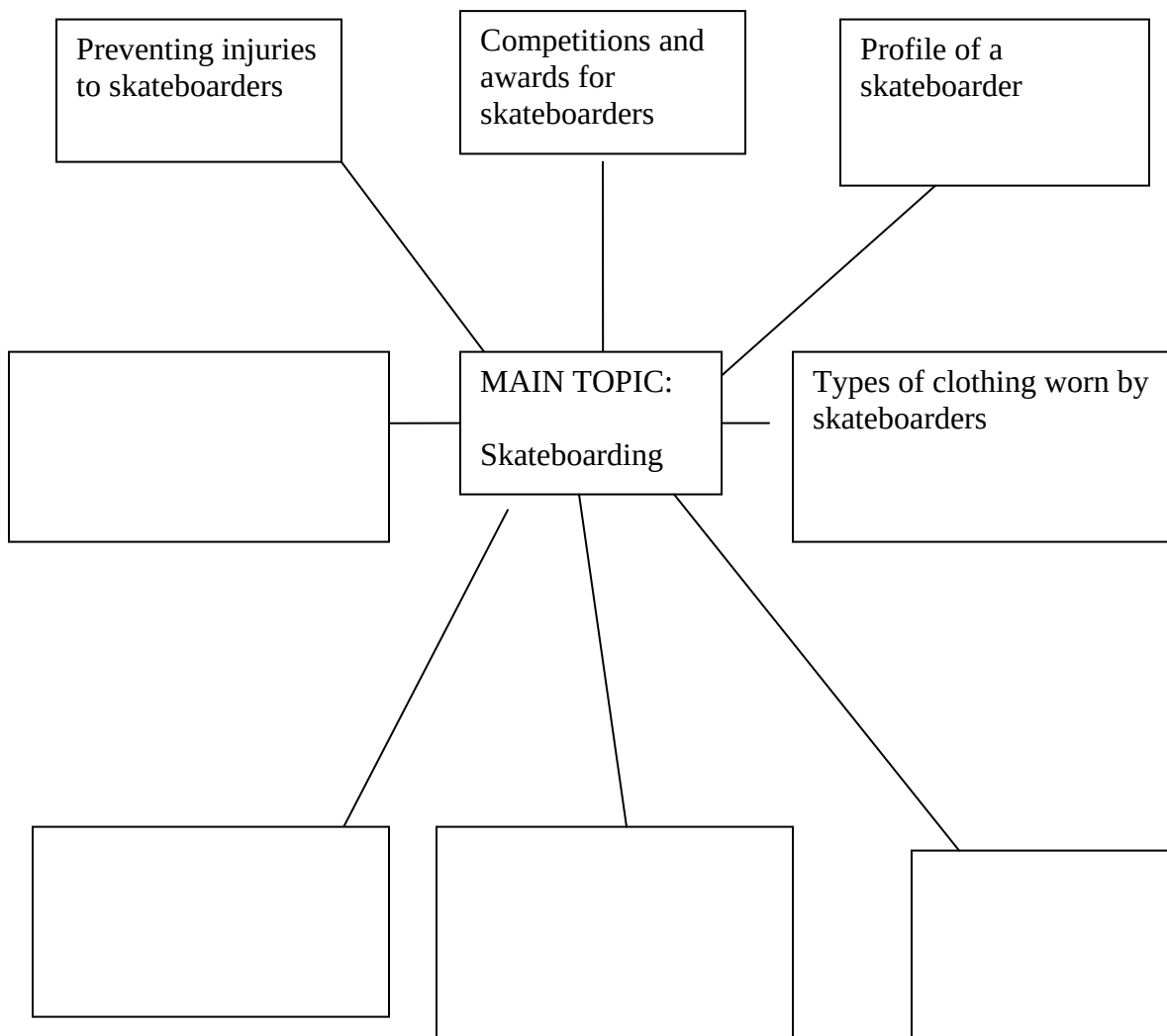
The following forms will help you plan your feature story.

Print Name _____ Period _____ Date _____

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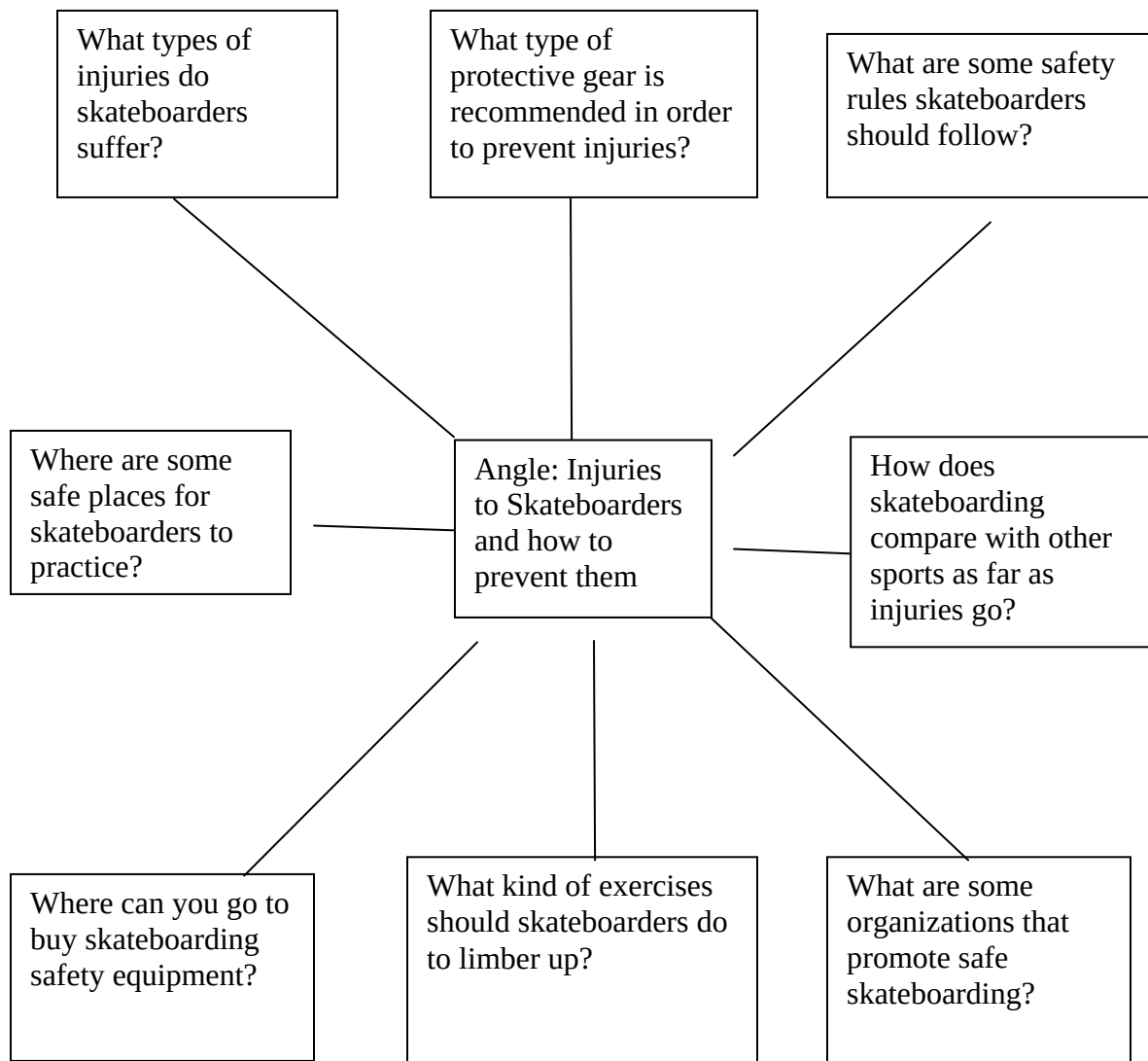
Unit 4:2a Planning a Feature Story

By using a mapping tool or organizer like the one below, you can plan out your feature, narrowing the focus to find the angle you want to use, then choose the sources and background research you will use for the story. This planner starts with the middle “bubble”, where the overall topic is placed. The next step is to fill in the surrounding bubbles with different aspects of the topic. You will choose one of these to explore further. It may be the focus of your story, or you may have to narrow the topic further.



Unit 4:2a Planning a Feature Story

The next step is to take the angle of the story and think about what the reader would want to know about it. Let's say that you decide, based on the previous planner, that you want to focus in on injuries that skateboarders most often suffer and what they can do to prevent them. So now you will use the same type of planner to expand on the angle and come up with some pertinent questions.



Unit 4:2a Planning a Feature Story

Now that you have your angle figured out, you need to determine who would be the best sources to get the answers to your questions. Perhaps you know someone at your school who is a skateboarder who has either suffered an injury or who is someone who takes skateboard safety very seriously. Perhaps this person will become your primary source, and you can zero in on how this person looks out for his own safety in the sport.

But it is very likely that you will need to talk to some other people as well—perhaps someone who works with skateboarders, such as a coach or instructor; someone who knows about safety gear; someone who treats sports injuries. These will be secondary sources for your article. You will probably want to ask them just a few specific questions that fall into their area of expertise.

You can do some background research on the sport, through magazines or Web sites devoted to skateboarding. These sources may provide you with some answers to questions, but your story will have more credibility if you use this background research to form questions for your interview sources rather than taking the information you read at face value.

Your next step is to determine the questions you will ask each source. Just as you did for your interview stories, you should write out the questions you want to ask each person. After preparing your questions, conduct your interviews, then write your story as soon as possible while the answers are still fresh. Use a feature lead to open your story, alternate quotes and transitions in the body of your story, and end the story with a suitable conclusion. Remember to use your transitional statements to alert readers to the fact that the speaker is changing if you quote more than one person.

You may discover that you have accumulated facts and statistics through your research and interviews that would be good for the readers to know, but putting them into your story might make the story drag. Put these aside for now; don't include them in the story. We'll get back to them in the section on Alternative Copy and Sidebars.

Use the following forms to plan your feature story. Type your story according to the form in Unit 2 before turning it in to your instructor.

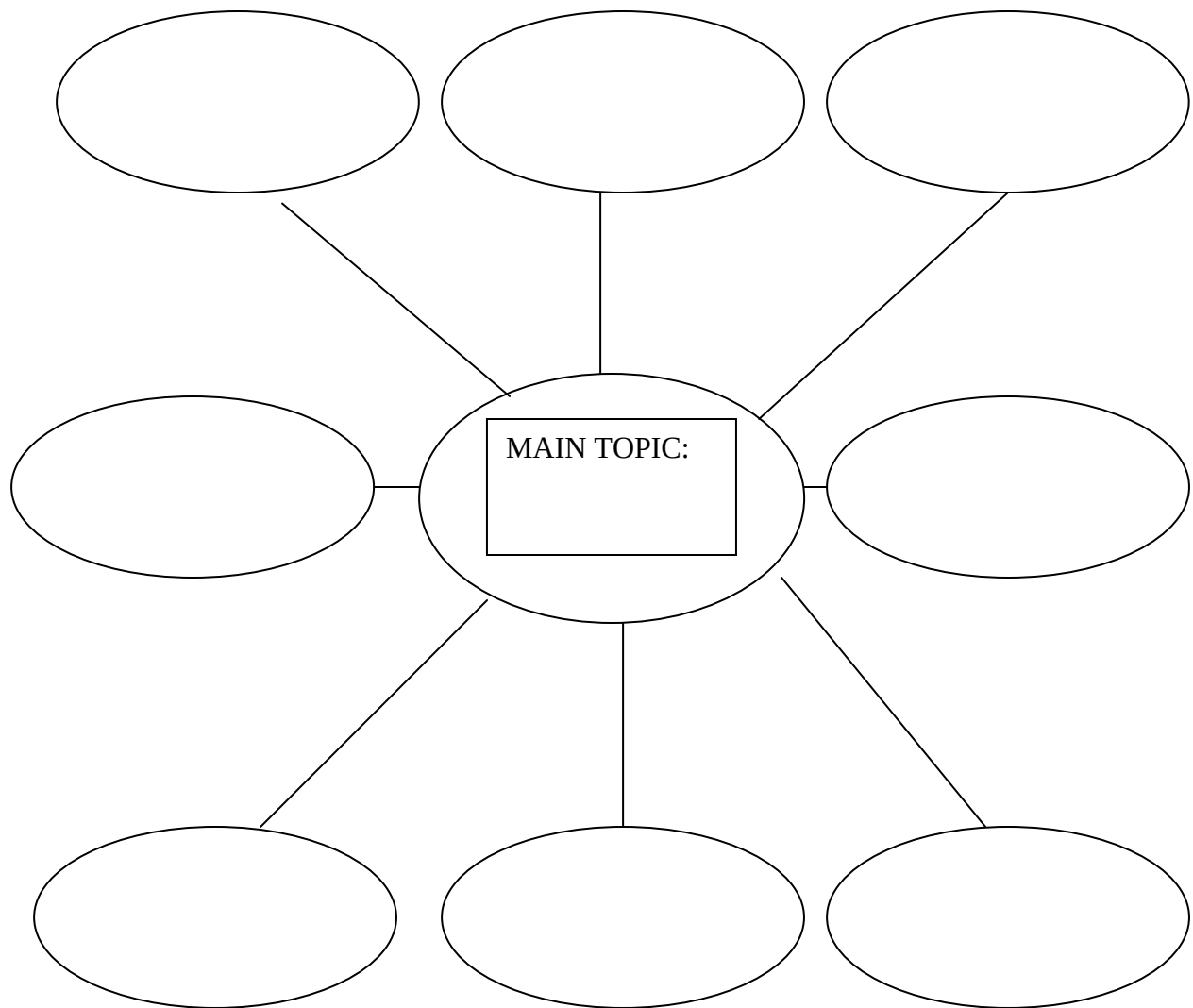
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Activity 4:5 Planning a Feature Story

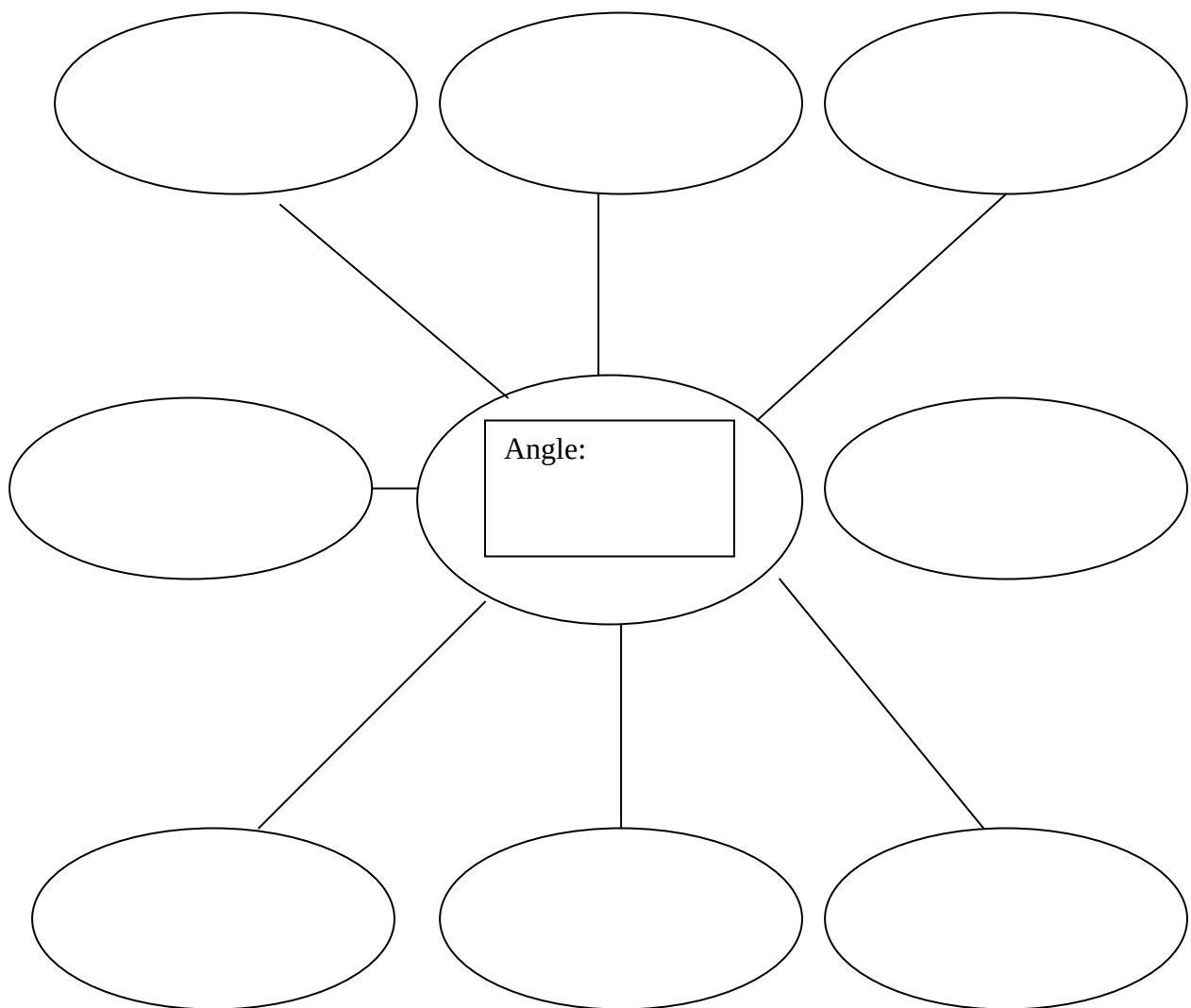
Directions: Use this planner to narrow the focus of the topic you will write about. Remember, this will not be a research paper on a topic; it will instead be a story that focuses on a person or people who are involved in whatever your topic is. These people will be your resources.

Step 1: Find your angle. In the “main topic” area, write down the general topic you want to write a feature story about. Then in the other areas, write down the various aspects of the topic that you could focus on. Choose one of these areas as your angle. You can, however, bring in some of the other areas, either in the story itself, or as sidebars. (See Alternative Copy and Sidebars.)



Activity 4:5 Planning a Feature Story

Step 2: Now that you have narrowed the focus, think of the questions that your readers will want the answers to. Write those in the bubbles.



Activity 4:5 Planning the Feature Story

Step 4: Conduct your interview.

Step 5: Write your story, type it according to the directions in Unit 2, and turn it in to your instructor.

Step 6: Save any statistics, quotes that you did not use, and other information that might be interesting for the reader. You may be able to make use of these items as a sidebar or alternative copy, which will be discussed in the next lesson.

Unit 4:3 Alternative Copy/Sidebars

Objective(s):

- The student will recognize the value of and learn to construct alternative copy blocks to accompany the main story in a story package.

Vocabulary:

Sidebars, alternative copy, Q&A, quote box

As you interview and research for your story, you will very likely collect some information that would be good for your readers to know, but including it in the feature story might cause the story to drag or cause the readers to bog down and lose interest. However, readers often find this information more interesting if it is included in a sidebar, which could be a related story or a supplement to the main story which focuses on something related to the main story, such as a list of places to go, or a list of safety rules. Some sidebars take the form of maps or charts which present information graphically.

Some sidebars make use of “alternative copy,” which could include lists, Question and Answer features (Q&As), quote boxes, quizzes. These allow the publication to present additional information on the topic in “short bursts”, easy-to-read-and-comprehend items.

Some of the more popular forms of alternative copy include:

- **Lists.** These could include lists of winners of a competition, lists of places to contact for additional information, lists of items needed for care packages or to take to a workshop.
- **Q&As.** Rather than running a full-blown story, some interviews can be run as a question-and-answer item. The item may include a short lead to clue the reader in on what the Q&A is about. The rest of the item is just an alternating of questions the reporter has asked and the answers given by the interviewee. There are no transitional statements and there may or may not be a conclusion.
- **Quizzes.** These consist of a few (no more than 10, usually) questions relating to the story. Many times the answers are printed elsewhere in the paper or are printed with the quiz, but upside down.
- **Quote boxes.** This is an excellent way to get reactions to decisions or student opinions into the newspaper. Ask several students or teachers the same question, then run their responses along with their pictures as a sidebar.

More on sidebars will be discussed in the graphics and design unit.

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Activity 4:6 Alternative Copy

In the area below, paste 5 different types of sidebars or alternative copy blocks from your community or school newspaper and identify each. Turn in to your instructor when finished.

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Activity 4:7 Designing a Sidebar

In the space below, design a sidebar or alternative copy item to go along with the feature story you wrote.

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Unit 5: Sports Writing

Objective(s):

- The learner will recognize the different types of sports stories, advance, coverage, advance-coverage, and feature stories
- Using standard journalistic style, the learner will write sports stories.

Vocabulary: Each sport has its own unique vocabulary. Students will be compiling a list of these words and their definitions during one of the assignments in this unit.

The sports section of a newspaper contains some of the liveliest writing in the publication. This stands to reason since the stories are about lively subjects. Sports writing is a combination of news writing and feature writing, and there are actually several different types of sports writing.

- **Advance story:** This is a story that appears before a game is played, which gives the essentials of an upcoming game or athletic event, such as starting lineups, entries, lists of competitors. Other advance stories might give some background information about the teams involved, their history of rivalry, their records against each other. They might compare strategy and the strengths and weaknesses of each team and the players. Some sports writers use advance stories to predict the outcome of the game. The advance story is sometimes written in typical news story form (inverted pyramid) although it may take the form of a feature story.

Predictions in advance stories should not be motivated by school loyalty, but by a careful examination of the records of the teams or players involved, well-researched facts, comments from coaches and players. All rules of quoting and attributing quoted statements apply.

- **Coverage stories:** These stories tell of games already played, focusing on highlights, outstanding plays, exceptional performances. The body of the story may be written in chronological order, although the score and striking information is always given in the lead.
- **Advance-coverage stories:** These stories carry elements of both past and future stories, and are very common in scholastic newspapers.
- **Sports Features:** Personality sketches, stories about athletic injuries and treatments, profiles of sports official, stories about the athletic facilities, historical stories about rules changes, changes in equipment, etc., all fall into this category. Sports features follow the same rules as other features.
- **Sports Columns:** These are usually observations by the sports writing staff and consist of commentary about the various sports teams and players. The writers may write about any aspect of the athletic program, adding their own perspective to the facts they have collected through interviews and background research. There will be a more thorough discussion of these in Unit 6, A Matter of Opinion.

Unit 5: Sports Writing

Very often there is a more informal atmosphere on the sports pages. Writers should use colorful, descriptive words that let readers feel that they are a part of the action on the field or in the gymnasium. Depending on the newspaper, sometimes the restrictions on inserting the writer's opinion into the story are not as strict. However, most high school sports writers are encouraged to follow the same basic journalistic principles that they would use for other news.

It is important that sports writers understand the sport they are writing about and that they are aware of the specialized vocabulary that goes with that sport.

One of your first assignments will be to learn the specialized vocabulary for various sports.

Activity 5:1 Learning Sports Vocabulary

Directions: Individually or in groups, as instructed by your teacher, find at least 5 terms associated with each of the following sports and define them. You can use the Internet, interviews with coaches and players or sports publications to complete this assignment. When completed, the class should compile the terms of each sport into a single document and post it in the journalism classroom so that all reporters will have access to it.

Sports	Terms	Definitions
Football	1. 2. 3. 4. 5.	
Volleyball	1. 2. 3. 4. 5.	
Cross-Country	1. 2. 3. 4. 5.	

Activity 5:1: Learning Sports Vocabulary

Sport	Terms	Definitions
Basketball	1. 2. 3. 4. 5.	
Baseball	1. 2. 3. 4. 5.	
Softball	1. 2. 3. 4. 5.	

Activity 5:1: Learning Sports Vocabulary

Sport	Terms	Definitions
Soccer	1.	
	2.	
	3.	
	4.	
	5.	
Track	1.	
	2.	
	3.	
	4.	
	5.	
Swimming/Diving	1.	
	2.	
	3.	
	4.	
	5.	

Activity 5:1 Learning Sports Terminology

Sport	Terms	Definitions
Wrestling	1. 2. 3. 4. 5.	
Golf	1. 2. 3. 4. 5.	
Tennis	1. 2. 3. 4. 5.	

Activity 5:2 Analyzing Sports Stories

Directions: Find three sports stories in your community newspaper or an online newspaper, one advance story, one coverage story and one sports feature. Analyze the stories using the form below. Clip and attach the stories to the form before turning in to your instructor.

Questions	Advance Story	Coverage Story	Sports Feature
1. What is the focus of the lead of the story?			
2. What is the structure of the story (inverted pyramid, chronological order, etc.?)			
3. Who is quoted in the article?			
4. Are there any verbs in passive voice? If so, list them.			
5. What specific, concrete nouns and verbs are used in the story?			

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Activity 5:3 Writing an Advance Story

Directions: Write an advance story for an upcoming game or tournament in which a team at your school will be participating. Your instructor may assign you a specific game or tournament. Use the following form to plan your story. Talk to coaches and players to get comments about the game. Find out statistics about your team and the team(s) from other schools. This will be a news story or a news feature. Type your story according to the instructions in Unit 2 before turning in to your instructor.

Team:	Date of game:	Opponent:
Coach(es):	Key players:	Season records: Home Team: Opponent:
Questions to ask home team coaches:	Questions to ask players:	Questions to ask opposing coach:

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Activity 5:4 Writing the Coverage Story

Directions: Attend a game, or if you are unable to do that, watch an athletic event on television, and write a coverage story about it. You will need comments from coaches and players, so you will need to prepare a list of interview questions. If you are watching a game on television, listen to the post-game wrap-up and get quotes from coaches and players from that. Use the following form to help you plan the story. This story should feature the highlights from the game and should be written as a news story or news feature.

Team:	Date of game:	Score:
Highlights of game:	Coaches' comments:	Players' comments:
Injuries sustained:	Any surprises?	Key standouts:

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Activity 5:5 Writing a Sports Feature

Directions: Using the same techniques you used to plan a feature story in Unit 4, prepare to write a sports feature. Use the planner forms on the following pages to determine your angle, narrow your focus, and plan your questions. Deadline dates will be given to you by your instructor. Stories should be typed according to the instructions in Unit 2.

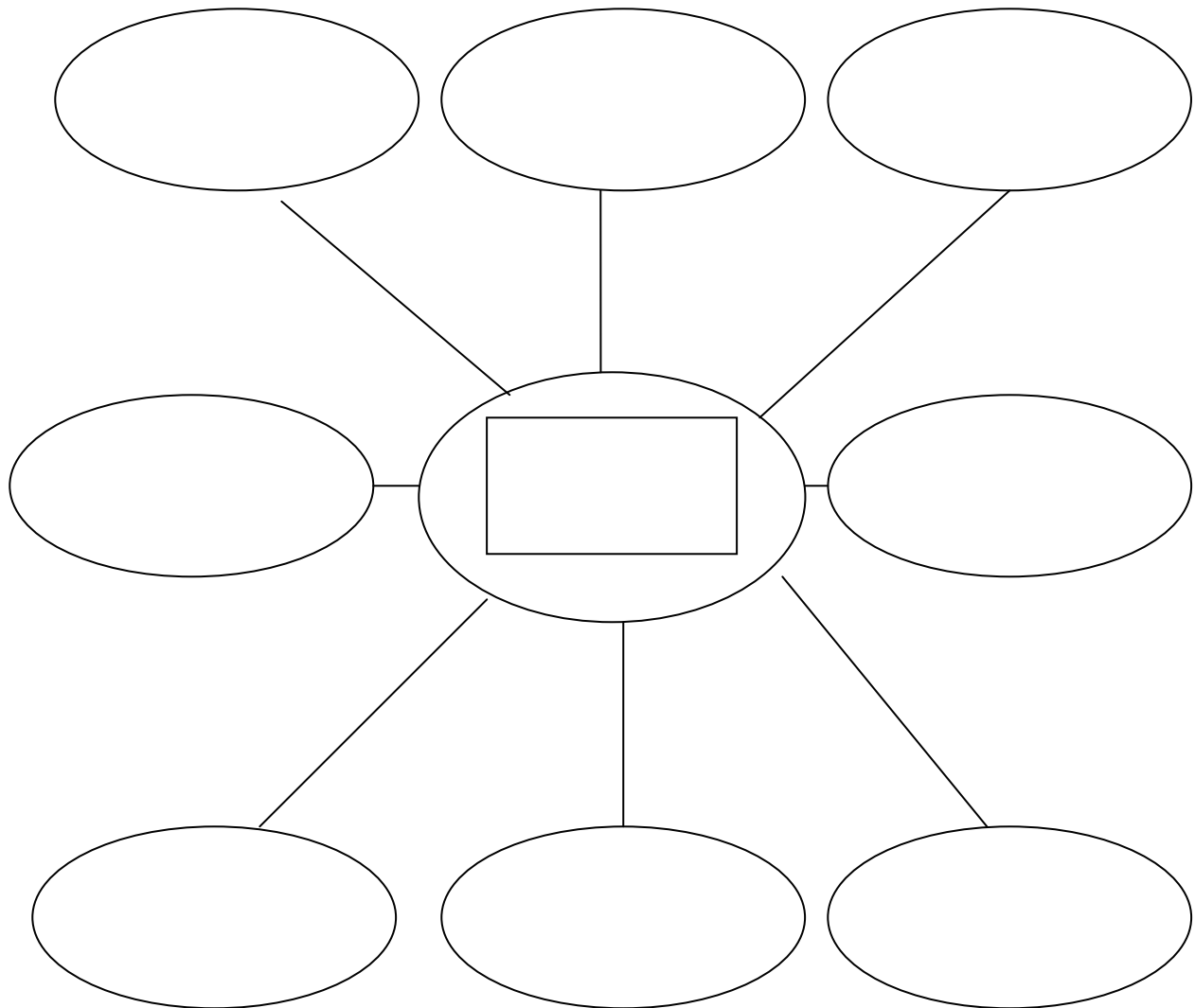
Deadlines:

Rough Draft: _____

Final Story: _____

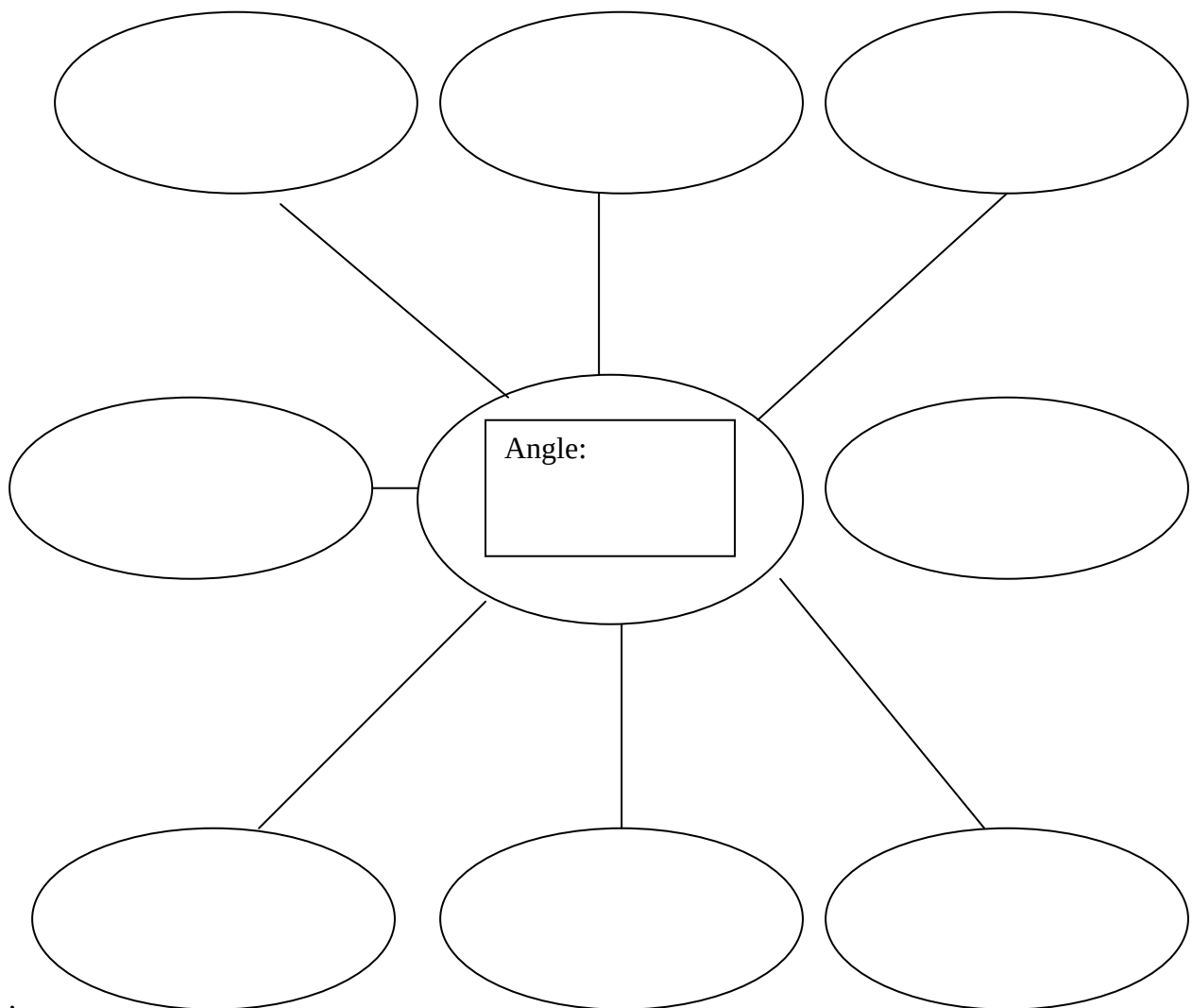
Activity 5:5 Writing a Sports Feature

Step 1: Find your angle. In the “main topic” area, write down the general topic you want to write a feature story about. Then in the other areas, write down the various aspects of the topic that you could focus on. Choose one of these areas as your angle. You can, however, bring in some of the other areas, either in the story itself, or as sidebars. (See Alternative Copy and Sidebars.)



Activity 5:5 Writing a Sports Feature

Step 2: Now that you have narrowed the focus, think of the questions that your readers will want the answers to. Write those in the bubbles.



Activity 5:5 Writing a Sports Feature

Step 3: Prepare the questions you will ask your primary and secondary sources.

Questions for Primary source: Name of source:	Questions for Secondary Source 1: Name of source: Questions for Secondary Source 2: Name of Source: Questions for Secondary Source 3: Name of source:
---	---

Unit 6: A Matter of Opinion

Objective(s): The learner will:

- Understand the purpose of the opinion page
- Understand and be able to articulate the purpose of the various items found on the opinion page
- Write a variety of opinion pieces
- Understand how political cartoons are used
- Draw a political cartoon

Vocabulary: *editorial, personal column, commentary, editorial cartoon, letter to the editor, syndicated, stance, masthead*

The opinion/editorial pages (op/ed) are where ideas come together. The best opinion pages are lively, controversial, informative and open for all types of ideas to be discussed. This section of the newspaper is the voice of the community, or, as in the case of scholastic newspapers, the voice of the student body. It is where issues are debated, complicated ideas are explained, policies are criticized or praised. It should serve as the catalyst for discussion among students about issues that are important to them.

Putting the reporter's opinion in news and feature stories has been strongly discouraged. However, the editorial and opinion pages are there just for that purpose—not just for the opinion of the newspaper staffers, but also for the voices of the readers to be “heard.” Student journalists must make every effort to base the opinions they publish on established fact so that the readers will understand that the opinions on these pages are well-researched. If an editorial or column ignores the facts, the newspaper loses credibility.

Several types of opinion articles and items might be found in this section of the newspaper:

- **Editorials:** These are the official opinion of the newspaper. Since the newspaper is not a living, breathing entity, this means that the opinions expressed in an editorial are decided upon by the staff, or by the editorial board. They are written in third person. These statements of opinion do not usually carry a by-line because they represent the opinion of the staff as a whole, or the majority of the staff. It is possible that the staffer who writes the editorial may not be in agreement with what it says and would not want his or her by-line on the piece.
- **Columns:** These are opinion pieces that express the personal opinion of the writer. While these can be written in first person, writers should avoid the use of expressions such as “in my opinion” and “I think” because these water down the impact of the statements they are making. These opinion pieces do carry the by-line of the author, and in some newspapers, they are accompanied by a small mug shot of the writer as well. Some columns are written by members of the newspaper staff, some are written by guest writers, and in the case of professional publications, many columns are syndicated—that is, they are written by someone whose work appears in many publications and is managed by a syndicate.

Unit 6: A Matter of Opinion

- **Letters to the editor:** These are letters written to the newspaper (not necessarily the editor) and contain the opinion of a reader. They may be in response to a story or opinion piece carried by the newspaper in an earlier edition, or they may be written to call attention to a specific issue. Since the writers are usually not trained journalists, grammar, punctuation and spelling may not be standard, and the staff may decide, depending on their policy, to clean them up. Many newspapers have stipulations on how long a letter to the editor may be and will state that the staff has the right to edit it for length. However, the newspaper staff needs to take special care not to alter the meaning of any statements made in the letter to the editor. Unless the writer is asking the newspaper specifically to clarify something and a response is expected or if the letter contains a glaring error in fact, the staff should run letters to the editor without comment. The staff must respect the diverse opinions of its readers and understand that readers have the right to express their opinions, too.
- **Editorial cartoons:** These are illustrations which make a statement through words and symbolism. They can be humorous or serious. They can praise, attack, criticize or explain a situation in the news.

Unit 6:1 What an Editorial Does

An editorial is an expression of a newspaper's "feelings", generally decided by a polling of the staff or of the newspaper's editorial board. The most effective editorials are ones in which the possible stances are argued out and a position taken, after which the article is assigned to one staff member to write. When done this way, the results should be solid, responsible, well thought out editorials.

What should an editorial do?

- **Criticize or attack:** If they criticize, they require suggestions for change. If you launch an attack against something, you must be impeccable in your charge. An attack is forceful; criticism does not have to be forceful, but it has to be held down with facts and suggestions for change.
- **Defend:** Stand up for an individual or an institution that is under attack by society.
- **Endorse:** But you must give solid reasons for your endorsement of a political candidate, an issue, or the reasons behind building a new gymnasium.
- **Compliment:** Show evidence that the compliment is deserved. Do praise when warranted.
- **Instigate, advocate or appeal:** To instigate editorially would mean that the newspaper intended to go on a crusade for something--improvements in the school study hall system, for example. Or you might advocate that this be accomplished by backing suggestions put out by a school committee that studied the problem. An appeal editorial might mean that you'd encourage people to donate to a school fund drive or vote for a tax levy increase.
- **Entertain:** An entertaining editorial is good for the reader's soul, but it should have a worthwhile point and should be written about something worth the reader's time.
- **Predict:** Support your predictions with fact.

How should an editorial be written?

Avoid moralizing editorials. They tend to preach and turn the reader off. Whatever type of editorial you write, it must be built around a logical framework. It must have a/an:

- **Introduction:** To get the reader's attention.
- **Body:** To persuade the reader.

Unit 6:1 What an Editorial Does

- **Conclusion:** To prompt the reader into action—vote, attend a rally, support the troops, write letters, etc.

The editorial should be written in third person and should be forceful, never condescending or preachy. Because the editorial is the official stance (position) of the newspaper, any reference to the person writing the editorial would be inappropriate. Avoid phrases such as *in my opinion* or *I think*. Some publications allow the use of we, as in “We believe the time for a change is here.” However, the statement might be stronger to say “The Courier staff believes it is time for a change.”

Quotes do not play a large role in editorials. Although a quote or two may be used for effect.

Editorials of Persuasion:

It is crucial that the editorial show evidence that the writer understands the issue, that he or she is aware of all sides of the question and understands why the different sides feel the way they do. In the body of the editorial, the writer should make a strong case for the position the staff is taking, then bring in some points from the opposition’s viewpoint, and shoot them down with powerful arguments. If the opposing side is not mentioned, it will appear that the staff might not have been aware of opposing viewpoints, and the message of the editorial would not be as strong.

An effective formula for editorial writing is **SPECS**.

State the problem;

Position on the problem;

Evidence to support the position;

Conclusions: Who’s affected and how;

Solutions to the problem: At least two.

- Adapted from “Types of Editorials” by Rob Melton, H.L. Hall, and other sources.

Activity 6:1 Analyzing the Editorial

Directions: Clip an editorial from your community newspaper or print one from an online newspaper. Remember that the editorial is the official opinion of the publication and in most cases will not carry a byline. Opinions with bylines are usually personal opinion articles. Use the following form to answer questions about the editorial. Attach the editorial to the form before turning in to your instructor.

Name of publication:	Date:	Headline for editorial:
Subject of editorial:	Stance of editorial:	Arguments editorial makes in support of its stance:
What does the editorial say about the opposition?	How does the editorial refute the opponent's stance?	What does the editorial want the reader to do?

Pint Name _____ Period _____ Date _____

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Activity 6:2 Writing an Editorial

Directions: From the following information, you will write two separate editorials. In one you will take the “pro” stance; in the other, the “con” stance.

- The school board will consider a proposal to require high school students to wear official school uniforms beginning next fall.
- They will discuss the proposal at next week’s school board meeting, Tuesday night, in the administration building auditorium.
- The proposal was made by a group of parents at Wilson High School, one of the schools in your town.
- Under the proposal, students at each of the four high schools would wear uniforms in their school colors, with some variations allowed:
 - Wilson students would wear the following:
 - Khaki or navy trousers, skirts or knee-length shorts
 - White or yellow polo shirts, short-sleeved or long-sleeved button down Oxford shirts
 - Navy blue sweatshirts with a small embroidered mascot would be allowed.
 - Truman students would wear:
 - Khaki or black trousers, skirts or knee-length shorts
 - White or light blue polo shirts, short-sleeved or long-sleeved button down Oxford shirts.
 - White sweatshirts with a small embroidered mascot.
 - Eisenhower students would wear:
 - Khaki or navy blue trousers, skirts or knee-length shorts
 - White or light blue polo shirts, short-sleeved or long-sleeved button down Oxford shirts
 - Light blue sweatshirts with a small embroidered mascot.
 - Hoover students would wear:
 - Khaki or black trousers, skirts or knee-length shorts
 - White or khaki polo shirts, short-sleeved or long-sleeved button down Oxford shirts.
 - Red sweatshirts with a small embroidered mascot.
- Students would be able to choose from among athletic shoes, loafers or oxford-style shoes. No sandals, flip-flops or boots would be allowed under the new policy.
- Parents who made the proposal say it would be good for the students for several reasons:
 - Students would wear their school colors, helping to instill pride in their respective schools
 - The uniforms would be easily recognizable to faculty and administration, and it would be easy to tell who belonged on the campus and who did not.
 - Uniforms would lead to better discipline among the students.
 - Cost of a few uniforms would be less than the amount normally spent on school clothing by students, making them more economical.

Activity 6:2 Writing an Editorial

- o Uniforms would eliminate the wearing of inappropriate clothing by some students.
 - o Uniforms would prevent jealousy toward students who could afford more expensive clothing.
- Members of the Student Council have voted to oppose the proposed uniform policy for the following reasons:
 - o Uniforms would take away students' individuality.
 - o There is no guarantee, just because someone was wearing a school uniform, that he or she was actually a student on that particular campus.
 - o The uniforms might actually cost some students more than the clothing they were now wearing.
 - o The restriction on types of allowed shoes doesn't take into account some students' needs.
 - o The types of trousers allowed under the proposed policy are not stylish.
 - o Students should be encouraged to make their own decisions within an established set of guidelines rather than being forced to follow restrictive rules.
- Student Council members are encouraging students and parents to attend the school board meeting and voice their opinions about the proposal.
- John Jones, principal, says he sees merit in the argument of both sides, and that he will support whatever the school board decides.

You are writing an editorial for the paper which will be distributed this Friday. The school board will meet next Tuesday night.

Remember, write one editorial in support of the proposal and one in support of the opposition. These should be typed according to the instructions in Unit 2.

Activity 6:3 Planning and Writing an Editorial

Directions:

- Using the following forms, plan an editorial, then write it.
- Fill in the following categories with your own ideas. Do not use any idea twice, although any one topic could fit more than one category.
- List at least five ideas under each category.

What are people in your school talking about? 1. 2. 3. 4. 5.	What are some things students want to know more about? 1. 2. 3. 4. 5.
What are your students happy about? 1. 2. 3. 4. 5.	What are your students upset about? 1. 2. 3. 4. 5.
What are some things students need to know more about? 1. 2. 3. 4. 5.	From the ideas listed on this page, the issue that most needs to be addressed through an editorial is: _____

Activity 6:3 Planning and Writing an Editorial

Directions: From the list of topics on the previous page, select one you have a definite point of view about and write the endings to the following sentences.

1. I'm going to write about _____.

2. I want to write about this subject because _____

3. My opinion about this subject right now is that _____

_____.

4. In contrast, I know others have a different opinion about this subject. They believe that: _____

_____.

5. People might be offended by this subject because _____

6. I believe it is important to write an editorial on this subject because _____

7. After people read my stance on this issue, I want them to take the following action:

Pint Name _____ Period _____ Date _____

Activity 6;3 Planning and Writing an Editorial

Editorial Topic _____

Type of Editorial _____

In one sentence, tell me what you are trying to say in this editorial. _____

What points will the body of the editorial contain?

1.

2.

3.

How do you plan to conclude this editorial? Will you urge action? If so, what?

List written and oral sources below where you can get background information for your editorial. You should have at least three.

1.

2.

3.

Now write your editorial, using the skills and information you have learned. When your rough draft has been checked and approved, type it according to the directions in Unit 1 before turning it in to your instructor

Pint Name _____ Period _____ Date _____

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Resource 6:1 Scoring the Editorial

Your editorial will be scored according to the following rubric.

Criteria	1	2	3	4	5	Points
1. Is the stance or position of the writer stated early in the editorial?	no				yes	X 3= _____
2. Is the subject of the editorial appropriate for your reading audience?	no		somewhat		yes	X 2= _____
3. Is there evidence of adequate research and preparation?	no		somewhat		yes	X 1= _____
4. Is the type of editorial appropriate for the subject matter?	no		somewhat		yes	X 1= _____
5. Are there at least three strong points made in support of the stance the editorial is taking?	No		1-2 points made		yes	X 1= _____
6. Does the writer mention the opposition's side, then refute it in an appropriate manner?	no		somewhat		yes	X 1= _____
7. Does the editorial offer at least 2 solutions to the problem or call for action on the part of the readers?	No		Somewhat		yes	X 3= _____
8. Are there any grammar, spelling, or style errors?	Yes, many errors	Yes, a few errors	1 or 2 small errors	No More Than 2	No errors	X2= _____
9. Does the editorial fall into any "editorial pitfalls" (preachiness, talking down to the readers, sarcasm)?	Yes				no	X3= _____
10. Is the writing concise and clear?	No		Somewhat		yes	X1= _____
11. Is the overall editorial convincing?	No		Somewhat		yes	X4= _____
Total score for editorial:	Comments from evaluator:					

This assignment is based on a similar system developed by Rob Melton, Benson Polytechnic High School, Portland, Oregon.

Pint Name _____ Period _____ Date _____

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Unit 6:2 Column Writing

Objective(s):

- The student will understand the basic differences between an editorial and a personal opinion column.
- The student will write a column of personal experiences.

Vocabulary:

Column

Personal columns differ from editorials in that they are the opinion of the writer rather than the collective opinion of the newspaper staff. They are signed, or by-lined. The style can be formal or informal, depending on the subject. The column can focus on any subject-- sports, social issues, daily lives, religion, observations. The column should be written so that the reader can “hear” the writer thinking. The columnist’s voice should be so powerful that readers can hear the writer talking to them.

What should a column do?

- Highlight creative expression of opinion.
- Reflect the personality of the author.
- Showcase superior writing ability and distinctive style.
- Express the viewpoint of one writer rather than a newspaper. (Any approach--persuasion, praise, explanation, entertainment--can work)
- Build on careful, thorough reporting that incorporates purposeful interviews and documented observations.
- Focus on a subject that appeals to many readers.
- Present new insights in a lively manner that shows the writer’s conviction.
- Provide commentary that stimulates readers to think, to evaluate, to act, and to see everyday life from a new perspective ranging from the serious to the humorous.
- Use an original title that defines the slant or the type of content. Good titles often play on the writer’s name or reflect the writer’s skills. Also the “live” headlines must follow appropriate styles. Bylines are essential, and photos of the writer are appropriate.
- Appear regularly in a newspaper on the same page.
- To establish an appropriate identity and to distinguish the column from other articles, the column title should use typography and graphics to complement the publication design. A column, however, should never be confused with a regular feature in the paper.

Unit 6 :2 Column Writing

How should a column be written?

- A simple way is to follow the pattern of the editorial.
- A better way is to make the viewpoint come alive by showing rather than telling. Use colorful nouns and action verbs.
- The issue, not the writer or the writer's experiences, should be the focal point of the column.
- The message of the columnist dictates the form of the writing.
- First person is permissible but not required--and always it should be used in a subdued manner.
- Rather than argue a specific viewpoint, often a column achieves a more powerful effect by using a creative style, such as the following:
 - Narrative story
 - Fictional dialogue
 - Witty comment
 - Critical Review
 - Editorial slant
 - Any freeform structure that fits subject
- A column contains a consistent tone, such as the following:
 - Thoughtful (stimulating)
 - Analytical (serious)
 - Conversational Confidential
 - Reportorial
 - Critical
 - Satirical

Many personal opinion columns are included on the opinion/editorial pages of newspapers, but some may be included in other sections, such as sports columns or news commentaries. Critical reviews are generally found on the entertainment pages of the paper. The editorial board should make the decision as to the best place for a column.

Activity 6:4 Writing a Column

Directions: Using one of the topics you did not choose for your editorial in the previous assignment, write a personal column. You may write about something you personally feel passionate about so long as you understand the issue. If you need to do interviews or research before writing your column, do so. It is important that your opinions are fact-based and not based on emotion. A personal column is not a vehicle for personal vendettas. It is a place to analyze, discuss, criticize, praise or explain an issue. Use the following form to plan your column.

Deadlines:

Planner: _____

Rough draft: _____

Final: _____ (Must be typed according to instructions in Unit 2)

Topic of my personal column:	Who would be interested in this topic?	Why is this a topic that needs to be addressed?	How do I personally feel about the situation I want to write about?	What do I know to be true about the situation I want to write about?
What other information do I need to know before I begin writing?	Who are some sources I can interview to get more information?	Where can I get additional information?		

Pint Name _____ Period _____ Date _____

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Unit 6:3 Editorial Cartoons

Objective(s):

- The student will understand the purpose of political cartoons.
- The student will recognize and understand what part symbolism plays in cartoons.
- The student will create a political cartoon.

Vocabulary:

satire, symbolism, allusion, exaggeration

Political cartoonists comment on the news of the day, just as editorial writers do, but their commentary is in the form of illustrations, accompanied by a few words. Messages are conveyed through the symbolism in the illustrations. Cartoons use satire, exaggeration of features and allusion to literary, historical or mythological characters or events to get their points across.

Cartoons have been popular in newspapers since the colonial days. The following cartoon, done by Benjamin Franklin, is thought to be the first political cartoon in America. A popular superstition at the time was that a snake, cut in two, would come to life if joined before sunset. The cartoon, first published May 9, 1754, in the *Pennsylvania Gazette*, pictures a snake divided into eight sections, each representing a different colonial government. Franklin's message was a comment on the disunited state of the British colonies, and how they needed to come together to have any kind of power.

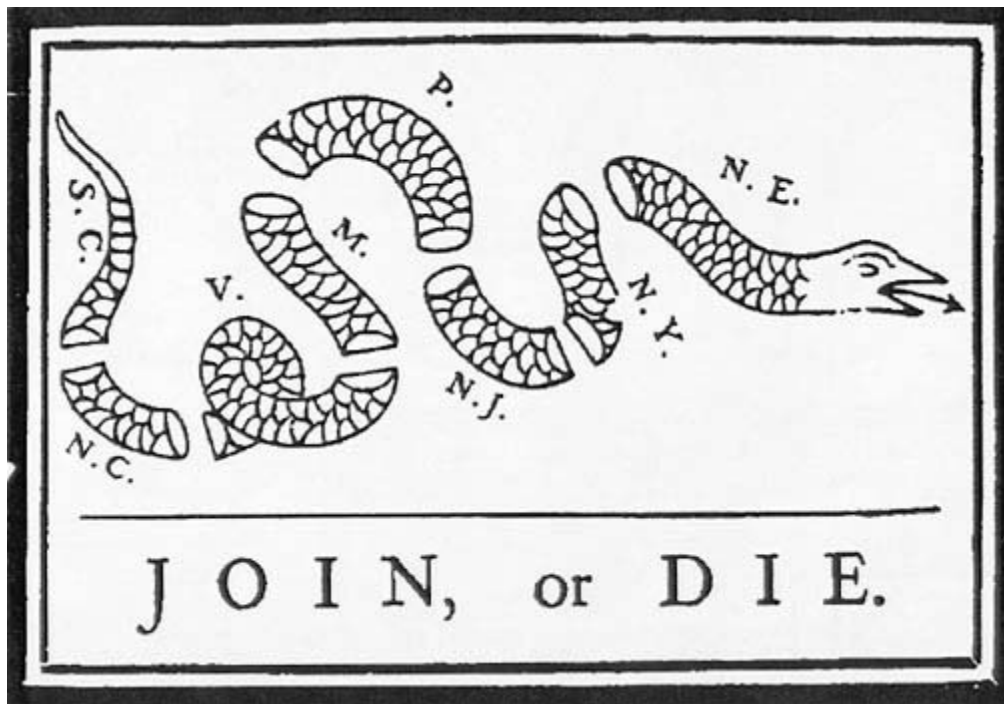


Figure 10: The first political cartoon printed in the Colonies. From Benjamin Franklin's *Pennsylvania Gazette*, May 9, 1754.

Unit 6:3 Editorial Cartoons

The following cartoon appeared in the Massachusetts Centinel on Jan. 30, 1788. 'The Federal Superstructure' shows a hand helping to raise the Massachusetts pillar to an upright position. The Centinel newspaper, a supporter of the new Constitution, observed that 'The Pillar of the Great Federal Edifice rises daily.'

Shown in upright position are the pillars representing states that had already ratified the new document: Delaware, Pennsylvania, New Jersey, Georgia and Connecticut. A story below the drawing says that the New York Assembly will call for a convention to ratify the Constitution.

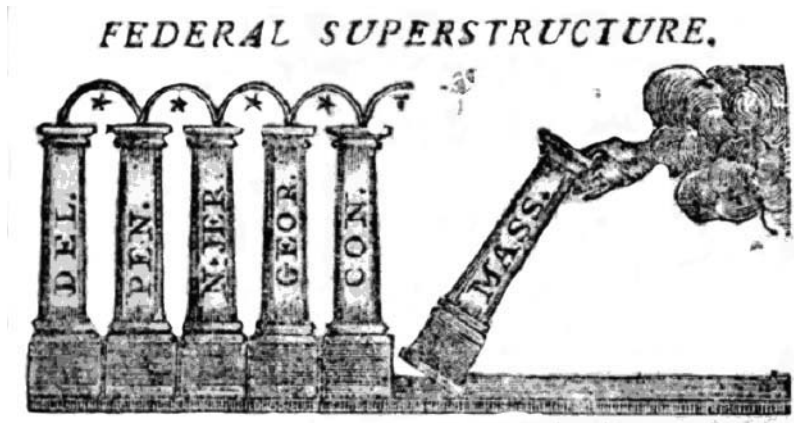


Figure 11: Federal Superstructure cartoon from Massachusetts Centinel, Jan. 30, 1788.

Today's political cartoons may be a little more sophisticated than these early ones, but the idea is the same. Today's cartoonists still use symbolism to represent ideas. Usually people in the news are depicted in caricature form, with recognizable features exaggerated by the cartoonist. These techniques work because people are familiar with the representations and can understand the points that are being made.

Activity 6:5 Symbolism in Cartoons

Directions: Individually or in groups, as directed by your instructor, find five (5) political cartoons from recent issues of your community newspaper, or go to one of the political cartoon web sites, such as Daryl Cagle's Professional Cartoonists' Index (<http://cagle.slate.msn.com>) or the Cartoonist Group (<http://www.cartoonistgroup.com/>) and download five cartoons. Analyze the cartoons using the forms below. Attach your cartoons to the forms before you turn them in to your instructor.

Cartoon #1

Subject of cartoon:	Cartoonist:
Date published:	Newspaper/Syndicate:
Symbols used in cartoon:	What does each symbol stand for?
What exaggerations did the cartoonist use?	Why were these exaggerations used?
What news event made this cartoon relevant?	Would the average person understand what the cartoon is trying to say? Why or why not?
Rate the cartoon from 1 (poor) to 10 (good)	1 2 3 4 5 6 7 8 9 10

Activity 6:5 Symbolism in Cartoons

Cartoon #2

Subject of cartoon:	Cartoonist:
Date published:	Newspaper/Syndicate:
Symbols used in cartoon:	What does each symbol stand for?
What exaggerations did the cartoonist use?	Why were these exaggerations used?
What news event made this cartoon relevant?	Would the average person understand what the cartoon is trying to say? Why or why not?
Rate the cartoon from 1 (poor) to 10 (good)	1 2 3 4 5 6 7 8 9 10

Activity 6:5 Symbolism in Cartoons

Cartoon #3

Subject of cartoon:	Cartoonist:
Date published:	Newspaper/Syndicate:
Symbols used in cartoon:	What does each symbol stand for?
What exaggerations did the cartoonist use?	Why were these exaggerations used?
What news event made this cartoon relevant?	Would the average person understand what the cartoon is trying to say? Why or why not?
Rate the cartoon from 1 (poor) to 10 (good)	1 2 3 4 5 6 7 8 9 10

Activity 6:5 Symbolism in Cartoons

Cartoon #4

Subject of cartoon:	Cartoonist:
Date published:	Newspaper/Syndicate:
Symbols used in cartoon:	What does each symbol stand for?
What exaggerations did the cartoonist use?	Why were these exaggerations used?
What news event made this cartoon relevant?	Would the average person understand what the cartoon is trying to say? Why or why not?
Rate the cartoon from 1 (poor) to 10 (good)	1 2 3 4 5 6 7 8 9 10

Activity 6:5 Symbolism in Cartoons

Cartoon #5

Subject of cartoon:	Cartoonist:
Date published:	Newspaper/Syndicate:
Symbols used in cartoon:	What does each symbol stand for?
What exaggerations did the cartoonist use?	Why were these exaggerations used?
What news event made this cartoon relevant?	Would the average person understand what the cartoon is trying to say? Why or why not?
Rate the cartoon from 1 (poor) to 10 (good)	1 2 3 4 5 6 7 8 9 10

Pint Name _____ Period _____ Date _____

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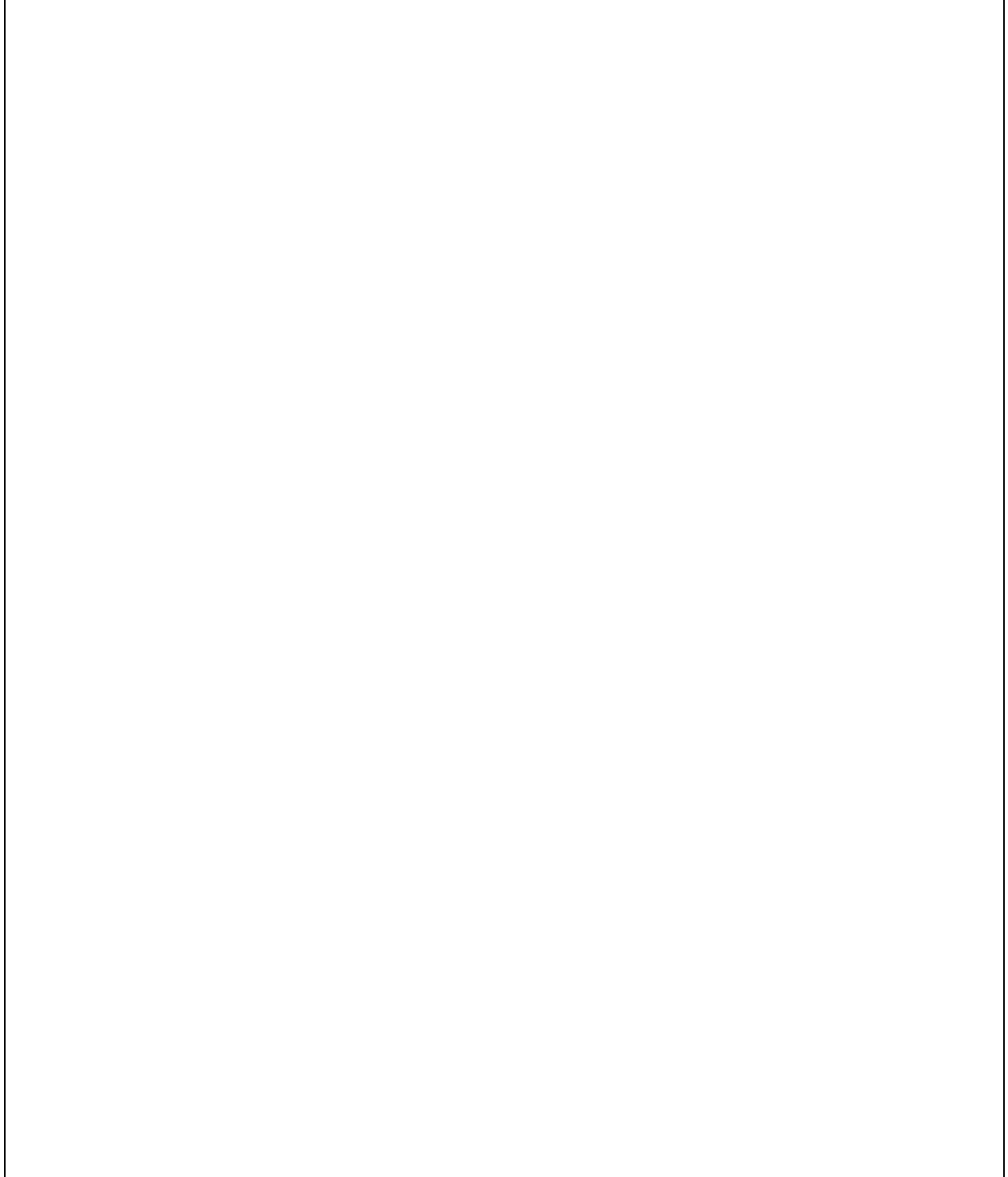
Activity 6:6 Drawing a Cartoon

Directions: Using the form below, plan out the cartoon you will draw. Your cartoon should have some relevance to the student readers at your school. Use understandable symbolism to represent important ideas.

Subject of my cartoon:	This is an important issue to me because:	This is an important issue to the students at my school because.
How I feel about the issue:	Why I feel this way:	Why others may feel differently
The overall message I want my cartoon to convey:	The actual words I will use to express this idea:	Some good symbols for my subjects are:
Some funny things I can exaggerate are:	I want the reader to look at my cartoon and think:	Checklist: ☐ The concept is clear. ☐ There is one center of visual interest. ☐ The cartoon uses symbols. ☐ The cartoon uses appropriate exaggerations. ☐ The cartoon has a strong message. ☐ Words, if present, are readable ☐ Drawn in black ink ☐ Most important visual elements stand out. ☐ White space is used effectively to draw readers in

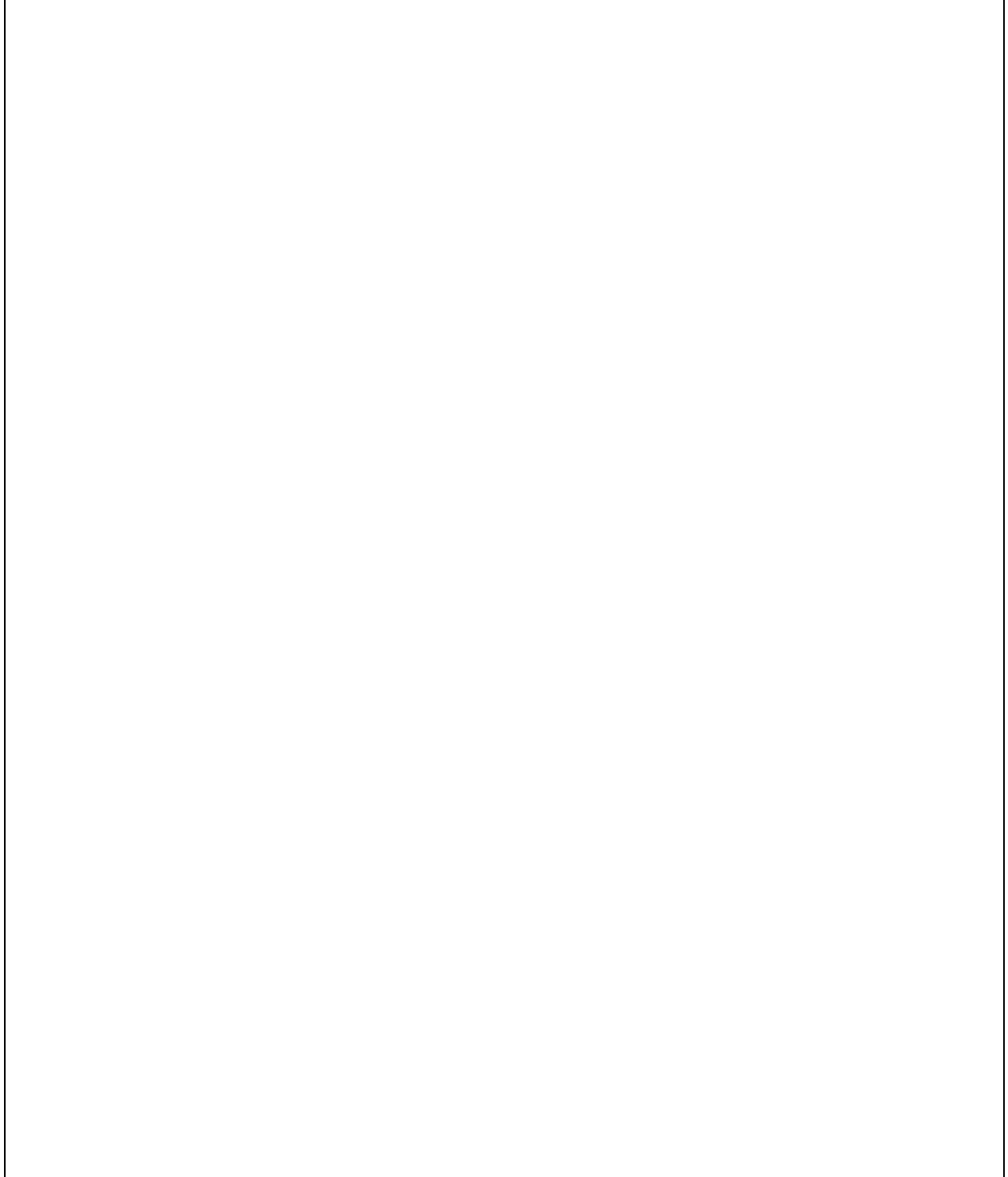
Activity 6:6 Drawing a Cartoon (Rough Draft)

Directions: In the space below, draw the rough draft of the cartoon you have planned. You may use pencil for the rough draft.



Unit 6:6 Drawing a Cartoon

Directions: In the space below, draw the final version of the cartoon. This should be done in black ink.

A large, empty rectangular box with a thin black border, intended for drawing a cartoon. It occupies the central portion of the page below the directions.

Pint Name _____ Period _____ Date _____

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Unit 6:4 Review Writing

Objective(s):

- The student will analyze an art form critically, based on pre-determined criteria.

Vocabulary:

Critique, critical review

A review is not a report. Its primary function is to be critical. Although it does contain factual information on which the writer's opinion is based, the focus should be on the elements the reporter found to be worthy of mentioning.

What should a review do?

- Make sense to the reader, whether or not he/she saw the movie, attended the play, or listened to the music.
- Extend one's appreciation of the performance.
- Convey honest and fair criticism, pro or con. (Usually a good review includes both elements, although not necessarily in balance.)
- Offer a unique perspective, one reflecting the production as a whole, and one stressing a significant, fresh angle.
- Cite tangible, observable evidence for all conclusions.
- Build on accurate observation and appropriate reporting (listening, watching, reading--often more than once--as well as interviewing background sources).
- Make the reader feel, "That's right! That's what I thought or felt even though I couldn't express my reactions in those words."

How should a review be written?

- Combine elements of feature writing and of opinion writing.
 - Use colorful, sight-sound details.
 - Express a meaningful, clear viewpoint.
- Begin with a novelty (feature) lead.
- Give the writer's overall impression of the art form being reviewed early.
- Organize the experience in a meaningful way, often by artistic concerns (effect, style, tone, acting, staging, sound quality), rather than in a chronological order.
- Include details to support the criticisms, both good and bad.
- Reflect artistic sensitivity and avoid condescending manners and simplistic statements (It was fantastic...beautiful...brilliant...etc). Show your reader *how* it was fantastic, beautiful or brilliant.
- Use transitions to lead reader from one part of the story to the next.
- Conclude with paragraph that ties the review together which repeats a key element from the lead.

Unit 6:4 Review Writing

What kinds of art forms can be reviewed?

- Drama
- Music (concerts, albums)
- Art (painting, sculpture, architecture, photography)
- Film, Media (TV, radio)
- Publications (books, periodicals)
- Restaurants
- Travel
- Software (games, new programs)

Activity 6:7 Analyzing a Movie Review

Directions: Using a movie review from your community newspaper or from an online newspaper, use the following form to analyze the review. Attach the review to your form before turning it in to your instructor.

Name of Movie:	Date Review Published:
Source (Newspaper, Internet, etc.)	Name of Reviewer:
Did the reviewer like the movie overall?	Did the reviewer recommend that readers see the movie?
What positive things did the reviewer say about the movie?	What negative things did the reviewer say about the movie?
What specific scenes or slices of dialogue did the reviewer use in the review?	If the publication uses a rating system (stars, thumbs up, etc.), what rating did the reviewer give this movie? What does this rating tell potential viewers about the movie?

Pint Name _____ Period _____ Date _____

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Activity 6:8 Reviewing a Movie

Directions: As a class you will watch and review a movie, determined by your instructor. Use the following form to jot down information you will need to write your review. After viewing the movie, write your review while details are still fresh.

Deadlines:

Rough Draft: _____

Final: _____ (Must be typed according to instructions in Unit 2)

Name of movie:	Directed by:	Genre (type of movie—horror, adventure, etc.)
Main characters: 1. 2. 3. 4. 5.	Played by: 1. 2. 3. 4. 5.	Describe the setting (time and place):
Briefly summarize the plot:		
Rate the following: (5 is best, 1 is worst) Special effects: 1 2 3 4 5 Music: 1 2 3 4 5	Rate the following: Costume design: 1 2 3 4 5 Lighting: 1 2 3 4 5	Rate the following: Quality of acting: 1 2 3 4 5 Quality of sound: 1 2 3 4 5

Activity 6:9 Reviewing an Art Form

Directions: On your own you will review an art form of your choice. This can be another movie, a CD, a performance of a play, a concert, a photo or art exhibit.

Step 1: Plan your review. In the form below, develop a planning tool. Include what types of things you will be looking for as you write your review. If it is a musical review (CD or live performance), you will want to include your reactions to the music, how the performer did in comparison to earlier performances, quality of the sound, relevance of the music. If it is a movie or television program, you will want to include your perceptions of the acting, the plot, the setting and specific scenes or dialogue.

Deadlines:

Planner: _____

Rough Draft: _____

Final: _____ Must be typed according to instructions in Unit 2

Type of art form:	What specifically are you reviewing?

Pint Name _____ Period _____ Date _____

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Unit 7: It's All in Your Head

Objective(s):

The learner will:

- Recognize the various types of headlines and their uses
- Write appropriate headlines for stories

Vocabulary:

deck, hammer, tripod, wicket, main, secondary

No matter how much effort you put into a news story, feature story or editorial, if you can't get the attention of readers, you have wasted that time. Headlines serve several purposes: they attract the reader's attention, they may summarize the article, they may intrigue the reader, and they serve as a very important design element. The main headline, the dominant picture on the page or spread and the lead of the story should all work together to focus the reader's attention on the article. It's all a part of packaging, and the headline serves a crucial role in this.

Functions of a headline:

- The headline should reflect the content of the story and set the tone for the readers.
- Through its graphic design, the headline adds visual interest to the entire package.

Headline design:

- Remember the basic reading pattern of left to right and top to bottom.
- The most important story, and therefore, the headline to that story, should appear to the top and left of a page or spread if more than one headline appears at the top of the page.
- Headlines should be in larger type toward the top of the page, and then graduated down the page to reflect the importance of the story. More important stories will appear toward the top and their headlines should reflect their importance.
- Headlines should not have to compete for the reader's attention. Choose typography that is harmonious with other elements on the page.

Typographical design:

- Your publication should have a headline style sheet which specifies what typefaces are to be used for straight news stories and what enhancements may be used for feature packaging.
- There should be no more than three typefaces used on a page or spread: one serif type, one sans serif type and one novelty or script font. Variations of these typefaces, such as italicizing and bold facing, may be used.
- Headline design should be a unifying factor in the publication.

Unit 7: It's All in Your Head

- Visual interest can be achieved through the use of contrasting types: serif with sans serif, roman with italic, bold with light, large with small type.

Headline styles:

- *Single line:*

Hastings Ninth Grade Center to open Monday

- *Double line:*

Students cope with decision not to issue lockers this term

- *Hammer*

Rise and shine

Early morning D-Hall a real eye-opener

- *Underline (Main headline with a secondary headline)*

It's always something

Students find innovative excuses for tardies, absences

- *Overline*

Hurricane's winds and rain devastate community

A mid-summer nightmare

Unit 7: It's All in Your Head

- *Wicket*

It did not last long
and it melted as soon as it touched ground,
but Tuesday's brief winter storm had students singing
'Let it snow, let it snow, let it snow'

- *Tripod*

It's a wrap: Clubs raise funds By decorating gifts

Readers expect headlines to be direct and enlightening.

The lead of a news story summarizes the story, and the headline should summarize the lead, and it must do so in a limited amount of space. The headline should be reader-friendly, so there are some basic rules to guide the headline writer in this task. The main headline, photograph and lead of the story can all work together to seal an idea for the reader and together they are a powerful invitation for the reader to enter the story.

Example:



In the example, the headline, picture and the caption all work together with a single theme to attract the readers' attention.

Figure 7.1: Layout courtesy Texas Association of Journalism Educators.

Unit 7: It's All in Your Head

The rules:

- Headlines should emphasize, summarize and help sell the stories' contents.
- There should be no opinion stated in a headline, with the exception of headlines for editorials and columns.
- Readers generally scan headlines very quickly to see if there is anything that they want to read about, so the most newsworthy information must be featured. The headline will be read by more people than the story will.
- The headline is the number 1 entry point into the story
- The headline should not give information that is not given in the story.
- The headline should inform the reader through a simple declarative sentence: subject, verb, direct object.
- The best headlines are in active voice and use action verbs rather than "being verbs"
- To reflect past action, the headline should be written in present tense.
- To show future or possible action, the headline should be written with the infinitive form of the verb: to + verb
- Headline writers should use "can" or "may" rather than "will" unless they are absolutely sure their predictions are accurate.
- Headlines should let the reader know who is doing what, along with other necessary Ws and H. The "when" is generally not necessary.
- Abbreviations should be avoided in headlines. Initials should be used only when the readers are familiar with what they stand for.
- The vast majority of the student body knows what school they attend, so it is not necessary to tell them repeatedly in headlines. Don't use the name of the school or its initials in headlines.
- Avoid the use of "a", "an", and "the". Eliminating these words makes room for more interesting subjects, verbs and objects.
- Headline structure should be varied. Use multi-line headlines as well as one-line headlines on news stories. For special stories and feature stories, use specialty or feature headlines.
- When writing multi-line headlines:
 - a. Keep verb phrases on the same line.
 - b. Keep adjectives and the words they modify on the same line.
 - c. Keep adverbs and the words they modify on the same line.
 - d. Keep prepositional phrases on the same line.
 - e. Keep words that go together, such as a first and last name, on the same line.
 - f. A line of a headline cannot end with a hyphen.
- Keep capitalization to a minimum. Most newspapers use down-style, that is, capitalizing only the first word in the headline and proper nouns and adjectives. All-cap headlines are difficult to read and should only be used in small doses for emphasis.
- Punctuation in headlines should be minimal:

Unit 7: It's All in Your Head

- a. Use single quotation marks rather than double.
- b. Use a comma in place of the word "and"
- c. Colons can be used to replace the word "said".

Example:

Coach: 'Best season ever'

- d. Use semicolon to separate two complete thoughts.

Example:

**Bears victorious;
coach resigns**

Top 10 List of 'Dos' in Headline Writing

1. **Do** read the article, especially the opening paragraphs, to understand the purpose and main idea.
2. **Do** give the most general, overall focus/summary of the story.
3. **Do** remember that the headline may be the reason the reader decides to read the story (Entry point.)
4. **Do** limit the number of words -- 6 to 10, generally
5. **Do** use strong, active verbs. (To be verbs are generally understood, but not written out.)
6. **Do** use present tense verbs to show past action. Use the infinitive (to plus the verb) to show future action.
7. **Do** express a complete thought. Headlines usually read like simple sentence, without words like "a", "an" and "the".
8. **Do** use a secondary headline -- or subhead-- to convey an additional idea of a story.
9. **Do** substitute a comma for the word "and."
10. **Do**, for downstyle headlines, capitalize only the first word and proper nouns and adjectives. For upstyle headlines, capitalize the first letter of each word. Avoid all cap headlines as they are hard to read.

Unit 7: It's All in Your Head

Top 10 List of 'Don't Dos' in Headline Writing

1. **Don't** editorialize in the headline.
2. **Don't** use acronyms/abbreviations that readers won't recognize.
3. **Don't** put information in a headline that isn't in the story.
4. **Don't**--in most cases with hard news stories--write the headline from any part of the story other than the summary lead.
5. **Don't** copy the wording in the lead for the headline.
6. **Don't** overuse puns. If you groan, it's no good; if you laugh, it is good.
7. **Don't** use headlines with double-entendre meanings. It takes a dirty mind to edit a clean newspaper.
8. **Don't** split: adjectives / nouns; nouns; verbs / adverbs; prepositions / nouns etc.
9. **Don't** turn in three or four versions of a headline, unless the editor specifically requests it.
10. **Don't** be afraid to ask for help.

--adapted from workshop handouts

Tips on headline writing:

1. Each separate part (deck) of a headline is a separate thought. For example, put one piece of information in the main headline. Put a different piece of information in the secondary headline.
2. When writing multiple line headlines, write the whole thought out as one line, then divide it at logical points to go on separate lines. If you try writing separate lines to fit together, your headline very likely will make no sense whatsoever.
3. Don't overwork the word *students*. Certainly your newspaper is about students. Your readers are aware of that. You don't have to remind them in every headline.

Unit 7:1 Counting Headlines

While computers have taken much of the guesswork out of writing headlines, it is still necessary to understand the process of counting out headlines to make them fit. Headlines obviously cannot hang off the page or run into other stories on the page, nor should they be too short for the space allotted. Knowing the unit count system will help students understand whether or not a particular headline will fit the space.

Each letter and punctuation mark is assigned a unit count, which remains the same, in relationship to other letters and symbols in the same typestyle and size, no matter what typeface or size is used.

The unit count system may vary slightly from textbook to textbook, but the following is a generally accepted system:

Letter	Count
Capital I	1
Capital M, W	2
All other capital letters	1.5
Lowercase f, l, i, t, j	.5
Lowercase m, w	1.5
All other lowercase letters	1
Spaces	.5
Numerals except for 1	1
The number 1	.5
Question mark, dash	1
All other punctuation	.5

The first step in learning how to write a good headline is learning how to count a headline out.

Using the counting system above, let's count out the following headline:

Bears win district championship _____

B=1.5

e=1

a=1

r=1

s=1

The total for the first word is 5.5. Add .5 for the space, then:

w=1.5

i=.5

n=1

Unit 7:1 Counting Headlines

That is 3 units that we will add to the 5.5 in the first word and the .5 for the space. So far, we have a total of 9 units.

Add .5 for the space, then:

d=1

i=.5

s=1

t=.5

r=1

i=.5

c=1

t=.5

This totals 6.5 units to add to the 9 units, totalling 15.5

Add .5 for the space, then:

c=1

h=1

a=1

m=1.5

p=1

i=.5

o=1

n=1

s=1

h=1

i=.5

p=1

Add 12 to the 15.5 units, for a grand total of 27.5.

The unit count for the headline is 27.5.

Using the unit count system, you will count out the headlines in the following assignment.

Activity 7:1 Counting Headlines

Directions: Using the unit counting system below, count out the headlines. Each line must be counted separately.

Letter	Count
Capital I	1
Capital M, W	2
All other capital letters	1.5
Lowercase f, l, i, t, j	.5
Lowercase m, w	1.5
All other lowercase letters	1
Spaces	.5
Numerals except for 1	1
The number 1	.5
Question mark, dash	1
All other punctuation	.5

- | | |
|--|--|
| 1. Schwarzenegger wins _____
California governorship _____ | 11. Government raises _____
terror alert level _____
to orange again _____ |
| 2. School board votes to fire driver _____ | 12. City to widen _____
High Star, Cook _____ |
| 3. Clock tower struck by lightning _____ | 13. 'The fit is it,' says celebrity stylist _____ |
| 4. New school's colors _____
Green, gold, white _____ | 14. 'Trading Spaces' _____
favorite show _____
among teenagers _____ |
| 5. Shelter seeks food donations _____ | 15. Bears beat Rams 15-2 _____ |
| 6. AIDS breakthrough near, lab says _____ | 16. Air fares to go down again _____ |
| 7. Bush supports voucher system _____ | 17. Stores close for holiday _____ |
| 8. Company recalls defective plush toys _____ | 18. Mars probe silent after descent _____ |
| 9. 7 die in Philadelphia plane crash _____ | 19. Bans on US beef imports expand _____ |
| 10. School board _____
approves dates _____
for '04 calendar _____ | 20. Dairy under quarantine _____
<i>because of mad cow report</i> _____ |

Pint Name _____ Period _____ Date _____

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Activity 7:2 Correcting Headlines

Directions: Each of the following headlines has a flaw. Identify the flaw and briefly explain what is wrong with the headline.

1. New budget for
school district set

2. “Stop failing students,” superintendent says

3. New course may
help students cope

4. Schools to switch to pa-
per plates, plastic forks

5. Schools report failures are rising rapidly

6. Despite terror alert, Port of
Houston tours unimpeded

7. Cancellation of six Paris-L.A. flights leave many in bind

Activity 7;2 Correcting Headlines

8. Bus driver is facing additional charge

9. Scholarships awarded to
John Jacobs, Susanna
Morrison, Linda Jones

10. Wendy's new chicken
sandwich covers all the bases

Activity 7:3 Writing Headlines

Directions: The next step in the process is to write some headlines. Headlines are written within a specific count range, with a lower limit and an upper limit. Even though the process has been refined through the use of computers, it is very helpful for the journalism student to write some out the old-fashioned way to see how the rules work.

For each headline, you will have a range for your unit count. The count must fall within that range. Anything shorter would be too brief; anything longer would not fit in the space allotted. Use this unit count system, reprinted here for your convenience:

Letter	Count
Capital I	1
Capital M, W	2
All other capital letters	1.5
Lowercase f, l, i, t, j	.5
Lowercase m, w	1.5
All other lowercase letters	1
Spaces	.5
Numerals except for 1	1
The number 1	.5
Question mark, dash	1
All other punctuation	.5

Story 1: Write a main headline and a secondary headline for the following story. The main headline count should be between 18 and 23. The secondary headline count should be between 32 and 36

MAIN _____

Count _____

SECONDARY _____

Count _____

The Department of Defense announced today the death of a soldier who was supporting Operation Iraqi Freedom.

Spc. Todd M. Bates, 20, of Bellaire, Ohio, was on a river patrol on the Tigris River Dec. 10 south of Baghdad, Iraq, when his squad leader fell overboard. Spc. Bates dived into the water and did not surface. He was originally listed in a duty status whereabouts unknown status. Bates' body was subsequently recovered and his status changed to deceased on Dec. 23. Spc. Bates was assigned to the 135th Military Police Company, Army National Guard, based in Brookpark, Ohio.

Activity 7:3 Writing Headlines

This incident is under investigation.

--From Department of Defense press release, December, 2003

http://www.defenselink.mil/cgi-bin/dlprint.cgi?http://www.defenselink.mil/releases/2003/nr20031224_0809.html

Story 2: Write a 3 line headline for the following story. Each line should count between 18 and 23.

Line 1 _____

Count _____

Line 2 _____

Count _____

Line 3 _____

Count _____

President Bush will seek record-level support for USDA's meat and poultry food safety programs as well as increase efforts to strengthen agricultural protection systems in his FY 2004 budget, Agriculture Secretary Ann M. Veneman announced today.

USDA's food safety budget will increase to \$797 million, an increase of \$42 million over the FY2003 request and represents a \$148 million (or 20%) increase in food safety programs since FY2000. The FY 2004 request will fund 7,680 food safety inspectors, provide specialized training for the inspection workforce, increase microbiological testing and sampling, strengthen foreign surveillance programs and increase public education efforts.

In addition, USDA's budget will also include \$70 million in new funding through other USDA programs to strengthen agricultural protection systems, that would include increased laboratory security measures; biosecurity, animal disease and vaccine research; and additional animal and plant pests and disease monitoring programs.

"The President cares deeply about ensuring a strong food safety system and the protection of agriculture against potential threats," said Veneman. "This additional funding continues to build upon a strong record of achievement in further strengthening our protection systems to ensure the integrity of our food systems."

USDA press release

<http://www.usda.gov/news/releases/2003/01/0021.htm>

Activity 7:3 Writing Headlines

Story 3: Write a 1-line main headline followed by a 2line secondary headline for the following story. The main headline's count should be between 18 and 23. Each line of the secondary headline should be between 22 and 27.

Main _____

Count _____

Sec 1 _____

Count _____

Sec 2 _____

Count _____

NEW YORK, 22 December (OCHA) -- Following flooding, landslides, and a tornado in the central part of the Philippines, the Government has requested international assistance. Medicines, food, including canned goods and other food, toiletries, sleeping mats, mosquito nets and blankets are the most needed items.

The Office for the Coordination of Humanitarian Affairs (OCHA) is providing an emergency grant of \$50,000 for local purchase and transportation of relief items.

As of today, the Government says that 97,467 persons have been affected in the provinces of Bohol, Southern Leyte, Misamis Oriental, Compostela Valley, Agusan del Sur, Agusan del Norte, Surigao del Sur and Surigao del Norte. More than 9,500 people are in 15 evacuation centers established in the area. The Government puts the number of dead at 94, the injured at 50, and the missing at 93. Bridges, roads and seawalls, as well as agriculture and fishing, have been damaged.

While damage and needs assessments are continuing in the disaster-stricken area, bad weather is hampering those efforts.

United Nations Press Release, Dec. 22, 2003

<http://www.un.org/News/Press/docs/2003/ih844.doc.htm>

Stop! Before you turn in your headlines, use the checklist on the next page to evaluate your headlines. If you cannot check off each item that applies, re-work your headline so that it follows the rule:

Activity 7:3 Writing Headlines

Headline Checklist

- ☐ Headlines fit the space allotted.
- ☐ Headlines for news stories reflect information in the summary lead
- ☐ Headlines form complete thoughts (are not “label” heads)
- ☐ If the headline consists of a main head and a secondary head, each part gives different information.
- ☐ Key words are not repeated.
- ☐ In multiple-line headlines, the following items have not been divided from one line to the next:
 - Prepositional phrases
 - Participle phrases
 - Infinitive phrases
 - Nouns and their modifiers
 - First and last names of people or places
- ☐ Articles a, an and the have been omitted.
- ☐ Numerals are used rather than spelled out names of numbers.
- ☐ A comma is used rather than the word and.
- ☐ Two separate thoughts in the same headline are separated by a semicolon.
- ☐ Only easily recognized abbreviations (usually initials of organizations) are used.
- ☐ All publication’s style rules are followed (capitalization, use of courtesy titles, etc.)

Unit 8: Typography and Graphics

Objective(s):

The learner will:

- Recognize and know when to use different classifications of type.
- Understand and demonstrate how to use various type faces
- Demonstrate how type and graphics can set the mood for a story.

Vocabulary:

serif, sans serif, x-height, ascender, descender, point, pica, screen

Type can be used to set a mood or establish a personality

The choice of a typeface and style really affects the readability of a publication. Some typefaces work great for body type because they are very readable. Others work better for display type, such as headlines. Others need to be used in small doses because, although they may be effective in establishing a mood for a story, they are hard to read.

Classifications of type:

Type can be classified in several ways. One approach divides type into five classifications:

- **Serif:** Serif type is characterized by the decorative strokes at the end of each letter, and a thin/thick relationship between strokes on each letter. The decorative strokes help guide the reader's eyes onto the next letter, making serif types a good choice for small copy such as that used in newspaper stories, textbooks, etc.
- **Sans Serif:** Sans serif type is characterized by the absence of the decorative strokes, and by strokes of equal weight. It is not as readable as serif type, and should be used for larger copy, such as headlines.
- *Script or Cursive:* Script and Cursive typefaces are based on hand-lettered forms. Script letters do not connect, while cursive letters do.
- *Text:* Text typefaces are elaborate, old-fashioned faces, also based on hand lettering.
- **Decorative/Novelty:** Decorative and novelty faces are distinct, attention-getting and eccentric. Novelty types can be used to set a mood for a feature story in a headline. The typefaces run the gamut from happy, carefree faces such as *Curly MT* to whimsical faces such as *Lockerman* to faces which are a little spooky, such as *Chiller*.

Unit 8: Typography and Graphics

Most professional page designers try to limit the number of typefaces to a page to two (a serif and a sans serif) or three (serif, sans serif and a novelty or script typeface). Too many typefaces become competitive, vying for the reader's attention, rather than being a unifying factor on the page. This can become confusing, and the reader may lose interest in the page.

Serif type is well-suited for body text because the decorative strokes, or serifs, help lead the eye on to the next letter, making reading easier and faster. Sans serif types, on the other hand, do not have the decorative strokes, so may be little harder to read in small sizes. However, sans serif type faces are easy to read in large sizes, making them a good choice for headlines.



**Serif—a stroke added
to the beginning or end of
the letter's main strokes**



Sans Serif—without serifs

Serif and sans serif typefaces

The serifs make reading easier because they make each letter distinctive enough that the reader does not even have to see the entire letter to know what it is.

Example:

Typography is fun

A sans serif type face may have several letters which are similar in design.

Typography is fun

The same words in a serif type are much more distinguishable.

Unit 8: Typography and Graphics



Figure 12: Serif

Serif type has a long tradition in the printing industry. Through the centuries, serif type has undergone a few transformations, but one thing has remained constant: serif types are easy to read because the small, decorative strokes and the combination of thick and thin lines help to lead the eye on to the next letter, making it an excellent choice for body text.

Here are some common serif typefaces. They are similar, yet each has some unique features.

Times New Roman
Baskerville Old Face
Bookman Old Style
Centaur
Garamond
Palatino



**Figure 13: Sans
Serif**

The first sans serif (*without serifs*) typefaces appeared in 1816, but did not gain acceptance for 100 years. In the 1920s, influenced by Germany's Bauhaus school of design, type designers created typefaces almost totally devoid of ornamentation. Sans serif typefaces are highly readable in larger sizes, making them excellent choices for headlines and display purposes.

Here are some common sans serif typefaces:

Arial
Century Gothic
Franklin Gothic Book
Lucida Sans
Gill Sans

Unit 8: Typography and Graphics



Figure 14: Script Type

A Parisian printer created the first script type in 1643. Script typefaces resemble hand-writing because the letters are joined. These type styles are excellent choices for certain types of advertising and for wedding invitations. They would not be appropriate for large blocks of body text because they are difficult to read.



Figure 15: Text or Black Type

When Johannes Gutenberg produced his movable type, the letterforms mimicked the hand-lettered style of writing of the time. The letters were very ornate and by today's standards, are very difficult to read. Today Text or Black typefaces are used mainly for effect, in larger sizes. Some newspapers use them for their nameplates.

Many newspapers whose publishers want the papers to have a formal, conservative appearance, will use a text typeface for the nameplate.



Figure 16: Some text nameplates

unit 8: Typography and Graphics



Figure 17: A novelty or decorative type

Decorative or novelty typefaces have been created for special purposes: to set a mood for an advertisement, to help illustrate an idea, or some other creative purpose. These are best used in large sizes because they are too difficult to read in body text.

There are literally thousands of these decorative or novelty faces. Some are created for a specific, one-time purpose. Others have been made popular through usage. They can be used to help create a mood on a feature story or for advertising or posters.

Some examples of decorative, novelty faces include:



Figure 18: Examples of decorative and novelty typefaces

Unit 8: Typography and Graphics

The Anatomy of Type

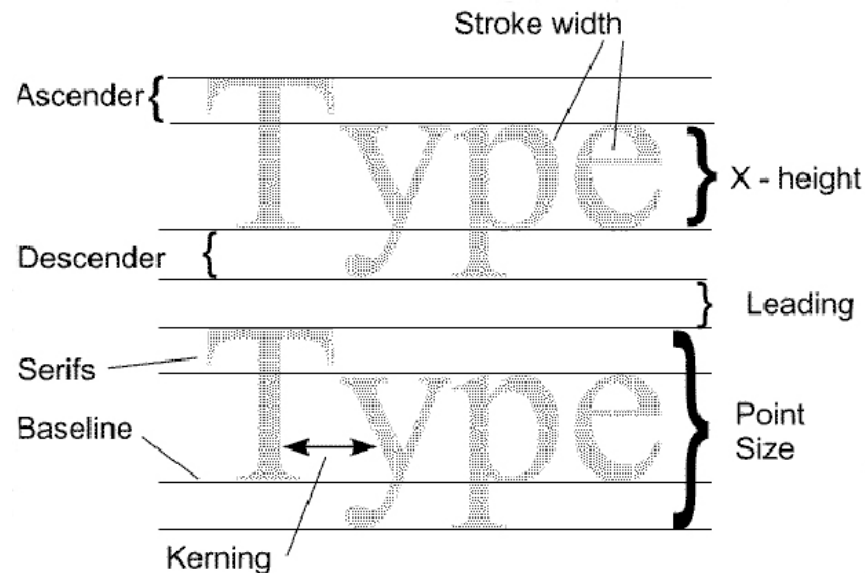


Figure 19: Type anatomy

- **Ascender:** the part of a lower case letter which extends above the x-height
- **Descender:** the part of a lower case letter which extends below the baseline
- **Baseline:** the imaginary line on which the letters rest
- **X-height:** the height of a lower case letter which has no ascenders or descenders, such as the letter x.

Type Sizes and Measurement

Students who have spent any time at all on a computer know that it is a simple matter to change the size of the type they are using. All they have to do is point and click.

It was not always this easy.

In earlier times when type was molded out of metal, it was sold in sizes that were measured in points. A traditional point is approximately 1/72 of an inch or .01384 inch. With the advent of desktop publishing, the point became exactly 1/72 of an inch. Another printer's measurement, the pica, is made up of 12 points, and there are six picas to an inch.

Unit 8: Typography and Graphics

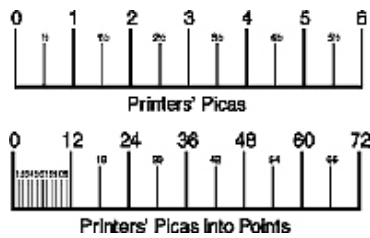


Figure 20: Picas and Inches

The line represents 1 inch.

The point method of measuring is still used for digital type. Often, because some faces have very long ascenders and descenders, these typefaces look smaller than others when both are printed at the same point size. This is illustrated below:

36 point Arial

36 point Papyrus

Figure 21: Comparison of 36 point typefaces

Type is measured from the top of the ascender to the bottom of the descender in the same type face. If you are measuring a line of type that only has descenders or ascenders, but not both, it's not a problem. Within any given size of a typeface, the ascenders and descenders are exactly the same length.

Type 14 points and smaller is considered body text. Type larger than 14 points is headline type. Anything over 60 points is referred to as “oversized” type.

So much more to know about type

Not only do you have to make a selection of what kind of type to use for headlines and what type for body text and what type for special effects, there are many other choices that you must make.

Let's say you pick Arial for your headlines and Times New Roman for your body text—if you want to have some variety on the page, there are some options.

Unit 8: Typography and Graphics

This is 24 point Arial.

This is 24 point Arial Bold.

This is 24 point Arial Italic.

This is 24 point Arial Bold-Italic.

This gives you four headline options in addition to the different sizes you can use. Without adding extra typefaces, you can vary the look of the headlines on a page.

Times Roman also has these same options:

Normal

Bold

Italic

Bold-Italic

Some typefaces have even more variations:

Times	Myriad
Regular	Light Condensed
<i>Italic</i>	Regular Condensed
Bold	Semibold Condensed
<i>Bold Italic</i>	Bold Condensed
	Black Condensed
Adobe Garamond	Light Normal
Regular	Regular Normal
<i>Italic</i>	Semibold Normal
Semibold	Bold Normal
<i>Semibold Italic</i>	Black Normal
Bold	Light Extended
<i>Bold Italic</i>	Regular Extended
	Semibold Extended
	Bold Extended
	Black Extended

Figure 22: Variations in type families

Unit 8: Typography and Graphics

Most of the time, you will use normal body text. However, the other options can be used for captions, by-lines, sidebars and other items.

Body text is generally set justified, which means that the type lines up evenly on both sides. The text for this book is justified, as is this passage:

This type is set justified, meaning that it lines up on the left and on the right. Justified type is used in books, magazines and newspapers because it is tidy and is visually appealing. However, there are sometimes wide gaps between words, as you can see.

Body text can also be set random-right, or ragged-right, as illustrated:

This type is set random right, which means that it lines up on the left, but ends randomly on the right. It is not always as visually appealing as justified type, although it works well for some feature stories. However, it may be easier to read because there are no large gaps between words as there are in justified type..

Occasionally, there may be a reason to set type ragged-left, flush right:

This type is set flush right, ragged-left. It lines up on the right, but not on the left. You would not want to use this style in large doses because it will make the readers' eyes tired. However, for a caption or a short subhead, it might work.

Unit 8: Typography and Graphics

Sometimes you may even want to center the type:

This type is centered. There is
an equal amount of space at
either end of each line, but it
does not line up at all.
It can be used for advertising
or for lead-ins to main
headlines (as in a wicket), but
it should be used in small
doses, because, like type that
is set ragged-left, it can be
hard on the readers' eyes.

Another decision you *may* want to make has to do with the distance between lines of type, called *leading*. In most instances you would want to use the automated leading function which is the default on most word processing and pagination programs. However, occasionally, you may want to vary this for effect. Leading is the distance between lines of type and is measured in points. During the days of metal type, printers inserted extra strips of lead between long lines of text to make them easier to read.

Too little linespacing creates dark,
uninviting “color” that may cause
the eye to skip a line when scanning
to find the next one. Too much
linespacing causes the eye to jump
from line to line and is disruptive
to reading.

Too much leading

Text for prolonged reading, like that
found in a manual, should be openly
spaced, since reader comfort must
extend over long stretches. On the other
hand, text in reference materials, such
as a directory, can be more closely spaced
because readers are searching for just a single
piece of information.

Too little leading

Unit 8: Typography and Graphics

To Cap or Not to Cap

Text set in all capital letters (all caps) is not as easy to read as text set in a more traditional fashion. It can be used for emphasis or special effects, but should be used sparingly.

THIS IS SET IN ALL CAPS.

This is set in caps and lower case.

Vertical Type

Avoid any temptation to set type vertically. It is too hard to read.



Figure 23: Vertical Type

If you want the effect of vertical type with better readability, most programs give you the option of turning a line of type sideways.

Unit 8: Typography and Graphics

This is sideways type.

Combinations of typefaces and sizes can be used for special emphasis in a publication.

- Some publications like to use a “drop cap” to signify an entry point in an article.

Is it A, B, C, or D? Next spring, this question will be in the minds of all juniors across Texas as they take the TAKS test. The TAKS test, which juniors must take to graduate, will assess the juniors in math, English, writing science, and social studies. Many students have questioned why the Texas government has decided to replace the TAAS test with the TAKS test. Hastings math specialist Debra Hunter feels that the Texas government has a legitimate reason.

Figure 24: Drop Cap

- **Caption emphasis.** Captions for pictures may be boldfaced, italicized, be in color, be printed on screens or have small headlines.
- **Breakout quotes** (also called pulled quotes). These are quotes which receive special emphasis. They are given a special graphic treatment so that they stand out on the page. The purpose is to draw the reader into the story.

Unit 8: Typography and Graphics

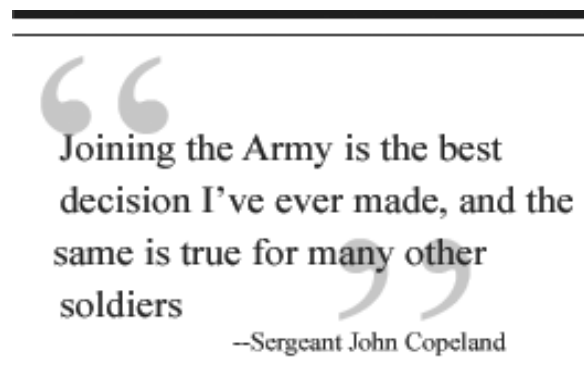


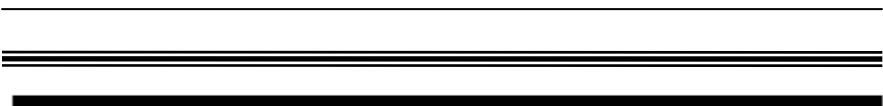
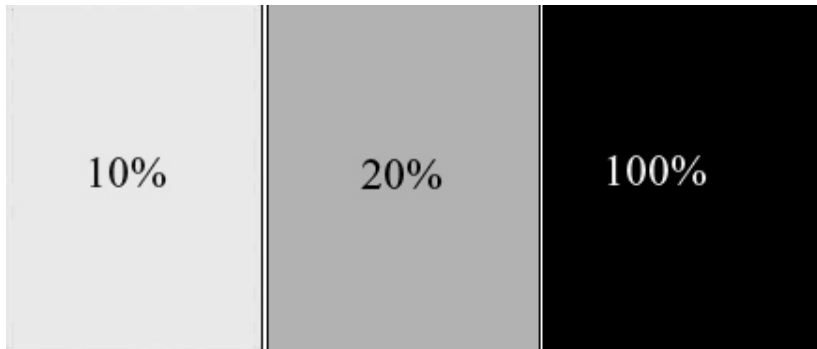
Figure 25: Pulled quote or breakout quote

- **By-lines:** This is the information above a story which tells who wrote the story. The type is often combined with lines and screens and/or a small photo of the reporter to make it unique.

By Amber Sutton
Staff Writer

Other Graphic Elements

Type is only one aspect of the graphical elements on a page. While newspapers depend on type to tell the verbal story, other graphics are also used to bring the story to life. In addition to type, designers use:

- Lines 
- Screens 

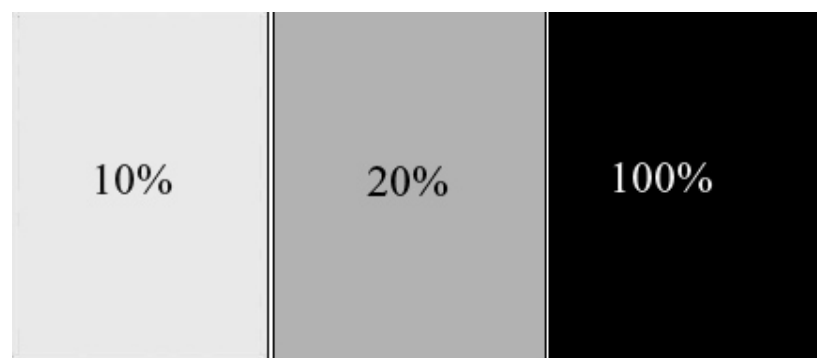
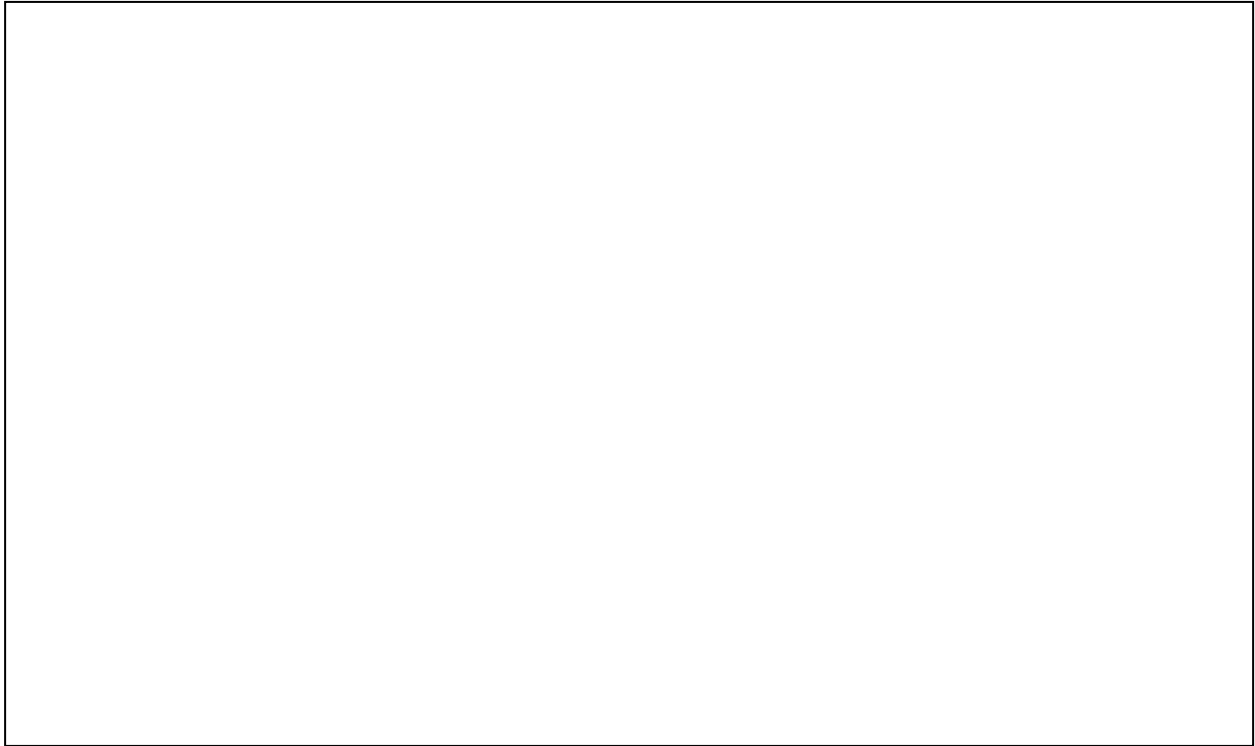


Figure 26: Screens

Unit 8: Typography and Graphics

- Photographs and illustrations
- White space



Designers use type, lines, screens, photographs/ artwork and white space to create all types of graphics which help to illustrate the publication in a variety of ways:

- Maps



Figure 27: Locator map

Unit 8: Typography and Graphics

- Graphs

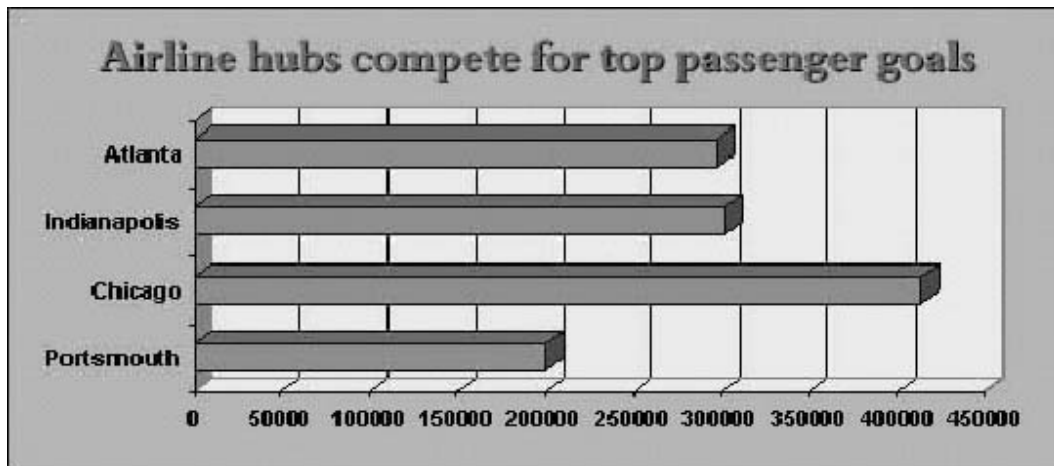


Figure 28: Horizontal Bar Graph

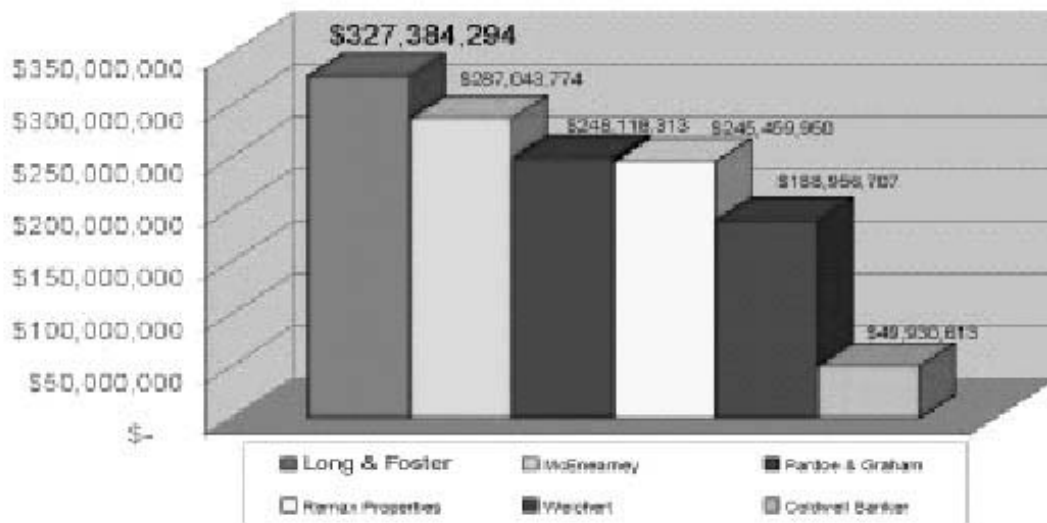


Figure 29: Vertical Bar Graph

Unit 8: Typography and Graphics

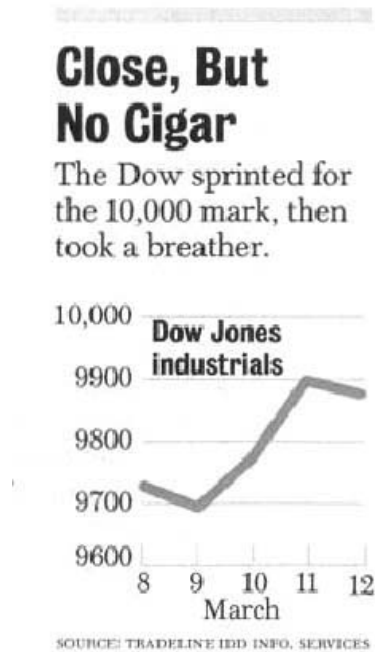


Figure 30: Fever Graph

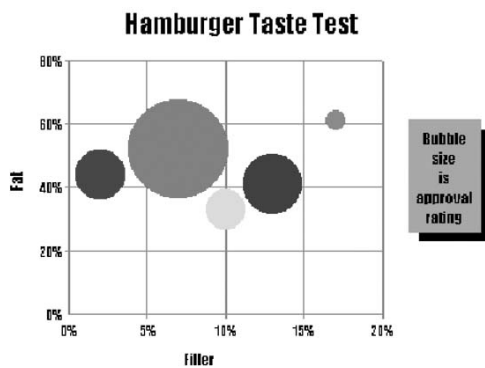


Figure 31: Bubble Graph

Unit 8: Typography and Graphics

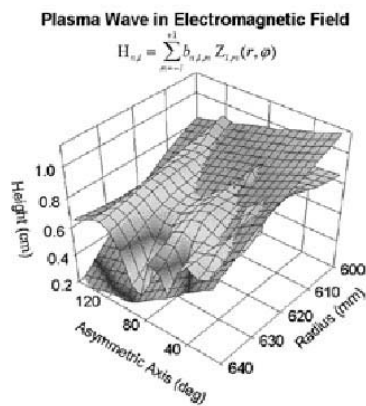


Figure 32: 3D Graph

- Charts

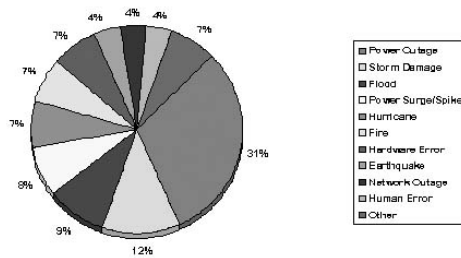


Figure 33: Pie Chart

- Tables

CAREER STATISTICS							
	Games	Runs	Hits	HR	RBI	Avg.	
1936	138	132	206	29	125	.323	
1937	151	151	215	48	167	.340	
1938	145	129	194	32	140	.324	
1939	120	105	176	30	120	.301	
1940	132	93	179	31	133	.352	
1941	139	122	193	30	125	.357	
1942	154	123	180	21	114	.305	
1946	132	81	146	25	95	.280	
1947	141	97	168	29	97	.315	
1948	153	110	190	30	155	.320	
1949	76	58	94	14	67	.348	
1950	139	114	158	32	122	.301	
1951	116	72	109	12	71	.263	
TOTAL	1,796	1,390	2,214	361	1,537	.325	

WWII took three of what might have been his best years. But DiMaggio still managed to lead the league (in red) often during his time. At far right, how his peak years stack up with other baseball greats through a similar number of games.

Figure 34: Table

Unit 8: Typography and Graphics

- Timelines

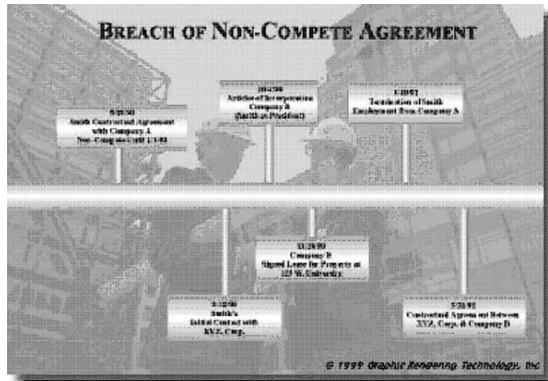


Figure 35: Timeline

- Logos



Figure 36: Logos

- Information graphics, or infographics, as they are commonly called, are used to present information in a pleasing, easy-to-see way.
- Maps, charts and graphs can present potentially dull, dry facts in a more appealing way than just listing them in a story.
- Research has shown that more people look at graphic illustrations and photographs than read the articles accompanying them, so it makes sense to use these tools to present important facts.

Project 8:1 Graphics Poster or Notebook

Directions:

Students will find **5 DIFFERENT examples** of *each* of the following graphic elements and paste them onto poster board or prepare a notebook with a graphic cover. It is not permissible to cut two different segments out of the same headline and count them as two examples; find *different* examples. Once again, remember that presentation is everything. Neatness is mandatory. A sloppy presentation does not inspire confidence in the reader.

- a. serif type
- b. sans serif type
- c. decorative/novelty type
- d. oversize type
- e. multi-level headlines
- f. logos
- g. screens
- h. caption emphasis
- i. initial caps
- j. breakout quotes
- k. infographics
- l. bylines

Group the items from one category together and label them on the poster, or if doing a notebook,

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Activity 8:1 Designing a Logo

Directions:

In the space below, design a logo using your name. Use type, white space, screens, lines and/or illustrations to create your design.

In the space below, create a chart or graph to illustrate the following information:

A survey was taken among your students to find out what brand of designer sunglasses they preferred. Here are the results:

• Oakley: 49% • DKNY: 23% • Gucci: 6% • Prada: 5% • Gargoyles: 4% • Other: 13%	
---	--

Remember that “presentation is everything.” Your work must be neat.

Date due: _____

Print Name _____ Period _____ Date _____

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Unit 9: Using Photographs

In today's publications, the camera is just as important a tool as a pen and notepad. Telling the story visually helps to give credibility to the words on the page and makes the story seem more "real" to the reader.

Stories with photographs are much more likely to be read than stories without photographs, and the larger the photograph, the greater the likelihood that the story package will attract the attention of the reader.

This unit will concentrate on photo selection, photo editing and cropping, as well as writing captions for publication. Many scholastic staffs are making the transition from traditional darkroom photography to digital photography, while others are opting to continue with film cameras. This unit will take up with the process after the photos are processed, whether in the darkroom or digitally, but will focus primarily on digital photo editing since so many publications are being submitted to the printer on disk, ftp uploading or through e-mail.

The technical how-tos of photo preparation are far too complex to get into in one unit of a journalism textbook, and there are so many different types of software available that it would be impossible to get into how they all work. So the focus will be more on the results you will want to achieve, and we'll leave the technical

Photographs used for journalistic purposes must tell a story as well as being visually appealing. While mug shots or small head and shoulders shots may help a reader understand who an article is about, it is the large action shots which will draw readers into the story package and serve as an entry point into the story. According to a landmark 1991 study by the Poynter Institute called "Eyes on the News", eyetracking was used to study the movement of readers' eyes across a newspaper page. The study showed that:

- Readers enter the printed page through the largest image on the page, usually a photograph.
- Most of the readers see the headlines next before they see the actual story.
- Captions for the pictures are the third most frequently looked-at elements on the page.

This lets us know that photographs are a very important attention getter. A story package with a large picture will draw more people onto the page than a story package without a photograph.

So if the photograph is going to serve such an important purpose in attracting readership, it needs to be a good, solid photograph which adds to the reader's understanding of the information in the story.

Good photos should be cropped for maximum impact and should have a dominant center of interest. Photo editors and page designers need to make sure that:

- The photo should be composed well. It should be free of background clutter that distracts from the main information in the picture. Only photographs that are in good focus and that are cleanly composed should be used.

Unit 9: Using Photographs

- o Probably the most basic composition rule in photography is to use the “Rule of Thirds.”

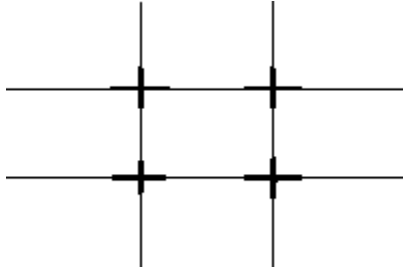


Figure 37:Rule of Thirds

Basically, this rule asks you to visually divide the viewfinder, as you are taking the picture, or the final photograph, into thirds horizontally and vertically. Anywhere that the imaginary lines intersect is a good place to put the center of visual impact. What you want to avoid doing is placing the center of interest in the absolute center of the photograph, because that makes for a very static picture.

- o The best photographers move in close to the action and fill up the frame with pertinent information.
- Captions are important. They are the third most looked-at element on the page, and therefore are one of the ways readers will get information. Captions should be complete, listing names of those in the pictures, as well as information about what is going on in the picture, relating it to the event the article is about.
- Photos stand out on the page a little better if a 1-point rule box surrounds them. This gives a little contrast with the whiteness of the page and just gives the photo a more finished look. Anything more than a plain 1-point rule may distract the reader, causing him to think the photo is not a part of the package but that it stands alone. That defeats the purpose of the packaging.
- Action photos which depict real people doing real things are better than staged photos or pictures of people staring into the camera. Urge your photographers to get into the middle of the action at events and photograph people being themselves.
- Each photo used on the page should have some relevance to the story it accompanies. The picture should have a direct connection to the story.
- In group photos, the general rule is that each face should be at least the size of a dime. Otherwise, their features will not be distinguishable. It is better to use a photograph with a few people than one with a lot of people.
- Photos should be placed in the story package so that the people in them seem to face into, rather than out of, the story. This is a subtle clue to the reader who enters through the picture that he should go to the story. A picture facing away from the story may cause the reader to go to something else.
- Vertical pictures often have more impact than horizontal photos. If the picture was not taken vertically, you might see if there are ways to crop away part of the background to make it more vertical.

Unit 9: Using Photographs

- Avoid “grip-and-grin” or “shoot them at dawn” pictures. These are the standard awards presentation photos that get taken at civic and organization events. They are fine for the scrapbooks of the organizations and individuals involved, but they do nothing to stir up interest in the story your publication is running. Rather than running a photo of someone receiving an award, try to show them in action, doing whatever they did to earn the award. This makes a much more interesting picture. Also avoid pictures of administrators, counsellors and teachers at their desks; they are rarely at their desks. Get pictures of them in action. Another not-so-good photo choice is a picture of someone with some prop, like a crop they’ve grown or a picture they’ve painted. Get action shots.

Cropping Photos:

Unless the photographer consciously “cropped” the photo as he or she was taking it, most photos can be improved by removing the outer portions of the background which helps the eye focus in on the center of visual interest. Photos should be cropped before the page is put together.

Photos that are cropped well:

- Show off the focal point, which adds impact to the photo. The central image should be enhanced so that it is large and powerful.
- Do not have extraneous clutter, air space or people in the background.
- Do leave enough “air” or blank space to enhance the mood of the photo. If there is a runner in the photo, there should be space in the photo for the runner to appear to be moving toward. The action should not be crammed up next to the frame of the photo.
- Does not have body parts cut off at awkward places.
- Do not have their meaning changed because information has been removed. Make sure that the actual event is not distorted by the omission of information in the photo.
- Are not damaged by the cropping process. Most photos are cropped in photo editing programs on the computer these days, and it is a simple matter to save the original of the photo as well as the cropped version. However, for those publications which still crop photographs using rulers, croppers and grease pencils, it is important to treat the photo with care.

Other Preparations

Before the photo is placed on the page, it may need to be lightened, darkened, enlarged, reduced or otherwise edited. With traditional photography, this can be done in the darkroom, or the photos can be scanned and edited in with software such as Photoshop. Digital photos will be edited on the computer.

Changes to the photo, such as knocking out the background and creating a clipping path so that text can be wrapped around it, are best handled in a program such as Photoshop.

Unit 9: Using Photographs



Figure 38: Image with background knocked out. Hemera Photo Objects. Used with permission.

One important caveat: Photojournalism is about the truth. Pictures should be just as accurate as the stories they accompany on the printed page. Photographers are expected to be just as ethical as reporters.

With modern photo imaging software, it is possible to manipulate photos to make them more visually appealing, but to be journalistic, there should be no more manipulation than there would be in the darkroom to lighten or darken, etc.

However, sometimes it is desirable to create a photo illustration for use with a feature story or advertisement. This may involve combining artwork with a photograph, or combining parts of more than one photograph. While the average reader might be able to tell that you have done this, it is better not to leave anything to chance. State that it is a photo illustration.

Ethical publications never:

- Combine two or more photos to improve on the composition and represent the photo as being the original scene.
- Insert people into photographs who were not in the original scene.
- Remove objects or people from photographs to improve on the composition (other than knocking out complete backgrounds for text wrapping).
- Make any changes to photographs other than normal cropping, improving contrast, dodging and burning, etc.
- “Flop” a negative to make a person face a different direction. Other than depicting something that did not happen, it could also cause a right-handed person to appear left-handed and reverse any writing which might appear.

Unit 9: Using Photographs

Unfortunately, many schools face situations each year in which students or faculty members die during the school year and in many cases there are questions about how to handle pictures of these people. The best thing, of course, is to have a policy in place (see Unit 1) which outlines how the staff will recognize them. In some cases, yearbook staffers have been requested to create a senior portrait of a student who died before having the opportunity to have his or her picture made. While the staff should certainly show compassion toward the family and friends of the deceased, creating a photo of the student in a cap and gown, drape or tux to conform to the standards set up for the senior section is just not an ethical thing to do. If the student did not have a picture made, no picture should appear in the class section. However, that does not prevent the staff from acknowledging the passing of the student in a more ethical, truthful way elsewhere in the senior section.

All pictures that appear in publications, whether taken traditionally or digitally should:

- Be in sharp focus. Fuzzy images detract from the storytelling qualities of the photo.
- Be free from smudges, thumbprints, dust and debris.
- Be free from graininess (traditional) or pixellization (digital).
- Be cropped so the center of visual interest is the dominant thing in the picture.
- Face into the story area, rather than out of it.
- Have complete captions which identify all people in the photo either individually or as a group.
- Be large enough so that each person's face in the picture is no smaller than a dime.
- Be relevant to the story package.

Digital photographs have some additional requirements:

- Digital photos should be taken or scanned in the highest resolution possible. When working with them in Photoshop or another photo manipulation program, staffers can always reduce the resolution, but it is impossible to increase it.
 - Because of the quality of yearbook paper, photos need to be printed in a resolution of 300 lines per inch.
 - Newspapers printed on newsprint which is more porous and allows ink to bleed should be printed in a resolution of about 150 lines per inch.
 - For posting on the Internet, pictures do not need as high a resolution because their appearance on a screen is different from their appearance on the printed page. A resolution of 72 lines per inch is acceptable.
 - Although 72 lines per inch is acceptable for Internet pictures, the resolution is not good enough for print publications. If you have obtained permission to use images from the Internet for your publication, do not use any low resolution images. Most web sites that offer publicity photos or news photos to be downloaded will offer high resolution images.
 - Lower resolution images will not print well in your publication.
 - Do not take images from Web sites without first obtaining permission. Unless the site owner gives you permission to use those images, taking

Unit 9: Using Photographs

them and using them in your publication would be a violation of copyright.

- Some Web sites have information on how to obtain permission to use images; some, like U.S. military sites, grant blanket permission. If you do not see a statement giving you permission to take the images and use them, assume you do not have permission.
- Some preparation ahead of time will eliminate many problems when staffers are preparing pages for publication.
 - Save the picture in the mode in which it will be printed. If you are printing a black and white publication, save the picture in greyscale mode, after correcting any brightness or contrast problems.
 - Crop the picture and resize it so that it will fit into the space allotted for it on the layout. Do not increase the size of the photo because that will reduce the quality of the image and cause pixellization. You can, however, decrease the size of the picture to fit the allotted space.
 - When importing the picture to the pagination program, make sure that it is placed properly so that it does not become distorted through stretching. If it is not the right size, go back to the photo program and resize the original or crop the photo more closely. If it is necessary to resize the photo once it is on the page, follow the directions in the help files of the desktop publishing software you are using so that you do not distort the image.

Caption Writing

A picture may be worth 1000 words, but it still needs a caption to give the reader information about what is going on. Remember, the caption is the third most often used entry point into the story package. More people will read the information in the caption than will read the actual story, so it is important to include pertinent information in the caption.

Rules for caption writing:

- The caption should be a little story about the picture and it should be complete..
- Always write two sentences for a caption, and sometimes you may want to add a third, which could be a quote from someone involved in the story or the person who is pictured.
- The first sentence should be written in present tense and should describe the action in the photo. The second sentence should be in past tense and should give additional information to complete the story.
- A different type style should be used for the caption to set it apart from other text on the page. For instance, if you use a serif type for body text, consider using a sans serif type, boldfaced, for the caption..
- A special type device (boldface, initial cap, etc.) is can be used for caption lead-ins to set them apart visually.

Unit 9: Using Photographs

- Captions should be specific and thorough. Captions extend photos, so don't state the obvious. Don't say: Suzie appears to be leading a cheer at a pep rally, or even that Suzie is leading a cheer. The readers can figure out that much for themselves. Say that Suzie is one of 12 varsity cheerleaders who lead the student body in cheers and chants.
- Begin with interesting leads; the first five words are important. Just as in the text of the story, readers' attention must be grabbed with interest-arousing words.
- Allow the lead-in to refer to the action in a non-obvious way. The lead-in can be in the form of a mini-headline and can be a catchy phrase.
- Don't use "left to right" or similar phrases. The reader automatically assumes that names will be listed left to right.
- Use a variety of adjectives and adverbs, but don't pad the caption. Each word should mean something.
- When writing the caption, consider what has happened (presently) and before and after. This information can make the story more complete.
- Use strong visual, specific nouns.
- Use lively action verbs and avoid state-of-being verbs..
- Vary the style used in captions throughout your publication so that they don't all begin to sound alike. For instance, don't start out every caption with a noun.
- Identify everyone by name if there are six or fewer people in focus in the picture. If it is a larger group (except for group pictures for yearbook), identify the group, such as: George Smith's biology class, or members of the chess club.
- Use complete sentences.
- As with stories, use complete names the first time a name is used, and last name on second reference. (George Bush, then Bush)
- Treat every caption as its own story. If a story package has more than one picture, each caption is separate and apart from every other captions. Exception: You may run a series of pictures with a single caption that tells the story of all pictures in the series.
- Use facts from the story to add color and information.
- Avoid beginning captions with names..
- Don't begin with labels. (ex. football, local)
- Avoid excessive use of verbals (-ing words) to begin captions.
- NEVER use the words "during" or "pictured here", or "shown here". It's obvious.
- The readers can figure that out for themselves.
- Avoid using words like "seems to" and "appears to" or "attempts to" or "tries to". Either it happened or it didn't happen.
- Don't pad the caption just to fill the space. Every word should count.
- Never write joke or gag captions. Ever.

Unit 9: Using Photographs

Some Ways to Write Effective Captions

Now that you've been hit with a bunch of rules on what to do and what not to do, here are some examples of good caption writing, a variety of ways to accomplish the task.

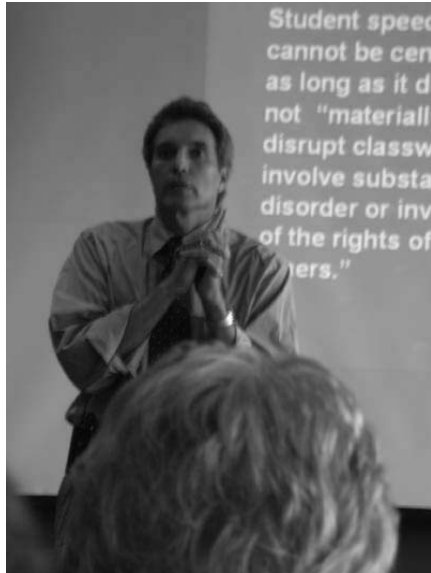


Figure 39: Oliver “Buzz” Thomas. Photo by Dianne Smith

The above photo was taken during a First Amendment Center conference for First Amendment School Mentor Teachers in 2002, sponsored by the Freedom Forum and Newsweek Magazine. Pictured is one of the featured speakers, Oliver “Buzz” Thomas, a First Amendment attorney, journalist and part-time Country-Western song writer, who spoke to educators about honoring the First Amendment at school.

The following examples show how one caption can be written using a variety of grammatical structures to add liveliness to the publication. All captions do not have to sound alike.

- ***Adverb***
Intently listening to the comments of the audience, First Amendment attorney Oliver “Buzz” Thomas thinks carefully before responding. Thomas was part of a conference sponsored by the Freedom Forum and Newsweek encouraging educators to embrace the First Amendment within their schools.
- ***Noun***
A *look* of puzzlement comes over the face of First Amendment attorney Oliver “Buzz” Thomas during a question and answer session with teachers during a conference for First Amendment Mentor Teachers held at the Freedom Forum in Arlington, Va. The conference...

Unit 9: Using Photographs

- **Gerund**
Helping classroom teachers to understand the importance of the First Amendment is the aim of attorney Oliver “Buzz” Thomas, a speaker at a conference for educators sponsored by the Freedom Forum and Newsweek. The program included....
- **Participle**
Listening intently to the comments of the participants at a conference sponsored by the Freedom Forum and Newsweek, First Amendment attorney Oliver “Buzz” Thomas explains how teachers can help their schools make students’ freedoms come alive. The conference....
- **Infinitive**
To help teachers understand the importance of the First Amendment and its relevance at school, attorney Oliver “Buzz” Thomas answers questions during a session at a conference sponsored by the Freedom Forum and Newsweek. Thirty-two teachers, selected as First Amendment Mentor Teachers, came from all over the United States to participate in the event.
- **Prepositional Phrase**
In an attempt to help teachers understand how they can help their schools make the First Amendment more relevant to students, attorney Oliver “Buzz” Thomas answers questions from participants at a conference sponsored by the Freedom Forum and Newsweek. The teachers gathered in Arlington, Va., to discuss ...
- **Adjective**
Intense concentration covers attorney Oliver “Buzz” Thomas’ face as he listens to questions about the First Amendment from teachers attending a conference in Arlington, Va., sponsored by the Freedom Forum and Newsweek. Thomas, a First Amendment attorney, former journalist and part-time song writer, spoke to the teachers during a session on...

Print Name _____ Period _____ Date _____

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Activity 9:1 Analyzing Photos

Directions: Clip 10 action photographs from the community newspaper, along with their captions. Analyze each one, using the following form:

	Date of Photo	Name of Photographer	Describe composition of photo: Rule of 3rds? Move in close? Lighting? Contrast	Technical quality of photo: Free of scratches, thumb-prints, dust Or debris?	Does caption entice reader to move from the picture to the story? Why or why not?	Rate the overall picture on a scale of 1-10, with 10 being the best.
Photo 1						
Photo 2						
Photo 3						

Activity 9:1 Analyzing Photos

Photo 4						
Photo 5						
Photo 6						
Photo 7						

Activity 9:1 Analyzing Photos

Photo 8						
Photo 9						
Photo 10						

Print Name _____ Period _____ Date _____

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Activity 9:2 Writing Captions

Directions: Using the photographs below and the information that is given for each one, write a caption for each.

Example:



Figure 40: Photo from Hastings High School. Used with permission.

Math teacher Charlotte Ellzey explains to sophomore John Jenkins how to use a graphing calculator. The calculator was one of 150 obtained through a grant from the campus Shared Decision-Making Committee. “Calculators must be replaced periodically as technology improves in order for our students to have the best experience possible,” Ellzey said.

Sentence 1 is in present tense and explains what is happening in the picture without stating the obvious. Sentence 2 is in past tense and gives a little insight into what is going on. Optional sentence 3 is a quote from one of the subjects in the picture.

Activity 9:2 Writing Captions

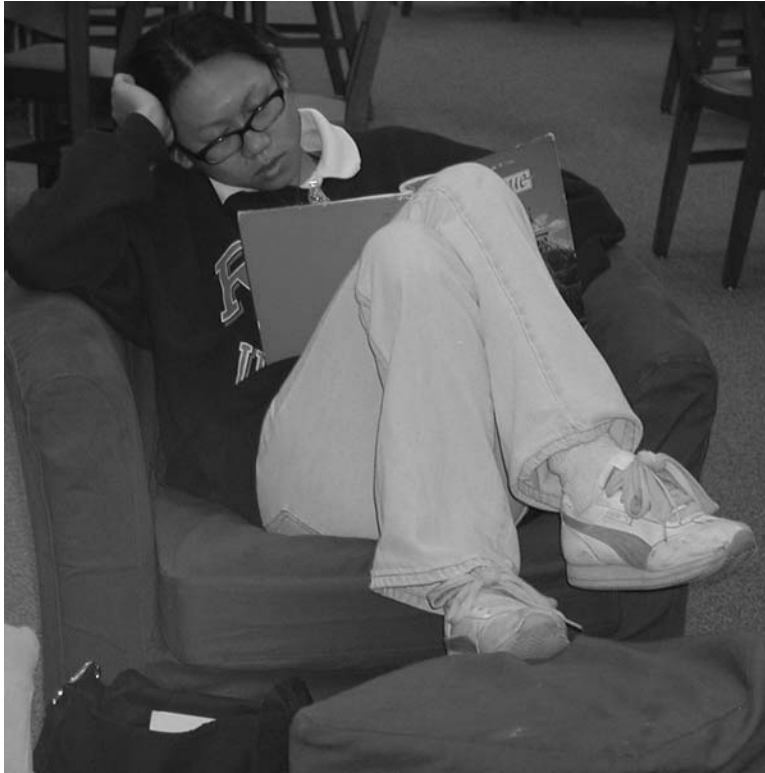


Figure 41: Photo from Hastings High School. Used with permission.

Facts:

Who: Rebecca Chin, sophomore

What: dozes off while reading

When: early morning before school starts

Where: Campus literary café

Background: The Literary Café is a project of the campus library. Students can read fiction, magazines or newspapers and enjoy a snack and a cup of hot chocolate. The Literary Café is open from 6:30 a.m. to 3:30 p.m. daily.

Caption:

Activity 9:2 Writing Captions



Figure 42: Photo from Hastings High School. Used with permission.

Facts:

Who: Edgar Ayala

What: Checking the settings on his camera before shooting a picture for the yearbook.

When: During third period

Why: to meet a deadline

Quote: “Being a photographer for the yearbook staff has given me a real sense of responsibility. Knowing that I have to meet deadlines or the book may not be distributed on time forces me to pace myself to get all my assignments done.”

Activity 9:2 Writing Captions



Figure 43: Photo from Hastings High School. Used with permission.

Facts:

Who: Adriana Pichardo

What: wears a tee shirt with a popular slogan

Why: tee shirts with slogans have been popular campus wear this year.

Quote: "Tee shirts with slogans are fine so long as the slogans are not offensive or do not advocate anything illegal", John Smith, assistant principal, said.

Activity 9:2 Writing Captions

Following are three pictures from a pumpkin carving contest. Write a single caption which will explain all three pictures to run as a picture story:



Figure 44 Pictures from Hastings High School. Used with permission.



Figure 45



Figure 46

Facts:

Who: Art club

What: sponsored a pumpkin-carving contest. All students were invited to participate. Entry fee was \$5 per person.

When: the week before Thanksgiving

Why: to raise money to buy Christmas gift baskets for needy families

Quote: "I had a great time with friends, got to be creative, and helped out our community all at the same time," Mark Wood, junior, said.

People in pictures include: (1st picture) Mark Wood, junior; Ruben Sanchez, sophomore. (2nd picture) Becky Smith, sophomore; Lisa Nguyen, senior; Robin Smith, senior. (3rd picture) Steve Williams, senior

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Unit 10: Advertising

Objective(s):

The learner will:

- Recognize and understand the various advertising appeals.
- Understand and articulate the differences between display and classified advertising
- Be aware of the economic function that advertising serves
- Design an ad
- Sell advertising for school publications

Vocabulary:

appeals, weasel words, slogan, logo

Advertising plays a vitally important role in publications, because that is what pays the bills. It also helps to educate the public about products, goods and services, and advertising helps to stimulate the economy.

In professional publications, the ratio of advertising to editorial matter is roughly 80: 20. This means that 80 percent of the publication is devoted to advertising messages, and only 20 percent remains for the stories, photographs and other editorial matter. The advertising is what pays the salaries of the newspaper staff and pays the costs of producing the publication. While most publications also sell subscriptions, the cost of the subscription is negligible when compared to the actual cost of production.

In scholastic publications, advertising is often sold by students to defray the cost of producing the newspaper, literary magazine or yearbook. Because publications often receive funding from schools (salaries for the instructors and equipment and supplies are often provided by the school district), and because scholastic newspapers are usually not in business to make a profit, the ration of ads to editorial matter is much lower. Advertising sales, however, do help the publication and are beneficial to the readers. Advertising in the school newspaper, magazine or yearbook should also be beneficial to the advertiser, who hopes for a return on his or her investment.

Recent studies have shown that American teenagers have a powerful impact on the economy. A recent PBS documentary, “The Merchants of Cool”, estimated that American teenagers spent approximately \$150 billion per year on goods and services. This is money spent in local communities on fast food, clothing, movies, CDs, automobile maintenance and other goods and services.

In order to cash in on teen spending, local merchants need to reach this audience, to invite teenagers to spend money in their establishments. How better to reach this audience than to advertise in school publications?

However, some merchants may be reluctant to advertise in school publications because they either are not aware of the amount of money that teens spend or because they are very cautious

Unit 10: Advertising

about spending their advertising dollars. In order to convince these potential advertisers that targeting the teenage market through well-placed ads in scholastic publications, many high school staffs conduct periodic marketing surveys, to analyze their students' spending habits and create a report to share with local merchants. The surveys often yield surprising results. For instance, one large suburban high school in Houston, Texas, discovered that their student body spent approximately \$8 million per year on fast food alone. What local McDonald's franchise owner would not want a piece of that action?

How does advertising work?

Advertising cannot create a need for a product or service, because as humans we have only the basic needs of food, clothing and shelter. There are some other things that make life a whole lot nicer, though, and advertising can create a desire for certain products and services through the appeals, many of which are actually propaganda appeals, they use to persuade you to part with your money.

- ***Transfer or Masculine/Feminine Appeal.*** The key to the ad is atmosphere. It creates an impression of a "perfect person". You see the "perfection" in the ad, and the message you get is that you will "transfer" the qualities to yourself. Examples: Nike—makes you more athletic; Cover Girl--makes you more beautiful.
- ***Desire for Possessions.*** The ad makes people want to buy or choose a particular product over another. Brand recognition/ preference, as in Rolex over Timex, Levis over Roebucks.
- ***Luxury and Elegance/Snob Appeal.*** Creates a feeling of envy or desire for this "fine" product. Grey Poupon.; Pollander's All Fruit.
- ***Search for Adventure.*** Ad gives the impression that buying the product will change your life, fill it with action and adventure. The ad tries to unsettle the viewer. 4 Wheel Drive vehicles.
- ***Too Fat/Too Thin/Less than Perfect.*** Ad tries to get consumers to change by making them dissatisfied with how they look. (Do you have wrinkles? Are you 10 pounds overweight?)
- ***Loving Couples/Romance.*** Ad reveals an attraction between the sexes. Extension of masculine/feminine. Buy this product and you'll have the opposite sex swarming all over you. Fragrances, automobiles, cosmetics, and even products you would never associate with sex appeal, such as flour.
- ***Emotional words appeal.*** Ad appeals directly to the sensitivity of the consumer. (Marines: The Few, the Proud, the Marines. Army: Be All that You Can Be. Christian Children's Fund, etc.)

Unit 10: Advertising

- **Past, Present, Future.** Ad has a concern for time, concentrates on the “youth giving qualities” of a product, such as Oil of Olay, or the life-lengthening qualities of a product, such as Tide.
- **Humor.** Ad evokes a laugh or chuckle from the consumer. Corn Nuts.
- **Endorsement/Prestige identification.** Well-known personality uses the product and pitches it to you. (Bill Cosby and Jell-O; Michael Jordan and Nike)
- **Play on Words.** Uses a catch phrase that conveys a message, uses wit effectively. (Coke Adds Life. The Real Thing)
- **Statistics.** Ad uses facts and figures to prove the quality or the popularity of the product.
- **Plain Folks Appeal/ Slice of Life.** Ad uses an “every day” appeal; uses ordinary people to recommend a product or service.
- **Bandwagon.** Ad shows you that “everybody” is doing it, appeals to you to be a part of the “in” crowd. (Pepsi Generation, Be a Pepper.)

What makes an ad work?

There are two principal types of ads in a print publication, *classified* and *display*. Classified ads are all placed into one section of the newspaper under a variety of classifications, such as “help wanted,” “cars for sale,” “homes for rent.” They are usually priced by the word or the line of type and are small. A display ad is larger, priced by the block or column inch, and can appear anywhere in the publication.

There are generally five parts to an effective ad.

- **Art/Photo**
 - Can be a drawing, a photo, or type used as a graphic element.
 - Use simple layouts: one art element is more effective than art in every corner.
 - Photos of the product are one of the most effective ways to sell it.
 - Put a caption under any photos
- **Headline**
 - Grabs the reader’s attention and interest
 - Headline idea should promise to deliver a benefit about the product or appeal to the readers’ curiosity.
- **Copy**
 - Presentation and support of product claims
 - Lets readers know WHY they need this product
- **Call to action**
 - Try to get the reader to do something: come to a store, select a particular brand, write for more information
 - Should include all the information necessary for the reader to act: name of store, hours, times, deadlines, phone numbers
 - Motivate the reader to act with a special offer or time limit or a special price

Unit 10: Advertising

- **Business Identification**

- Business name, address, phone, hours, directions
- Use company logos
- Avoid making business name your headline or dominant art. What you're offering is usually more important than who is offering it.

The purpose of an ad is to increase sales for the advertiser. This is true whether the ad is placed in a slick colorful magazine or in a high school newspaper. An ad that consists of nothing but a business card will not increase sales for the advertiser...the ad must contain a "pitch" in order to be successful.

- The ad should be persuasive; it can help persuade people to take action
- It should be informative; it helps to inform people that goods and services exist.
- It can be entertaining in its presentation.
- It is educational, telling people about things of interest and importance to them.

The ad needs to be constructed so that it attracts the attention of potential customers and holds that attention while it explains the benefits of using the product or service. Here are several ways you can increase the power of your advertising:

- Use large illustrations or pictures. Artwork attracts about 50 percent more readership than ads without artwork. Ads with photos of students attract twice as much attention as ads with artwork. The ads that have neither will probably go unnoticed. The illustration or photo should be large enough to be seen. Make it the focal point of the ad.
- Headlines attract attention, promise benefits.
- The primary headline should go at the top of the ad and should be in big, bold type which looks significantly different from the type used for the body copy. You might choose a bold sans serif for the headline, while using serif type for the body text. This headline should promise a benefit for the consumer, such as "Cleaner, fresher breath" or "Look younger instantly!"
- The secondary headline could be two or more lines which expand on the benefits promised in the primary headline, or it could be used to lead into the text. This is an optional, but effective headline.
- An optional slug head can be used to draw the reader's attention to the body text. It will be in bigger, bolder text than the rest of the body copy.
- A tag line, generally placed near the company or product logo, follows the body copy and is a catchphrase or slogan that the consumer will remember. "The Real Thing."
- The body text should be informal and informative. Give information on why this product is better than the competition's version, statistics (but don't sound clinical), reasons to buy the product, etc.

Unit 10: Advertising

- White space lets the ad breathe. There should be at least a pica of white space between each element in the ad, and between the elements of the ad and the border.
- Keep it simple. Don't use a lot of different typefaces that will fight with one another. A crisp sans serif type for the headlines and a good readable serif type for the body copy are good choices. The company/ product logo may be in a special font, and you don't want to detract from that. Keep your border simple. A 1-point rule line is a good choice.
- Don't be tempted to put clipart into the ad. Let the headline, illustration and body text tell the story of the ad. The more you put into the ad, the more cluttered it will appear.

Layout of a typical ad:

Headline attracts attention

A two-line secondary headline gives more info on the benefits of the product



Figure 47: Ad layout

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Weasel Words

Listen or read carefully to see what the ad is really saying. Advertisers want consumers to believe that their products will perform miracles, transforming them from ugly ducklings into beautiful swans, or making their lives easier or more complete. They stop short, however, of making claims that their products will absolutely accomplish these goals, because they must adhere to truth-in-advertising laws. They do, though, word their copy carefully, planting the idea of such promises, but qualifying these statements with “weasel words.”

In reality, the “weasel words” negate the claims the ad copy makes.

Some examples:

- Brand Y will *help* you get fresher breath, whiter teeth.
- Makes your dishes *virtually* spotless.
- Will absorb *up to* 47 times its weight in excess stomach acid.
- *May* prevent heart attacks if taken daily.
- *Your mileage may vary.*

In addition, advertisers protect themselves from law suits through the use of disclaimers.

Some examples:

- See your doctor before starting any exercise program.
- This product is for men only. Pregnant women must not handle this product.

Selling Ads

Advertising is what pays the bills for a publication, and learning to sell advertising space is just as important as knowing how to create the ad itself. Different publications staffs handle selling ads in different ways, but most of the time it comes down to either individual sales efforts or team sales efforts and whatever works best for the publication.

Here are some tips to use in planning your advertising sales campaign:

- Compile a list of businesses and assign each one to a student or to a team. The advertising manager should maintain, publish and frequently update a list of staff members and their advertisers.
 - No more than one staff member or team should call on an advertiser. Business owners are busy people and do not appreciate having two or three different students or teams calling on them for the same thing. It also makes your publication look disorganized and inefficient.

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- Ads can be assigned by location, type of business, or by staffers' interests and connections.
 - Assigning by location
 - Helps prevent people from crisscrossing all over the city, wasting time.
 - Assigning by business type
 - Staffers with a background in a certain product or activity, such as computers, fashion, skiing or skateboarding, might be more effective in convincing merchants to purchase space.
 - Assigning by connections
 - Staffers whose relatives and friends own businesses can sell ads to those businesses. Students who are employed in certain businesses may be able to sell an ad easier than a random staffer.

If the Advertiser Says No

Some merchants are not convinced that buying ads in student publications will be beneficial to them. They may be unaware of the buying power of the teen market which nationally has about \$150 billion dollars to spend annually. Having the results of a marketing survey to show the merchant is a great way to show him or her just how much buying power your student body has.

Specific objections that merchants sometimes give for not buying ads in student publications can be countered if the selling staffer has the right information.

Here are some ideas for handling objections:

- I don't think I'll get much benefit for my advertising dollar.
 - Response: Ad space in our publication is a good buy for you. Each newspaper/yearbook is taken home and read by many people. Students keep their yearbooks permanently, so there will be long-term exposure for your ad. An ad in the newspaper will target a specific group of people with money to spend. Advertising in student publications makes a great statement about your support for the school and the students, and the families of these students will remember how you supported them.
- You made a mistake on the last ad I ran, so I don't think I'll advertise with you again.
 - Response: We are sorry for any errors we may have made before, and we hope you will give us another chance. We have learned from our mistakes, and we now proofread every ad twice. We'd be happy to bring you a copy to approve before we go to press.
- I get so many requests for my advertising dollar that I just can't spend with everyone.
 - Put your ad where it will do you the most good: in the student newspaper. Our students spend a large share of their money in this community. As you can see from our survey results, students are a large and very valuable market to reach. You can do that in our publication.

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- We've had a difficult year, and I just don't have a very big advertising budget available.
 - Response: We appreciate your concern about getting the most value for your money. Student publication advertising reaches a large number of people at a very reasonable rate. This year we're printing _____ copies of the yearbook (or _____ copies of _____ issues of the newspaper). Your ad costs only _____ cents per book (or per issue) and is seen by not only the _____ students who purchase the book (or who receive the paper), but also by many other family members and friends. Our advertising program offers you several options.
- I can't make a decision about advertising and the boss is out.
 - Response: May I make an appointment to return? In the meantime, I'd like to leave this information sheet about our newspaper and yearbook and our advertising opportunities. Thank you for your time.
- What good will it do me to run an ad that only gets read once a year at delivery time?
 - Response: Your ad will be read over and over many times through the years. Each yearbook is an attractive, personal book that is kept permanently and read by many people. In addition, the advertising section is often used for autographs, which causes many more people to see the ads as they are signing or reading the words of their friends.
- Students aren't big spenders, so we don't direct advertising toward them.
 - Response: Many of the students at our school have jobs and earn their own spending money. Our survey shows that students spend about \$_____ in the community during the school year alone and \$_____ on the products you sell every month. In addition, students influence where their parents spend money.
- Nobody reads the ads at the back of the book.
 - Response: We have designed an ad section that will interest students and draw greater readership to the ad section. This year we will run current events stories and our index listing in the ad section. We think that will guarantee that your ad will be seen by many people.
- I consider an ad in the student newspaper to be a donation of sorts.
 - Response: An ad in our student newspaper is a product of value to you. You benefit from having many readers see your ad. And our design and copy efforts will help make sales for you. We print _____ copies that are distributed free to students. It's a great way to reach a targeted audience.
- We don't advertise in school publications.
 - Response: It's the best way to reach the students at our high school who spend about \$_____ a month in our community. In addition, our publication goes home to be read by family members. They'll appreciate the fact that you support the school and their school efforts.

Compiled from workshop handouts

Project 10:1 Advertising Notebook

Directions: Advertising is all about presentation. Products and services have to look appealing if consumers are to spend their money on them.

- Neatly cut and trim 10 advertisements from magazines or newspapers. Be sure to get the entire advertisement.
- Neatly mount each ad onto a sheet of white paper or construction paper.
- On a sheet of plain white paper, type the following for each ad:
 - Name of advertiser
 - Publication from which you took the ad
 - List of each of the advertising appeals which appear in the ad
 - An analysis for each ad, in which you discuss:
 - The target audience for the ad
 - Are the appeals in the ad appropriate for the target audience?
 - What type of benefit is promised in the ad?
 - If there is a slogan used, is it memorable? Why or why not?
 - What weasel words are included in the ad? How do they change the meaning of the message being conveyed?
 - What does the ad imply will happen to you if you purchase this product?
 - What do you particularly like about the ad presentation?
 - What do you dislike about it?
 - Would the ad make the product or service appealing enough for you to spend your money on it?
 - What overall “grade” would you give the ad?
- Arrange the ads and analysis sheets so that the ad is placed in front of the sheet. Number each page.
- Neatly type a table of contents for the front of your project to list the various advertised products and the pages on which they can be found.
- Using construction paper, make a cover for your advertising notebook. Remembering that “presentation is everything”, make your cover unique and inviting.
- Staple your cover to the outside of the pages you have prepared, and turn in to your instructor.

Date due: _____



Print Name_____Period_____Date_____

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Project 10:2 Creating an Advertisement

Directions:

- Create an advertisement in the space provided on the following pages for a new brand of pizza.
- This can be a commercially prepared pizza that can be eaten in, carried out or delivered, or it can be a frozen supermarket pizza to be prepared at the consumer's home.
- Use at least three of the advertising appeals that have been discussed.
- Your ad should include:
 - A large headline
 - A sub headline
 - A large illustration (several are provided for you, or you may find your own)
 - Advertising copy of at least 50 words to describe the product and its benefits
 - A slogan which will be easily identified with your product.
 - A coupon or some other incentive to entice customers to buy your product.
- Your ad should be neat and attractive. Remember, in advertising, "presentation is everything."
- You may do your ad in color or black and white.

Project 10:2 Creating an Advertisement

You may use any or all of these pictures as illustrations in your pizza ad. You may use the entire picture or cut it down to fit your space. Make sure any alterations are done neatly. All clipart is from www.clipart.com and is used with permission. If you would prefer, you may search for your own illustration online or in publications.



Figure 48: Pizza 1



Figure 49: Pizza 2

Project 10:2 Creating an Advertisement



Figure 50: Pizza 3



Figure 51: Pizza 4

Project 10:2: Creating an Advertisement

Create your ad in this space. You may use this space for a rough draft, then create your final ad on the computer if you desire. Or you may use this space for your final ad. Your copy and headlines must be typed.

Due Date: _____

Activity 10:1 Creating a Survey

Directions:

Part I:

To convince potential advertisers that their ad in your newspaper or yearbook would be a good investment for them, it is necessary to provide the merchants with facts and figures to prove to them how much impact your students have on the local economy. Using the following as a guide, develop a survey that can be used to determine the spending habits of your readers.

The result of a survey should be that it convinces merchants that your publication is a good place to reach a valuable group of customers.

Decide:

- Who should get the survey
- How many students should receive one
- What approvals you need to obtain
- What advance publicity will be necessary
- When it will be distributed
- How it will be collected
- How it will be tabulated
- What information you need to know about the person filling out the survey
- What questions you can ask to determine how much money students have to spend
- What products and services you want to ask about

The beginnings of a survey

Use the following questions to brainstorm more questions. Put them in a logical order. Use your knowledge of your area to customize questions to get the answers you need.

Survey random students at lunch time or after school, or provide a survey form for each student at school to fill out. If you do a random survey, after you get your results, you will need to find the average and multiply by the number of students at your school to get a school-wide picture. For example, if you ask how much students spend weekly on fast food, and the average answer is \$20, then multiply that number by the number of students enrolled to get the answer.

Finding out everyone loves Mexican food is valuable—but not as valuable if there are no Mexican restaurants within your circulation area. Phrase the answers in a multiple choice format and use Scantron sheets to tabulate the answers or choose another method as directed by your instructor. Then, work the percentages.

Activity 10:1 Creating a Survey

Your age

Your gender

Your race (add a decline to answer box)

How often do you eat out?

How much do you spend when you eat out?

Do you eat out with your family?

How often?

Your favorite foods (suggestion: personalize by what's available in the selling area.

Example:	a. burgers and fries	OR	a. salads
	b. pizza		b. wraps
	c. salads		c. chicken
	d. tacos		d. Thai

How often do you buy music?

What format? (vinyl, cassette, CD)

How often do you rent movies?

What kind of movies?

How often do you go to the movies?

What are your favorite hobbies?

Do you get an allowance?

How much?

Do you work?

How many hours a week?

Your average take-home pay? (Be realistic here. \$7 an hour x 20 hours likely means less than \$100. Do some research on what the average wage is in your area.)

Your average savings?

Activity 10:1 Creating a Survey

How often do you buy clothes?

Where do you most often buy clothes?

What's your favorite place to shop?

Do you shop on-line?

--from "The Beginnings of a Survey", a workshop handout by Scoobie Ryan, University of Kentucky

Part II: Conduct your survey

Part III: Tabulate the results

Part IV: Compile your findings into a typed report in which you describe your student body, how many students are in your school, how many were surveyed, how much students spend, etc.

Print Name_____Period____Date_____

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Activity 10:2 Sell an Ad for School Publications

Directions:

- Prepare a list of potential advertisers, their addresses and phone numbers.
- Your instructor will go over a copy of the advertising contract with you so that you understand how to fill it out properly.
- Individually, or in groups of 2, as directed by your instructor, select a merchant to visit with concerning advertising for one or all of your school publications. Your visit will probably have to take place outside of school time.
 - Some merchants prefer for ad representatives from publications to call in advance for an appointment. However, it is easier for a merchant to say “no” on the phone than it is in person. You will need to use your best judgment on how to proceed.
 - Some merchants respond better to males; others respond better to females. Many schools send teams of one boy and one girl to a merchant for ad sales.
- Dress appropriately. Normal school clothing is fine; no one expects you to dress like you work on Madison Avenue, but you do need to dress conservatively—no holes in your knees, no plunging necklines, no bare midriffs.
- Take with you a copy of the survey you did about the spending habits of your students so that you will have concrete information to share with your prospect.
- If possible, take a previous issue of the school newspaper, literary magazine or yearbook so that the merchant can get a better idea of what you are asking him/her to purchase space in.
- Be positive. Do not say, “You don’t want to buy an ad, do you?” because in all likelihood, the answer will be “No.” Instead, introduce yourself, tell the merchant which school and publication you represent, and show them your publication before asking them about purchasing an ad.
- Show the merchant the results of your marketing survey and be prepared to answer any questions.
- Explain to the merchant what sizes of ads are available and what the prices are. If you have discounts for multiple insertions or for paying in advance, explain those.
- If possible, close the deal. You will need to arrange to give a copy of the contract to the merchant. You can do this by filling out two copies of the contract and leaving one with him or her, or you can arrange to fax or mail a copy back to the store. Some schools use NCR forms which make carbon copies; if that is the case, tear off the merchant’s copy and leave it.
- It is possible that the merchant will want to take a day or two to think it over. If this happens, be gracious...at least you have not been told “no.” Tell the merchant you will call him in a couple of days to see what he has decided. Then remember to **DO THAT!**
- Log your visit on the log sheet provided on the next page. This will serve as a permanent record of who has bought an ad, who has said a definite no, who is still thinking about it, etc. Plan follow-up visits from the information on this sheet.

Activity 10:2 Sell an Ad for School Publications

Merchant	Address	Phone No.	Ad Bought?	Issue #	Date of Follow-Up Call or visit

Print Name_____Period_____Date_____

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Activity 10:3 Writing Letters

Directions:

While calling on advertisers in person usually produces better results than writing or calling on the phone, sometimes managers at chain stores do not have the authority to approve advertising and must rely on management at the main headquarters to make those decisions. In cases like this one, it is a good idea to write a letter inviting the business to advertise with your publication.

From the list of advertisers your class has compiled, pick out five potential advertisers. Compose a letter inviting the merchant to advertise with your school publication(s). Include information about how many students the ad will reach, results from the survey you have conducted, ad rates and any other information, such as upcoming special events (Homecoming or Prom) that might entice the merchant to advertise.

When you're the wording of your letters has been approved by your instructor, type the letters according to the business style taught by your school, and proofread them carefully. Correct any mistakes, and prepare them to mail to the merchants you have chosen.

After one week, with the permission of your instructor, give the merchant a follow-up phone call, introducing yourself, and explain the purpose of your call. Try to close the deal with an ad sale for your newspaper or yearbook.

Print Name_____Period_____Date_____

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Unit 11: Layout and Design

Objective(s):

The student will:

- Understand the reasons behind and the concept of modular design.
- Recognize and be able to construct story packages
- Create a page layout

Vocabulary:

module, modular, packaging, columns, nameplate, flag, grid

With all the competition for the attention of news consumers today, layout and design have taken on a new importance. Television brings moving pictures and sound bytes into the viewer's living room; the Internet news sites keep readers updated by the minute. Radio news can provide on the spot coverage. The biggest advantage that traditional newspapers have is that they can provide more in-depth coverage and provide a permanent, tangible presentation of facts. However, this takes time; the newspaper will not be published for several hours after a story breaks. The other media will have already broken the story. The newspaper then must present the news in a way that is appealing to the readers who may have already gotten the basic information from radio, television or the Internet.

Presentation is everything. We've stated this before, and it holds true here as well. Readers will not look at something that is not visually appealing. There is too much out there vying for their attention for them to waste their time on something that is not attractive or packed with meaningful content.

Packaging related stories and tying them together with visual graphical elements helps to organize information and make it visually appealing to readers.

Modern newspaper design is modular. This means that each page is constructed with story modules, or rectangular shaped packages. Each story package is made up of a combination of elements which may include text (headlines, by-lines, story copy, captions), graphics, photography and white space. The modules are stacked to form a larger module, the rectangular page.

Unit 11: Layout and Design

Module 1: Nameplate and folios

Module 3: Consists of picture and caption, headline, story text, by-line, mug shots

Module 4: Headline, sub-head, story, by-line



Module 2: This is the lead story module, consisting of the headline, subhead, dominant photo with caption, two stories with headlines and by-lines.

Module 5: Index and teasers

Figure 52: Modular front page, St. Petersburg Times, March 3, 2004

The inspiration for modular design comes from the artistic works of Piet Mondrian, a 20th Century painter whose crisp, clean geometric designs look as though they could have been planned on a newspaper grid sheet.

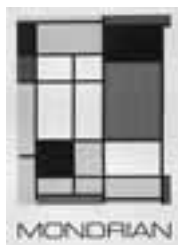


Figure 53: Mondrian painting

Mondrian's "Composition in Red, Yellow and Blue" is often cited as an artistic rendering of modular design.

Newspaper Design

Modern newspapers are published in one of two basic formats, although there are some variations in size within each format.

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Broadsheet newspapers are the larger of the formats, running approximately 17 inches wide and 22 inches long. *Tabloid* newspapers are smaller, measuring approximately 11 inches wide by 17 inches long. Supermarket tabloids are so named because of their size, not their content.

Modular design works well for both sizes.

Layout Grid Sheets

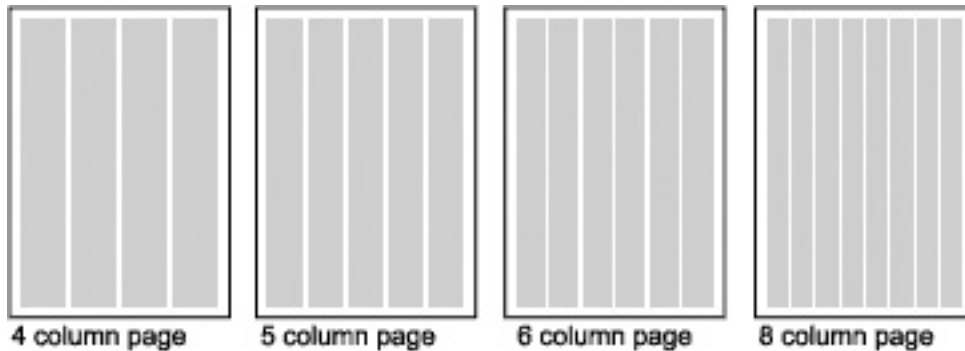


Figure 54: Typical column configurations on a layout grid.

Most designers go straight to the computer and use a desktop publishing program such as Adobe® InDesign® or Quark XPress® to create layouts for pages. However, it is helpful for beginning designers to use an actual grid sheet and a pencil and ruler to map out what will go on a page before they try to do it on the computer.

Layout grid sheets are usually available in both broadsheet and tabloid sizes from commercial printers, but it is also possible to use smaller pages with columns and inches drawn to scale. Using these for preliminary page sketches can help student designers plan out the pages of the publication.

A typical grid sheet is true-to-size with inches marked down the side. The page is also marked off in tiny squares, or picas (1/6 of an inch). Guides for dividing the page into three, four, five, six, seven or eight columns are generally marked off and the designer pencils in the columns and white space between the columns before beginning the design.

Unit 11: Layout and Design

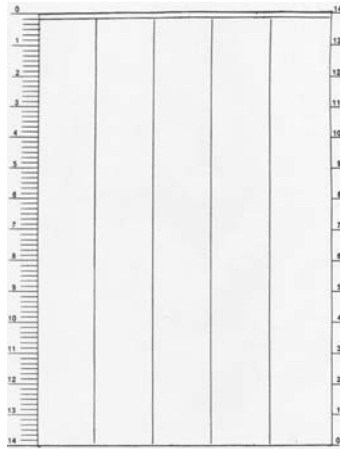


Figure 55: A broadsheet layout grid marked off into five columns.

Layout Basics

The only real iron-clad rule in layout is that you should never hesitate to break a rule if you have a good reason to do it. However, it is necessary to know the rules before you can break them, and know when it is okay to break them. This unit will give you the basics. As you get used to following the rules, you will begin to see situations that call for some rule-breaking, but you do need to understand the rules first.

Items That Go on the Front Page

In addition to the story package modules, certain information appears on Page 1, including:

1. Nameplate and folio information
2. Optional index, a listing of categories of information, such as sports, opinion or deaths, which appear inside the newspaper
3. Teasers, which call attention to specific stories inside the newspaper
4. Optional weather forecast

The nameplate

The nameplate, or flag, as it is sometimes called, identifies your newspaper. Located at or near the top of the first page, it is big and bold with its announcement of the name of the paper. It also includes a folio line containing important information concerning the paper and the current issue. Scholastic newspapers often name the school, give its address, the volume number and issue number and the date. Community newspapers may contain a slogan (such as the New York Times' slogan: All the News that's Fit to Print), the number of pages in the current issue, and the price per copy.

The nameplate remains the same from issue to issue, but may be redesigned if the publisher feels it is not conveying the proper image to the readers. The selection of a typeface for the nameplate

Unit 11: Layout and Design

is a complicated process. Publishers may want to stress that the newspaper has traditional values, and so may choose a text typeface such as Old English. Serif typefaces such as Times New Roman or Palatino indicate that the newspaper may be trying to appeal to a conservative readership. Sans serif typefaces project a more modern philosophy. A newspaper trying to attract younger readers may opt to redesign the nameplate to look more modern.



Figure 56: Detroit Free Press nameplate



Figure 57: New York Post nameplate



Figure 58: Nameplate of Texas Association of Journalism Educators newsletter



Figure 59: Nameplate for Bear Facts, Alief Hastings High School, Houston, Texas

Unit 11: Layout and Design

Following is a step-by-step guide to designing the front page of a newspaper.

Figure 60: Step 1



1. Place the standing elements on the page first. The standing elements include the nameplate and teasers. Teasers can go above the nameplate across the page, across the bottom of the page or down one side of the page. When these are placed on the page, there should be a rectangular space left for the front page story.

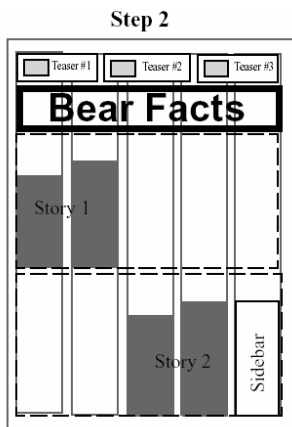


Figure 61

Step 2

2. Determine how many stories will be placed on Page One, along with headlines, artwork, photographs, captions, sidebars, etc. For a tabloid layout, one or two stories will be sufficient. If you have more than that, the stories will have to be jumped to a different page, a practice readers and judges do not like very much.

Dummy in the modules that will make up your page. If you have one story, you will have one module. If you have two stories, there will be two modules.

Place your story(ies) on the page, dividing it into columns of equal length. The first column should provide room for the byline at the top of the column. The number of columns will depend on the size of your artwork or photograph, and the number of other elements you have to go with the story. The top story on the page should have the dominant photograph. If there are two photographs on the page, the bottom photograph should be on the opposite side of the page from the top photograph to achieve balance. Leave room for your headline, which should go either above the story or to the left of the story. Make sure that the columns line up at the top and the bottom.

Unit 11: Layout and Design

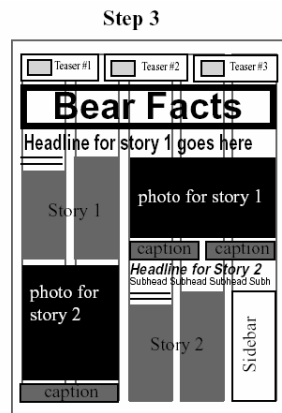


Figure 62

3. Carefully place your photographs or artwork on the page. Photographs require captions which should be placed below, above, or adjacent to the photographs. Allow room for a photo credit for each. Artwork requires a credit as well.

Place your captions. Captions should be set no more than 2 columns in width. A three column photo's caption can be divided into two 1 1/2-column legs. If captions are adjacent to the lower part of the story, as in the illustration, make sure the captions line up with the stories on the bottom edge.

Finish the page by placing the headlines and the bylines for the stories. Double check to make sure the internal margins remain consistent. There should be one pica of space between elements, unless your specific newspaper layout style calls for a different measurement. If you placed temporary boxes for your modules, delete them now.

The example to the left is modular. The elements for Story 1 include the headline, story with byline, photo and caption. This entire package forms a rectangular module. Story 2 consists of a photo with caption, headline, subhead, story with byline and a sidebar. All of the elements in this package form a rectangular

Design Tips

- All story packages should be shaped like rectangles.
- For page one, place standing elements on the page first: nameplate, teasers, index, etc. Make sure the space that is remaining can be divided into workable modules.
- Create a hierarchy, through the placement of story modules. The most important stories should go near the top of the page, with lesser important ones lower on the page. The reader can then tell at a glance what is important.
- Every page should have a dominant photo or artwork, also called a center of visual interest.
- Photos should face into the story module, not out of it.
- Every story must have a headline.
- Every photo must have a caption.
- Use no more than three typefaces per page, including the typeface used in the nameplate.
- All design elements should have a reason for being there. Don't just put something on a page to take up space.

Unit 11: Layout and Design

- Keep key design elements (nameplate, typefaces for body text, headlines, captions, etc.,) consistent from issue to issue to help the paper establish an identity.
- Keep internal margins consistent, usually 1 pica.
- Headlines should get smaller as you move down the page.
- Keep the number of typefaces to a minimum, no more than two (serif and sans serif) or three (serif, sans serif and decorative, if there is a reason to run a decorative type)
- Have vertical and horizontal modules for contrast.
- If color is used, it should mean something. It should help convey information to the reader. Color costs money, so don't use it just for the sake of having color on the page.

Inside Pages

Inside newspaper pages also use modular design. However, rather than the nameplate, the page is identified through the use of a folio line at the top of the page that gives the page number, date, section information, name of the paper or other pertinent information. The folio line should be unobtrusive and should never be more than one-fourth inch deep.



Figure 63: Folio

Many newspapers use a standing head, which resembles a nameplate, for the opening page of each section. These should be no more than one inch deep.

Unit 11: Layout and Design



Figure 64: Standing Head

Many inside pages also contain advertising. Since this space is purchased by the advertiser, the ad space needs to be blocked off on the page before anything else is placed. Advertising should never be placed on the editorial or opinion pages and it should be avoided on the center spread.

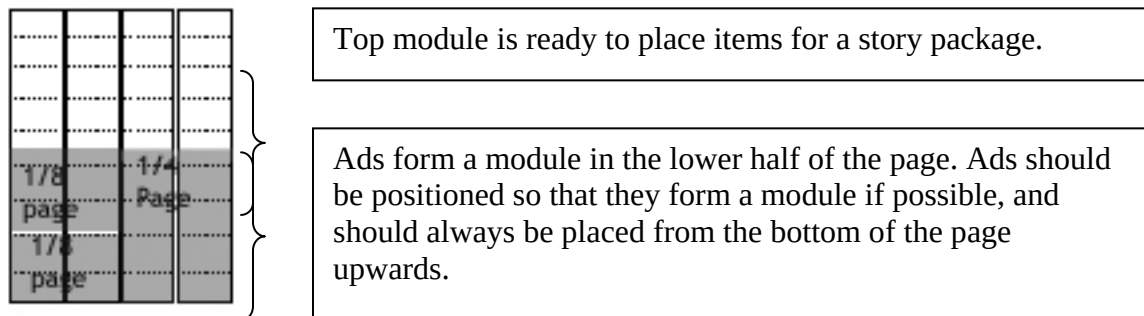


Figure 65

Inside Page with Ad Space



Some pages, such as the center spread should remain free of ads to allow the staff to showcase a particular topic.

Figure 66: No ads on the center spread, Courtesy of Bear Facts, Hastings High School. Used with permission.

Unit 11: Layout and Design

Newspapers are usually departmentalized, meaning that they are divided into sections. You will find a news section, a features section, a sports section, an opinion section, an entertainment section, among others. As you plan the layout and design of the inside of the newspaper, you need to know where each of the sections will be. In a scholastic newspaper, it is a good idea to place pages in the same section so that they face one another, rather than sit back to back, especially if there are only two pages in a section. A two-page spread on sports is more pleasing to the reader than two single pages. When the reader opens the newspaper, his eye catches the entire spread, so if it is designed as a unit, rather than two units, it will be more pleasing.

The rules for layout and design on inside pages are very similar to those for the front page, with a few exceptions.

- Place ads first. This space is paid for, and it pays the bills for your publication. Make sure each ad that is contracted goes in before anything else does. Double check the size of the ad.
- Place folios on the page or standing heads on the page..
- The op/ed section should contain your masthead, or staff box, listing the editorial board or staff of your newspaper. Make sure this is placed on the op/ed page before you begin placing other elements.
- Every page or spread should have a center of visual interest or dominant photo, although in some cases a graphic can be the dominant element.
- Build your modules, using text, illustrations, photographs, rule lines, other graphics and white space, just as you did for page 1.
- Maintain consistent internal margins (1 pica between elements).

Activity 11:1 Analyzing a Front Page

Directions: Using the front page of the community newspaper and the form below, analyze the front page by answering the questions on the form. In the first square for each row, put the main headline for the module. In the next squares, list the components of the module. Some may have more than 5 (headline, story, byline, photograph, caption, sidebar such as Q&A or list, infographic). If there are more than 5, simply continuing numbering and list them. Don't forget to list the modules consisting of the nameplate, index, and teasers.

Name of Newspaper	Date				
Topmost module:	Consists of: 1.	2.	3.	4.	5.
Main story package module:	Consists of: 1.	2.	3.	4.	5.
Next largest module:	Consists of: 1.	2.	3.	4.	5.

Activity 11:1 Analyzing a Front Page

Next module:	Consists of: 1.	2.	3.	4.	5.
Next module:	Consists of: 1.	2.	3.	4.	5.
Next module:	Consists of: 1.	2.	3.	4.	5.
Next module:	Consists of: 1.	2.	3.	4.	5.
Next module:	Consists of: 1.	2.	3.	4.	5.

Activity 11:1 Analyzing a Front Page

Directions: Answer the following questions about the page:

Are there any story packages on the page that are not rectangular in shape? If so, explain.

Are there any stories which are too long to be printed in their entirety within their modules?
What happens to those stories?

Is the page constructed so that the reader can easily see what the most important story of the day is? Explain why or why not.

Why was the lead story chosen? In your opinion, should it be the lead story? Why or why not?

List the inside stories that are “teased” on the front page. Why do you think these stories were singled out by the page designer?

If color was used on the page, was it used effectively? How did it help convey information to the reader?

Activity 11:1 Analyzing a Front Page

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What is the center of visual impact or the dominant element on the page? Knowing that this will be an entry point for about 80 percent of the readers of that page, do you agree with the selection of this picture or graphic as the dominant element? Why or why not?

What changes, if any, would you make to the front page design to make it more visually appealing or reader friendly? Why would you make these changes? If you have no changes to make, why do you think the original design works?

Attach the front page of the newspaper to the form and turn it in to your instructor.

Due Date:_____

Activity 11:2 Designing a Nameplate

The nameplate helps to project the personality of the newspaper to the reader. Older, more traditional newspapers often use a text or black typeface such as Old English to establish the right look for the publication. Some choose a serif type to convey a conservative philosophy. Others like the modern streamlined look of sans serif type to indicate that the publication is up-to-date. And many school newspapers like the funky look of a decorative or novelty type to project an image of youth. Whatever typeface is chosen, the nameplate should be bold (the size should be at least 60 points), should be distinctive and should be easy to read.

Directions: Using the following spaces, design three possible nameplates for your school publication. Be sure to include the folio line telling the name of the school, location, volume number, issue number and date. Use a different style of type for each nameplate. For example, you might use a serif, a sans serif and a novelty type.

When your teacher has checked over your work, re-create your nameplate using the computer. Remember, an attractive nameplate will be more pleasing to your readers than a sloppy one. Presentation is everything.

Due Date: _____

Activity 11:2 Designing a Nameplate

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Activity 11:3 Designing a Front Page

Directions: If your school produces a tabloid, use the first dummy sheet. If it produces a broadsheet, use the second.

Part I

Draw a layout on the appropriate dummy sheet for a front page which includes:

1. nameplate
2. teasers
3. index
4. main story module with story, headline, by-line, picture, caption and sidebar
5. one or more secondary story modules with story, headline, by-line and one or more of the following
 - a. picture/caption
 - b. sidebar
 - c. pulled quote
 - d. chart
 - e. map
 - f. graph

Two story modules are enough for a tabloid layout, but you will need at least four for a broadsheet layout.

Part II

Directions: Using your school's newspaper layout sheet, mark off five columns with a one pica margin between each column. Then transfer your design from the dummy sheet to the layout sheet. Next, find headlines, text, by-lines, photos and captions from the community newspaper to paste onto your layout sheet to create a page. You will need to trim everything very closely, and it may be necessary for you to trim off some of the words in the story to make the column of text fit into the column on your layout. You will need to cut each column of text out separately, trimming it very closely. Otherwise, the text may not line up with your columns and you will have a mess.

Find pictures that are larger than the picture areas on your page. Trim them neatly to fit the space.

Captions must fit the areas you have allotted for them. They can be trimmed to fit.

Headlines must fit the space. You can trim them or cut words from them to make them fit.

The purpose of this assignment is to give you hands-on experience in designing a page. It is a visual, rather than contextual, project. The headline, story and picture do not need to be from the same story in the paper for this assignment. You are just concerned with creating a page full of attractive modules.

Activity 11:3 Design a Front Page

Use this dummy sheet if your school produces a tabloid newspaper.

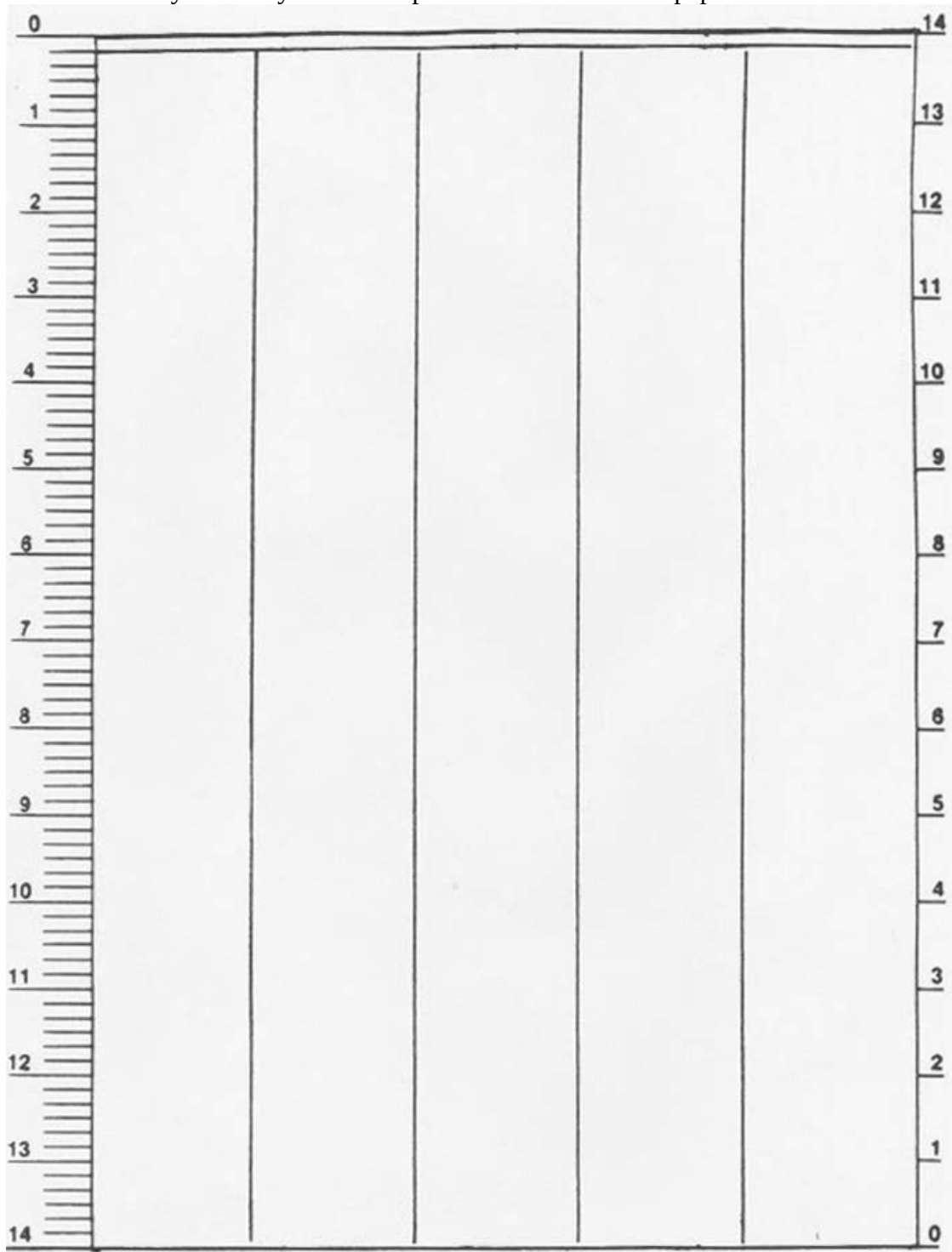


Figure 67 Layout sheet

Activity 11:3 Design a Front Page

Use this dummy sheet if your school produces a broadsheet newspaper.

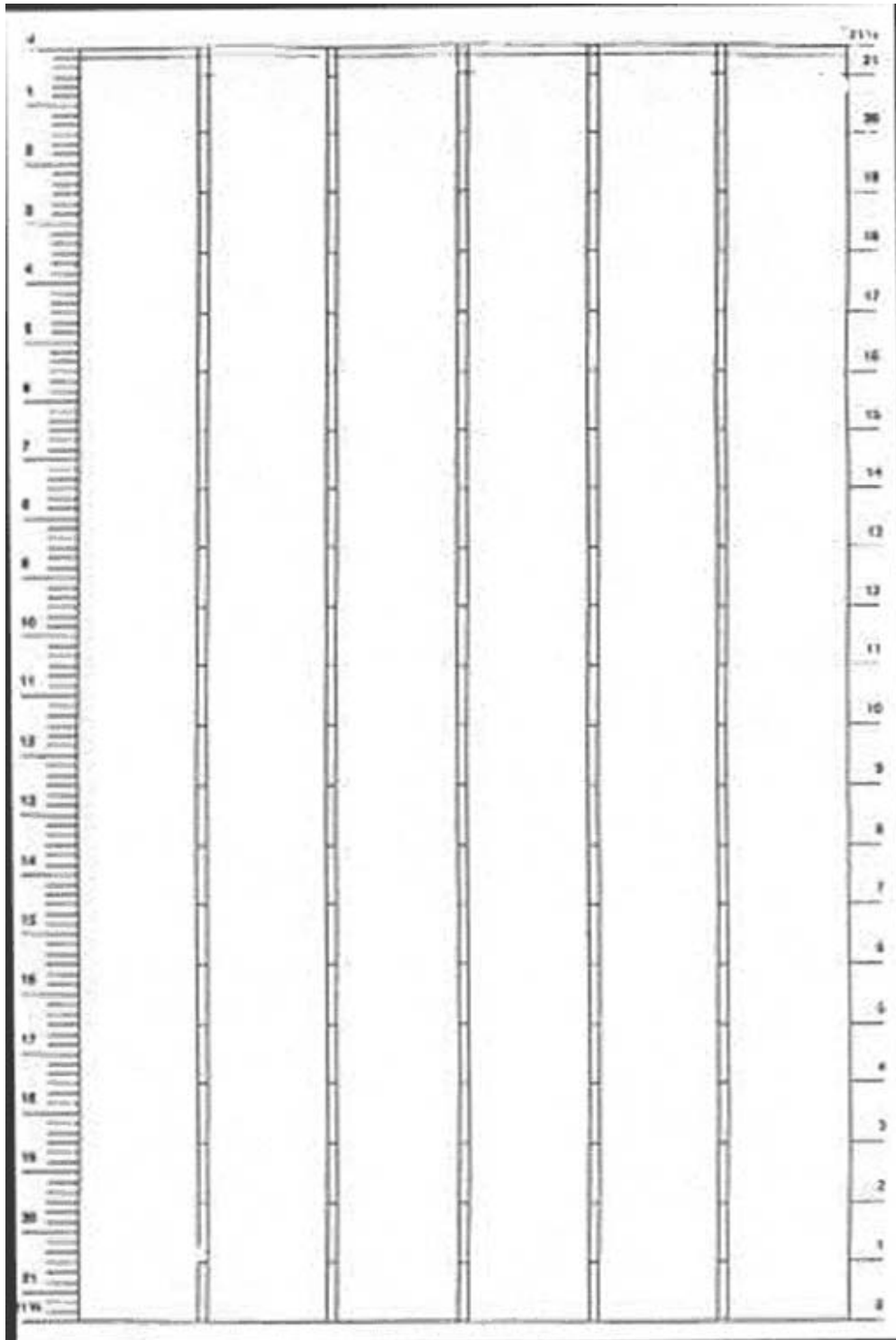


Figure 68: Layout sheet

Print Name _____ Period _____ Date _____

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Unit 12: Planning and Designing the Yearbook

Objective(s): The learner will:

- understand the purpose of a yearbook.
- understand and articulate how yearbook pages are printed.
- understand and demonstrate how a theme holds the yearbook together and makes it unique.
- write features and alternative copy for the yearbook.
- understand the concept of and use the ladder diagram to plan pages.
- plan a layout using the mosaic style.

Vocabulary:

Theme, spread, ladder diagram, signature, flat

The school yearbook is a pictorial and verbal history of the school year. There will be no other book in the world exactly like the one that is produced for your school. It is unique to your school and should be an accurate depiction of the life in your school.

The yearbook is:

- **A picture book.** Photography plays a very important role in the production of the yearbook. No other organization will have as many photos of the events at your school as the yearbook staff will. The staff needs to make sure that all events are covered pictorially in the book.
- **A history book.** While the newspaper contains features and news events about your school, very few students will keep all of the newspapers for the year. They will keep their yearbooks—forever. There will be no other publication that will chronicle the events of the school year so thoroughly.
- **A record book.** Research is important. The book must contain factual information about the year. Sports scores should be accurate and should be complete. The class section should contain pictures of all students enrolled. This will be a source of information for years to come.
- **A reference book.** Years after graduation, when memories begin to fade, or as graduates prepare to attend their class reunions, the yearbook will still have images and facts to which they can refer.
- **A public relations tool.** The book should be an accurate depiction of the school year and not necessarily a cheerleader for the administration and policies of the school. However, an attractive book which conveys school spirit and a pride in the school, will be more desirable to students than an unattractive book. It can also be sold to community leaders, doctors, lawyers, etc., who will display the book in their offices. The more books you sell, the more you can do in the book.
- **An educational experience.** Just as with newspaper, staffers will gain hands-on, real-world experience in producing a book, using skills in writing and editing and designing, as well as modern technology, such as advanced desktop publishing software, scanners and digital photography to produce a publication.

Unit 12: Planning and Designing the Yearbook

The size of your yearbook will depend on several factors, including the size of your student body, how many books you usually sell, how much money you have at your disposal through the sale of books and advertising and other fundraising. No matter what the size of the book, however, you need to ensure complete and accurate coverage of all aspects of your school.

Yearbooks are generally, but not always, divided into several sections, such as student life, organizations, classes, academics, sports and ads/community. Some may be organized by month, chronologically. Some books may be organized in other ways.

A formula used by many staffs to determine the amount of coverage for each aspect of the book is:

- Student life—25%
- Organizations—12-15%
- Classes—25-30%
- Academics—12%
- Sports—18%
- Community/Ads—5%

It is important to remember that these figures are just guidelines, and while helpful to the planning process, the staff needs to keep the special considerations of their own school in mind.

The ladder diagram

Yearbook publishing companies provide schools with a very valuable tool to plan the pages of the yearbook. Called the ladder diagram, it allows staffs to plan the content of each page in the book.

SIGNATURE 2	
18 Academic Decathlon	19 Student Life Div. Pg.
20 Student Free Time	21 Community Support
22 College Exams	23 Student Free Time
24 Undergraduate Works	25 College Exams
26 Around Campus	27 Undergraduate Works
28 The Best of FHS	29 Around Campus
30 The Best of FHS	31 The Best of FHS
32 Money Matters	32 The Best of FHS

Figure 69: Portion of a ladder diagram mapping the contents of one signature.

Unit 12: Planning and Designing the Yearbook

Flats and signatures

Yearbooks are printed in 16-page sections, called signatures. Signature 1 consists of pages 1-16; signature 2 includes pages 17-32, and so on. The signature is printed on one large sheet, eight pages on one side and eight pages on the other side. Each side of the signature is called a flat.



Figure 70: One flat from signature #1 has pages 2, 3, 6, 7, 10, 11, 14 and 15. The other flat has pages 1, 4, 5, 8, 9, 12, 13 and 16.

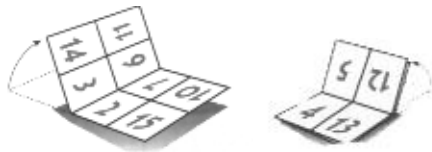


Figure 71: The signature is folded in half, then half again.

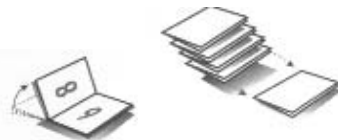


Figure 72: A third fold puts the pages in the right sequence. Pages are then cut and trimmed.

A natural spread occurs when two facing pages in a signature are printed on the same flat. Pages 8-9 form a natural spread in the first signature. Natural spreads are the best place for a photo that crosses the gutter because each side of the photo will line up correctly across both pages. Photos which cross the gutter on non-natural spreads on different signatures or flats. As a result, these photos may not line up correctly when the book is printed.

The signature cannot be completed until all pages are submitted to the printer, so the staff should plan to send in pages that will complete a signature as soon as possible.

What goes into each section?

Student Life

Typically, this section is the most flexible and has the most creativity in design. In most books it appears near the front of the book, following the Opening Section, which introduces the theme. If the book uses color, this is a section which is usually one of the most colorful.

Unit 12: Planning and Designing the Yearbook

The section is full of dances and other student events that show students coming together as a group. Fads and fashions, daily routines, after school projects and jobs are all a part of this section. It is this section that will make the book unique to the current school year more than any other.

Each spread should feature a main story illustrated with action photographs. It may also contain secondary stories, or sidebars, which relate to the main story. Quotes from current students along with their pictures are a way to keep the copy fresh and relevant.

The staff will want to celebrate what makes the students unique and what makes them similar.

Student life coverage should:

- Focus on students and what they do both at home and at school
- Put a student face on the everyday activities at school. Make them real.
- Include dramatic photos.
- Include new and interesting ways to cover traditional subjects
- Cover lighter topics
- Include student opinion on the issues of the day



This student life spread focuses on students and what they do in and out of school. Alternative copy, such as the shaded box on the left, helps to make the section alive and relevant to readers.

Figure 73: Student Life Spread

Organizations

Many organizations do the same types of things year after year, so this section can get very stale very quickly if the staff does not do some creative planning. Look for different ways to organize the section, grouping certain organizations together to tell a story, for instance. Organizations which encourage their members to volunteer in community service, for instance, can be grouped together to tell the story of how students give their time to the community. Organizations which have had some interesting fundraisers could be grouped together to tell the story of how students must raise money to finance their activities.

Unit 12: Planning and Designing the Yearbook

Organization coverage should:

- Include all groups, and they should be covered fairly and equally
- Link similar groups rather than allocating a page for this group and a page for that group. Design in spreads.
- Avoid listing officers and other boring information in the copy. Use a sidebar and find a unique way to present this information.
- Include action shots from a variety of organization activities rather than getting shots of the same few people on a single day. Try to include as many club members as possible.
- Include group photos for the historical record, but do not make these the dominant photos on the spread.



Figure 74: An organizations spread

This organization spread which covers the marching band uses a variety of action shots to tell the story. The group photo is small and unobtrusive, but provides a historical record of who was in the band during this particular year.

Classes section

The people or classes section usually contains individual portraits of seniors, underclassmen and faculty. Mug shots should be grouped, alphabetically, in rectangular blocks on a spread, separated by white rule lines. Names should be grouped off to one side by row. They can be listed last name first, or first name first, as long as you are consistent throughout the book.

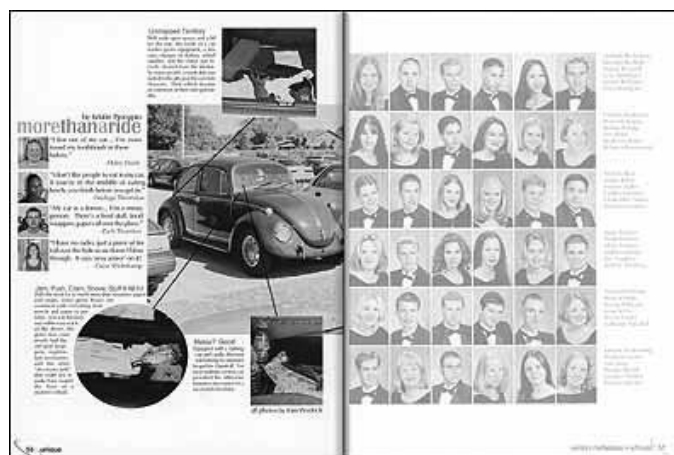


Figure 75: A class section spread with short features and alternative copy.

This class section uses one side of the spread to tell the story of the class through short features and alternative copy. The student mug shots are arranged in a rectangular block with the names off to one side.

Unit 12: Planning and Designing the Yearbook

The classes section should:

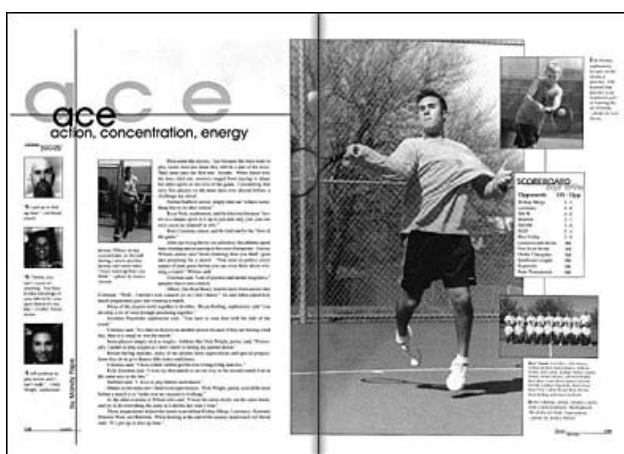
- Have mug shots in a rectangular, preferably vertical, grouping.
- Present the faculty and other staff portraits that are no larger than the student mugs.
- Separate the mug shots with a thin rule line rather than a full pica of white space.
- Include a feature on every spread that is developed with action shots, captions, copy, headlines and artwork.

Academics section

Faced with similar coverage of academics year after year, many staffs have eliminated separate academic sections in favor of incorporating this coverage into the classes section. However, the staff needs to keep in mind that academics are the real reason for the school to exist in the first place, and every effort needs to be made to cover subject areas as accurately, thoroughly and uniquely as possible. As with organization coverage, the staff can group classes to tell a specific story about academics. Perhaps classes which concentrate on reading, writing and literature can be grouped together. Another grouping could be classes that depend on technology, or those that have lab time. Again, design in spreads, rather than placing the math department on the left side and the music department on the right side of the spread.

Sports section

Sports, by their very nature, are action-oriented. So should be the coverage of the athletic teams at your school. Even if one sport, such as football, dominates the athletic scene at your school, don't let this attitude prevail in the yearbook. All sports deserve fair and equal coverage, with action shots, sidebars, and complete scores and season records. This is part of the historical function of the yearbook.



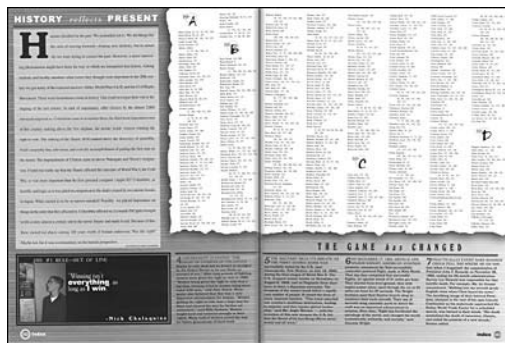
This tennis section showcases one of the sports at the school which may not get as much attention as football or basketball through the use of a feature about the team, a dominant photo, smaller action photos, a group photo, scores and alternative copy.

Figure 76: Sports section

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Community/ads section

The last part of the book is generally devoted to business and personal ads, and highlighted with small features about the community in which the school is located. This is also a good place for the index which should be as complete as possible, listing each student, faculty member or other person who appears in the book with page numbers of each appearance. This section is also used by some staffs for the group pictures of organizations rather than placing them on the organization's spread. This is the section of the book that brings in revenue, so it is important that it be just as lively and attractive as other sections of the book.



The community/ads section at the back of the book contains features about the community and advertising from businesses and parents. The index appears in this section usually, as well.

Figure 77: Community/Ads section

Simple Steps to Creating a Basic Yearbook Layout

Following are some simple steps to complete a yearbook layout. These are very basic steps, designed for beginning yearbook students. Again, once a student has learned the basics, he or she can move on to more involved layouts. While the vast majority of yearbook staffs produce their pages using desktop publishing software, it helps to understand the process by practicing on publishing company provided layout sheets before ever going to the computer.

Tip: On the following layouts, any picture area can be interchanged with an alternative copy block. There still, however, needs to be a dominant element on the spread.

Print Name _____ Period _____ Date _____

Unit 12: Planning and Designing the Yearbook

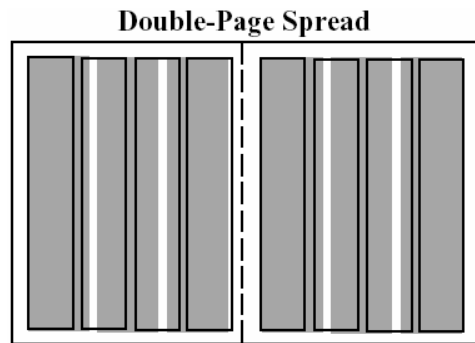


Figure 78: Double page spread layout

All pages in a yearbook, except for the first and last page, are designed in double page spreads. When you open a yearbook, you see the two facing pages as a single unit. The layout sheets provided by your publisher are set up so that you can design in double page spreads. The simplest way to design the spread is to make use of the columns already set up on the layout sheet. Most publishers provide layout sheets that are divided in to six- and eight-column units across the spread.

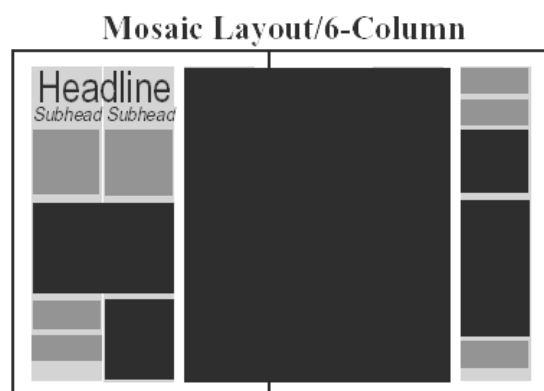


Figure 79

For consistency, choose either a 6-column or an 8-column layout style for a particular section of the book, and maintain the same number of columns throughout the section.

Most yearbook layouts are based on a mosaic concept; that is, all elements are arranged in a pinwheel fashion around a dominant picture.

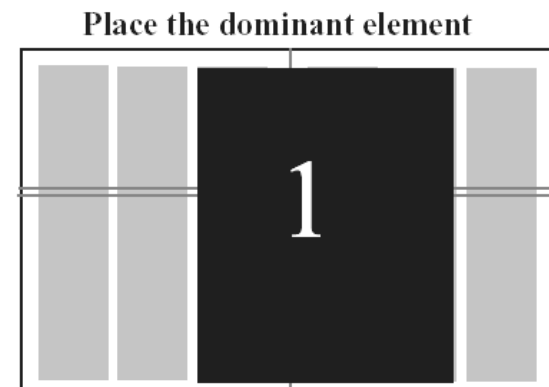
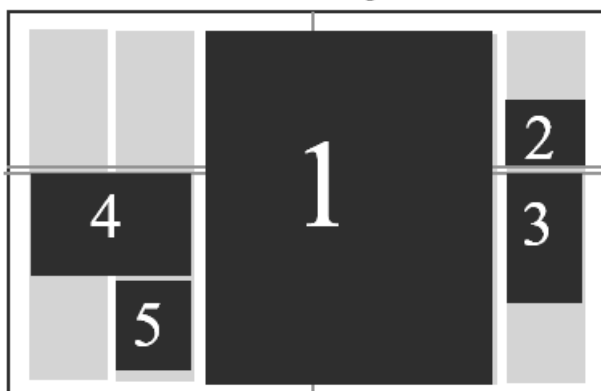


Figure 80

Begin by establishing an eye line across the double-page spread. The eye line is a line, one pica in width, that goes all the way across the DPS and will serve as an internal margin between elements. In order to form the “pinwheel” mentioned above, all elements on the page, with the exception of the dominant element, will either rest atop the eye line or will “hang” from it. The dominant element can break the eye line. The eye line should be in the upper or lower third of the double-page spreads. Never establish the eye line at the midpoint of the page.

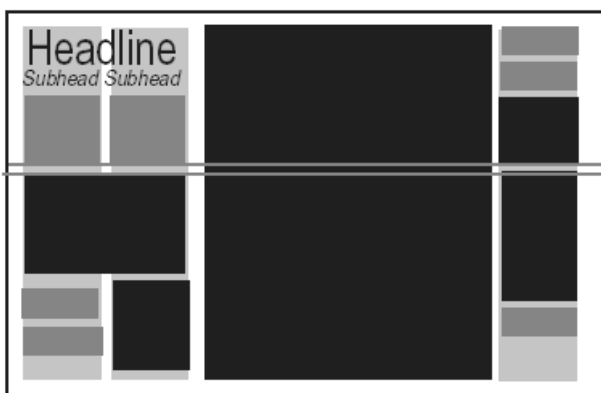
Place the other photos.



After establishing the eye line, the next step is to place the dominant photo (1). It should be 2 to 2 1/2 times larger than any other element on the page. Place the dominant photo either across or next to the gutter (the seam between the pages.) This photo should start at the beginning of one column and go all the way to the far side of the column where it will end. Do not end a picture in the middle of a column. The dominant photo can break the eye line.

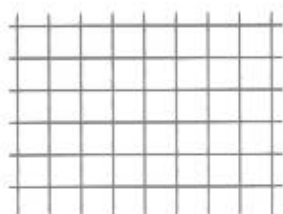
Figure 81

Place the story and headline.



Place the captions next to the pictures they describe. The captions should be one column in width (the same width as the columns of the story on the spread). They should be placed in the outside corners of the page. You may stack two captions, but no more than that. In the illustration to the left, the captions are numbered the same as the pictures they describe.

Figure 82



The layout sheet provided from the publisher is covered in tiny squares, or picas (1/6 of an inch) which make it very easy to maintain consistent internal margins.

Figure 83: Grid sheet is made up of picas

The Theme

While some yearbook staffs are moving away from this idea, many yearbooks are developed around a theme, complete with graphics and a slogan or catchphrase, which help to unify the yearbook and make the current year's book different from all those before it.

The process of theme selection starts with the staff brainstorming for ideas, searching for an idea that will capture the mood and feeling of the school year.

Sometimes the perfect theme for the year will just reach out and grab the staff. It's a gut instinct, according to Walsworth Publishing Co.

Once the theme is selected, staffs should ask themselves:

- Does it make sense, considering the events, activities and issues of the year?
- Is there a catch phrase that students will be able to relate to and understand?
- Is there a unifying concept to tie the events of the year together?
- Does it allow for both verbal and visual development?
- Does it show a fresh, contemporary approach?

Catchphrases may be a popular phrase from a movie or television program, a lyric from a popular song, something that seems natural because of an event or situation at the school. Other theme ideas come from magazines, college pamphlets, books on design, business publications, and slogans. It is important that the source of the ideas be new and fresh.

Theme catchphrase ideas are circulated through yearbook companies and workshop sessions, and some years, certain catchphrases seem to be used often. But what a staff needs to do is pick one that their school can relate to and embrace. If the theme cannot be visually depicted and has no meaning for the school, the student body may not relate to the book. For example, a theme such as "Catch the Wave" might have relevance for a school on the coast, but not for a school in the Texas Panhandle, unless something happens in that school or in that area that makes the theme more meaningful.

The theme logo uses the words from the slogan or catchphrase, combining it with an appropriate typeface and other graphical elements to present the theme in a unique way. Remember that logo you created in the unit on typography and graphics? This is a practical application for that skill.



A hand drawn logo introduces the theme of the Valhalla from Guilford High School in Rockford, Ill.

Figure 84: Hand drawn logo

The theme is first presented on the cover of the book. You've heard that you cannot judge a book by its cover. Perhaps not, but if the cover does not appeal to the student body, chances are the

students are not going to like what is inside the book either. You've heard it before: Presentation is *everything*.



Figure 85: Cover using photo and type

Auburn University's 2002 Glomerata features the school mascot, the Tiger. The theme, "What No One Sees", is placed next to the eye of the tiger, the only part of the image that is in complete focus.



Figure 86: Cover using artwork and type to introduce the theme.

The 2001 Treasure Chest from John Rogers High School in Spokane, Washington, features a pirate's treasure with the theme "Out of the Box."



Figure 87: Cover using a unique treatment of type to introduce the theme.

The 2001 Aurora from Union High School in Grand Rapids, Michigan, depicts what can happen when you stand on the edge of tomorrow.

The theme continues on the end sheets of the book if the staff decides to use them to convey information. Many times the end sheets are used for the table of contents, and will reflect the theme of the book, such as the end sheets of the Treasure Chest from John Rogers High School in Spokane, Washington. The end sheets continue the treasure chest idea with a treasure map motif.

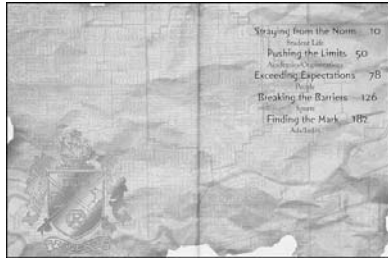


Figure 88: The table of contents printed on the end sheets continues the theme of the book.

Opening and closing sections and division pages are other places which carry out the idea of the theme.

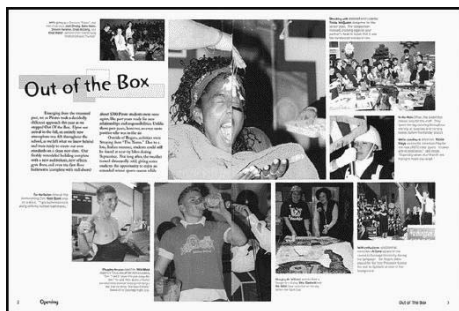


Figure 89: The “Out of the Box” theme is carried out in the opening section of the Treasure Chest.

The theme is the “glue” that holds the content together in the book, but the staff will want each section to be distinctive. One way to accomplish this is to take the catchphrase for the theme and come up with “spin-offs”, or new catchphrases for each section. New catchphrases can be spun off from words within the main catchphrase or from the idea presented in the catchphrase.

For example, let’s say the theme for the year is going to be:

Now Look What You’ve Done

New slogans can be spun off this one by using any of the words: *now*, *look*, *what*, *you*, and *do* (*done*.) The staff should brainstorm for these ideas just as they did for the main theme for the book

Possible catchphrases for each section of the book:

Student life: Just *Look* at Us

Sports: Just *Do* It

Organizations: *Doing* Our Own Thing

Academics: *Looking* to the Future

Classes: *You* are in the Picture

Unit 12: Planning and Designing the Yearbook

Ads/Community: One Last Look

An example of a concept spin-off which has been used many times in high school books is using the idea of all the world being a stage, and using terms relating to a play to designate the various sections.

Whatever the theme, it should be something that can be stated visually and graphically and it should capture the essence of the year and the student body of the school.

Coverage

The yearbook should cover the activities of the year, but depending on when the book will be distributed, the coverage may be restricted. Books are generally distributed in the spring of the school year they represent, or in the fall of the following year. The final deadline for a spring delivery book is usually between mid-February and early March, which eliminates spring activities, including some sports, from the book. A fall delivery book's final deadline is usually within a week after the close of school in the spring.

Spring delivery books can work around the early deadline by providing a spring supplement, printed either by the yearbook publisher or by a local printer. The supplement has a sticky strip which allows it to be inserted permanently into the back of the yearbook. Another solution used by some schools is to cover the activities of the school from the spring of one year to the spring of the following year. The book then contains activities from the previous school year.

In recent years, many yearbook staffs have turned to digital technology and are producing yearbook supplements on compact disc. These supplements contain not just pictures, captions and features about the year, but can also use video clips and sound to make the year come alive for the students.

Planning is the Key

The key to a successful book is meticulous planning, from the theme selection, to the cover design, to the features and alternative copy, to the photographs and illustrations, to the ads and index. The yearbook is a one-of-a-kind keepsake that will last a lifetime and beyond. It will be read and re-read when it first is distributed, and then again as the years go by, especially before class reunions.

The companies which publish yearbooks assign representatives to work with staffers throughout the planning process, to offer advice and expertise on design and technology, to provide assistance however they can. They are also there to try to make sure staffs meet their deadlines, which, if not met, could cause the yearbook to be delayed or could cause overtime charges.

The yearbook companies also offer training for staffs and advisers through summer workshops where the current trends are taught. Additional workshops are offered through journalism education groups. Through these workshops and a little creative thinking by the staff, the very basic instructions in this unit can be upgraded to very sophisticated design.

Activity 12:1 Selecting a Theme

Directions:

As a class or in small groups, as directed by your instructor, brainstorm for ideas for a theme for a yearbook. In order to be successful, the theme must:

- Be fresh and new
- Be relevant to the school and the student body
- Be something that can be depicted visually and graphically

Part I: List 10 unique facts about your school, such as the number of students who attend, the school colors, the mascot, etc.

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.
- 9.
- 10.

Part II: List 10 facts about the area in which your school is located. For instance, is it near a beach? Is it in the middle of an industrial area? Is there a lot of construction going on?

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.
- 9.
- 10.

Activity 12:1 Selecting a Theme

Part III. List 10 facts about your student body. How many languages are spoken? How many students take Advanced Placement classes? What percentage of your students go to college?

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.
- 9.
- 10.

Part IV: List 5 phrases that you hear students at your school say. Limit these to the ones that are in good taste and that might have possibilities for theme ideas.

- 1.
- 2.
- 3.
- 4.
- 5.

Part V: From the information you have written down, try to come up with 5 phrases that could represent your school year as the theme for the yearbook.

- 1.
- 2.
- 3.
- 4.
- 5.

If you come up with a theme you like, skip to part VII. If you do not like any of the ones you came up with, go to Part VI.

Part VI: Do some research. Look in yearbooks from other schools to get theme ideas; do a search on the Internet (all yearbook companies have theme ideas listed online). List 10 theme ideas you find that could be adapted for your school.

- 1.
- 2.
- 3.
- 4.
- 5.

Activity 12:1 Selecting a Theme

- 6.
- 7.
- 8.
- 9.
- 10.

When you have found a theme that your group thinks would be a perfect fit for your school do the following:

Part VII: In the space below, design a visual, graphical logo which states the theme you have chosen. This logo should be suitable for use on the cover of the yearbook and in other locations throughout the book. Although you will be sketching the lettering by hand, try to make it look like a typeface you want to use for the logo.

Print Name _____ Period _____ Date _____

Activity 12:1 Selecting a Theme

In the space below, explain why you believe this theme, and the logo you have designed, would be a good fit for your school. How is it relevant? How does it represent your school and your students?

This image shows a single sheet of white paper with horizontal blue ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

Due date:_____

Activity 12:2 Creating a Spread Layout

Directions: Following the directions in the Simple Steps to Creating a Basic Yearbook Layout in this unit, use the dummy sheets on the following pages to create two basic designs. Be sure to follow the steps in order. Do not skip a step or rearrange steps because doing so will throw you off.

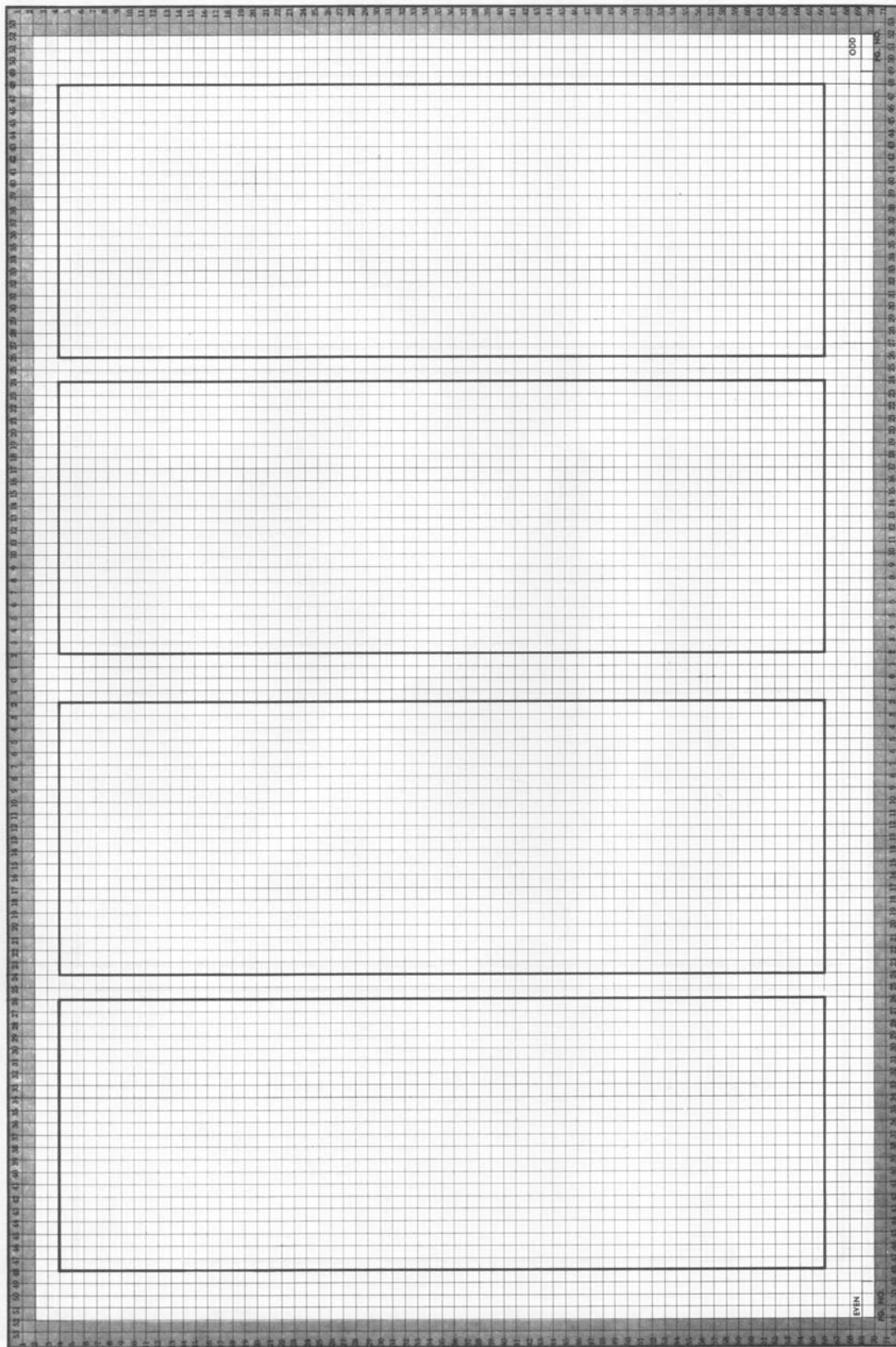
Each double page spread you design should include:

- Between 5 and 7 rectangular picture areas. One of these should be dominant, or 2 to 2 ½ times larger than anything else on the spread.
- Captions for all pictures.
- A story area with a headline.
- One row of picas between elements on the page

Due date: _____

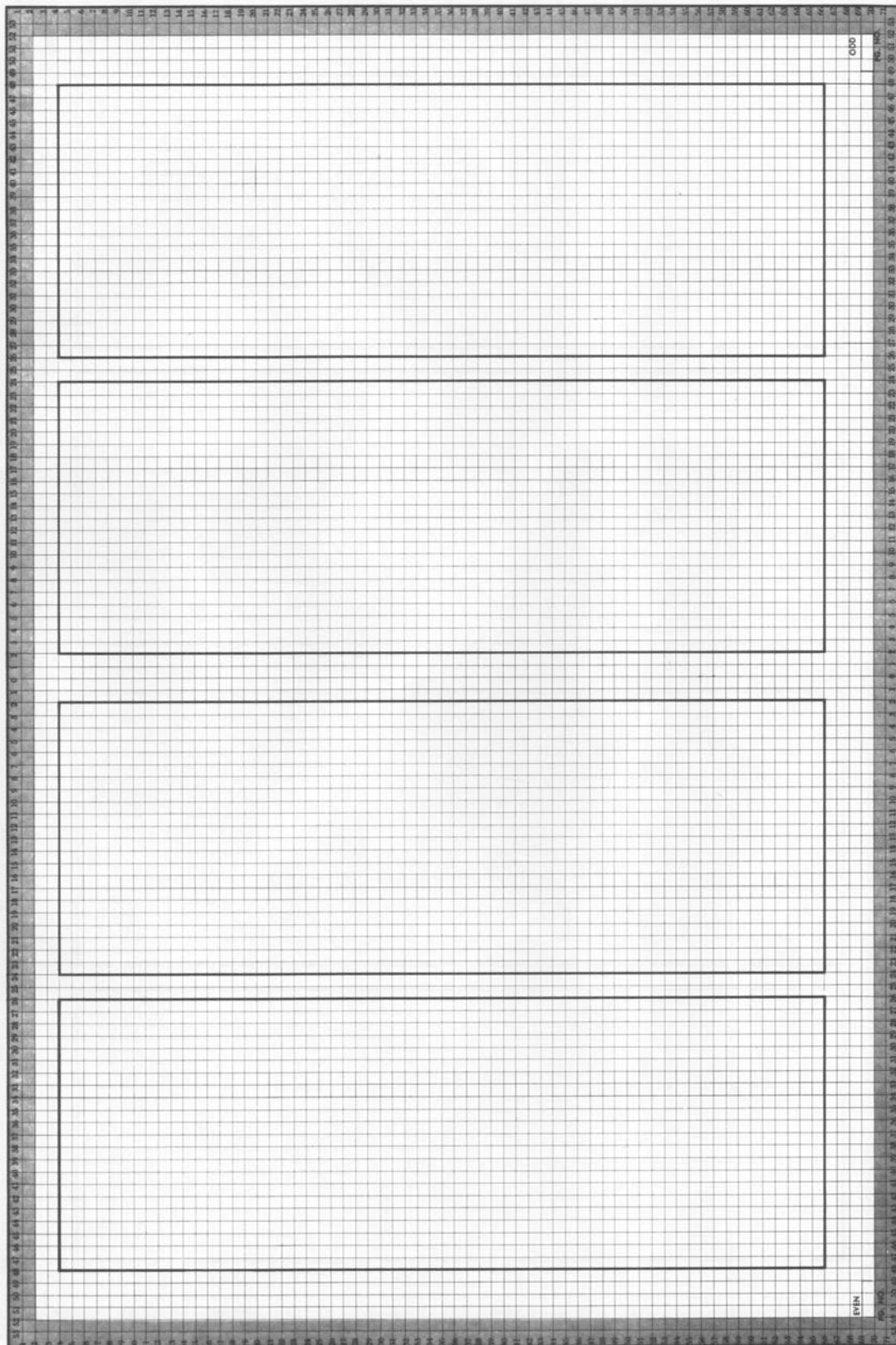
Activity 12:2 Creating a Spread Layout

Top of Page



Activity 12:2 Creating a Spread Layout

Top of Page



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Project 12:1 Mini Yearbook

The Mini Yearbook Project is a chance for you to create an entire yearbook — you get to be the editor-in-chief, you get to be *in total artistic and creative control of your own yearbook*. Let your creativity run wild. Don't worry about the cost of the cover or end sheets. Do your senior section in four-color. It's up to you!

You are the editor of the yearbook for Imperial High School, a brand new school in the city of Anytown. The school's colors are red, white and blue. IHS's sports teams are known as the Royals. The school has 1,500 students, 72 teachers, a principal, a vice-principal and an assortment of clerks and custodians.

The school just opened, so it has no traditions; therefore, you may want to create some. Also, the school does not have a name for their yearbook. The yearbook will be a 9" x 12" book with 80 pages.

Directions: As the editor, you must create a yearbook for your school. You have complete artistic control of your cover (there are no cost limitations), the end sheets and the placement of your color and spot color. There are no traditions that must be held to, but you do want a journalistically sound yearbook, one that will win All-American and Medalist awards.

- Your budget allows for full color on all pages.
- You must come up with a theme for this yearbook that “fits the year and makes it special,” as the rating services say. You need to create a recurring graphic element to tie the different sections together. The theme must be expressed on the cover, end sheets, title page, theme pages, division pages and closing page.
- The cover will be for both the front and back lid and the spine.
- All pages will be submitted on rough draft forms.
- You must include sample copy for the pages marked with an asterisk (*)
- You may do the individual project by yourself, or the team project with one other person. Those doing the individual project may include some of the additional team pages for extra credit.
- You are expected to bring your materials to class and to work on them quietly in class. Everyone is expected to finish this project.

Choose one of the following:

Individual Project:

Individuals must turn in mock-ups for these pages:

Sample Pages	Individual Points
Cover	20
End Sheet	10
Opening Theme Section DPS*	15

Project 12:1 Mini Yearbook Project

Sample Pages (con't)

Division DPS*

Classes DPS (teams do three)

Closing Page (Optional)*

Presentation

Total Points

*Sample copy for these pages must be included.

Individual Points (con't)

15

10

(10)

30

100

Teams must submit mock-ups for these pages:

Sample Pages

Team Points

Cover	20
End Sheet	10
Title Page	10
Table of Contents Page	10
Opening Theme Section DPS*	15
Division DPS*	15
Student Life Page	10
Club Page	10
Academics Page	10
Sports Page	10
Classes DPS (teams do three)	30
Index	10
Advertising Page	10
Closing Page (Optional)*	(10)
Presentation	30

Total Points

200

*Sample copy for these pages must be included.

A dummy, or sample page, is one that has used photos taken from magazines to show the approximate size of the pictures that would be used. Copy will be indicated by cutouts of newspaper or magazine copy. Remember that every spread must have a dominant picture that is two to two and one-half times larger than any other photo on the page. There should also be five to seven pictures on each double page spread. You can cut out headlines from magazines or newspapers that you have purchased, neatly draw them on your page, or create them on a desktop publishing system if available. Any rule lines or special graphics will be also drawn in. If you create a special graphic and want to use it several times, photocopy it and paste it down on the sheet.

IMPORTANT NOTE: Do not cut up any of the magazines you find in the classroom. Use them only to find interesting ideas for graphics and layouts. Cut up only those magazines that YOU bring to class.

Project is adapted from a similar one used by Rob Melton, Benton Polytechnic High School, Oregon

Activity 12:3 Sales Campaign

Directions:

A major part of producing the yearbook is funding it through sales and promotions. In groups, as directed by your instructor, plan a sales and promotional campaign for your school's yearbook.

Include such things as:

- Announcements for the week of the sales campaign (or for the length of time your instructor gives you.)
- Posters: What would they say? Where would you hang them? Plan at least 5, or the number given to you by your instructor.
- Think of ways you could use coupons, special pricing, give-aways, or other incentives.
- One skit that could be videotaped and shown on the school's news program.
- One event that would gather students together in one place and allow them to sign up for a yearbook with a promise to pay within one week. This could be an assembly, a pizza party, a mini rock concert. You plan it. The sky's the limit. Write up a proposal for the event you wish to promote.
- Compose a letter to parents inviting them to purchase a yearbook for their students attending the school. Depending on the time of year, yearbooks could be purchased as Christmas gifts--parents could purchase a certificate announcing the gift which will be delivered at the normal yearbook delivery time—or birthday gifts, Valentine's Day gifts, etc.
- Consider other possibilities, such as offering a discount to parents who also buy a congratulatory ad in the yearbook.
- Your purpose is to increase the sales of yearbooks for your school. Be creative and use whatever tools you have at your disposal to promote the yearbook.
- Be prepared to present your campaign to the class.

Print Name _____ Period _____ Date _____

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Unit 13: Writing for Broadcast

Objective(s):

The student will

- Understand the differences in writing for print and writing for broadcast.
- Write a story for broadcast.
- See the correlation between the broadcast script and the newspaper story package
- Understand and be able to articulate selected broadcast terms.

Vocabulary: (See Selected List of Broadcast Terms)

Even though both broadcast and print journalism share the common goal of informing the public, the methods of going about this task are completely different for each type of medium.

Broadcast journalism, both for radio and TV, is quicker paced. Broadcast media are immediate, bringing news from the scene into viewers and listeners' homes. Television has the added impact of being visual. Viewers can tune into their local news programs at scheduled times or they can tune into any number of 24-hour news programs on cable. The news is concise and to the point.

However, if viewers want complete details, television and radio journalism probably will not deliver. The readers will turn to newspapers, which are not as speedy with the news, but which are more thorough. Since newspapers are, for the most part, published once a day, reporters have a little more time to gather the facts and compile the information into complete story packages.

Broadcast journalists have the advantage of being able to update stories as more information becomes available, but most news stories on television are two minutes or less in length, because viewers will not listen any longer than that.

As a result, news must be written differently for broadcast than it is for print.

What the viewer/listener hears:

- Broadcast stories give information without a great deal of detail and use no more words than are absolutely necessary.
- News stories run a maximum of two minutes; feature stories may run as long as seven minutes; shorter stories may run as little as 30 seconds.
- Broadcast stories should be in present tense because this gives the viewer a feeling of immediacy.
- Broadcast stories are circular in nature; they end with a restatement of the main idea of the story.

Newscasters speak more conversationally to their listeners than print journalists write. In other words, broadcast stories will be written in a more casual style than newspaper stories. In the

Unit 13: Writing for Broadcast

viewer's mind, the news person delivering the news on the television is part of the story; in print journalism, the reporter is a bystander who is telling the story.

Here are some guidelines for writing for broadcast. Some are similar to writing for print publications. Others are very different.

1. **The lead.** Three types of leads used commonly in broadcast news are the single-feature lead in which the most important part of the story is emphasized at the beginning; the umbrella or blanket lead, which features two or more important elements; and the chronological lead, which tells the story in the order it happened. The lead in broadcast is like the headline in newspapers it lets the reader know what the story is about.
2. **Maximize time.** Get to the point of the story in the first sentence. Listeners or viewers should get the at least the "who," "what" and "where" from the first sentence. "When," "how" and "why" should come later..
 - The WHAT is usually the most important of the Ws and H, followed by the WHO. The WHEN should be as current as possible. If the WHERE is not apparent to the viewer/listener, it should also be included. The HOW and/or WHY take longer to explain and should be saved for the last part of the story.
 - The lead should not begin with a name, especially if the name is not well-known. Save the name for the second sentence. Many listeners are doing other things while the news is on and may miss the name if it is the first thing mentioned. You could start with the person's title, such as "Student Council President," followed by the name.
3. **Hit the highlights:** Tell what is really important to say about the story. Eliminate the fluff, because there is no time for that.
4. **Quotes.** All comments must be attributed. The attribution word in broadcast writing is says. Use of the present tense makes the information seem more current. And in broadcast it is better to name the source before you give the quote, the opposite of what you do in writing for print. You can introduce the quote by saying "Quoting John Smith exactly," but do not say "Quote, end quote." Another good way is to use a sound bite or video with the person saying the words himself.
5. **Writing Style.** Use short sentences; be brief and concise. Avoid using adjectives and adverbs; they just take up air time. Make every word count. Stories cannot run over the time allotted. The story should have a conversational feel, so the writer should write the story the same way he or she would tell it in person. Repeat words and significant facts if necessary. Remember that the viewer/listener may not have another opportunity to hear the story.
6. **Contractions.** Contractions are okay to use in broadcast writing because they sound conversational.
7. **Use of "our" and "us".** Unlike newspaper reporters, broadcasters are part of the story in the viewers' minds. They are part of the community they are talking about,

Unit 13: Writing for Broadcast

whereas print reporters are objective bystanders. It is permissible for broadcast journalists to say “our” town and “us.”



Figure 90: The broadcast journalist is part of the community.

8. **Active Voice.** As in newspaper reporting, broadcasters should use active rather than passive voice.
9. **Tense.** Present tense should be used whenever possible. Again, present tense makes the information sound more current. However, it is permissible to use past tense if a prior event affects the story you are telling.
10. **Abbreviations.** Avoid using abbreviations except for Mr., Mrs., or Dr. (if it is in your style manual to use these terms.) If abbreviations must be used, you should place hyphens between letters and numbers that should be pronounced separately. The announcer may be reading the copy without rehearsal and may not realize what you had intended. Write U-S-A, not USA. Write N-double A-C-P, rather than NAACP. But use 2004 for the year, write NATO or SEATO if the abbreviation is to be read as written.
11. **Numbers.** Write numbers so that the announcer can read them easily. Write out numbers one through nine and the number eleven. For 10 and 12 through 999, use Arabic numerals. For other numbers, use alphanumeric combinations, such as one-thousand-eleven; 123-thousand-552.
12. **Symbols.** Spell out symbols. Use the word “dollars” instead of the symbol \$. Use “percent” rather than %.
13. **Measurements/amounts:** Spell out words which deal with measurements or amounts. Use “inches” instead of the symbol ”; use “pints” instead of “pt”.
14. **Ordinal numbers.** If it is permissible to write 1st, 2nd, 3rd or 4th in dates, addresses or anywhere else ordinal numbers might be used.
15. **Round off numbers.** Write “about 1000” rather than an exact number such as “998” or “1002.”
16. **Time.** Avoid the use of “a.m.” and “p.m.” Say “this morning” or “this afternoon” as these sound more current. Follow the rules for writing numbers if you are using exact times. You may use informal time references, such as “tomorrow” or “yesterday” rather than “Tuesday” or “Friday”.

Unit 13: Writing for Broadcast

17. **Punctuation.** Use only these punctuation marks
 - Period
 - Dash
 - Question mark
 - Comma
 - Three periods (...) indicate a pause in talking.
 - Use a double hyphen (--) rather than parentheses.
18. **Corrections.** Do NOT use Copy Editing symbols to correct mistakes. This would be very confusing to the announcer. Strike out words or sentences completely and retype them.
19. **Spell phonetically.** If a word is unusual and likely to cause problems for the announcer, spell it out phonetically, such as using “I-sen-trop-ik” for the word “isentropic.”
20. **Easy listening formula.** Keep words to one or two syllables. Keep sentences fairly short.
21. **Remember you are writing for the ears, not the eyes.** Avoid exotic sounding words which may not be easily understood by the reader, who, again, may only hear the information one time.
22. **Avoid hissing sounds.** Avoid causing sibilance. A series of words beginning with or containing the letter “s” will cause a hissing sound.
23. **Read the story aloud.** Before giving your copy to the announcer, read it aloud to yourself to hear what it sounds like.
24. **Directions are needed in the visual column** of the news script to indicate precisely when visual clips begin and end as related to the news script. Clips must be slugged with identification: runs: time and out cue if there is voice on the clip. Tape without sound is noted SIL. Tape with sound is noted SOT. Clips on the visuals where the anchor is expected to speak are noted VO and should be accompanied by arrows drawn to the precise point in the audio script where the clip ends and begins. The camera aimed at the anchor should be noted in the visuals as C1 or C2 [don't forget camera shot CU or ECU] so he/she knows which camera to expect at the end of a clip or during a talking head performance. A standup at the end of the package would be noted as STANDUP SOT, runs: time and out: last word.
25. **Feature clips making up a package** should be noted in the visual column with slug, time and type of shot - extreme long shots ELS, long shot LS, medium long shot MLS, medium shot MS, medium close-up MCU, close-up CU and extreme close-up ECU.
26. **Music used in features** should be described and timed on the left side of the visual column. Theme music and graphics should be noted and timed in the appropriate columns.

There are, of course, guidelines for the journalist who will give the stories on the air. In some cases it may be the same person who wrote the story; in others, it will be someone else.

Unit 13: Writing for Broadcast

Scott Geesy, in his tips for broadcast journalists, emphasizes that broadcast journalists should dress up for the cameras. “People are watching you,” he says. “No matter what the program, people will immediately size you up in the first few seconds, guessing what kind of person you are. Its just like going to the mall, just human nature I guess. And no slouching-- your mother doesn’t like this, neither do TV viewers.”

Geesy also cautions on-air talent to be mindful of their body language and facial expressions “Too many hand gestures can be detrimental and take away from the presentation. In most cases, keep your hands under control,” he says.

Other tips from Geesy for broadcasters include

- Enunciate clearly. Overemphasize some sounds if necessary, but make yourself understandable to the listener.
- Proper pacing is important, and takes practice.
- Learn to control the tone of your voice. High pitched or whiny voices are irritating to the listeners.
- Project your voice. Speak clearly and strongly from the diaphragm.

Planning the Broadcast

Just as an overall plan and layout for a print publication must be made before the publication can be printed, there must also be a precise plan for a broadcast program, including a news broadcast.

The entire broadcast must be scripted. The stories are only one part of that script. Even the playful, seemingly spontaneous banter between reporters must enter the equation because that takes up air time. The broadcast must be planned so that it fits the allotted air time, and each segment must be timed precisely.

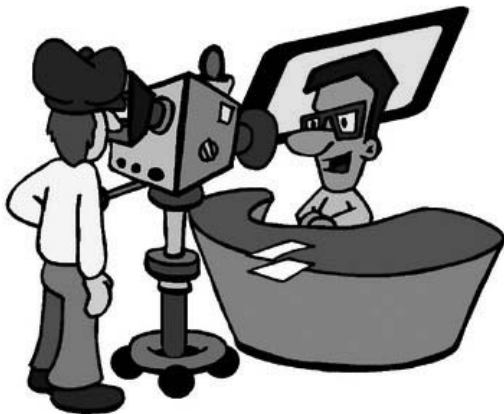


Figure 91: A broadcast production takes precise planning so that it fills the allotted air time.

Unit 13: Writing for Broadcast

NAME OF STUDENT: _____ TITLE: _____
 _____ MEDIA: Television
 DATE: _____ LENGTH: :27

VIDEO	AUDIO

The script is divided into a video portion and an audio portion. The video section is used to tell what will be seen, and the audio section tells what will be heard at the same time: the dialogue, the music, sound effects, etc. This is like a print layout sheet, only it maps out the broadcast.

Figure 92: The script

VIDEO			
	FRAME 1	FRAME 2	FRAME 3
	_____	_____	_____
AUDIO	_____	_____	_____
	_____	_____	_____
	_____	_____	_____
VIDEO			
	FRAME 4	FRAME 5	FRAME 6
	_____	_____	_____
AUDIO	_____	_____	_____
	_____	_____	_____
	_____	_____	_____

The storyboard is a visual, graphic depiction of a narrative. It is used to visually map out scenes and camera angles and tie them to the audio portion of the broadcast.

Figure 93: The Storyboard.

Unit 13: Writing for Broadcast

Selected Video Terminology

Basic Terms

Frame:	A single picture on a piece of film. Individual frames are run through the projector quickly (30 frames per second for standard videotape).
Shot:	A single set of images taped from the time the camera starts to the time it stops
Cut:	(1) The place where two separate shots or sections of a shot are joined together in a tape. The instantaneous change from one shot to another. (2) Director's command to stop action and recording immediately.
Fade in/Fade out:	The gradual appearance or disappearance of an image from or into darkness.
Dissolve:	A transition from one shot to another in which one shot fades out while the other fades in. One shot is superimposed over another.
Rule of Thirds:	As in photography. An element of shot composition based on the screen being divided into thirds horizontally and vertically, and then placing important elements along those lines
Essential Area:	The area that will be seen on most TV screens. Encompasses 80 percent of the screen measured from the center. Also called the "critical area," "action safe area," and "safe title area."
Headroom:	Space between the top of a subject's head and a monitor's upper screen edge.

Camera Angles

High angle:	The camera looks down on the subject. Can make subjects appear smaller or less important
Low angle:	The camera looks up at the subject. Can make subjects appear larger or more important.
Straight angle:	The camera is on the same level as the subject. Usually used in news or realistic shots.

Camera Distances

Extreme Close-up:	A shot in which the camera is very close to the subject. If the subject is a person's face, only features such as the eyes or mouth are shown. Often used to exaggerate features so that the characters look ugly or provocative.
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Close-up:	A shot in which the camera is close to the subject. When the subject is a person, this usually means only the person's face or face and shoulders are shown. Often used to show emotion.
-----------	--



Unit 13: Writing for Broadcast

Medium Shot or
Mid Shot:

The shot between a long shot and a close-up. With characters, it usually shows them from the waist up.



Long Shot:

A shot that uses the camera's full angle of view (the camera is zoomed out all the way), so that the subject is a distance from the camera, and you can see the whole object. Also called a full shot



Extreme Long
Shot:

A shot in which characters appear very small in the distance.



Camera Movement

Pan:

The camera moves across the field of vision from either right or left

Tilt:

The camera moves up or down

Zoom in or
zoom out:

A zoom lens moves toward or away from the subject quickly so that it is apparent to the viewer

Crane:

The camera moves up and away, often used at the end of scenes

Activity 13:1 Analyzing Radio News

Directions:

Outside of class you will listen to a radio news broadcast from three different local radio stations. Using the Radio News Information Chart on the next page, make notes about the content, style, length of program, advertisers, target audience. Pick a variety of types of radio stations for this assignment. For instance, you might choose one hip hop station, one pop or easy listening station and one country-western station.

Answer the following questions after you listen to the broadcasts:

- What are the key similarities and differences between radio news journalism and newspaper journalism?
- How is a radio news broadcast similar to the front page of a newspaper?
- Compared to newspapers, what are the limitations of radio when it comes to sharing news?
- What advantages does radio news broadcasting have over newspapers?

Summarize your findings and present them to the class.

Due Date: _____

Activity 13:1 Analyzing Radio News

Radio News Information Chart

	Station #1	Station #2	Station #3
Call letters, AM/FM			
Age and occupation of target audience			
What is the lead story? Details?			
Other stories			
On-the-scene reports? Why were they used?			
How long was spent on: (in minutes) 1.international 2. national 3. local 4. sports 5. weather 6.commercials			
Products advertised			
Total length of news broadcast, including commercials			
Tone of broadcaster			

Activity 13:2 Analyzing Television News

Directions:

Outside of class you will view a television news broadcast from three different stations. Using the Television News Information Chart on the next page, make notes about the content, style, length of program, advertisers, target audience. Pick a variety of types of news programs for this assignment. For instance, you might choose from local news programming, network news programming and cable network news programming.

Answer the following questions after you view the broadcasts:

- What are the key similarities and differences between television news journalism and newspaper journalism?
- What are the key similarities and differences between local, network and cable news journalism and newspaper journalism?
- How is a television news broadcast similar to the front page of a newspaper?
- Compared to newspapers, what are the limitations of television when it comes to sharing news?
- What advantages does television news broadcasting have over newspapers?

Summarize your findings and present them to the class.

Due Date: _____

Activity 13:2 Analyzing Television News

Television News Information Chart

	Station #1	Station #2	Station #3
Call letters, VHF/UHF			
Age and occupation of target audience			
What is the lead story? Details?			
Other stories			
On-the-scene (live) reports? Why were they used?			
How long was spent on: (in minutes) 1.international 2.national 3. local 4. sports 5. weather 6.commercials			
Products advertised			
Total length of news broadcast, including commercials			
What visuals were used? Set? Graphics?			
Tone of newscast?			

Activity 13:3 Write a Story for Broadcast

Directions: Clip a news story from your school newspaper or the community newspaper. Rewrite it in broadcast style, using the guidelines given in this unit.

Prepare a script using the form on the following page. On the right side of the script you will write what the viewer/listener will hear. This includes the words spoken by the broadcast journalist and any music, sound effects or sound bites used.

On the left side of the script you will describe what is seen on the screen when each portion of the audio is airing.

Use the story board to create a visual for your story. You can use stick figures to indicate the camera distance directions.

Due date: _____

Print Name_____Period _____Date_____

Activity 13:3 Write a Story for Broadcast

Medium: Television

Title:_____Date: _____Length:_____

Video	Audio

Activity 13:3 Write a Story for Broadcast

VIDEO			
	FRAME 1	FRAME 2	FRAME 3
AUDIO			
VIDEO			
	FRAME 4	FRAME 5	FRAME 6
AUDIO			

Activity 13:3 Write a Story for Broadcast

VIDEO			
	FRAME 1	FRAME 2	FRAME 3
AUDIO	_____	_____	_____
	_____	_____	_____
VIDEO			
	FRAME 4	FRAME 5	FRAME 6
AUDIO	_____	_____	_____
	_____	_____	_____

Unit 14: Production and Publishing the News

Policies and Procedures:

A very important part of publishing a newspaper or yearbook is setting the policies that will guide the staff on a day-to-day basis. It is imperative that each person on the staff understand what his/her job is. Each person should understand the urgency of meeting deadlines and how not meeting deadlines will negatively affect the outcome of the publication.

In small groups, as determined by your instructor, you will examine publications policies from the Student Press Law Center and other sources and formulate policies for your class to follow as you publish a newspaper.

The SPLC Model Guidelines provide fill-in-the-blank ease for staffers to create an open-forum newspaper. Each group will create a workable policy that can be used in class from the basics in the Model Guidelines, which can be found on the SPLC Web site, <http://www.splc.org>.

In addition, you will need to add sections on the following

- What types of advertising will be or will not be accepted?
 - Will you accept advertising from birth control agencies such as Planned Parenthood?
 - Will you accept political advertising?
 - Will you accept advertising from religious institutions?Because this is going to be run as an open forum newspaper, these decisions need to be made by the student staff.
- How will you handle student and/or faculty deaths? It is not a pleasant subject to think about, but that is why a policy needs to be in place before you face this situation. It is very difficult to know what to do when staffers are grieving the loss of a friend along with the rest of the school. A policy that outlines what type of story or recognition your publication will publish helps to prevent delays in production.
- Each group should present their policies to the class for discussion.
- The class should adopt a staff policy to use during the next phase of this unit.

Producing the Publication:

This will be the biggest project of the year. You will take everything that you have learned in this class and transfer that learning to production skills. This will prepare you for a position on the newspaper or yearbook staff for next year. Although the procedures are a little different for newspaper and yearbook, producing a newspaper will give you a very good idea of what it takes to produce a yearbook as well.

As a class, or in conjunction with other journalism classes if there are any at your school, you will produce and publish a newspaper, doing all of the planning, assigning of stories, writing, editing, layout and design, proofreading, ad sales, etc.

Unit 14: Production and Publishing the News

Procedure:

- Staff selection. Your instructor may choose the positions or they may be selected in some other way.
- The editor and assistant editor will work with the instructor/adviser to create a deadline calendar which will determine when all components are due.
- Follow the policies and procedures determined by the class in the previous assignment, plus observe any other rules and regulations that your instructor provides.
- Brainstorm for story and editorial ideas. Each “staffer” should present 5 story ideas, along with photo and illustration possibilities. Look for lively stories that would have a lot of reader appeal. Pick a variety of stories that reflect what is going on in your school, what students are interested in, and what students need to know.
- Plan for the number of pages which advertising and other funds will support.
- The staff will discuss each idea and decide which stories will be included.
- Assign or volunteer for stories, ad sales, page layouts, photos, other jobs.
- Conduct all interviews, write stories, edit stories, write headlines, take pictures, write captions, sell ads, plan and lay out pages according to the deadline schedule.
- Hold frequent staff informational and feedback meetings during the entire process to make sure everyone is on the same page.
- Help each other out. If you finish your assignments early, see what you can do to help someone else. Producing a publication is a team effort, requiring each person to give 100%.
- Make sure that pages are completed by the deadline date.
- Print, distribute and celebrate!
- As a group, critique your product. What did you do right; what did you do that can be improved? Write up some suggestions for improvement along with the things you feel the group did a good job on and turn this in to your instructor.

Copy Editing Quizzes

On the following pages are Copy Editing quizzes to be used weekly as practice in strengthening writing skills and learning Copy Editing symbols and newspaper style.

Print Name _____ Period _____ Date _____

Copy Editing Week 1

Target: Dates and Times

Using the AP Stylebook and Libel Manual and Copy Editing symbols, correct the following sentences to conform to proper newspaper style regarding dates. There may be other errors as well. If the sentence is correct, write “correct” in the blank at the end of the sentence.

1. The meeting is scheduled for Mar. 13 which is a Tuesday. _____
2. He was to see his attorney on January 14th, but the attorney was hospitalized late in Dec. _____
3. His speech was slated for 7 o'clock in the evening on Jun. 1st. _____
4. At 12 midnight Wednesday, October 2nd, the new law will go into effect. _____
5. Monday, March 1, is a school holiday, according to the district calendar. _____
6. The “Sweeps” rating period will be in effect during Feb. and Sept. _____
7. The school board designated August 8 as the first day of school for the fall semester. _____
8. Kodak kicked off the national Perfect Touch processing campaign on Jul. 15. _____
9. The DVD is set for an early summer release, about June 30th. _____
10. His father died Mar. 22nd, 2001. _____

Print Name _____ Period _____ Date _____

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Copy Editing Week 2

Target: Capitalization

Using the AP Stylebook and Libel Manual and Copy Editing symbols, correct the following sentences to conform to proper newspaper style regarding capitalizations. There may be other errors as well. If the sentence is correct, write “correct” in the blank at the end of the sentence.

1. He planned to attend College in the midwest. _____
2. The mayor will reveal the new Statue of the late sen. John Peters following his speech. _____
3. The drama club is planning a Ski Trip during the winter break. _____
4. Student council members are gearing up for a Holiday feast.
5. Carlton Meadows, american history Professor, will address the crowd. _____
6. Wayne Scot Lukas, Celebrity Stylist, has styled Stars like Janet Jackson, Tina Turner and Justin Timberlake. _____
7. She anchored a local newscast on kamr, an nbc Affiliate in Amarillo. _____
8. The houston chronicle reported that the suspect avoided arrest by escaping into the tunnels below the Downtown area. _____
9. The yankees lost the third game of the Playoff series.
10. A convenience store Parking Lot was the scene of a robbery at gunpoint wednesday.

Print Name _____ Period _____ Date _____

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Copy Editing Week 3

Target: Courtesy Titles, Earned Titles

Using the AP Stylebook and Libel Manual and Copy Editing symbols, correct the following sentences to conform to proper newspaper style regarding courtesy and earned titles. There may be other errors as well. If the sentence is correct, write "correct" in the blank at the end of the sentence.

1. The award for the most popular teacher went to doctor Stanton Hayes. _____
2. Mrs. Evelyn Weeks, curator at the local museum, will speak on restoring antique furnishings. _____
3. The Reverend Darby Doolittle performed the double-ring ceremony. _____
4. Students should return their signed report cards to their advisory teachers, Mrs. Jean White, assistant principal, said. _____
5. Coordinating principal John Smith met with Mr. Jim Thompson briefly about the matter. _____
6. Students should wear their ID badges at all times or will face consequences, Mr. Eldon Jackson, Assistant Principal, said during the assembly. _____
7. Mr. Paul Patterson, a senior parent, addressed the school board Tuesday night. _____
8. Students who plan to take broadcast journalism must clear their requests through Mr. Mark Webber, teacher of record. _____
9. The cafeteria manager, Miss Lisa Shazzama, requires that students pay for their meals in advance. _____
10. Don Campbell, track coach, will ask several parents, including Mr. Bob Barton, father of Joe Barton, to assist at the games. _____

Print Name _____ Period _____ Date _____

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Copy Editing Week 4

Target: State Abbreviations

Using the AP Stylebook and Libel Manual and Copy Editing symbols, correct the following sentences to conform to proper newspaper style regarding state abbreviations. There may be other errors as well. If the sentence is correct, write "correct" in the blank at the end of the sentence.

1. The temperature in Amarillo, TX, dipped into the teens Tuesday. _____
2. The Osmonds, originally from Ogden, UT, began singing as a group when they were children. _____
3. The Jayhawks of the University of Kans. won the conference championship three years in a row. _____
4. The Bergenfield, New Jers., native studied graphic design at the Pratt Institute in N.Y. _____
5. The featured speaker is an architect from Little Rock, Arkansas. _____
6. Calif. voters elected "Terminator" action hero Arnold Schwarzenegger to complete ousted Gov. Gray Davis' term. _____
7. The Santa Fe, N. Mex., City Council voted to honor Tim Johnson for his service to the community. _____
8. The next performance of the band will be at the Enid Music Festival in Okla. _____
9. A school in Penn. hosted the theatre arts festival for several years before the organizers moved it to Del. _____
10. The principal grew up in IA, but moved to Lincoln, Nebraska, after graduation. _____

Print Name _____ Period _____ Date _____

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Copy Editing Week 5

Target: Numbers

Using the AP Stylebook and Libel Manual and Copy Editing symbols, correct the following sentences to conform to proper newspaper style regarding numbers. There may be other errors as well. If the sentence is correct, write “correct” in the blank at the end of the sentence.

1. The nineteen-year-old is the youngest professional tennis player from this area to win 3 regional tournaments. _____
2. 5 buses were lined up to take the one hundred seventy-five students to the park for the field trip. _____
3. Wayne Scot Lukas has been a professional stylist to numerous celebrities, such as Janet Jackson and Justin Timberlake, for nearly eighteen years. _____
4. The difference in gas prices from station to station was as much as \$.15 a gallon, according to the survey. _____
5. About 5 minutes before the bell, students should begin straightening the area around their desks. _____
6. The stereo system taken in the robbery last night was valued at over five hundred dollars. _____
7. More than 500 students attended the concert in the courtyard during lunch. _____
8. He paid for the CD with cash, which included at least twenty quarters and 4 dollar bills. _____
9. To get to the fairgrounds from Dawson Heights, take Highway Seven thirty-two miles to FM Three hundred six and turn left. _____
10. The State Legislature allocated over \$400,000,000 for repairs to highways in the rural areas. _____

Print Name _____ Period _____ Date _____

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Copy Editing Week 6

Target: Subject-Verb Agreement/Pronoun-Antecedent Agreement

Using Copy Editing symbols, correct the following sentences to conform to proper newspaper style regarding subject-verb and pronoun-antecedent agreement. There may be other errors as well. Be sure to follow Associated Press style. If the sentence is correct, write "correct" in the blank at the end of the sentence.

1. The senior that left their math book in the cafeteria can pick it up in the main office.

2. The football team are practicing out on the field every afternoon.

3. No one has heard whether or not their projects have been accepted. _____
4. A number of students is expected to enroll for the course by Tuesday.

5. The number of teachers have grown since the school was founded.

6. That senior needs to move their car. _____
7. Some girl was walking down the hall with their slip showing. _____
8. The Webmasters group are giving a workshop this afternoon at Hastings High School.

9. The committee of teachers were not informed about the changes until last night.

10. If a student cannot be at graduation to receive their diploma, they must request in writing to receive it at their home. _____

Print Name _____ Period _____ Date _____

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Copy Editing Week 7

Target: Active Voice

Using Copy Editing symbols, correct the following sentences so that they are in active voice. There may be other errors as well. Be sure to follow Associated Press style. If the sentence is correct, write "correct" in the blank at the end of the sentence.

1. The speaker was interviewed by three reporters from the local media before the assembly.

2. Many questions have been asked about the new policies, the school district public information officer said. _____
3. More than 50 people were arrested by local police on the Wal-Mart parking lot for loitering after midnight Tuesday. _____
4. New courses are being offered to students who have passed all basic coursework.

5. Several complaints have been heard about the quality of cafeteria food by members of the school board. _____
6. If your keys have been lost, you must fill out a report in the front office.

7. Hall sweeps will be carried out between second and third periods each day by the assistant principals. _____
8. The parking lot ruts have damaged several cars in recent months, police report.

9. Senior Matthew Bennett has been selected to receive a full scholarship to Harvard by a panel of former students. _____
10. Elimination of off-campus lunch for seniors is being considered by district officials following Friday's fatal car accident which killed 2 and injured 4 students.

Print Name _____ Period _____ Date _____

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Copy Editing Week 8

Target: Transpositions

Using Copy Editing symbols, correct the following transposed words or letters. There may be other errors as well. Be sure to follow Associated Press style. If the sentence is correct, write "correct" in the blank at the end of the sentence.

1. The cieling tiles in the cuonselor's office were ylelowed and dirty. _____
2. The Spnaish Club hopes to make the Fall Fiesta an anunal event, the preisident told reproters. _____
3. A five-yaer ban on taxing srevices that connect conusmers to the Interent runs out today while a bid to make the proihbition permnaent moves slowly through Cnogress. _____
4. A new e-mail vrius started sperading to croporate comupters, but computer secruity experts said they epxect the outbreak to wind down over the wekeend. _____
5. Cnosumers kept a tighter grip on thier wallets in Spetember, trimming spneding by 6.3 precent after a summer shopping spree that propleled a thrid quarter of srtong economic growht. _____
6. Amreicans' inocmes rose by 6.3 percent in Setpember, the thrid month in a row. _____
7. Accoutning rules require the vlaue of businesses to be tested peirodically. _____
8. The shcool sytsem, with a 210,000 enrolmlnet that is mostly Hispanic, is overesen by a nine-member borad that now inculdes two Hispanics who are in thier 70s and chose not to seek reeletcion. _____
9. The medicla examiner's office ruled Firday that the fatal shooting of a vetearn homicide invetsigator at police headuqarters was a suicide. _____

Fromer Attorney General Dan Morales was handcfufed and led from a fdereal courtroom Firday after being sentneded to four years in pirson for praticipating in a scheem to steal millions of dollars from the state's tobacoc settelment.

Print Name _____ Period _____ Date _____

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Copy Editing Week 9

Target: Quote Attribution

Using Copy Editing symbols, correct the following sentences so that quotes are attributed correctly. There may be other errors as well. Be sure to follow Associated Press style. If the sentence is correct, write "correct" in the blank at the end of the sentence.

1. "Many times," replied head cheerleader Marlena McTavish, "students just do not want to stand and sing the school song." _____
2. According to the assistant principal, "Students are not to go upstairs before 7:20 a.m. without a pass." _____
3. "I don't have any advice to give you about that," the doctor argued. _____
4. "Stop, thief!" the store owner screamed as the armed robber ran out the door with the cash. _____
5. "I don't love anyone but you," the starlet winked at her boyfriend of the day. _____
6. "There will be no more breaks during this session," the workshop presenter stated. _____
7. "The winner of the contest will receive a new laptop computer," says Pat Wright, spokesperson for the event. _____
8. "The United States is once again at war," President Bush stated to the media, reading from a prepared text. _____
9. "Time's up," announced Paige Davis, host of Trading Spaces. _____
10. "There is no one better for this job than Mike Smith," said Todd Callihan, president of the company.

Print Name _____ Period _____ Date _____

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Copy Editing Week 10

Target: Time/Dates

Using Copy Editing symbols and the AP Stylebook and Libel Manual, correct the following sentences so that times and dates are handled according to proper newspaper style. There may be other errors as well. Be sure to follow Associated Press style. If the sentence is correct, write "correct" in the blank at the end of the sentence.

1. The meeting will be at two o'clock in the afternoon, Saturday, March 9th, in the old studio. _____
2. The rule will be in effect from 12:00 a.m. November 9 until 10 at night. _____
3. The incident occurred at approximately 9:00 A.M. _____
4. Next fall, the official school day will begin at 7:30 am and end at 2:25 in the afternoon. _____
5. In Feb., the band will travel to Dallas for several concerts at teen clubs. _____
6. The store will open it's doors at 7:00 Monday morning and will remain open 24 hours a day throughout the holidays, store manager Jock Owen said. _____
7. The school board met at 7:30 p.m. in the evening on Wed., September 14th. _____
8. The auction will officially begin at nine o'clock on the morning of Jan. 22th. _____
9. The exam will be administered to seniors from 8 am until 12 pm Sat., Decem. 14. _____
10. The parking lot will be closed at 4 P.M. Monday for repairs, but should reopen by 7 o'clock Wed. morning. _____

Print Name _____ Period _____ Date _____

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Copy Editing Week 11

Target: Wordiness/Redundancies

Using Copy Editing symbols, eliminate wordiness and redundancies from the following sentences. There may be other errors as well. Be sure to follow Associated Press style. If the sentence is correct, write "correct" in the blank at the end of the sentence.

1. If you look at past history, new developments always take time before people can accept and embrace them. _____
2. By mutual agreement, the leaders of both parties will hold several debates during the month of October, preceding the November election the following month. _____
3. The auditorium was filled to capacity and there was standing room only at the Christmas concert held to celebrate the holidays. _____
4. During that period of time, the general consensus was that pregnant female inmates would have to give up their newborn babies for adoption. _____
5. You will be asked to enter your PIN number before you will be able access your account. _____
6. First and foremost, you are expected to complete all assigned homework by the final deadline. _____
7. The National Honor Society announced its future plans at the formal fall banquet in autumn. _____
8. The Boys' Service Club and the Girls' Service Club will join together to form one organization, with the end result being a service group for all students. _____
9. The proposed new natatorium will be in close proximity to other sports facilities for student athletes. _____
10. All students, male and female, who send in advance notice of their stated intent to attend the conference will receive a free gift. _____

Print Name _____ Period _____ Date _____

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Copy Editing Week 12

Target: Frequently Confused Words

Choose the correct word from each pair of words in the following sentences. Use Copy Editing symbols to correct any style or other errors. Be sure to follow Associated Press style.

1. If you (lose, loose) your lunch pass, there will be a \$5.00 charge to replace it, according to Mildred Banks, cafeteria manager.
2. The exterior of the building will feature (steal, steel) beams between columns of natural (granite, granted), the architect said.
3. His (advise, advice) was to redraw the plans because (there, they're, their) were (to, too, two) many mistakes in the original version.
4. He wanted to (accept, except) the award in person.
5. The superintendent admitted that (there, they're, their) was an (access, excess) of money in the discretionary account.
6. The physical education department will install 10 (stationery, stationary) bicycles in each of the gymnasiums for student use.
7. The governor said that he did not know how the tax increase would (affect, effect) the public schools.
8. The librarian plans to show English classes the proper way to (sight, cite, site) references in their research papers.
9. The District Attorney will (persecute, prosecute) the four boys charged with burglary of a (residence, residents).
10. The teachers learned that they must have (patients, patience) with students who had learning disabilities.

Print Name _____ Period _____ Date _____

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Copy Editing Week 13

Target: Spelling

Using the Associated Press Stylebook and Libel Manual, a dictionary and standard Copy Editing symbols, correct the following sentences for errors. The focus is on spelling, but there may be other errors as well.

1. Fourty-four Latin students from the area will attind the state Junior Classical League convention in Austin next month.
2. In his judgement, the student had plagierized the essay.
3. A ture of the state capital building will be scheduled if there is enough interest.
4. Mexican President Vicente Fox said Friday he will lobby for imigration reform.
5. The lab proceedure should take about four ours, the doctor said.
6. The new spa will apeal to a much more sofisticated clientelle.
7. The teacher asked the workshop presenter what would be the best way to help students who's handwritting is ilegible.
8. As the seniors crossed the stage to recieve they're diploma, one of the school board members congradulated them.
9. Collecting coins is a populer passtime with many of the senior citizans.
10. When the witness would not corroborate the story, the prosecuter decided to persue another line of questioning.

Print Name _____ Period _____ Date _____

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Copy Editing Week 14

Target: Punctuation

Using the Associated Press Stylebook and Libel Manual and standard Copy Editing symbols, correct the following sentences for errors. The focus is on punctuation, but there may be other errors as well.

1. Students who plan to attend College Night are asked to bring the following items; a No. 2 pencil; a pen with black ink; a one-page biography; and three wallet-size photos
2. I don't care how smart you think you are Velasquez said if you do not pay attention in class you are going to miss important information that you will need later
3. What about the students who do not want to participate in volunteer activities Mann does not see them making much of an impression on the admissions people he said
4. He informed the registrar that sophomores juniors and seniors will be able to order transcripts to use for scholarship applications
5. Sarah Jones winner of the Junior Achievement scholarship is eighteen years old and works in Foley's accessories department
6. Main Streets collecton of once vacant shells and peeling storefronts turned into a bright collage of red blue green and purple neon on Friday night.
7. A Metropolitan Transit Authority light rail car was the centerpiece of the celebration and many people walked through to get a glimpse of the train which is scheduled to start running January 1.
8. To observers of the Houston Independent School Distict which lately has been the subject of both national praise and scorn results of 5 trustee elections may also yield headlines such as New HISD superintendent in the wings and Fragile school movement hangs in balance
9. Kamato Hongo a Japanese woman believed to have been the world's oldest person died Friday She was 116
10. Prime Minister Mahathir Mohamed handed power to his successor Abdullah Ahamad Badawi a mild mannered career politician who had been his deputy for the past 5 years.

Print Name _____ Period _____ Date _____

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Copy Editing Week 15

Target: Abbreviations

Using the Associated Press Stylebook and Libel Manual and standard Copy Editing symbols, correct the following sentences for errors. The focus is on abbreviations, but there may be other errors as well. Assume that initials used as abbreviations are for a second or subsequent mention of an organization in a story. If a sentence is correct, write “correct” in the blank at the end.

1. Students in F.B.L.A. are invited to a district-wide party hosted by A.I.S.D.’s business teachers Saturday night. _____
2. The Sp. Ed. Dept. has requested that all teachers cooperate with them in identifying special needs students. _____
3. The new asst. princ. will assist students with registration. _____
4. T.L.C. has several programs on self-improvement and decorating. _____
5. Oct. is Nat. Breast Cancer Awareness mo. _____
6. She hopes to go home for Xmas but may not make it until N.Y. Day. _____
7. Budget proposals include eliminating funding for phys. ed. and fine arts. _____
8. NHS students must volunteer a min. of 10 hours each nine weeks to remain members in good standing. _____
9. The admin. team meets each Mon. morning in the central planning office.
10. The sch. cafet. will be the site of the Harvest Ball this year, it was announced today at the Stu. Co. meeting.

Print Name _____ Period _____ Date _____

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Copy Editing Week 16

Target: Elimination of Gender-Specific Terms

Using the Associated Press Stylebook and Libel Manual, dictionary and standard Copy Editing symbols, correct the following sentences for errors. The focus is on finding and eliminating gender-specific terms, but there may be other errors as well. If a sentence is correct, write "correct" in the blank at the end.

1. The waiters and waitresses expect to recieve tips to suppliment thier income.

2. The mailman delivered the letter to the school before the meeting. _____
3. They asked the policeman for directions to the courthouse. _____
4. The spokeswoman for the school district announced that the meeting would be delayed 5 min. _____
5. She was a show hostess on the Home Shopping Network for many years.

6. The chairwoman of the hospitality committee did not want to raise member's assessments for the upcoming year. _____
7. The actors and actresses will attend a cast party following the last performance.

8. The wait staff is here to serve you. _____
9. The male nurse took the patient's temperature. _____
10. She made an appointment with a lady doctor because of the frequent headaches.

Print Name _____ Period _____ Date _____

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Copy Editing Week 17

Target: All Areas

Using the Associated Press Stylebook and Libel Manual, dictionary and standard Copy Editing symbols, correct the following sentences for errors. If a sentence is correct, write "correct" in the blank at the end.

1. Travel South on Lincoln Drive until you get to the 2nd light, then make a right.

2. Prom tickets will be \$75 a piece or \$125 for 2 if bought in advance. _____
3. Many schools held September 11 tributes to commemorate those who lost their lives.

4. The tulips will bloom in the Spring. _____
5. He had previously been arrested 8 times for speeding and drunk driving. _____
6. As the hurricane was approaching, the winds were clocked at 85 m.p.h. on the coast.

7. The F.B.I. agent said no student had ever been stalked because of a picture on a school web page. _____
8. "Two students will be selected to recieve free yearbooks", the principal stated at the meeting. _____
9. A ski trip is planned to Utah during winter break. _____
10. The newspaper advisor announced that Advertising Rates would be going up.

Print Name _____ Period _____ Date _____

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Copy Editing Week 18

Target: All Areas

Using the Associated Press Stylebook and Libel Manual, dictionary and standard Copy Editing symbols, correct the following sentences for errors. If a sentence is correct, write "correct" in the blank at the end.

1. 200 students were waiting to board the busses at the end of the assembly.

2. He will advance to the state Tournament in Apr. _____
3. A group of twelfth graders submitted a design for the senior class shirt. _____
4. Vice president Al Gore claimed to invent the internet. _____
5. The superintendent said he would except the donation at the next shchool board meeting.

6. The teacher who won the top award has been in this school district for 8 years.

7. The school colors are red, white, and blue. _____
8. A head on collision in the school parking lot injured 4 faculty members this morning.

9. Bob Woodward and Carl Bernstein reported on the Watergate break in cover up in the 1970's. _____
10. Many viewers petitioned A.B.C. Daytime to bring Nathaniel Marston back to One Life to Live as Al Holden, even after the character had been killed. _____

Print Name _____ Period _____ Date _____

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Copy Editing Week 19

Target: All Areas

Using the Associated Press Stylebook and Libel Manual, dictionary and standard Copy Editing symbols, correct the following sentences for errors. If a sentence is correct, write "correct" in the blank at the end.

1. The Grand hotel will accommodate over 2 thousand guests. _____
2. As popular as wireless phones are today, CB radios were almost as popular in the 1970's.

3. The Journalism teachers will meet Tues. afternoon at Taylor high school. _____
4. The presidential election will be Tues., November 7. _____
5. The game will be broadcasted over KPRC-AM, according to the Coach.

6. The pregnant female defendant asked for a kleenex as she heard the testimony of the murder victim's wife. _____
7. The local P.B.S. station will not run the free programming from the First Amendment Center, despite several requests from veiwers. _____
8. Apr. 15th is the deadline for filing federal income tax forms. _____
9. The Trinity river overflowed it's banks during the last major rain storm.

10. Be true to your school Bob Greene of the Chicago Tribune said. _____

Print Name _____ Period _____ Date _____

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Copy Editing Week 20

Target: All Areas

Using the Associated Press Stylebook and Libel Manual, dictionary and standard Copy Editing symbols, correct the following sentences for errors. If a sentence is correct, write "correct" in the blank at the end.

1. The couple rented the apartment for one thousand dollars a month. _____
2. The suspect was on L.S.D. when she allegedly killed her boy-friend. _____
3. The teacher was driving a silver and blue Lexus s.u.v. _____
4. Many investors took their own lives during the stock market crash of the 1920's.

5. The merchant demanded immediate payment. _____
6. The Bears beat the Rams 42 to 3. _____
7. The Arizona landscape is covered in cacti. _____
8. The poll is guaranteed accurate within 4 points either way. _____
9. The asst. pastor at the neighborhood baptist church was among the protest marchers on Main street. _____
10. The Class of 2006 is selling candy and other items to raise funds for their prom.

Print Name _____ Period _____ Date _____

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Copy Editing Week 21

Target: All Areas

Using the Associated Press Stylebook and Libel Manual, dictionary and standard Copy Editing symbols, correct the following sentences for errors. If a sentence is correct, write "correct" in the blank at the end.

1. The Holiday Tour of Homes has been rescheduled to begin December 1st.

2. The student visited the dr. for her regular checkup. _____
3. In the poll, students were overwhelmingly in favor of an Open Campus at lunchtime.

4. The vice-principal suspended the 18-year-old for having spiked hair, citing the rule in the Student Handbook which specifies that students cannot bring spiked objects to school.

5. The busses will load at three in the afternoon in the north lot. _____
6. The student council will sell Bottled Water at the Fall Festival booth. _____
7. Two students and 1 graduate were injured in the October 14th accident on Westheimer Rd. _____
8. The N.A.A.C.P. is an organization which promotes the causes of people of Color.

9. During late Summer, the temps soared above one hundred degrees, making the building too hot for comfort, the teacher reported. _____
10. The chemistry teacher selected a color scheme of pink, green, and blue for the new lab.

Print Name _____ Period _____ Date _____

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Copy Editing Week 22

Target: All Areas

Using the Associated Press Stylebook and Libel Manual, dictionary and standard Copy Editing symbols, correct the following sentences for errors. If a sentence is correct, write "correct" in the blank at the end.

1. Key Club will meet at 7:30 Tuesday evening in the School Cafeteria. _____
2. She trimmed the tree in the traditional Xmas colors: red, green, and shiny gold. _____
3. The students who were polled perferred Chevy trucks to Ford trucks by a margin of three to two. _____
4. F.F.A. members will compete in a livestock show in Austin in Mar. _____
5. Oprah is on at 3 p.m. in the afternoon. _____
6. The school district signed a long term contract with coke and cannot sell products from other soft drink vendors. _____
7. The Tigers blanked the Bears, fourty-two to three. _____
8. The principle requested that the faculty hand out their syllabuses to parents during Open House. _____
9. The asst. princ. will be in charge of assigning dententions. _____
10. Taylor high school has averaged 97% attendance during the First Semester.

Print Name _____ Period _____ Date _____

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Copy Editing Week 23

Target: All Areas

Using the Associated Press Stylebook and Libel Manual, dictionary and standard Copy Editing symbols, correct the following sentences for errors. If a sentence is correct, write "correct" in the blank at the end.

1. Halley's Comet makes an apearence once every seventy-five or so years Mr. Don Johnson chemistry teacher said Take advantage of this opportunity to see the comet You may never get another chance _____
2. Beliefs in concepts such as heaven and hell differ among the world's Religions. _____
3. The Earthquake measured a 7.1 on the richter scale. _____
4. Border Patrol agents aprehended several men trying to cross the Rio Grande river near Laredo. _____
5. The holiday baskets were taken to 755 e. 33rd st. _____
6. The Flag will be flown at halfmast on September 11. _____
7. The window display was created by students in Miss Joan Vandiver's marketing class. _____
8. Local hospitals are filled to capacity and are turning away patience. _____
9. He made a long distance call to his bro. in New Jers. last Wed. _____
10. It is not against the law for students to read religious litarature, such as the bible, during class. _____

Print Name _____ Period _____ Date _____

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Copy Editing Week 24

Target: All Areas

Using the Associated Press Stylebook and Libel Manual, dictionary and standard Copy Editing symbols, correct the following sentences for errors. If a sentence is correct, write "correct" in the blank at the end.

1. The a.p. stylebook serves as a Bible for the Journalism class. _____
2. Students voted for hamburgers, French fries and coke for thier special request lunch day.

3. Stephanie Kurtz hit a fieldgoal for 2 from the foul line just before the half-time whistle blew. _____
4. The fighting bear marching band earned sweepstakes at the first annual fall marching festival. _____
5. 83% of Texas voters do not support a state income tax. _____
6. The girls' softball team won its first game, fourteen to three. _____
7. Coach John Smith hopes the Varsity will make it into the play-offs again this year.

8. The Senator's plane dissappeared from the radar screen at 10:00 in the evening of Apr. 23rd. _____
9. She is a part-time girl at the automotive store. _____
10. Police said the male suspect was tall, blonde and bowlegged. _____

Print Name _____ Period _____ Date _____

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Copy Editing Week 25

Target: All Areas

Using the Associated Press Stylebook and Libel Manual, dictionary and standard Copy Editing symbols, correct the following sentences for errors. If a sentence is correct, write "correct" in the blank at the end.

1. All meetings of the homecoming committee will be at 12 noon in the central conference room. _____
2. Channel 8 is the local public broadcasting company station. _____
3. Repaving the Parking Lot is a noncontroversial issue. _____
4. The president is planning a trip to china in the Spring. _____
5. Research has shown that eighteen-year-olds as a group do not register to vote as much as we had hoped Don Carter government teacher said. _____
6. Baby Boomers are now in their 50's. _____
7. In New Orleans, fat Tuesday is a huge celebration known as mardi gras which comes before lent, the season of Repentance. _____
8. The senior class decided to donate five trophy cases to the school at a cost of over 5,000 dollars. _____
9. He lives at two thousand twenty-six Matthews Drive in Topeka, Kansas. _____
10. The postman delivered the mail everyday about 2 in the afternoon. _____

Print Name _____ Period _____ Date _____

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Copy Editing Week 26

Target: All Areas

Using the Associated Press Stylebook and Libel Manual, dictionary and standard Copy Editing symbols, correct the following sentences for errors. If a sentence is correct, write "correct" in the blank at the end.

1. The break-in was at approximately 8:30 in the morning. _____
2. The next meeting of the school board is set for November 10. _____
3. The senior prom will be at 7:30 o'clock in the evening at the Sheraton on Westpark Drive. _____
4. The Bears beat the Rams 32 to 18. _____
5. The school board voted to raise teacher's salaries by 4000 dollars next year. _____
6. The golf team has twenty-four members this year. _____
7. The Homecoming Queen last year won by 1 vote. _____
8. There were alot of people in the meeting, the teacher said. _____
9. He ran thirty-seven yards in 9 seconds. _____
10. The yearbook advisor will announce the winners of the free books at 4 in the afternoon. _____

Print Name _____ Period _____ Date _____

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Copy Editing Week 27

Target: All Areas

Using the Associated Press Stylebook and Libel Manual, dictionary and standard Copy Editing symbols, correct the following sentences for errors. If a sentence is correct, write "correct" in the blank at the end.

1. During the 80's M.T.V. was one of the most popular networks. _____
2. 19 students will receive awards from the Marines Junior R.O.T.C. unit at their anniversary celebration next week. _____
3. President Bush has called a cabinet meeting for 9 o'clock in the morning on January 12th.

4. Custodians will get the classrooms clean as a whistle on Wednesdays except for cleaning the chalkboards which they will do on Thursdays, Lord willing and the creek don't rise.

5. The waitress expected a larger tip for serving the table of twelve. _____
6. The budget deficit effects a total of more than 10,000,000 American citizens.

7. The man rescued his 4 son-in-laws from the burning building that was on fire.

8. The junior varsity team has not won a game yet this Season. _____
9. Hurricane strength winds bore down on the coastal city at speads up to 125 miles per hour. _____
10. In the south, people enjoy fish fries and barbecues. _____

Print Name _____ Period _____ Date _____

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Copy Editing Week 28

Target: All Areas

Using the Associated Press Stylebook and Libel Manual, dictionary and standard Copy Editing symbols, correct the following sentences for errors. If a sentence is correct, write "correct" in the blank at the end.

1. The state, was declared a disaster area after the storm drove 100s of Ga. citizens from their homes. _____
2. The F.B.I. agent said the female girl they were looking for was eighteen-years-old. _____
3. Each Winter the birds fly South. _____
4. She wanted to be a female fireman. _____
5. Senator John Perkins wants to insure that all Federal Officials will attend the right meeting. _____
6. The volleyball game will be broadcasted over the internet. _____
7. The U.R.L. to the new website will be www.waynescotlukas.com. _____
8. He lives in the lexington court apartments. _____
9. They will not be back in town before easter sunday. _____
10. They did not want their children to celebrate halloween so they would not allow them to buy costumes for the party. _____

Print Name _____ Period _____ Date _____

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Copy Editing Week 29

Target: All Areas

Using the AP Stylebook and Libel Manual and Copy Editing symbols, correct the following sentences to conform to proper newspaper style. If the sentence is correct, write “correct” in the blank at the end of the sentence.

1. Any student caught skipping during the final week of classes will not be exempt from their exam. _____
2. The women’s soccer coach, a tiny brunette whose husband is an electrical engineer, welcomed the other team’s coach to the game. _____
3. The city council mandated that the city would hire twelve new firemen. _____
4. A high school senior often worries about their college or future plans. _____
5. Boulder, Colorado, had the most lowest temperature in the nation this morning, with -23 F reported at 2 o’clock. _____
6. No attendance was taken on the 1st day of classes in any Subject. _____
7. After buying the stereo he had about 500 dollars left in his account. _____
8. 1976 was considered a good year for the school. _____
9. 27 students took the test and all but 1 passed. _____
10. The assembly got out so late that only the first twenty students out the door made it to their 3rd period class on time. _____

Print Name _____ Period _____ Date _____

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Copy Editing Week 30

Target: All Areas

Using the AP Stylebook and Libel Manual and Copy Editing symbols, correct the following sentences to conform with proper newspaper style. If the sentence is correct, write "correct" in the blank at the end of the sentence.

1. The instructor gave each of the thirteen advanced students twelve books to read, along with 3 notebooks, and said that they had one hundred days to finish this project.

2. The absolute final deadline for having picture's taken for the annual yearbook is Fri., October 14. Period. _____
3. At kickoff time, temperatures had dropped into the mid-30's. _____
4. "His exact words were, "Give me some water"," the rescuer noted. _____
5. That advisor makes a Religion out of accurate quotations, the editor said.

6. By the end of the 1990's the budget deficit had reached a whopping 46 billion dollars.

7. The student transferred here from New Haven, Connecticut as a sophomore.

8. "I love you," she twinkled. _____
9. The allegations were "unfounded," the candidate swore. _____
10. Maj. Gen. John Smith reviewed the troops along with several cols. _____

Print Name _____ Period _____ Date _____

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Copy Editing Week 31

Using the AP Stylebook and Libel Manual and Copy Editing symbols, correct the following sentences to conform with proper newspaper style. If the sentence is correct, write "correct" in the blank at the end of the sentence.

1. He was a yeoman in the navy. _____
2. Vice principle Sara Norton explained the Fire Drill procedure twice.

3. As the area's reps. in the state legislature, they should be responsible to their constituents.

4. The true facts will come out during the investigation. _____
5. The school initially opened its doors for the first time in Aug. _____
6. The final game that ended the season was played on a cold, dreary Nov. afternoon.

7. Students gathered to sing xmas carols at about 12:30 in the afternoon outside the church.

8. The Carters will build their new home on the East side of the courthouse.

9. Washington, Dee Cee is the Capital of the united states. _____
10. That was his 1st homerun of this season. _____

Print Name _____ Period _____ Date _____

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Copy Editing Week 32

Target: All Areas

Using the AP Stylebook and Libel Manual and Copy Editing symbols, correct the following sentences to conform to proper newspaper style. If the sentence is correct, write "correct" in the blank at the end of the sentence.

1. She hit a Fieldgoal from the Foul Line right before the whistle blew for Halftime. _____
2. Teachers in the Social Studies Department attended the workshop last Weekend. _____
3. The accident occurred Tues. on the East parking lot. _____
4. It is cold in Oct. in MN. _____
5. He was dressed in old levi's and a corduroy shirt from penney's. _____
6. 37-year-old Jim Martin is the new assistant principle. _____
7. She was unable to register for that Class until Wed. evening. _____
8. The game will be played at 8:00 P.M. Friday night. _____
9. School begins in Sept. and the first Holiday is not until Nov. _____
10. The last day of school is Fri., May 20th. _____

Print Name _____ Period _____ Date _____

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Glossary

Advance: A story about an upcoming event or athletic contest. Usually includes background information, stats about previous contests or similar events.

Advertising: A paid message promoting a product or service.

Advertising appeal: One of several techniques used to draw potential buyers into the message of an advertisement. Appeals can be emotional or factual.

Anonymous source: Unnamed source for information used in an article.

Art: Photographs or illustrations used in print publications.

Attribution: citing the source of information used in an article. The attribution word most commonly used is *said*, not *says* or *stated*. Documents can be attributed by using the phrase *according to*, but this should never be used when referring to direct quotations.

Background information: Information for a story obtained during research. It can be used for general scene-setting purposes, but is generally not attributed to a source.

Balance: The representation of all sides of a situation included in a news story.

Banner: A headline spanning the width of a newspaper page

Bart chart or graph: A chart or graph consisting of vertical or horizontal bars of different lengths, with each bar representing a specific quantity or percentage.

Bastard measure: On a newspaper page, a column somewhat wider or narrower than the standard width columns on the page.

Beat: A regular route for a reporter to check for news stories.

Bias: A preconceived idea or thinking that inhibits impartial reporting

Bias-free language: Using words that do not promote stereotypes of culture, religion, gender, etc.

Bleed: A picture which prints all the way to the edge of a page.

Body copy: The text of an article, printed in smaller type

Boldface: Dark or heavy type

Brainstorming: Fast-paced idea generation by members of a group. Ideas are generated, but not evaluated, discussed, accepted or eliminated until the group exhausts all possibilities.

Broadsheet: Full-sized newspaper, approximately 17 inches wide by 22 inches deep.

Budget: The list of stories selected for a particular issue or news broadcast, determined by the editor or producer.

Byline: A line indicating the name of the author of a story, generally appearing below the headline and above the story.

Censorship: Deletion of material, in part or in whole, from literary or theatrical works; prevention of a particular point of view from being aired or discussed; prevention of certain types of material from being published.

Classified advertising: A brief paid message placed by individuals or businesses, classified by subject and printed in a special section of the newspaper.

Cliché: An overused word or expression which has lost its meaning.

Closing section: The last double page spreads in the main part of the yearbook which wrap up the theme and the year.

Column: (1) A vertical section of a newspaper page in which copy is placed. Pages may be divided into between 4 and 8 columns usually, but other configurations may be used. (2) An opinion piece written from the writer's perspective.

Column inch: One method of measuring space on the page of a publication. This generally refers to the space 1 column wide x 1 inch in depth. Advertising is often sold by the column inch.

Confidentiality: A promise not to reveal the source of certain information for a story.

Conflict: A news element that involves different sides engaged in confrontation

Copy Editing symbols: Standard symbols recognized internationally, used to make changes in copy before the article is set in type

Copy: The written text of a story

Copyright: Ownership and exclusive rights to a piece of intellectual property, such as a written work, art work, photograph or other created work.

Copywriter: Person who writes the text for an advertisement.

Credibility: The belief that what someone says is the truth.

Cut: (1) Remove from the news budget, as in cut a story. (2) An old printers' term for photograph.

Cutline: Information printed adjacent to or below a photograph which gives the details of the event pictured. Also called a caption.

Dateline: Information appearing before the lead of a story giving the location from which the story was filed and the date on which it was filed.

Deadline: The last possible time a story can be filed and still make the issue of the paper or the broadcast.

Design: The planning or layout stage in putting a publication together.

Direct quotation: The exact words of a news source, set off by quotation marks and attributed to the person who spoke the words.

Display ad: An advertisement which uses photographs or illustrations and bold headlines to promote a product, service or establishment. These are sold in a variety of sizes and appear throughout a publication.

Division pages: Pages which introduce a new section of a yearbook. Usually done in double page spreads.

Dominant photograph: The largest photo on a spread or page. It is usually at least twice as large as any other photograph or illustration on the same page or spread.

Double page spread (dps): Two facing pages in a publication, usually designed as a single unit.

Dummy sheet: A detailed rough layout of a page before the page is put together.

Editing: Going over copy for errors, checking for accuracy and writing style.

Editorial: The official stance of a publication on an issue.

Editorial board: A group of editors and others who decide on the stance an editorial will take.

Editorial page: The page in a newspaper on which editorials, columns, letters to the editor and other opinion pieces appear. It also generally contains the masthead.

Endsheets: Pages of heavy paper stock just inside the front and back covers of a book which bind the book contents to the cover.

Entry point: A point on the page which draws the reader's eye into the content. It could be a large illustration or photograph, a headline, an initial cap beginning the article or some other graphical device.

Ethics: A belief system; statement of right and wrong.

External margins: The outer margins along the edges of a spread.

Eyeline: An imaginary line, usually forming an internal margin, which runs from one side of a double page spread to the other. The dominant photo may cross the eyeline, but other photos will either rest upon the imaginary line or appear to hang from it.

Feature: A "color" article focusing on the people or background angle of a story. It may or may not be related to a news story.

Fever chart: A chart that plots numbers throughout a given time period with the high points and low points connected by straight lines.

First Amendment: The first section of the Bill of Rights which guarantees the freedoms of religion, speech, press, petition and assembly to all citizens.

5 Ws and H: Who, what, when, where, why and how?

Flag: Nameplate; the name of the newspaper as displayed on the front page

Flat: One side of a 16-page signature

Flush left: Type that is aligned on the left, random on the right.

Flush right: Type that is aligned on the right, random on the left.

Focusing: In-and-out adjustment of the lens to make the main subject sharp

Folio: The page number and other information which are printed at the top or bottom of each printed page

Font: A set of characters in a specific typeface, at a specific point size and in a specific style

Grid: Layout sheet, marked off horizontally and vertically in one pica increments

Gutter: The white space formed by the inner margins on two facing pages.

Hard copy: A printed copy of an article.

Hard news: Important news

Human interest: News element dealing with people and what they do and how they feel.

Impact: News element dealing with the importance of a news event and how it will affect readers.

Infographic: Short for information graphic; map, chart, graph, etc., used to illustrate statistical information

Initial cap: A large capital letter at the beginning of a paragraph.

Internal margins: White space one-pica in width that separates elements on a page.

Interview: Interactive conversation between a reporter and a news source during which questions are asked to obtain information.

Inverted pyramid: Structure of a news story with the most important information summarized in the lead, followed by more detailed information

Journalism: Profession of collecting, verifying, reporting and analyzing information gathered regarding current events, including trends, issues and people.

Journalist: A person who practices journalism.

Jump line: A line of type on the front page of a newspaper directing the reader to an inside page where a story is continued.

Justified: Type that is aligned on both the left and the right.

Kicker: A secondary headline placed above the main head

Ladder diagram: A “map” of a book, dividing it into 16-page signatures, showing what will appear on each page.

Lead: The first paragraph or two of a story.

Leading: The amount of white space between lines of type on a page.

Leg: Part of a story that has been divided into two or more columns beneath a headline.

Lens: The part of a camera that concentrates light and focuses the image.

Libel: Published words or pictures that falsely and maliciously defame a person. Libel is published defamation; slander is spoken.

Local angle: The viewpoint of local people about a national or world event, or how the event affects the local community.

Localize: Put the focus of a national or world event on the local community.

Logo: Short for "logotype." A sign, name, or trademark of an institution, firm, or publication, consisting of letter forms and graphical elements.

Maestro concept: A team approach to visual story-telling.

Magazine: A periodical publication containing a variety of articles on various subjects

Mass media: Those media that are designed to be consumed by large audiences through the agencies of technology

Masthead: A listing printed in all issues of a newspaper or magazine (usually on the editorial page) that gives the name of the publication and the names of the editorial staff, etc.

Modular design: A newspaper design approach that uses stories packaged in rectangular modules to build the page.

Mug shots: A small head shot of a person who is mentioned in a news story; also, a head shot taken immediately after someone is arrested.

News: Information on current, recent or future events or situations which the public expects to be factual and accurate. Nonfiction events reported to the public through print or electronic media.

News hole: The amount of space in the paper for news stories vs. advertising.

News judgment: Determination about what is news, based on news elements present and the interest and needs of the reading audience.

News peg: The aspect of a story that makes it newsworthy, important, or interesting.

Newscast: A broadcast of news or commentary on the news

Newscaster: One who broadcasts news.

Objectivity: The ability to view something without influence of feelings or emotions.

Obscenity: That which is legally deemed offensive to "accepted" standards of decency or morality

Off-the-record: Not for quotation

Op-ed page: The page, opposite the editorial page, which contains opinion from outside sources

Open-ended question: A question for which no choice of answers is given; the respondent answers in his or her own words.

Opening section: The beginning section of a yearbook.

Orphan: A word or the last line of a paragraph appearing at the top of a page, with the rest of the paragraph appearing on the preceding page.

Package: A story and all its accompaniments, headlines, photos, captions, infographics, etc.

Panel pages: Pages in a yearbook containing panels of student portraits.

Paraphrase: To take a previously spoken or printed statement and relate it in one's own words.

Partial quote: A portion of a quote used in a story.

Person-on-the-street interview: An interview in which the same question is asked of randomly selected people.

Photo credit: A line which says who took the photograph.

Photograph: A picture taken with a camera.

Pica: A unit of measurement in printing, equal to one-sixth of an inch.

Pie chart or graph: A circle graph used for comparing the parts of a whole to the whole.

Point: A unit of measurement in printing, usually used to measure type. A point is equal to one-seventy-second of an inch.

Primary source: A knowledgeable interview source who can answer many questions for a story.

Prior review: The review of a publication by someone in authority before it is printed. Can be a precursor to censorship.

Prominence: A news element related to the importance or popularity of the person involved.

Propaganda: Information that is disseminated for the purpose of promoting some cause.

Proximity: A news element related to the location of a news event

Public relations: Activity, communications, or press coverage that is designed to enhance the prestige or goodwill of a company

Publications policy: A statement of how the publication will deal with certain situations.

Pulled quote: A quote from a story that has been selected for graphic al treatment, used as a teaser to entice readers into the story.

Quotation: The words of a speaker.

Redundancy: The unnecessary and usually ineffective repetition of a word, phrase, clause, or idea.

Refer: (Pronounced reefer) A line or paragraph, often given graphic treatment, referring to a related story elsewhere in the paper.

Retraction: In libel law, a statement published or broadcast that attempts to retract or correct previously published or broadcast libelous matter. Review:

Rule line: A thin horizontal or vertical black line, usually between columns of type

Sans serif: Type without tiny decorative strokes at the tips of each letter

Script: The form in which a broadcast story is written; also, a style of type which resembles handwriting.

Serif: Type with tiny strokes at the tips of each letter.

Sidebar: An article that accompanies and appears next to the main article in a story package.

Signature: A 16-page section of a yearbook printed on the same piece of paper. Each side of the signature is called a flat.

Skyboxes: Teasers which appear above the nameplate on the front page.

Slander: A spoken falsehood which damages the reputation of an individual or organization.

Slogan: A short, catchy phrased used to enhance the identity of a product or service.

Slug: A line of type on the hard copy of a story which identifies it. The slugline is removed when the story is placed on the page.

Soft news: A story that is more interesting than it is important; about people, lifestyles, entertainment.

Stand-alone: A photograph which runs without an accompanying story.

Standing head: A label used to identify columns and other special features of a newspaper.

Style: Consistency in handling punctuation, spelling, numbers and other elements of a publication

Stylebook: A handbook which specifies the style for a particular publication.

Subhead: A line of type which breaks up long legs of text; usually boldfaced.

Summary lead: A basic news lead that summarizes the main points of a story.

Tabloid: A small newspaper, usually 11" x 17"

Teaser: A preview on the first page of a newspaper which highlights a specific story inside.

Theme: A catchphrase or word that ties the different elements and sections of a yearbook together during a particular year.

Third person: A point of view from a character in a story (he, she, they) rather than the writer's viewpoint (I) or the reader's viewpoint (you).

Tip: An idea for a story, usually from a reader.

Title page: The first page in a yearbook which contains the school's name and address, the name of the book, the publication year, and the theme.

Transition: A word, phrase, sentence or paragraph that bridges parts of a story. The transition may link quotes.

Typeface: A specific set of letters, numerals and punctuation marks; sometimes called a font.

Typography: The art of choosing and arranging type in an appropriate manner.

Verify: Check for accuracy.

White space: Area on a printed page that does not contain any ink.

Wire service: Organization which gathers news and takes pictures for member publications.

Yearbook: An annual publication which highlights the events of the year, serves as a permanent record of competitive events, and contains pictures of the students and faculty.

Print Name_____Period _____Date_____

Yes-no question: A question worded to generate a yes or no answer.