Saskatchewan
Learning

Journalism Studies 20

A Curriculum Guide for the Secondary Level

Recycled Paper

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Introduction

Introduction

Responsible journalism is the invaluable monitor of society.

> *The mass media today wield an enormous influence over daily life in this country. While they do not mould minds in the fashion once suspected, they do provide the information upon which persons in a democratic society can base their decisions, both in the polling place and the marketplace. It is essential that this information be as pure and untainted as human beings can make it. When the press errs, all of society lives with the mistake.*
>
> - Ferguson & Patten, 1993, p. 2.

During the course of the past few decades, the processing of information has sped up to the point that events happening around the world are reported and commented on within minutes of their happening. Newspapers, radio, television, magazines, photographs, and other information-gathering and distributing mechanisms present their interpretation to their various audiences. Typically, these audiences are composed of busy people who demand a concise, objective, and attractively packaged perspective on all aspects of modern life.

The job of the journalist is challenging. Journalists (print or other media) have to use their thinking, speaking, and writing to present information in a factual, straightforward manner, clearly defining the difference between fact and opinion.

Aim and Goals

The aim of the kindergarten to grade 12 English language arts program is to graduate a literate person who is competent and confident in using language for both functional and aesthetic purposes. Traditionally, this literacy has been defined as the ability to use print and written information to function in a given society. More recently, the definition has been expanded to include a wide range of "language" systems in order to meet the linguistic needs of specific occasions. Literacy is therefore considered the ability to "read" (i.e., listen, read, view) and "write" (speak, write, represent) all forms of text including the electronic media.

The goals of the English language arts curricula from kindergarten to grade 12 are to:

- develop students' English language abilities as a function of their thinking abilities
- promote personal and social development by extending students' knowledge and use of the English language in all its forms
- develop enjoyment as well as proficiency in speaking, listening, viewing, writing, reading, and representing
- develop appreciation of, as well as response to, all forms of text.

The aim of Journalism Studies 20 is to develop the knowledge, skills, and dispositions students need to understand the media and respond as informed and active citizens.

Curriculum Principles

Journalism Studies 20 is concerned with the role of journalism in a democracy and with helping students grow in their language skills--particularly writing. The course will help students learn to gather, write, edit, publish, and produce news and other information for print and electronic media. In this course, students will also become knowledgeable about journalism and learn to organize their time, meet deadlines, think objectively, develop original styles, and gain experience in communicating clearly and effectively.

Secondary Level journalism experiences can help students write, speak, and represent more precisely, more clearly, and more persuasively. Students can become better listeners, readers, viewers, and thinkers, as well as consumers of oral, print, and other media texts. A course in journalism allows students opportunities to communicate important information to others. It encourages them to use creativity and imagination while demanding discipline, responsibility, and ethical behaviour.

Several principles underlie this course:

1. This course places language and, in particular, journalism in the context of communication. Throughout each module, students are encouraged to apply the "5W+H" questioning process to each communication situation:
   - *Who* is communicating?
   - *What* is being communicated?
   - To *whom* is it communicated?
   - *What* medium is used?
   - *What* is the purpose of the communication? To inform and instruct? To persuade? To entertain?
   - *How* effective is the communication?

2. This course places an emphasis on writing in a range of formats, for a variety of purposes and audiences. Regardless of the medium, students will have an opportunity to practise the writing process, including:

   - *prewriting*--collecting and generating ideas and opinions
   - *drafting*--shaping and exploring the various forms and styles of journalistic expression
   - *revising*--critically evaluating, editing, and proofreading their own and others' work
   - *publishing or producing*--finding a forum for their polished works.

3. In this course, students also learn how the particular mode of publication affects the presentation of an event or issue. A particular issue or story may be written in a variety of ways, depending on whether its publication or production will be in a print medium or in an electronic broadcast medium. Students should also understand the relationships between various types of media and the effects of technological innovations upon the traditional styles of presentation.

4. Throughout this course, students will have opportunity to explore the principles governing the publication or production of each medium. They should understand the social, ethical, and legal obligations of a journalist, including:

   - the duty of journalists to serve the truth
   - the public's right to know of events of public importance and interest
   - the foundations of journalism--truth, accuracy, and objectivity
   - the legal obligations and restraints on the press
   - the ethical considerations of journalism.

5. This course is activity-based. Students learn by doing. Language learning thrives when students are engaged in meaningful use of language. Students should be given many opportunities to experiment and explore the various media used by journalists and the issues associated with these media. Students should be invited and encouraged to become involved in analysis, inquiry, and hands-on activities related to journalism.

6. In this course, the teacher instructs, guides, advises, and facilitates. The teacher is a coach rather than a technician.

Representing and Viewing

A well-planned journalism course attends to listening, speaking, reading, writing, viewing, and representing. Representing and viewing are processes that support speaking, listening, writing, and reading. Responding to and using the appropriate medium help students grow in their language skills and broaden the ways in which students can understand and communicate their learning.

While the emphasis in Journalism Studies 20 is on representing thoughts, ideas, and feelings in written or spoken forms, students also might use visual, dramatic, and multimedia formats to support their spoken and written messages. When appropriate, students should be given opportunities to communicate and respond through a variety of formats including print (e.g., charts, graphs, tables), visual (e.g., diagrams, photos, advertisements), drama (e.g., tableaux, improvisations, role playing, storytelling, readers theatre), and multimedia (e.g., films and videos).

Students also comprehend thoughts, ideas, and feelings by viewing. When appropriate, students should be given opportunities to view a variety of formats including visual (e.g., photos, graphs, cartoons), drama (e.g., tableaux, improvisations, live theatre), and multimedia (e.g., videos, television, CD-ROMs). As students read, listen, and view, they encounter visual messages which require response, interpretation, and critical assessment. The interaction between the viewer and the text varies because of students' prior knowledge and cultural perspectives.

Representing and viewing in journalism studies encourage students to explore and expand the depth of their understanding. They also expand the ways in which students communicate their ideas.

Role of Technology

Technology can play an important role in Journalism Studies 20. Whether students use a book or a CD-ROM, the traditional letter or e-mail, the telephone or the computer, the newspaper or the Internet, they must focus upon their purposes by determining what they need, where to find it, and how to access it. They must select reliable and relevant information and sources, process the information, and, using an appropriate format, communicate the results. As with other tools, the value of any technology depends on how students use it. Students need to determine not only what they want to locate and

communicate, but how they can do so most effectively.

With appropriate teacher support and guidance, students in Journalism Studies 20 can take more responsibility for their learning, and access and use the information they need. In addition to the traditional resources, students can use:

- computer networking and telecommunications for data access and participation in learning communities
- technological resources such as the World Wide Web, CD-ROMs, videotapes, videodiscs, computer software, and simulation and modelling tools
- multimedia technologies
- mass media including television, radio, film, newspapers, and magazines
- local community resources including social service agencies, libraries and resource centres, businesses, and individuals with expertise in particular areas.

Some Technical Considerations

Modern journalism uses a range of technology. To take advantage of technological resources, students need to learn about an array of electronic technology and multimedia. They also need to understand that each medium has its unique aesthetic form, and that enjoyment of each medium is enhanced by awareness of how effects or forms are created. Students need to understand not only the messages of the medium, but also the impact of that medium. This overall appreciation can help them become wise consumers and users of technology.

Students can arrange to visit a newspaper, magazine, television, or radio production unit to learn what is used by the professionals and what is state of the art. Developments in electronics technology have made available adequate and low-cost equipment in computing, photographic, audio, and video production. Many schools can make provision for most of the suggested activities identified in the Journalism Studies 20 course.

This course is **not** designed to teach students how to print newspaper or magazines, take and process photographs, or run and maintain television and radio equipment. However, all students should have a general understanding of how their work can be handled after they write and edit copy and prepare layouts or electronic productions. They should be aware of the principles of effective photography, design, and electronic production as well as desktop publishing.

In addition to computers, 35mm cameras, tape recorders, and video cameras, schools might consider the following equipment.

- **Desktop Publishing and Internet Access**

  For desktop publishing and Internet access, consider the following: computers with 16 megabytes of RAM (although 16 megabytes is preferable, 8 megabytes will run Windows 95), 540 megabyte hard drive (120 megabyte minimum), and 14" colour monitor; a laser printer with a minimum of 4 megabytes of RAM and 600 dpi (e.g., Hewlett Packard Laser Jet 4; Apple Laser Writer PRO 630).

  Software might include a word processing package, a desktop publishing package such as PageMaker, a paint package such as SuperPaint or PCPaintBrush, and a drawing package such as FreeHand.

  Other useful hardware and software might include single or double page monitors, scanners, CD-ROM drives (2 x speed CD-ROM, 16-bit soundcard with 16-bit playback capacity), modems, digital cameras, and additional RAM. Additional software could include extra fonts, clip art, a type manipulation program, and a utility program.

- **Photography**

  In addition to a 35mm camera, consideration could be given to acquiring lenses, filters, a tripod, an enlarger, a paper cutter, and access to a darkroom.

- **Radio**

  In addition to a tape recorder and microphones, the following would be useful: headphones, a control panel, editing equipment, and access to a quiet area.

- **Television**

  In addition to a video camera, tripod, and microphone (built-in), the following would be useful: a dolly, lights, a viewfinder, headphones, a control panel, an editing machine, and studio space.

Western Canadian Framework

The *Common Curriculum Framework for English Language Arts* (1998) was developed by the Ministries of Education in Alberta, British Columbia, Manitoba, Saskatchewan, Northwest Territories, and Yukon Territory in co-operation with teachers and other educators from these provinces and territories. This collaborative effort resulted in the identification of common educational goals and student learning outcomes designed to prepare students for present and future language requirements. The common goals allow for continuity should students transfer from jurisdiction to jurisdiction and for the use of common educational resources.

The *Common Curriculum Framework* articulates a shared vision for the respective provinces and territories and provides a basis for curriculum development in English language arts in Saskatchewan. Five general student learning outcomes serve as the foundation for the *Common Curriculum Framework*. These general outcomes (GOs) identify the knowledge, skills, and attitudes that students are expected to learn in English language arts. They are interrelated and interdependent; each can be achieved through a variety of integrated speaking, listening, writing, reading, representing, and viewing experiences. The five GOs for kindergarten through grade 12 English language arts follow.

Students will listen, speak, read, write, view, and represent to:

- explore thoughts, ideas, feelings, and experiences
- comprehend and respond personally and critically to oral, written, and media texts
- manage ideas and information
- enhance the clarity and artistry of communication
- celebrate and build community.

Specific learning outcomes identify the component knowledge, skills, and attitudes that contribute to these general learning outcomes and include attention to media literacy. These outcomes are reflected in the foundational and specific learning objectives of this curriculum.

The *Common Curriculum Framework* also offers some essential ideas for teaching contemporary journalism studies courses. These ideas include the following:

- communication involves critical thought
- communication is a process of managing information and ideas
- communication involves artistry in its means of disseminating information and/or inspiring thought.

Core Curriculum Components and Initiatives

Core Curriculum

Core Curriculum has four components: Required Areas of Study, Common Essential Learnings, Adaptive Dimension, and Locally-determined Options. In addition, Core Curriculum has several supporting initiatives which are, in effect, principles that guide curriculum development and classroom instruction. Brief descriptions of these components and initiatives follow.

Common Essential Learnings

Common Essential Learnings are those knowledge, skills, and attitudes that can be developed across the curriculum. In Saskatchewan, they have been organized in six areas: Communication, Numeracy, Critical and Creative Thinking, Personal and Social Values and Skills, Technological Literacy, and Independent Learning.

The incorporation of the Common Essential Learnings into a journalism studies course assists students with learning the concepts, skills, and attitudes necessary for success both in school and beyond. Journalism Studies 20 offers many opportunities for developing the Common Essential Learnings (C.E.L.s). Some examples follow.

Communication

Students will:

- use language to think about, listen to, view, read, write, discuss, and produce various media
- recognize that each medium has a set of codes, conventions, and characteristics which affect the way the messages are transmitted and understood
- extend their language repertoires and explore journalistic styles
- communicate in various formats for various audiences and purposes.

Numeracy

Students will:

- read, interpret, and communicate facts and figures through reports, charts, and graphs
- recognize and create organizational patterns to communicate quantitative information
- use statistics to interpret and communicate information.

Critical and Creative Thinking

Students will:

- use language as an instrument of thought
- think reflectively, critically, and creatively
- listen, read, and view analytically and critically
- make and justify decisions
- pose questions and seek clarification
- seek truth, accuracy, and objectivity.

Personal and Social Values and Skills

Students will:

- learn to interact, co-operate, and collaborate
- understand the importance of social responsibility and personal integrity in the use of language and media
- respect the rights of individuals
- understand that the values of cultural groups differ
- recognize social, legal, and ethical obligations of the press.

Technological Literacy

Students will:

- understand that technology is a tool to facilitate communication
- learn how technology impacts on their lives, society, and the environment
- understand how technological developments are shaped by society.

Independent Learning

Students will:

- learn knowledge, skills, and attitudes necessary to become lifelong learners
- learn to use a variety of resources to assist their learning
- learn to access information from a variety of sources.

For more information teachers should, refer to *Understanding the Common Essential Learnings: A Handbook for Teachers* (Saskatchewan Education, 1988).

Adaptive Dimension

The Adaptive Dimension is an essential part of any journalism program. Like the Common Essential Learnings, the Adaptive Dimension should permeate

the classroom and instruction. It encourages teachers:

> *to make adjustments in approved educational programs to accommodate diversity in student learning needs. It includes those practices the teacher undertakes to make curriculum, instruction, and the learning environment meaningful and appropriate for each student (The Adaptive Dimension in Core Curriculum,* Saskatchewan Education, 1992).

The Adaptive Dimension addresses the importance of providing alternatives for students' learning and evaluation to promote optimum success for each student. Learning environments for students can be made more accessible through adapting settings, methods, or materials. It is important for teachers to:

- identify students' strengths and needs and continually monitor progress
- accept, respect, and broaden the students' abilities, learning styles, language abilities, and interests
- increase curriculum relevance for students and respect their cultural backgrounds
- build background knowledge or experience for students when it is lacking
- use a variety of instructional and assessment strategies and procedures to accommodate individual abilities and learning styles
- vary the manner in which students are required to demonstrate their learning
- alter the pace of activities or lessons for students who need it
- vary the types of activities (e.g., direct instruction, peer tutoring, individual contract)
- vary resources
- provide program enrichment and/or extension when it is needed
- encourage students to participate in planning, instruction, and evaluation
- provide additional practice for students
- provide options for students.

The Adaptive Dimension includes all practices teachers employ to make learning meaningful and appropriate for each student. Because the Adaptive Dimension permeates all teaching practice, sound professional judgement becomes the critical factor in successful learning.

Indian and Métis Content, Perspectives, and Resources

> *Saskatchewan Education recognizes that the Indian and Métis peoples of the province are historically unique peoples, occupying a unique and rightful place in society today. Saskatchewan Education recognizes that education programs must meet the needs of Indian and Métis students, and that changes to existing programs are also necessary for the benefit of* ***all*** *students (Indian and Métis Education Policy from Kindergarten to Grade Twelve,* Saskatchewan Education, 1995*).*

The inclusion of Indian and Métis content, perspectives, and resources promotes the development of positive attitudes in all students toward Indian and Métis peoples. Increasing an awareness of one's own culture and the cultures of others develops students' self-concepts, promotes an appreciation of Canada's cultural mosaic, and supports universal human rights.

The inclusion of Indian and Métis content, perspectives, and resources in each curricular area fosters meaningful and culturally relevant experiences for Indian and Métis students. Teachers working with these students must recognize that they come from various cultural backgrounds and social settings including northern, rural, and urban areas. The language abilities of Indian and Métis students range from fluency in an Indian language, to degrees of bilingualism in an Indian language and English, to fluency in English. Teachers must understand and respect this diversity and use a variety of teaching strategies to assist students with English language development. Teachers are encouraged to use a variety of teaching strategies that build upon their Indian and Métis students' existing knowledge of language and further extend their English language abilities. Knowledge of cross-cultural education, language acquisition theory, and second language teaching strategies will all assist teachers in meeting the needs of individual students. It is crucial to use a variety of instructional, motivational, and assessment approaches that are sensitive to the range of Indian and Métis cultural values and ways of communicating.

Indian and Métis students at the Secondary Level are in the process of becoming young adults. All facets of their identities, including their cultural identities, need to be reinforced and extended in order for them to maintain a positive sense of themselves, experience success in school, and graduate as articulate and literate citizens. Secondary Level Indian and Métis students continue to grapple with the complex factors at work in identity formation--gender, family, religion, socioeconomic factors, and the nature of one's membership in society and the global community. The issues

around identity for Indian and Métis students can be further complicated by the negative attitudes and perceptions they sometimes encounter in society at large. This can result in a serious loss of self-esteem and motivation to succeed in school. Teachers should recognize and counter these negative effects on identity and self-concept through anti-racist teaching strategies. Teachers should also affirm all students' cultural backgrounds and social environments, and foster personally meaningful and culturally identifiable experiences for Indian and Métis students.

All Saskatchewan teachers must integrate accurate and appropriate Indian and Métis content and perspectives into their Journalism Studies 20 course. They must also teach their students that, in the past, Aboriginal peoples were generally depicted by the mass media in a very inaccurate and stereotypical manner. This has had a profound and continuing impact on the way Aboriginal peoples are viewed in society, as well as how Aboriginal peoples view themselves. Teachers have a responsibility to choose resources carefully, to teach all students to recognize bias, and to discuss the nature and impact of these biases on both Aboriginal and non-Aboriginal peoples. Guidelines in *Diverse Voices: Selecting Equitable Resources for Indian and Métis Education* (Saskatchewan Education, 1992) can assist teachers and students in selecting resources and understanding forms of bias in resources that inaccurately portray Indian and Métis peoples. The document can help teachers plan classroom experiences that will effectively increase awareness of such bias and develop students' language and critical thinking abilities. Suggested Indian and Métis resources are included in the bibliographies developed by Saskatchewan Education.

It is important that the Journalism Studies 20 course and classroom resources:

- reflect the legal, cultural, political, social, economic, and regional diversity of Indian, Inuit, and Métis peoples
- concentrate on positive and accurate images of Indian, Inuit, and Métis peoples
- reinforce and complement the beliefs and values of Indian, Inuit, and Métis peoples
- include resources by Indian, Inuit, and Métis authors whenever possible
- include historical and contemporary issues.

Multicultural Content, Perspectives, and Resources

A multicultural perspective addresses the major cultural groups in a country. Such a perspective should permeate the English language arts program through the reflection of all peoples' experience. Some guidelines for teachers follow.

- Students should be given opportunities to learn about concepts (racism, for example) by studying the real experiences of groups and individuals.
- The program should help students see historical events from a variety of perspectives. Students should understand the social, economic, and cultural history of people, not just military heroism or campaigns.
- The program should reflect an awareness of stereotyping and generalization. It should emphasize the differences between groups and individuals. For example, many Acadians speak French but some do not. Many Aboriginal people speak their language (e.g., Saulteaux) but many do not.
- The program should reflect an awareness that class, gender, region, and religion all influence individuals and that there is a fine line between generalizing and stereotyping.
- Teachers should choose resources that are representative of diverse cultural backgrounds, that are authentic, and that are free of cultural bias.

Portrayal of Persons with Disabilities

Portrayal of persons with disabilities in literature and mass media has been varied and often negative. Inappropriate information has engendered attitudes ranging from feelings of pity or revulsion to expectations of superhuman powers of intellect or insight. It is critical that teachers use materials that portray persons with disabilities realistically and fairly.

Wherever possible, ability rather than disability should be stressed. Materials that imply that persons with disabilities must be cared for or pitied should not be used. Language of the materials should convey respect for the individuality of persons with disabilities. For example, "people with disabilities" or "has a

disability" should be used rather than "the less fortunate", "afflicted", or "suffers from a disability".

Heim (1994) suggests that when choosing material for use, it is important to be aware that literature and mass media frequently portray people with disabilities in a sterotypical way. When evaluating material for use in the journalism studies classroom, consider the following:

- Accurate and up-to-date language and information is used to describe the disability. In fiction, the best approach is one where aspects of the disability are revealed, not as the main focus of the book, but through the unfolding of the story.

- Stereotypes frequently found in media portrayals of people with disabilities include: pitiable and pathetic, object of violence, a burden, and incapable of fully participating in everyday life.

- When using material that includes characters with disabilities, the resource should provide an insight into the feelings and thoughts of the characters with disabilities, rather than using the characters with disabilities as literary archetypes to provoke certain feelings and thoughts in the reader.

- Often a character with a disability is used as a vehicle for the growth of another character. The "normal" character gains sensitivity or awareness because of his or her relationship with the character with a disability. The character with a disability does not grow or change. This treatment is troubling because the character with a disability is relegated to a passive role and is not treated as a unique, whole individual.

Gender Equity

Expectations based primarily on gender can limit students' ability to develop to their fullest potential. Therefore, it is the responsibility of schools to create an educational environment free of gender bias. While some stereotypical views have disappeared, others remain, and endeavours to provide opportunities for all students must continue. The following suggestions from *Gender Equity: A Framework for Practice* (Saskatchewan Education, 1992) may help teachers in the creation of an equitable learning environment.

- Select resources that reflect the current and evolving roles of women and men in society.
- Have equally high expectations for both female and male students.
- Spend an equitable amount of time with all students regardless of gender.
- Allow equal opportunity for input and response from female and male students.
- Incorporate diverse groupings in the classroom.
- Model gender-fair language in all interactions.
- Discuss any gender-biased material with which students may come in contact.
- Seek a balance in the number of male/female protagonists in literature.
- Seek a balance of male/female authors and producers throughout the course.
- Teach respectful listening.

Resource-based Learning

A resource-based curriculum encourages students and teachers to use a variety of resources in their learning and teaching. In Journalism Studies 20, teachers can:

- Consider a wide range of graphic, visual, auditory, and human resources in their course planning.
- Create a classroom environment rich in resources.
- Encourage students to listen, read, and view widely.
- Model resource use by acting as a co-learner with students and by using a wide range of materials.
- Incorporate resources and research skills in appropriate lessons.
- Encourage students to determine for themselves the skills and resources they need to accomplish a learning task.
- Incorporate resource-based assignments and projects for students.
- Collaborate with resource centre staff and other teachers in planning and teaching modules.
- Encourage students to explore a variety of sources, databases, and resource centres for both information and enjoyment.
- Encourage students to draw upon appropriate resources in their own communities.

Note: It is important to be aware of current copyright regulations regarding the use of audiovisual and/or print materials in the classroom. Many resources that are currently available for private viewing cannot legally be shown or used for education purposes without the permission of the copyright holder.

Course Overview

Foundational and Specific Learning Objectives

Foundational objectives are broad objectives that are to be developed throughout a course. They cannot be achieved or met through a single lesson. Students, through a variety of developmental learning experiences, will gradually grow toward the achievement of the foundational objectives.

Learning objectives are the specific, lesson-related objectives through which the students achieve the foundational objectives. Learning objectives are specified in the description of each module in this curriculum guide. Teachers may add others as appropriate to activities and projects.

Foundational objectives and corresponding specific learning objectives for Journalism Studies 20 are as follows.

Students will:

recognize and appreciate the role of journalism in contemporary society and in their personal lives

- recognize how pervasive information is in contemporary society
- consider how print journalism has changed and evolved over the years
- recognize what is news
- understand the role of business and advertising in journalism
- understand how a newspaper is produced
- differentiate among the kinds of magazines
- understand how magazines serve both readers and advertisers
- evaluate how advertising affects magazine content
- assess the role magazines play in their lives
- understand how a magazine or newsletter is produced
- consider how electronic media , including the Internet, have changed journalism and will continue to affect it in the future
- understand how a radio or television production is created

recognize and explore the ways in which print and broadcast media create and present a message

- recognize the elements of a news story
- understand effective news gathering and editing techniques
- recognize the differences between a news story and sports writing
- understand the purpose of a news release
- understand the role of a news bureau
- understand the role of the editorial
- recognize various types and functions of editorial material
- identify the characteristics of new journalism and literary journalism
- understand the major functions of photographs in publications
- understand photo layout, cropping, sizing, and writing cutlines
- recognize how computers and desktop publishing are used in commercial journalism
- profile a magazine
- understand the organizational patterns of magazine articles
- recognize the difference between writing for electronic media and writing for print media
- understand the requirements for reporting news using radio, television, and the Internet
- understand and demonstrate copy editing for the electronic media
- understand the role of advertising in the electronic media
- recognize the importance of market research
- understand how a home page is planned and produced

recognize and create the various forms, conventions, and styles of journalistic writing

- recognize the role of news reporting in print media, especially newspapers
- recognize the basic formats used in newspapers
- use the inverted pyramid style of news writing
- write effective headlines
- write various types of news story leads and news stories
- write clear, informative sports stories
- identify the components of the editorial page
- write effective editorials
- compare a general-interest and a special-interest magazine
- identify conventions of feature stories
- develop feature writing skills
- write effective interview stories
- experiment with literary journalism
- recognize the impact of effective photography
- take effective photographs
- experiment with design and layout using a computer and desktop publishing program
- compare the design and layout of various magazines
- explain how titles and articles are used to sell magazines
- identify the conventions of the electronic media

- apply understanding of print journalism to the electronic media
- write effective advertising copy
- determine and plan a project in one area of journalism
- complete and present a project
- prepare a school or community newspaper targeted at a particular audience
- prepare a magazine or newsletter targeted at a particular audience
- prepare a simulated television or radio broadcast
- prepare an effective ad
- design and produce a home page with hypertext links

recognize the attributes of quality journalism and the legal, ethical, and moral issues which confront the free press

- evaluate the quality and reliability of various forms and examples of journalism
- distinguish fact from opinion
- quote accurately, paraphrase where appropriate, and use appropriate attribution methods
- understand the rights and responsibilities of the press
- understand the legal limitations on the media
- understand the limitations that may be imposed on student journalists, depending on school policy
- understand the concepts of libel and slander
- understand the concepts of stereotyping and ethnocentrism
- evaluate the concept of objectivity
- demonstrate responsible journalism

develop the speaking, listening, reading, writing, viewing, and representing skills needed to create various print publications and broadcast productions

- recognize the importance for journalists of interviewing, researching, and reporting
- demonstrate fact-gathering, research, and writing skills necessary for in-depth reporting
- speak to share thoughts, opinions, and feelings
- speak to clarify and extend thinking
- speak to inform
- prepare a dramatic reading
- present a sales package
- listen to understand and learn
- listen with purpose and concern for ideas
- conduct an interview skillfully
- recognize a speaker's attitude, tone, and bias
- recognize writing as a process of constructing meaning for themselves and others
- present their point of view in a written work
- analyze and evaluate their own and others' writing
- state and evaluate an author's theme, tone, and viewpoint
- assess an author's ideas and techniques
- relate the structure of the work to the author's purpose and theme
- compare, contrast, and evaluate texts
- locate, assess, and summarize information from a variety of sources
- use a journalism style guide
- demonstrate effective writing, design, and production techniques
- recognize the value of teamwork and co-operation

Curriculum Content

Using language for print or electronic media is essentially the same. Both employ, for example, the same writing process. Both are created for a public audience and a specific purpose; both have similar content; both must address similar ethical issues; both have similar stylistic requirements. Differences are found mainly in the forms and conventions and in the fact that the electronic media are more concerned with the immediate effects upon the viewers or listeners. The key is to learn the basic craft and art of journalism for all media.

Module 1 explores the components and issues of print journalism. Students learn about gathering and writing news, reporting ethically, preparing editorials, writing features, preparing photos, and evaluating magazines and advertising. This unit develops key concepts for the rest of the course.

Module 2 asks students to apply their understanding of print journalism to one of the electronic media -- television, radio, or the Internet.

Module 3 gives students an opportunity to choose one aspect of journalism and explore it in more depth. Students may wish to begin exploring Module 3 early in the course in order to start thinking about and planning for work on their project throughout the course.

Students will be given the opportunity to use a variety of subjects, forms, and styles that are common to both print and electronic media. They will write news stories, feature stories, sport stories, columns, editorials, reviews, documentaries, news commentaries, and historical drama. News and the news writing process serve as a starting point for the course. The time and purpose for each module is shown on the next page.

Module 1

Print Journalism

Time: 40 hours

Purpose: To introduce the basic processes and issues involved in writing for print media.

Module 2

Electronic Journalism

Time: 30 hours

Purpose: To apply understanding of print journalism to one of the electronic media—television, radio, or the Internet.

Module 3

On Assignment

Time: 30 hours

Purpose: To explore an area of journalism in more depth.

Modules

Module 1: Print Journalism

In this module, students will have an opportunity to explore the processes involved in gathering and writing news, preparing an editorial, writing feature and sports stories, preparing effective photographs, and contrasting newspapers with magazines.

Foundational Objectives

The foundational objectives are to be developed throughout the course and as they apply in each module. The foundational objectives for Journalism Studies 20 are as follows.

Students will:

- recognize and appreciate the role of journalism in contemporary society and in their personal lives
- recognize and explore the ways in which print and broadcast media create and present a message
- recognize and create the various forms, conventions, and styles of journalistic writing
- recognize the attributes of quality journalism and the legal, ethical, and moral issues which confront the free press
- develop the speaking, listening, reading, writing, viewing, and representing skills needed to create various print publications and broadcast productions.

Introduction to Print Journalism

Specific Learning Objectives

Students will:

- recognize the importance for journalists of interviewing, researching, and reporting
- consider how print journalism has changed and evolved over the years
- recognize how pervasive information is in contemporary society
- recognize the role of news reporting in print media, especially newspapers
- recognize the basic formats used in newspapers
- use the inverted pyramid style of news writing
- write effective headlines
- evaluate the quality and reliability of various forms and examples of journalism.

Suggested Activities

The following suggestions are intended to form a bank of ideas from which teachers and students can draw in each section of this module.

- Reporters have three key jobs--getting an idea for a new story, digging out the key information, and then writing or telling the story. Interviewing and effective listening are essential journalistic skills. To give students an idea of what is involved, introduce the following assignment.

Have students generate several ideas for a story that is newsworthy to their school or community. Have students choose one idea and frame questions to show what they want to find out about the idea (rather than presenting personal biases). Then, students can brainstorm possible sources that may be willing to answer their questions. Have students prepare their interview questions. Have them find a partner and practise asking the questions. They should revise their questions as needed and then conduct the interview(s). Have students double check their sources for accuracy and then write the news story. Directions for this process follow.

1. Brainstorm several ideas that might be newsworthy stories in your school or community. Journalists often begin with a question, a hunch, or an idea at the back of their minds that some issue, person, or event needs to be explored and documented. Choose one idea. Does the story idea display any of the following elements?

    - Importance (Is the news important to the lives of the readers?)
    - Timeliness (Are the events of interest to readers right now?)
    - Proximity (Did the events occur near the readers?)
    - Prominence (Are the people involved in the news well-known?)
    - Conflict (Are people opposing each other?)
    - Progress (Is the news about new developments?)
    - Emotions (Do the events involve feelings of love, hate, fear, pity, or horror?)

2. Frame questions to show what you want to find out (rather than documenting preconceived ideas).

3. Brainstorm possible sources that may be willing to answer your questions.

4. Prepare your interview questions. Begin your questions with who, what, when, where, why, how--words that signal you are a news writer.

5. Find a partner and practise asking the questions. Ask your partner to play the part of the interviewee. Record the interview and take notes as you conduct the interview. Using only your notes, try writing a draft of the story and include several quotes. Then listen to the tape of the interview. Are the quotes accurate? What could you do to improve your interviewing and notetaking technique?

6. Revise any questions you think need to be reworded.

7. Conduct the interview(s).

   - First and foremost, listen carefully and courteously.
   - Have a notetaking system and take notes only on what you understand at the time. Tape the interview, when appropriate.
   - Let yourself become engaged--interested in the source's ideas, arguments, and work.
   - Be flexible and prepared to change the direction of your interview.
   - If you do not understand something, ask for an explanation.
   - Try to remain neutral in your demeanour--your body language, tone, and dress.
   - Be careful with your questions--try to avoid loaded, leading, and closed questions.
   - Do not get drawn into an argument.
   - Use silence to your advantage.

8. Double check your sources for accuracy. Verify your facts. Call back. A professional reporter tries to find more than one source of information. Consider, for example, the following:

   - what you saw or heard
   - your interview with one or more participants or eyewitnesses
   - other sources including reliable local media, reference books, almanacs, electronic databases, information services, etc.

9. Draft the story. Use the inverted pyramid with your lead paragraph answering the essential who, what, when, where, and why questions. Further important facts can be given in the middle paragraph. More details--perhaps not as important as the others--can be given in the third paragraph.

10. Revise. Create a headline that encapsulates the story. If appropriate, include a photograph with a caption that is faithful to the story.

- Have students study a variety of different types of newspapers (e.g., *The Leader Post, The Star Phoenix, The Globe and Mail, The New York Times, The Calgary Herald, The Calgary Sun,* community papers, and tabloids). Have them consider the following:

  1. List the different components of the papers. How are the components organized? What is common? What is different? Why?

  2. What items make news? What makes these items newsworthy? How do readers know where to look for certain items? How is a weekly newspaper different from a daily? How is a tabloid different from a broadsheet? What is the size of the typical "newshole" (e.g., 40%)?

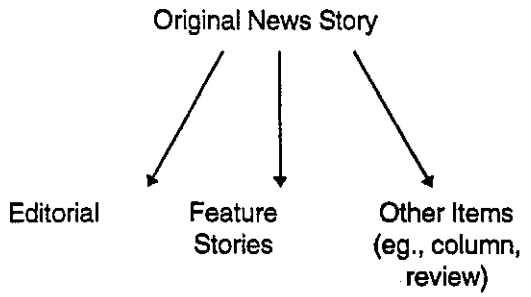
  3. What are the typical elements of an editorial page? How does it differ from the front page? What is the opinion of the editorial? What signals are given to the reader that the editorial emphasizes opinion and comment rather than facts? Who stands to benefit from the opinion expressed? Who stands to lose? What facts does the editorial writer use to support the opinion? How does the writer attempt to persuade readers? Who owns the newspaper? How might this affect the content and viewpoints of the editorial page?

  4. What role was played by pictures, headlines, and graphic treatments? What makes one paper more appealing than another?

  5. What percentage of each paper is made up of advertising? Who is advertising? What advertiser dominates?

  6. What sections of the newspaper appeal to you? What sections do you read first? What do you skip? Why? What items would appeal most to teens? To adults? What can be deduced about the intended audience of the newspaper? What does the function of the paper appear to be?

  7. Brainstorm "spin off" ideas that could stem from one news story in one of the papers. Consider the following categories:



What "slant" could be put on each of these "spin off" ideas?

Additional Activities

- Have students imagine that they are working on a newspaper and their editor asks them to interview a famous person they have always longed to meet. A partner can play the part of the interviewee. Have them write a news story based on the interview.

- Have students watch or listen to a professional news interview (e.g., *As It Happens, Newsworld, etc.)* and then have them write a critique. How would they have handled the interview?

- Every event has possibilities and might be worthy of being treated as news. Have students write an obituary for an important person in their life or community. Encourage them to focus on what made the person's life distinctive and why readers might be interested in the person's life. Students should be encouraged to check their facts very carefully.

Truth and Accuracy: Gathering and Writing the News

> *News is conveyed by letter, word or mouth And comes to us from North, East, West and South* (Witt's Recreation). *The letters N E W S used to be prefixed to newspapers to show that they obtained information from the four quarters of the world, and the supposition that our word news is thence derived is an ingenious conceit but destroyed by the old spelling newes; it is from the French nouvelles.*
>
> - Brewer's Dictionary of Phrase and Fable, 1981, p. 782.

Whatever the source or media, reporting what happened in plain, clear language is the goal of a good news reporter. As students work through this module, they should read the news in newspapers and magazines, watch TV news reports, and listen to radio news. Then, they should try their hand at writing a good news story.

Specific Learning Objectives

Students will:

- recognize the importance for journalists of interviewing, researching, and reporting
- evaluate the quality and reliability of various forms and examples of journalism
- recognize what is news
- recognize the elements of a news story
- distinguish fact from opinion
- understand effective news gathering and editing techniques
- use the inverted pyramid style of news writing
- write various types of news story leads and news stories
- quote accurately, paraphrase where appropriate, and use appropriate attribution methods
- recognize the differences between a news story and sports writing
- write clear, informative sports stories
- write effective headlines
- understand the purpose of a news release
- understand the role of a news bureau
- use a journalism style guide.

Suggested Activities

- With a partner, have students name as many news sources as they can for each of the media listed below:

Radio News	e.g., *The World at Six*
Television News	e.g., *The National*
Newspapers	e.g., *The Globe and Mail*
Magazines	e.g., *Maclean's*
Internet	e.g., www.cnn.com

  Which news source(s) do they prefer? Why? How often do they use the various sources to get news? What are the advantages and disadvantages of each source? What are the advantages of getting news from more than one source? Conversely, what is the danger of relying on one source?

- What is news? Of all the different kinds of information you find in a newspaper, which ones can be called "news"? Ask students to consider how they would describe the difference between "news" and "not news?" Do these distinctions blur in some articles? Journalists use different criteria to determine what is news. One approach is labelled the "Who cares?" method--assessing how

much reader interest a story has. Another approach determines the news story's importance against criteria such as timeliness, proximity, human interest, conflict, prominence, and consequence. Have students summarize ten of their news stories and then survey a group of peers or members of their community, asking those surveyed to rate the stories in order of importance. Is there a general agreement? What does this tell us? Students can write their conclusions in their journals.

- With a partner, have students clip all the news stories from a recent daily newspaper. They can classify each according to type. They might consider: international news, national news, provincial news, municipal news, local news, political news, news about accidents or disasters, human interest news, news about famous people, news about wars or battles, sports news, crime news, news about finance and economics, business news, environmental news, science news, health and medicine news, education news, entertainment news, etc.

- Have students examine several news stories with a summary lead and inverted pyramid style of writing. Have them identify the who, what, when, where, why, and how in each story. Which elements are introduced first? Why? Which ones appear in the lead? Which ones are saved for subsequent paragraphs? Why? Are people's names in the lead? Why or why not? How is the time element handled by the writer? Will the story still be newsworthy tomorrow or next week? Are reporters by-lines used? What kind of stories are usually by-lined?

- Have students compare a television newscast and a newspaper story from the same date. They can examine the lead, the length of the story, and the way quotes are used, and then write leads for the same story for a newspaper and television broadcast.

- Have students write a summary lead and inverted pyramid style story. They could listen to a short story, fairy tale, or narrative poem; take notes; identify the six main elements; and determine the information that is most important. After checking the spelling of names and quoting correctly, they could compare results with peers. What elements were placed in the lead? Why? What facts have been included or left out?

- Reporters can slant their stories by using loaded words, while editors can influence the readers' perceptions by the use of headlines, pictures, and juxtapositioning. Have students examine a hard news story and an editorial. Ask them to identify examples of fact, opinion, and bias in each. Ask students to read the section on sports reporting in the *Canadian Press (CP) Style Book*, and then determine what phrases may be used in a crime report, a council report, a "soft" news report, and a "hard" news report.

- Ask students to attend and report on a news event (e.g., city, town, band, or municipal council meeting). Have them compare their report and coverage with that of classmates. What did each student emphasize? What was ignored or left out? Why? What does this reveal about the assumptions of the reporter? Have students compare their reports with reports of the same event in the local paper. What did the newspaper report emphasize or leave out? What does this suggest about the objectivity of the press? Students could also invite the newspaper reporter to class to discuss the decisions he or she made, and the influence an editor has on such reports.

- Have students analyze several sports stories in a provincial or local newspaper. What is reported? Ask them to consider the following statement: "It is no longer sufficient to write sports stories by numbers or by clichés." Do they agree?

  During the first part of this century, flowing phrases adorned the sports pages. However, times have changed. High-quality coverage and writing are just as important in the sports story as the news story. Good sports reporting still includes valuable statistical information and the basics of who won, what the score was, and who starred. However, contemporary sports reporting is more balanced and analytic than in the past. Key plays, direct quotes, records, and views about the significance of sports are also a part of the reporting. Have students report on a sports event in their community. Ask them to report key facts, turning points, quotes, statistics, and analysis. They should avoid a chronological game story approach as well as clichés and biased quotations.

- What cause or idea would students like to see reported in a local newspaper? Have them consider a social, political, personal, or school issue. Ask them to interview the person/people behind the story using basic interviewing strategies including the following:

  - Prepare ahead of time. Know something about the person being interviewed. Write down key questions. Ask why things happened and how

they happened. Ask for the person's opinion. Avoid asking yes/no questions.
  - Have a notetaking system. Take a pencil, piece of paper, and, if appropriate, tape recorder.
  - Be courteous. Dress appropriately.
  - Conduct yourself in a professional manner and have confidence in yourself.
  - Be on time. Have a clear idea about how you are going to start.
  - Let the subject do the talking and listen carefully.
  - Write down quotations exactly and record exact spellings of names and titles.
  - Ask the person's permission to call back if the need arises.
  - Remember who the audience is and the type of story you are writing (i.e., a news versus feature story).
  - Write the story the way you want to see it in print.

- Have students prepare a press release for one activity that takes place in their school. Encourage them to answer the 5W+H questions early in the release.

Additional Activities

- Information and research are important to a journalist. To become familiar with some of the sources a journalist might employ and those that might be useful, have students determine how each of the following resources might help a professional journalist:
  - a style book (e.g., *Canadian Press Style Book)*
  - a dictionary
  - an atlas
  - a thesaurus
  - a language handbook (e.g., *Language Skills for Journalists)*
  - a legal guide (e.g., *The Journalist's Legal Guide* or *Pocket Criminal Code)*
  - other reference sources *(e.g., The Canadian Periodical Index, The Canadian News Index, The Canadian Business and Current Affairs database, The Canadian Encyclopedia of Sources)*
  - the Internet (for information and background on a variety of topics and issues as well as the stories of the day).

- The Internet offers two basic features: communication (e.g., e-mail, newsgroups, chat lines, interactive video and audio) and access to information (e.g., libraries, governmental and private agencies and departments, businesses, individuals). Although the Internet can be a source of useful, factual information, it can also be a source of opinion, gossip, exaggerations, hatred, pornography, falsehoods, scams, and hoaxes. Ask students to consider how they might sort out the information and evaluate its credibility. Ask them to choose several potential Internet information sites (e.g., *CNN Interactive, Maclean's On-Line,* etc.) and evaluate their credibility and usefulness. For each site, they might determine:
  - Why was the information posted? Was it created or modified?
  - Is the information presented fact or opinion or a combination?
  - How can you check or confirm the factual information with at least two other sources?
  - Who is behind the information? Is the creator identified and does the creator have experience or credentials related to the information presented? If an organization is associated with the site (e.g., a government agency, an educational institution, an advocacy group, a non-profit organization, a news agency), do you recognize the name of the organization and is it one that can be trusted?
  - What is the overall "look" of the site? Does it appear professional looking? Sloppy? Splashy? Amateurish? What does the look suggest? Are there cases in which you might distrust a professional-looking site and trust a less professional-looking site? Why or why not?
  - Document each of your sources using an acceptable citation format (e.g., MLA style: http://wiretap.spies.com/ftp.items/library/classic/estyle.txt).

- Have students conduct a search on the Internet for background information for a specific news story. They should frame the essential questions that will guide their search. When they have located their sources, have them review the sources using the criteria outlined above.

- The Internet allows people to construct their own stories. Ask students to consider how they would construct a news story for the Internet. What hypertext links might they include?

- Have students create a "news file" each day on the bulletin board or blackboard. Ask them to identify school, local, national, and international items which they think are newsworthy.

- Have students consider the difference between a hard news story and a soft news story. Who supplies most of the news on the first page?

- Have students take their school's announcement sheet and reduce each announcement to a clear, succinct "news brief" format.

- News stories in Canada do not include reporters' editorial opinions on the issue or event. Good newspaper reports present facts, making their stories as objective as possible. They do not distort facts; nor do they inject their own biases and prejudices into news stories they write. "News English" is marked by the following features:

  - stories begin with key ideas
  - ideas are stated briefly
  - sentences are simple
  - words are clear and unambiguous
  - vivid verbs are used rather than vague or general references to people and places
  - the active voice is employed rather than the passive voice.
  - words are accurate and appropriate.

  Newspaper writers avoid sexist or other discriminatory language. They usually use precise and simple words (e.g., "rich" not "opulent"), short sentences, and tight writing to aid the readers. Jargon, clichés, and worn-out figures of speech are avoided. With this in mind, have students edit two of their own and two peers' news stories for these stylistic elements.

- Have students examine the journalistic style guidelines outlined in style books such as those published by Associated Press, Canadian Press, and *The Globe and Mail*. Have students examine one of their own news stories and one news story from a newspaper. How are these stylistic guidelines reflected in each?

- The front page of the newspaper usually indicates which news is considered more important by the position of the article and the size of type used for the title or headline. Although there are exceptions, the top right-hand corner often is reserved for the most important news story. Generally, the size of type in the headline indicates the importance of the news. Have students review with a partner the dailies from the past week. Which news articles seem to be the most important? How can they tell? Which articles or information seem to be the least important? Have them note their conclusions in their journals and compare their comments with those of a peer.

- Headlines contain the story's title or summary in larger type above or beside the story. The headlines used to entice the reader are important because they influence the way readers interpret the story and they create a point of view. Have students clip a variety of news stories at random from a national and local paper. After clipping the stories, ask them to cut off the headlines and number each headline and story to correspond (i.e., #1 story/#1 headline). Have them put all stories in one folder and all headlines in another, then reread each story and write their headline for it. Students might compare their version with their classmates' versions. Finally have them compare their headlines with the original headlines. What conclusions can they draw?

- Have students trace a controversial issue in the local press. Have them keep an annotated scrapbook/log on the topic. After several weeks, invite a journalist covering the issue into the classroom to discuss the coverage. How did the journalist determine the issue was newsworthy? How were the facts determined? Were any restrictions placed on the story? By whom and why? How does the journalist ensure balanced and accurate coverage? How does this coverage affect the people involved?

- Have students conduct a telephone interview with a classmate. Are telephone interviews more or less accurate than face-to-face interviews? Why?

- People's lives are affected by the weather. Reporters need a knowledge of weather and the language used to describe it. Ask students to review the weather reports in several newspapers and then to write a weather report for today for their community.

- Reporters gather information about disasters (e.g., an airplane crash) and include essential details in their stories (e.g., death count, number of injuries, updates from hospitals, rescue attempts, date, time, background, factors that led to the disaster, latest findings of the investigation, and quotations from witnesses and survivors). What is the difference between factual and sensational reporting? Is there a line to be drawn between human interest and sensationalism when reporting on disasters? What ethical considerations should guide the reporter? Have students imagine a disaster has occurred in their community. Ask them to prepare a report for a provincial or local newspaper.

- Some news is the result of press releases. Individuals and groups want to get their stories into newspapers so they prepare and distribute press releases, including details and contact names. Sometimes a press release will be printed with little change and sometimes a reporter will make further

inquiries. Have students review several press releases (e.g., government, charitable organization, local club) and then write a news story based on one of these releases.

Ethics and Journalism

Journalists try to follow the law and meet the ethical standards that guide their work. They are expected to be objective and accurate, to tell the truth, and to be fair. Their emphasis is usually on good taste and accurate attribution.

Specific Learning Objectives

Students will:

- speak to clarify and extend thinking
- recognize a speaker's attitude, tone, and bias
- analyze and evaluate their own and others' writing
- evaluate the quality and reliability of various forms and examples of journalism
- state and evaluate an author's theme, tone, and viewpoint
- recognize the importance for journalists of researching, interviewing, and reporting
- understand the rights and responsibilities of the press
- understand the legal limitations on the media
- understand the limitations that may be imposed on student journalists, depending on school policy
- understand the concepts of libel and slander
- understand the concepts of stereotyping and ethnocentricism
- evaluate the concept of objectivity.

Suggested Activities

- Have students consider: What is meant by "freedom of the press"? What are, or should be, limitations on freedom of the press, if any?

- Have students consider the ethics of news reporting. What role do censorship, individual privacy, libel, obscenity, pressure groups, profanity, promotion, unpopular viewpoints, sensationalism, and controversial or taboo topics play in the news? Assume that a seventeen-year-old student has been involved in a serious crime. What do they think should be reported to the public about the accused? About the victim(s)? What elements of a code of ethics affect their decision?

- Have students examine the *Code of Ethics of the Society of Professional Journalists* and the *Canadian Press Style Book*. What are the ethical standards for journalists? What is the difference between libel and slander? Encourage students to examine several editorials and identify sections that might be vulnerable to these charges. Ask students to create their own student code of ethics.

- In a pluralistic society, it is important for journalists to be inclusive of all cultural groups and to present various perspectives fairly and in a balanced and accurate manner. They should avoid stereotyping and tokenism, and focus on the merits and achievements of all peoples. Have students review reporting about various minority groups in Saskatchewan newspapers and magazines. Can they come to any conclusions about the types of stories, number of stories, quality of the reporting, presence or absence of bias, etc.? Research guidelines for equitable and bias-free reporting. As a class, develop a style sheet. Have students compare several published news stories to their own style sheet. How do they rate?

- Have students review a newspaper or magazine produced by a minority group (e.g, *The Indigenous Times* or *Indigenous Women).* On what issues or events do these publications focus? Is there a difference, depending on the publication? If so, how do they differ? Are there stories or points of view in these publications that would not be found in a mainstream newspaper? Why or why not? Is there a difference in purpose between a mainstream publication and one published by a special interest group? Is there a difference in the type of journalism?

Additional Activities

- Have students consider the following questions: What privileges should a journalist have? What obligations and responsibilities? Should a high school journalism student have the same privileges as a paid professional? Who should be the final authority to determine what appears in a newspaper? In a student newspaper? (Students might find the *Student Press Law Centre Report* interesting. It is available from Student Press Law Center, Suite 504, 1735 Eye Street N.W., Washington, DC, U.S.A. 20006.)

- "Newspeak" is language that distorts, confuses, or hides reality. Journalists must be careful how they use the language. News items should be devoid of clichés, illogical structures, and meaningless or redundant words. Have students survey a week's issues of a daily newspaper and find examples of "newspeak".

- A significant percentage of news that appears in the main section of many newspapers is crime (e.g., robberies, murders, arsons). Have students consider the following: Should crime be reported? How? What effect does this type of story have on the readers? Do people enjoy this? Is reading about crime a form of entertainment? Do you approve? How should these stories be written?

- Ask students to consider what stories their principal or teachers might censor. On what grounds?

- Ethnocentrism refers to the view that one's own race, culture, or group is inherently superior, or that the dominant culture's way of looking at something is the only way. Ethnocentrism is often very subtle, and it is difficult to detect in our own attitudes because we take the way we see the world for granted. Have students decide on several issues that might be looked at in different ways (e.g., use of the environment, child care, care of the elderly). How might these be looked at through different eyes? How might ethnocentrism affect news story reporting? Examine various news stories in mainstream publications for examples. The "Letters to the Editor" section of the newspaper might be a good place to look for viewpoints affected by ethnocentrism.

- The press is often accused of sensationalizing or "hyping" events. It is also accused of failing to tell the whole story, of biased or unfair reporting, and of lacking accuracy. Ask students to consider if these accusations are fair. What evidence would they use to support their stand?

- Have students consider if it is ever possible for journalists to present completely factual, objective stories if they are reporting first-hand experiences, or even if they have thoroughly researched a story. Is it fair, in certain stories, for journalists to act as interpreters as well as "reporters"? What ethical standards might guide their work?

- Critics worry about the use of media formats that blur the distinction between entertainment and news. Some accuse "tabloids" of setting the agenda for major newspapers and television networks. Have students consider if there is evidence of this and who should set the agenda.

- Some analysts believe that the news media serve three important functions with regard to government:

    - gatekeeper--deciding which new stories will get attention
    - watchdog--reporting mismanagement, waste, and criminal activity
    - scorekeeper --making judgements about policies, legislation, and politicians.

  Ask students to find examples of each of these functions in the various kinds of news coverage.

- Press councils act as independent, self-regulatory bodies to adjudicate complaints against media outlets. These councils attempt to deal with complaints against an outlet or a reporter in the gathering and publishing of news, opinion, or advertising. Students might explore how press councils work and what issues and complaints might go to a press council. Does Saskatchewan have a press council? What are the policies of the Canadian Association of Broadcasters?

- As more news information is internationalized and more media mergers occur, critics are concerned about media ownership and the lack of journalistic integrity. Have students consider: Who supplies the news? Who owns the media outlets? What if one company in Canada owned all the newspapers? Could journalistic integrity be lost?

Editorial Writing: Enlightened Opinion

The editorial writer of a newspaper and the commentator on radio or television specialize in commenting on and giving their interpretations of current events, ideas, or conditions. They express an opinion.

Specific Learning Objectives

Students will:

- speak to share thoughts, opinions, and feelings
- present their point of view in a written work
- assess an author's ideas and techniques
- recognize the importance for journalists of researching, interviewing, and reporting
- understand the role of the editorial
- recognize various types and functions of editorial material
- write effective editorials
- identify the components of the editorial page.

Suggested Activities

- Have students examine an editorial page from two large dailies and two weeklies. What are the typical elements of an editorial page? How does it

differ from the front page? What is the opinion expressed in each editorial? Who stands to benefit from the opinion expressed? Who stands to lose? What facts does the editorial writer use to support the opinion? How does the writer attempt to persuade readers?

- Have students brainstorm ideas for editorials. They might consider the following purposes of editorials:
  - interpretative (explain or interpret a news event)
  - critical (criticize existing conditions and try to persuade readers to make specific changes)
  - commemorative/special occasion (mark an occasion and note its significance)
  - humorous/satirical (make fun of or criticize an event or situation).

  Have students write editorials to illustrate three of these purposes using the following format:

  - summary and background
  - stance
  - solution
  - evidence supporting stance (include the other side or opposing viewpoints if appropriate)
  - conclusion (a solid punchline).

- Editorials are meant to influence people's actions. Have students find something in their school or community that they would like to change. They should research why things are the way they are and what solutions might exist. Then, have students write a 250-300 word editorial to tell others what the problem is and what should be done.

- The editorial cartoon is sometimes the only art on an editorial page. A cartoon is an appropriate expression of opinions. Have students view different styles of prominent cartoonists. Ask students to choose an issue which inspires strong feelings in them and then create editorial cartoons which express their opinions.

- The masthead (sometimes called the staff box) appears in every issue of the editorial page. It lists staff members, owners, and the general editorial policy. Have students review the masthead of their local community paper. What does it tell them? Why is it important that it appear on the editorial page?

Additional Activities

- Ask students to consider why some papers print letters with a variety of opinions and others print only letters that appear to support the paper's editorial position. Have students examine several different papers to see if they can determine each paper's practice.

- Have students choose an editorial and analyze it for content, organization, and style. Ask them to write an editorial which takes a position opposed to this editorial and to include evidence for their position. They should outline the underlying principles or assumptions upon which their argument is built.

- Have students write an editorial on a controversial issue and deliver it to the class as an impassioned speech. After, have them discuss their performance and decide what aspects were fair comment and what might be considered prejudicial or unethical.

- Have students develop the arguments for only one side of an issue. Ask them to analyze the finished editorial for any unethical arguments. They might then write the editorial from another side of the issue. Again, they could analyze the finished editorial for unethical arguments.

- Letters to the editor are the readers' way of expressing their opinions. They are usually short, contain no libellous information, and include the names of the writers. Have students review examples from recent newspapers and note any similarities and differences.

- Have students develop a new look for the editorial page of a local or provincial newspaper.

- Columns are one person's opinions. They are identified by a consistent logo and by-line. Have students final examples of writers' columns (sports, entertainment, politics, interior design, etc.). Have them select a type of editorial column they would like to write, and then write their own column.

Feature Stories and Reviews

Features are not intended to deliver the news firsthand but to educate, illuminate, and entertain. They profile people who made the news; explain events that influenced the news; analyze what is happening locally, nationally, and internationally; examine trends in a changing society; and entertain.

Specific Learning Objectives

Students will:

- listen to understand and learn
- compare, contrast, and evaluate texts
- recognize the importance for journalists of researching, interviewing, and reporting
- identify conventions of feature stories
- demonstrate fact gathering, research, and writing skills necessary for in-depth reporting
- conduct an interview skillfully
- write effective interview stories
- develop feature writing skills.

Suggested Activities

- Have students find several examples of feature stories in a daily and weekly newspaper. Have them classify the features. Are they human interest stories, personality profiles, backgrounders, trend stories, or in-depth stories?

- Have students examine the lead and organization of several feature stories. How does the writer entice the reader into the story? Have students explain and give examples of various types of feature leads--narrative lead, contrast lead, question lead, quote lead, staccato lead, and direct address. Ask students to compare the feature stories with "hard news" stories.

- News and feature writers gather news and stories from investigative research. Preparation, research, accuracy, and questioning skills are all very important in investigative journalism. Have students develop and discuss possible interview questions, then conduct an interview and prepare a feature story profiling another student in the class.

- Have students tackle a sports issue. They might consider the role of sports in a scholastic setting, the costs of financing sports and athletes, sports injuries, or pressures placed on athletes. After interviewing players and coaches, they can write a feature article on their findings.

- Have students examine several reviews of the same film, video, or music. How are the reviews organized? How does each review open? How does it deal with content? What is the opinion of the reviewer? Ask students to view the video or film or listen to the music, and then write their own review.

- Some tabloids do not carry news. Instead they focus on feature stories which tend to be based on gossip and misinformation. This form of tabloid "news" has its roots in "yellow journalism", in which the facts are tinted to make them more interesting. Front pages of these tabloids use sensational headlines to convince readers to buy tabloids. Have students consider the form and layout of two tabloids. What size and style of print is used? What visuals and photography? What audiences do tabloids attract? Do these audiences believe what they read? Why do people read these papers? What is reflected in each story? In the paper as a whole? What types of stories are featured? How are their accounts similar or different?

Additional Activities

- Have students read a story, narrative poem, or excerpt from a novel. Then, ask them to use the storyline to write as many different types of feature story leads as they can.

- One of the most important things a feature writer does is "set the scene". Using active verbs, colourful adjectives, and/or other techniques, the writer shows and tells what happened and captures the reader's attention. Ask students to identify the techniques used by several feature writers.

- Interviews with numerous credible sources are essential to feature stories. Have students compare the styles of two or more interviewers (e.g., Pamela Wallin on *Newsworld* and Larry King on *Larry King Live*). They might role play several interview situations to practise their skills. They could videotape their interviews and critique their performance.

- Have students prepare ten questions they would ask the Prime Minister, Premier, mayor, band councillor, or principal. Have students work in pairs to role play the interviews. They could videotape the interviews and then critique them. What worked and what did not? What was appropriate and what was not?

- Have students examine several sport stories in a newspaper or magazine. What evidence is there of the writer's knowledge of the game? What use was there of expressive language and descriptive words or phrases to create strong visual images of the action or issue? Have students write their own sports story about a coach or team in their community.

- Have students identify a lesser known sport that they feel needs more exposure and coverage. Have them write a feature explaining the key parts of the game--rules, scoring, terminology--and generating interest in the sport.

- Have students assume the role of a freelance writer. Ask them to choose an event or person currently in the news and then write two stories--one for a traditional daily newspaper and one for a tabloid. They should decide what audience their stories will target in each paper and what specific ideas their stories will reflect. They should write the two stories about the same event or person, and then create their headlines and plan the visuals that will accompany each story.

Literary Journalism

Journalists employ many approaches and styles when they are writing a story. Sometimes they employ techniques of the storyteller. They attempt to communicate the facts in an artful manner. This approach grew from what used to be called "new journalism" in the 1960s and 70s, and is now referred to as literary journalism. It is evident in the range of styles found in contemporary newspapers and magazines.

Specific Learning Objectives

Students will:

- recognize writing as a process of constructing meaning for themselves and others
- relate the structure of the work to the author's purposes and theme
- recognize the importance for journalists of interviewing, researching, and reporting
- identify the characteristics of new journalism and literary journalism
- experiment with literary journalism.

Suggested Activities

- New journalism was a term that was used when critics and writers became aware of a new style of journalism in the 1960s. In his book, *The New Journalism,* Tom Wolfe describes a trend whereby nonfiction writers adopted the techniques of realist novelists to bring power to their stories (Wolfe, 1972, p. 31). He cited the four following techniques as ones that brought about significant changes in journalistic writing:

  - **Scene-by-scene construction.**

    Writers told their stories by moving from scene to scene rather than reporting only historical facts. They sought to bring the people involved to life for the reader, so the reader could experience the human context of the story.

  - **Use of dialogue.**

    The primary way of creating character was the inclusion of dialogue. Wolfe says that realistic dialogue involves the reader more than any other device, and that dialogue defines character more quickly than any other means.

  - **Use of third person point of view.**

    Scenes were presented to the reader through the eyes of a particular character, so that readers could feel as though they were inside the character's mind and could understand his or her actions and emotions. This technique meant that the journalist had to do exhaustive, first-hand research.

  - **The recording of everyday details.**

    Wolfe says that the details of everyday life were once considered irrelevant in journalism, but that the writers of so-called new journalism understood that these details could be symbolic and contribute to social understanding. According to Wolfe, the recording of such details as habits, customs, attitudes, clothing, and food contributes to an understanding of a person's "life status" or beliefs about his or her position in the world.

  Have students examine the journalistic styles of the 1960s and 1070s (i.e., new journalism or "gonzo" journalism). They might consider the work of Tom Wolfe or Hunter S. Thompson. What is particularly effective in their work? How does the style fit the subject matter? What is not effective? Why?

- Since the 1970s the criteria that define literary journalism have changed, and the inclusion of fictional writing techniques is now only one of several defining criteria. In her book *The Art of Fact,* Barbara Lounsberry (1990) lists the following as the characteristics of literary nonfiction:

- **Documentable subject matter chosen from the real world rather than the writer's imagination.**

  Anything in the natural world is subject matter for the literary nonfiction writer. The following are examples:

  - the lives of individuals (e.g., one person's struggle)
  - human institutions (e.g., government)
  - cultural groups (e.g., country music fans)
  - events (e.g., current events)
  - the natural world (e.g., environmental stories).

- **Exhaustive research.**

  In order to bring the full world of the stories alive, the writer must conduct extensive research and be able to verify every detail.

- **The scene.**

  Lounsberry says that the scene is a necessary element in making a story "artful". Instead of reporting on a story, the writer of literary nonfiction recasts the story so that it has life and depth.

- **Fine writing and literary prose style.**

  Writing cannot be literary without attention to language. Literary writers must be in complete control of their use of language, whatever their prose preferences are. Lounsberry says that "... polished language reveals that the goal all along has been literature" (p. xv).

In his book, *The Literary Journalists* (1984), Norman Sims contends that the change in journalism came about as writers began to see private lives rather than dominant institutions as sources of information. He says that literary journalists saw the need to immerse themselves in complex subjects in order to establish their own perspective and authority, so that they could do more than simply report the facts as presented to them.

Sims gives the following as characteristics of literary journalism:

- **Immersion.**

  Literary journalists invest a great deal of time and effort learning about their subject. They usually begin with an emotional connection to the subject, and then immerse themselves in learning everything they can about the world of the subject and the people involved.

- **Structure.**

  Literary journalists believe the same about structure that fiction writers do: structure contributes to meaning. Therefore, structure is not simply linear. It is carefully controlled by the writer and is unique to each project. Where a portion of the story is placed, and what it is placed next to, will profoundly affect the meaning the reader constructs as he or she is engaged with the story.

- **Accuracy.**

  The ethical commitment to accuracy has not changed with the advent of literary journalism. If a writer wishes to adopt a voice of authority on a subject, then he or she must be knowledgeable and present accurate information. Dialogue, for example, cannot be invented. If real people speak, then the dialogue must be direct quotation.

- **Voice.**

  Sims says there is no one voice that defines contemporary literary journalism. One writer might use a first person voice, where he or she is very much a part of the story. Another might remove himself or herself from the story and concentrate on the subject's own reality. The commonality is that all literary journalists consider voice a factor in what they do, and struggle to find the right voice for their story.

- **Responsibility.**

  Literary journalists who often immerse themselves in people's lives and develop personal relationships with their subjects, must recognize that they have a responsibility to themselves and their subjects when the writing becomes public. Although there are no easy answers regarding what is ethical to make public, writers do have a responsibility to let their subjects know what they are doing in their research and why. Because of the subjectivity of much literary journalism, responsibility, purpose, and consequences are things the literary journalist considers.

Have students examine the work of contemporary literary journalists. What makes their work stand apart? What elements of traditional reporting are

found? What elements of literary journalism mark their writing? Are there any publications which tend to publish literary journalism? Any which seem to avoid it?

Have students write a feature article which reflects the characteristics of literary journalism.

Photojournalism

Good photographs show readers what is happening. Print journalists use photographs to capture attention, break up large areas of print, provide information, provide entertainment, give readers a sense of being there, and show the feelings and reactions of people involved in events.

Specific Learning Objectives

Students will:

- speak to share thoughts, opinions, and feelings
- listen with purpose and concern for ideas
- recognize the importance for journalists of interviewing, researching, and reporting
- identify conventions of feature stories
- understand the major functions of photographs in publications
- recognize the impact of effective photography
- take effective photographs
- understand photo layout, cropping, sizing, and writing cutlines
- recognize how computers and desktop publishing are used in commercial journalism
- experiment with design and layout using a computer and desktop publishing program.

Suggested Activities

- Have students view *The Best of Life.* What was the most powerful image? Why was the image successful? What are the principles of effective photojournalism? How can images add impact to a story? What other features can an image add to a story? Are there some images that should not be shown? Why or why not?

- Have students examine the front pages of several daily newspapers. What photos were used? Why? Were they used effectively? Did they complement the stories? What could be improved?

- Have students take a picture of "their school". "Their school" might mean different things to different people and photos can capture and construct individual perceptions. Have students brainstorm different views and perceptions of their school. They can form groups of five to plan their shots. They can then execute the actual photographing individually. They should plan for each shot and consider whose camera will be used, when and where, the cost, the angle, and the purpose. When the film is developed, they can work in a group to lay the images out in a magazine format (including advertising, cover, and feature stories). As an alternative, they could work alone and write a newspaper story. They should consider: What is their overall message? What are the different means for "shaping the reality" of their school? How will their photograph(s) contribute to the story?

Additional Activities

- Have students trace an issue that has been covered over time in the press (newspaper or magazine). Ask them to clip the photos associated with the stories and to mount them in chronological order on a sheet of paper. They should note the name of the publication, the date, and the source, and then evaluate how the photographs, infographics, and art contributed to the coverage. Were they helpful? Were they unethical in any way? Effective? Did the photographs reflect particular points of view?

- Have students shoot a roll of 35 mm film on a particular topic, theme, person, or place. They should pay careful attention to the rule of thirds. Ask them to create a photo essay and to write the accompanying captions and story.

- Have students prepare a photo file for a photo page. They should include a dominant photo, several small photos of varying size, suitable captions, a headline, and a short story. Their work should show good layout/design.

- What topics would make a good full-page photo essay for a school newspaper? Have each student select a topic and take the photos. Students should select the pictures carefully, crop and size them, prepare the layout for the photo page, and write the copy (including cutlines and headlines) that will accompany the photos. Students can exchange work with others and critique each layout and photo.

Magazines

Although magazines follow many of the conventions of the newspaper, there are differences, including

purpose, appearance, types of stories, intended audience, circulation, and advertising.

Specific Learning Objectives

Students will:

- speak to share thoughts, opinions, and feelings
- listen with purpose and concern for ideas
- analyze and evaluate their own and others' writing
- compare, contrast, and evaluate texts
- recognize the importance for journalists of interviewing, researching, and reporting
- identify conventions of feature stories
- differentiate among the kinds of magazines
- recognize how pervasive information is in contemporary society
- profile a magazine
- understand how magazines serve both readers and advertisers
- evaluate how advertising affects magazine content
- understand organizational patterns of magazine articles
- compare general-interest and special-interest magazines
- compare the design and layout of various magazines
- explain how titles and articles are used to sell magazines
- assess the role magazines play in their lives.

Suggested Activities

- Have students bring as many different magazines as possible from the library and from home. Ask them to browse through them and classify each in one of the following categories: sports, news, women's, men's, nature, health and fitness, entertainment, finance, science, hobbies and crafts, farming and ranching, pets, games and puzzles, history, political, travel, cars and motorcycles, humour, literary, romance, science fiction, and mystery. As a class, discuss criteria for judging the quality of a magazine. Students can compare two or more magazines of the same category: How are they alike? How are they different? Do they compete for the same audience or do they appeal to different audiences? Which do students think is the better magazine? Why?

- Have students choose a magazine from those collected and prepare a profile of the magazine based on the following:

    - *Cover*: Notice the title, date, price, picture, and information included on the cover. How does it capture the reader's attention?

    - *Format and Cost*: Notice the size and weight, quality of paper, size/kind/spacing of type, photographs/illustrations/drawings/cartoons, and use of black-and-white or colour visuals. What impression do these factors make?

    - *Contents*: List the subject of each feature article (e.g., diet). What percentage is fiction? Nonfiction? List the subject matter of each shorter article (e.g., tips, reviews, commentary). Who are the people who contribute to the magazine?

    - *Advertising*: How many pages of ads are included? What percent of the total is this? List the kinds of products advertised and how many ads for each category appear (e.g., six car ads, three travel ads, five personal hygiene product ads). What audience is targeted by the ads? Age? Socio-economic group? Specific interest?

    - *Audience*: To whom is the magazine communicating?

    - *Ownership and Cost*: Who is the publishing company? What other publications does the company produce? With what other enterprises is it associated? What is the cost of one issue? What is the subscription rate? How frequently is the magazine published? Is the magazine worth the cost?

  Then, have students prepare a profile of either a popular teen magazine or the person who is the magazine's idealized "target". Does the magazine provide information, entertainment, and advertising that realistically matches the students' lives? Or does it present an ideal world? Is this a world of which they would like to be part?

- Have students select a broad topic such as fashion, money, or poverty. Ask them to brainstorm possible working titles appropriate to their subject. What magazines would be interested in receiving articles with their working titles? They might write an article for one of these magazines.

Additional Activities

- Ask students to consider what type of magazine they read most frequently. Sports? News? Women's? Men's? Nature? Health and Fitness? Entertainment? Finance? Science? Hobbies and Crafts? Farming and Ranching? Pets? Games and Puzzles? History? Political? Travel? Cars and Motorcycles? Humour? Literary? Romance?

Science Fiction? Mystery? What differences distinguish these categories from each other? What attracts students to these magazines? What magazines would they not want to read at all? Why?

- Ask students to survey their class. What are the most popular magazines? What are the contents of the top three magazines? Have students categorize the articles found in the magazines (e.g., beauty, politics, medicine, fashion, careers, celebrities). How many stories are found in each category? Have students make a list of the people who are depicted in the photographs. Why is a particular person depicted? Does the person have special skills? Knowledge? Wealth? Beauty? How many of the magazines appeal to men and how many to women? Why? What is the portrayal of males and females in illustrations and stories? At what audience is each magazine aimed? How does each cover suggest this? What is each magazine saying about males and females? About different cultural groups?

- Have students find a magazine article that expresses an author's opinion or takes a stand on an issue (not an editorial, column, or review). Ask them to identify the main ideas in the article and explain how the writer developed these ideas. Did the article serve the writer's purpose? Did the style of the article fit the magazine's profile?

- Have students compare and contrast news coverage on one issue in several magazines (e.g., *Time, Maclean's, Newsweek, Life, Alberta Report, U.S. News,* and *World Report*). How do the magazines differ from one another in format, content, and tone? How are they similar? Have students note where the stories are placed, how colour is used, and the use of boxed inserts. They should also examine typeface, photo captions, charts, graphs, and maps. What bias is indicated in the different magazines through word choice and the inclusion or exclusion of certain details? How are the different editorial positions of the magazines indicated by their coverage of the news?

- Have students consider the kind of attention they give to magazine advertisements. Have them analyze ten advertisements in male and female fashion magazines. They might examine the claim and the images of each, including:

  - *Visual Features*: General mood of the ad and how it is created, typeface and its location, colour scheme, white space and where the eye is drawn, location and shape of product.

  - *Language Features*: Name of product, tone of language in the ad, claims and appeals (e.g. needs, fears, desires), puns, and other devices.

  - *Advertisement as a Whole*: Major "hooks" it uses to attract and hold attention, propaganda techniques it employs in its claims and images, intended target of the ad, values or ideology underlying the ad, the overall effectiveness of the ad. Does the ad appeal to reason, emotions, or both? Which ad is the most effective? Why?

- Have students create their own ad. Ask them to review the *Canadian Code of Advertising Standards* (see the bibliography for grade 11 English language arts for annotation). Does their ad meet the standards?

- Have students review and then plan an electronic magazine for the Internet. Have them consider their purpose, audience, appearance, types of stories, links, and advertising.

Module 2: Electronic Journalism

Radio, television, and the Internet are pervasive in contemporary society. As do print media, the electronic media require good reporting and quality writing. They also must deliver the important news to their listeners or viewers in a clear and ethical manner.

Foundational Objectives

The foundational objectives are to be developed throughout the course and as they apply in each module. The foundational objectives for Journalism Studies 20 are as follows.

Students will:

- recognize and appreciate the role of journalism in contemporary society and in their personal lives
- recognize and explore the ways in which print and broadcast media create and present a message
- recognize and create the various forms, conventions, and styles of journalistic writing
- recognize the attributes of quality journalism and the legal, ethical, and moral issues which confront the free press
- develop the speaking, listening, reading, writing, viewing, and representing skills needed to create various print publications and broadcast productions.

Specific Learning Objectives

Students will:

- recognize speaker's attitude, tone, and bias
- relate the structure of the work to the author's purpose and theme
- recognize the importance for journalists of interviewing, researching, and reporting
- prepare a dramatic reading
- recognize the difference between writing for electronic media and writing for print media
- understand the requirements for reporting news using radio, television, and the Internet
- consider how electronic media, including the Internet, have changed journalism and will continue to affect it in the future
- apply understanding of print journalism to the electronic media
- identify the conventions of the electronic media
- understand and demonstrate copy editing for the electronic media
- recognize how pervasive information is in contemporary society
- understand the role of advertising in the electronic media.

Suggested Activities

- Have students consider how much of a one-hour radio segment on a particular station is devoted to news. How much local, national, and international news is presented? How much sports? How much weather? Are there special programs centred on important local issues? Are there in-depth interviews? Is there a forum for opposing viewpoints? Does the station use its newscast to entertain or to inform the listener? Are there any in-depth or investigative stories? Are the news reporters disc jockeys who read wire service reports or are they journalists? What is the source of the news? Students might compare several radio stations.

- Have students consider how much of a 30-minute local television newscast is devoted to commercials. How much local, national, and international news is presented? How much sports? How much weather? Does the station use its newscast to entertain or to inform the viewer? Are there any in-depth or investigative stories in the newscasts? How much time in newscasts is devoted to trivia (e.g., parades, shopping centre promotions)? What is the source of the news? Are there differences between television stations?

- Have students consider two or three on-line magazines or news sites. What is the format and context of each? Who are the readers? Who are the owners?

- Ask students to consider who owns the news outlets in their community. Do the same people own the newspaper, radio, and television stations? Who controls the Internet? What does this imply? Is this good or bad? Who controls radio and television programming--the audience, the management, the advertisers, the recording or film studios, the government? Who controls the Internet "programming"? Is one format more democratic than another?

  Ask students to review the federal Broadcasting Act and Canadian Radio-television and Telecommunications Commission (CRTC) guidelines. How do the Act and the CRTC pertain to the local radio and TV stations? How are requirements met by their local outlets as they pertain to ownership and control "by Canadians so as to safeguard, enrich, and strengthen the cultural, political, social, and economic fabric of Canada" and the "high stand, using predominately Canadian creative and other resources"? What is the specific mandate of the CBC? How does the mandate differ from that of a private broadcasting station?

- All stations try to make sure that their newscast is selected by viewers. They try to convince viewers that their news covers many events, is up-to-date, is important, is truthful, and takes advantage of the latest technology. Ask students to consider how these ideas are suggested by the opening of the newscast. Have them describe the graphics, music, voice over, and opening shot. What is suggested by each? Ask students to describe the set and the person or persons reading the news (i.e., appearance and voice qualities). What is suggested by these elements?

- Have students obtain several copies of newspaper wire stories and then prepare them for radio, television, and/or the Internet.

- Sports and weather are important parts of most television newscasts. Ask students to obtain a copy of a daily newspaper and then write a one-minute script devoted to sports and a one-minute script devoted to weather using information from a newspaper.

- Television talk shows have become very popular. Have students review the listings and subjects for

a week of programs. How are the programs similar? Different? Ask students to watch two of these shows and analyze them for their content, production techniques, and the interviewing style of the host. What are some of the students' conclusions?

Additional Activities

- Television stations often show their "station identification" symbols, either between programs or intermittently during programs in one corner of the screen. Have students choose a station and examine its identification. What do they see in the image? What in the image might attract them to the station? Have students compare several symbols for different stations. How do they differ in their reflection of the stations' mandates?

- Have students keep a record of each story used in a television newscast. Have them note the name of the story, the setting (i.e., international, national, regional, local), the subject matter (e.g., politics, business, disaster, human interest), the kind of report (e.g., script read by an anchor, script read by an anchor with background visuals, videotaped story by a reporter, on-the-spot reporter), and the length of the story in minutes and seconds. What does their research tell them about how various types of news are reported? Would they have covered any story differently? Would they have chosen a different order?

- Television stations must decide what events to cover, which facts to include, which people to interview, and what to say about the images shown. They consider what the audience will find interesting and how good their visuals are. Words and pictures must be harmonized. These decisions often tell the audience a particular story or give a particular slant. Have students select one television news program and analyze the words and the pictures presented for bias. Could different pictures and words have been chosen to give a different slant? Is it possible to present the news in a completely objective manner?

- Have students compare the leads on television accounts with those in a newspaper. How do they differ? Why? Which approach is better? Why?

- Stories for broadcast are generally shorter than those for print and do not contain as many details or as many direct quotations. Because the viewer cannot go back and reread the story, television must be clearer and easier to comprehend. Have students obtain a script for a television newscast and practise reading it. Ask them to take the local newspaper and prepare three of the stories for broadcast. The first story should be read by the anchor, the second read by the anchor with background visuals, and the third presented as a videotaped story by a reporter.

- Have students watch a local evening television newscast. Is the station doing any in-depth work? Students can prepare an in-depth investigative report for one story that they believe is important.

- Have students attend a school sports event and create a five-minute sportscast or feature for television or the Internet. Encourage them to consider angles such as crowd, weather, excitement, support, and the game itself.

- Have students analyze a recorded television interview. Were the questions soft or hard? Were the answers predictable? How could the interviewers have done a better job? Do newspaper reporters tend to be tougher interviewers than broadcast journalists?

- Have students write and record a five-minute newscast for television.

- Have students produce a news magazine video production. First, each student should write a proposal for the production, explaining content, treatment, objectives, personnel, and equipment requirements. These proposals should be considered by the class before one is selected for a class project. The author of the selected proposal can become the producer and divide the class into production teams of two, with each team responsible for one segment of the production. One team member is a reporter and the other a camera person. Each team should submit a script and shot list before production begins. Teams can edit their segments "in camera".

- Radio phone-in programs claim to give listeners an opportunity to express their opinion. Have students listen to a phone-in program for a period of one week. Have them list the topics that are discussed (e.g., politics, social issues, sports). Who decided upon these topics? Who gets to talk most? Who gets the last word in the discussions? What biases are apparent in the host? The guest? The callers? Who is the audience (age, sex, interests)? How many solutions to problems were proposed? How might advertising affect phone-in programs?

- Have students prepare a 15-second radio public service announcement for a campaign against

drinking and driving, using a script of 50 or fewer words. Ask them to consider a target audience and sound effects. They should record their announcement, paying careful attention to emphasis, fluency, and pacing.

- Have students prepare a public service announcement to advertise a charity drive or to report a missing person.

- Have students plan two commercials for television to promote school events or products. They should decide on the events or products and the target audiences, as well as on the purpose/intent of the commercials. They can select the time spots they want for the commercials and then work out their approach. Are they going to use humour? Emotional appeals? Jingles? Testimonials? Dialogue? Sound effects? Music? Students should script their commercials and then record them.

- Have students plan, conduct, and record for both radio and television an interview with someone in their community. How does the medium affect the interview?

- Have students prepare a broadcast of a play-by-play presentation of a game played at their school. They should include the introduction, three commercial breaks, and an interview with one of the players.

- Have students listen to several world radio broadcasts (e.g., Australian Broadcasting Corporation, Radio France, British Broadcasting Corporation, Radio Deutschland, Canadian Broadcasting Corporation) and compare the style and format of each broadcast. What news stories are included? What perspective is presented? What feature articles are broadcast (e.g., science and technology, tourism, business)? What image do these broadcasts create of the country of their origin?

- Have students prepare a radio documentary on an important issue in their community.

Module 3: On Assignment (Project)

The project in this module allows students to focus on a particular area of journalism and to explore it in more depth.

Foundational Objectives

The foundational objectives are to be developed throughout the course and as they apply in each module. The foundational objectives for Journalism Studies 20 are as follows.

Students will:

- recognize and appreciate the role of journalism in contemporary society and in their personal lives
- recognize and explore the ways in which print and broadcast media create and present a message
- recognize and create the various forms, conventions, and styles of journalistic writing
- recognize the attributes of quality journalism and the legal, ethical, and moral issues which confront the free press
- develop the speaking, listening, reading, writing, viewing, and representing skills needed to create various print publications and broadcast productions.

Specific Learning Objectives

Students will:

- recognize the importance for journalists of interviewing, researching, and reporting
- determine and plan a project in one area of journalism
- complete and present a project
- demonstrate responsible journalism
- understand the limitations that may be imposed on student journalists, depending on school policy
- recognize the value of teamwork and co-operation.

Note: Each project is presented as a group project that could be adapted (refocused and narrowed) to a project for an individual student. For example, the newsletter project could be focused on an area of interest for the student and his or her community. The magazine project could be narrowed to a series of feature articles as a result of the student's investigation of a particular issue. The television or radio production project could become the preparation of a video or audio documentary about a topic of concern to the student. The advertising project could become a series of print advertisements for a particular product. The home page project could be focused on a topic of interest to the student.

Sample Projects

Community or School Newspaper

Students will:

- speak to clarify and extend thinking
- listen with purpose and concern for ideas
- understand how a newspaper is produced
- prepare a school or community newspaper targeted at a particular audience
- demonstrate effective writing and design.

Project Guidelines

- This is a group project. Have students review the roles of a newspaper staff. Have them decide upon roles for each group member (e.g., reporters, managing editor, photojournalist, advertising editor, copyreader, etc.).

- Have students determine the type of newspaper (e.g., literary, tabloid, community weekly) and types of stories (e.g., hard news, soft news, human interest) they want to include. They need to determine the balance (e.g. international, national, local) of coverage and decide upon audience and distribution.

- Have students set deadlines and determine budgets. They should also decide, with the teacher, how their project will be evaluated.

- As work comes in, the managing editor needs to oversee the selection of stories, ads, and photos.

- Items are taped to layout sheets to produce the final "newspaper". Alternatively, students can use desktop publishing software if they have access to the software and a computer.

- The layout is "printed" (e.g., photocopied) and distributed.

Print or Internet Magazine or Newsletter

Students will:

- speak to inform
- listen to understand and learn
- understand how a magazine or newsletter is produced
- prepare a magazine or newsletter targeted at a particular audience
- demonstrate effective writing and design.

Project Guidelines

- This is a group project. Have students review the roles of magazine/newsletter staff. Have them decide upon roles for each group member (e.g., reporters, photographers, advertising editor, managing editor, copyreader, etc.). If students are producing a weekly newsletter, roles can be rotated so that group members have different roles to play for each edition.

- Have students determine the type of magazine and audience. They need to determine the frequency of publication (e.g., weekly might be appropriate for a newsletter, while a quarterly or a term publication might be best for a magazine).

- Have students set deadlines and determine budgets.

- Students need to determine the types of stories and ads that they want to include. For example, a school newsletter might include stories and news from student council, teams, clubs, counsellors, teachers, and administrators. Students also need to consider the format (e.g., a tabloid form).

- Have students decide upon circulation and the distribution method.

- Students need to assign a managing editor to oversee the selection of photos, stories, ads, etc.

- Have students prepare the final product. It may be professionally printed in tabloid form or photocopied within the school.

Television or Radio Production

Students will:

- speak to share thoughts, opinions, and feelings
- listen to understand and learn
- understand how a radio or television production is created
- prepare a simulated television or radio broadcast
- demonstrate effective writing and production techniques.

Project Guidelines

- This is a group project. Have students review the roles of a television or radio station writing, management, and production team. Students need to decide upon the roles for each member of their group and to appoint a station manager.

- Have students write for a simulated television or radio broadcast. They need to include advertisements, newscasts, sportscasts, weather, interviews, and public service announcements. They might also include movie and record reviews, documentaries, talk shows, open line shows, and disc jockey or video jockey comments.

- Have students set deadlines and determine costs.

- Have students prepare tapes for presentation to the class.

Creating and Selling Advertising

Students will:

- listen with purpose and concern for ideas
- understand the role of business and advertising in journalism
- write effective advertising copy
- recognize the importance of market research
- prepare an effective ad
- present a sales package.

Project Guidelines

- This is a group project. Have students review the roles of an advertising writing, sales, and production team (company). Have them decide upon roles for each member of their group.

- Have students determine a publication or broadcast medium with a specific audience. Have them prepare a marketing survey to evaluate the needs and interests of this audience.

- Have students select several companies that do not currently advertise in this publication or broadcast medium and have them prepare a sales package which includes an audience perspective and three potential ads.

- Have students consider audience, purpose, effectiveness, and ethics when preparing their ads.

- Have students, as a role play, present their sales package, with a realistic rate sheet, for a particular company.

- Have students determine what adjustments need to be made and then have them write and produce, with appropriate visual and sound effects, a series of ads/commercials for the product or service.

Creating a Home Page

Students will:

- speak to clarify and extend thinking
- locate, assess, and summarize information from a variety of sources
- understand how a home page is planned and produced
- design and produce a home page with hypertext links
- demonstrate effective writing and design.

Project Guidelines

- Have students form groups to review various Web sites. Small groups could report their findings to the rest of the class, perhaps demonstrating their favourite Web site.

- Have students review themes or topics that are important to them, their school, or their community. They should consider what local, national, and international audiences might be interested in these themes or topics. They might consider news, columns, feature stories, entertainment, weather and sports, arts information, reviews, discussion groups, a question of the week, community events and organizations, advertising, promotions, etc.

- Have students decide how their home page will look and what links it will have. (At least six links are usually found on a page.)

- Have students write a draft introduction that greets the users and describes the purpose of the page.

- Have students create the appropriate icons and logo.

- Have students make the hypertext links.

Assessment and Evaluation

Assessment and Evaluation

Definition of Terms

Assessment: Collecting information on the progress of students' learning using a variety of procedures (e.g., checklists, formal tests, inventories, self-assessments, language arts portfolios).

Evaluation: Making judgements on the basis of the information collected.

Grading: Assigning a mark based on the information gathered from assessment instruments.

Reporting: Conveying the results to students, parents/caregivers, and administrators.

Assessment and evaluation are important components of any curriculum. Assessment is the process of gathering information about students' learning. Evaluation is the process of making judgements on the basis of the information collected. Effective assessment and evaluation should:

- promote learning
- use multiple sources of information
- provide valid and fair information.

Assessment is an integral part of classroom activity and, thus, an integral part of the learning process. Assessments in Journalism Studies 20 should reflect the range of students' learning and use a variety of information-gathering activities and strategies which allow students a range of opportunities to demonstrate their learning. Effective assessment should include oral, written, and performance activities that:

- provide information about how students learn as well as what they learn
- take into consideration students' abilities both to learn and to apply their learning
- reflect curriculum emphasis on hands-on, active learning
- provide multiple indicators of students' knowledge and performance
- engage students in assessing, reflecting upon, and directing their own learning
- engage students in assessing their own and others' teamwork skills in group projects
- enable teachers to observe students' overall performance
- enable teachers to determine students' prior knowledge and needs
- enable teachers to reflect upon the effectiveness of their instructional methods.

Throughout this curriculum, teachers are encouraged to develop and apply criteria to assess students' performance, to develop with students a clear focus of requirements and expectations to guide their work, and to improve instruction and learning. In addition to conferences, observations, log books, project plans, portfolios of students' work, and anecdotal comments, consideration should be given to assessment and scoring tools such as checklists, rubrics, rating scales, and task-specific guides.

Note: A rubric is a set of criteria that describes student performance at different levels of proficiency. A rubric may involve a simple checklist or more categories of specific descriptors. Rubrics help teachers score work more accurately and fairly.

Teachers are expected to make judgements based on the information collected and to translate these assessments into grades. Evaluative procedures and allocation of grades should reflect the expectations outlined in this curriculum guide and the time and effort devoted to each of the modules. The final grade received should be based on the quality of work completed in each module and reflect the weighting of the respective modules. Students should know the objectives for each module. A summary of weekly work can be itemized. Dates and hours required to complete projects should be noted and a grade assigned to each project based on the objectives. Written work can be marked and filed in a portfolio. Logs and notebooks can include clippings, reactions, and analyses as well as daily assignments. These can be collected and marked.

Purpose

The purposes of assessment and evaluation include the following:

- to facilitate and measure growth and progress in Journalism Studies 20
- to gauge students' growth, development, and progress against stated learning objectives
- to inform students and parents/caregivers about the objectives of the curriculum and student progress toward meeting them
- to provide educational administrators and others with information regarding the effectiveness of programs.

Principles of Student Evaluation

Given that the most important function of evaluation is the promotion of learning, the following principles should be reflected in the assessment and evaluation of students.

1. ***Assessment and evaluation reflect the stated learning objectives and are integrated with instruction.***

Assessment instruments, grading methods, and reporting to students and parents should mirror this principle. Assessment must be part of the planning process rather than an after-thought. Instruments teachers use must be appropriate and complementary to the instructional strategies used and to the objectives being developed.

2. ***Assessment and evaluation are continuous and purposeful.***

Frequent monitoring of learning allows the program to be responsive to the needs of the students. Assessment and evaluation should be continuous and should not occur only at report card time. Continuous assessment allows teachers to determine individual student needs and to adjust instruction as appropriate.

3. ***Evaluation expectations need to be communicated clearly at the beginning of the course, module, and learning experience.***

Students and parents should be informed of the objectives of the curriculum, the means of assessment, and the criteria to be met. Where possible, evaluation expectations should be developed in consultation with students. Teachers also must maintain communication with parents concerning student progress.

4. ***Assessment and evaluation must be fair and equitable.***

Assessment and evaluation should be sensitive to cultural, linguistic, and community situations as well as to individual student needs and learning styles. Where possible, students should be provided with a variety of ways to demonstrate their learning. Students want to know where they stand and yet each responds differently to evaluation. Some students will regard a critical comment as a challenge that provides guidance for better work, while others are discouraged by such comments. As much as possible, these considerations need to be balanced against maintaining common, appropriate standards. Assessment and evaluation should be constructive for each student.

5. ***Assessment and evaluation should be balanced and comprehensive.***

Assessment and evaluation should address all language strands. In addition, means of assessment should be varied and balanced. For example, consideration should be given to:

- Teacher/peer/self-evaluation: Teacher-created assignments, tests, and observations provide important evaluation information. In addition, peer evaluation can provide many opportunities for extending learning and for increasing student confidence and involvement in the learning process. Self-monitoring and assessment allow students to become aware of their own learning and to enhance it.

- Content/process/product: Content, process, and product play a role in assessment and evaluation. Students must know "what" they are required to learn (i.e., content), "how" they are expected to learn (i.e., process), and "what" they will be required to produce as a result of that understanding (i.e., product). As much as possible, students should be introduced to a variety of ways to learn and to demonstrate their learning.

Diagnostic, Formative, and Summative Evaluation

Diagnostic evaluation should be done informally and continuously. It is used to assess the strengths and needs of students and to make program adaptations. It is used for "diagnosis" rather than "grading".

Formative evaluation should be conducted continuously throughout the course. It is used to improve instruction and learning and to keep both students and teachers aware of the curriculum objectives and the students' progress in meeting those objectives. The results of formative evaluation are analyzed and used to focus the efforts of the teacher and students.

Summative evaluation occurs at the end of an activity, a module, or a semester. Results can provide information about the effectiveness of instruction and the effectiveness of a course. The results of summative evaluation should form only a portion of the data used to determine students' grades. An appropriate balance of formative and summative evaluation should be used.

Portfolios

The portfolio--or collection of students' notes, works-in-progress, research information, and completed projects--can be an effective way for students, teachers, and parents to observe student progress over a period of time. Because portfolios are purposeful collections of student work, they can serve as the basis for evaluation of student effort, progress, and achievements in journalism studies. A term-end portfolio, assembled by the student a few weeks before a reporting period, can include selected written products; audiotapes; videotapes; and visuals such as posters, graphics, and photographs from the term. A multi-year portfolio can act as a showcase of the student's best work over time from several English language arts courses.

Students should understand the criteria for what to include in their portfolios and how to make the selection. Consideration might be given to the following:

- What kind of portfolio will the students compile--exemplary works, works-in-progress, journal notes, records of research, or some combination?
- What period of time will the portfolio cover?
- How will it be evaluated?
- How will it foster independent learning?
- How will it encourage the students to reflect on their work and growth?

The portfolio as a product is important, but the process of assembling a portfolio is just as important. As students select work to be included in the portfolio, they develop pride in their work and see clearly their own progress.

A Suggested Evaluation Procedure

Teachers may consider the following suggested evaluation procedure.

Step 1: Determine what content, processes, and products will be emphasized in the course and in specific modules. Review the foundational objectives for the course and the specific learning objectives to be developed.

Step 2: Determine what strategies will be used to assess the content, processes, and products. Many assessment strategies can and should be used. Continuous assessment is essential. The following list of assessment tools and techniques is by no means complete:

- checklists
- anecdotal notes
- portfolios
- written assignments
- self-assessments
- peer assessments
- teacher-constructed assessments
- interviews
- conferences
- response journals
- audiotapes
- videotapes.

Step 3: Consider how the objectives, assignments, and assessment and evaluation strategies will be shared with students, parents, and administrators.

Step 4: Decide how the various assessments will be translated into a grade. Remember that continuous assessments should be included and that grades should not be based on a module-end assessment only.

Sample Assessment Forms

The following pages include several checklists and anecdotal recordkeeping forms. These are samples only and are intended to give ideas for the kinds of forms that can be developed to assist in continuous assessment. Teachers are encouraged to develop their own forms as applicable to the content of lessons and the type of instruction (e.g., small group work, student presentations, etc.).

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Sample Interview Assessment

Student's Name: _____

Assigned Task: _____

Interviewee:

Date:

Criteria: 1 = weak 2 = fair 3 = acceptable 4 = good 5 = strong

1 2 3 4 5 Planning Questions
- open
- appropriate
- important

1 2 3 4 5 Interview Questions
- include 5W+H questions, if appropriate
- reveal what is important and needs to be reported

1 2 3 4 5 Sources
- key
- appropriate
- reliable
- checked

1 2 3 4 5 Notes
- are taken during interview
- are accurate
- are checked for accuracy
- contain facts and data support

1 2 3 4 5 Final Report
- includes the key elements of the story presented in a style appropriate to the interview topic
- includes a headline that encapsulates story
- uses appropriate word choice for the type of story, with any bias clearly identified

Comments:

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Sample News and Feature Article Rubric

5	• It is an excellent story. • The lead establishes an angle that is maintained throughout the story. • The organization is effective. • The quotations are well chosen and suit the angle. • The story contains an appropriate language style as well as flawless mechanics. • The sources are clear and may be checked easily.
4	• The story demonstrates the writer's competent handling of the topic in terms of content and organization. • The story may need a more imaginative lead or angle, or other hook for the audience. • The story maintains a consistent language style or adequate mechanics.
3	• The story demonstrates the writer's general awareness of the nature of the assignment. • The story establishes a conventional, generalized angle, uses the inverted pyramid or other appropriate form, or uses quotations in a formulaic and correct manner. • The story demonstrates some weaknesses in language style or in mechanics, which distract slightly from professionalism.
2	• The organization of the story does not present essential elements in a logical order, thus confusing the reader/viewer. • The story demonstrates the writer's failure to establish an angle, or to utilize the inverted pyramid or other appropriate form. • The quotations are unattributed.
1	• The story lacks clear focus. • The elements of the story have a confused relationship or some essential elements are missing. • It is not possible to check the accuracy of the story or to determine additional information. • The weaknesses in language mechanics or other aspects (excluding direct quotes) confuse the reader and lessen credibility.

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Sample Photograph Evaluation

Rating Scale: 5 = Excellent 4 = Very Good 3 = Good 2 = Fair 1 = Poor

Camera	Lens Exposure Time F/Stop Filter No. Height	Film	Enlarger
Subject Matter	5 4 3 2 1		
Composition	5 4 3 2 1		
Impact	5 4 3 2 1		
Technical Quality	5 4 3 1 1		
Comments and Suggestions			
Final Grade			

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Sample Log

Activities	Medium	Process/Product	Skills Used

Assessment Comments

1. Student

2. Peers

3. Teacher

Criteria can be established for each activity/task and graded using a rating scale such as PAGE:

P = Poor (0-59%) A = Average (60-69%) G = Good (75-90%) E = Excellent (91-100%)

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Sample Project Planning Form

Student: _____

___ Individual Project
___ Group Project
Group Members:
1.
2.
3.
4.

Purpose
Proposed Activities and Tentative Deadlines
Proposed Final Project
Equipment Needed
Costs
Presentation

Journalism Studies 20

Sample Project Assessment

Student: _____

___ Individual Project

___ Group Project
Group Members:

___ Met Requirements

___ Met Timelines

Date Submitted:

Rating Scale: 1 = Poor 2 = Fair 3 = Good 4 = Very Good 5 = Excellent

1 2 3 4 5 Planning
- Overall
- Clear Purpose
- Realistic Goals
- Realistic Timelines

1 2 3 4 5 Research
- Appropriate Approach
- Complete
- Varied Sources

1 2 3 4 5 Work Habits
- Initiative
- Effort
- Co-operation
- Dependability
- Use of Time
- Task Completion

1 2 3 4 5 Final Product
- Clear
- Convincing
- Complete
- Well-organized
- Technical Aspects

1 2 3 4 5 Final Presentation
- Clear
- Convincing
- Appropriate Examples
- Appropriate Pacing
- Technical Quality Innovative

Comments:

Journalism Studies 20

Sample Portfolio Assessment

Student's Name: _____ **Date:** _____

Type of Assessment: Continuous End of Project End of Module End of term

Rating Scale: Excellent = 5 Very Good = 4 Good = 3 Fair = 2 Poor = 1

Criteria	Rating	Comments
Portfolio showed evidence that student completed assignments.		
Student selected appropriate material.		
Portfolio showed evidence of student's understanding of project/module/course objectives.		
Portfolio showed evidence of student's pride in own work and commitment to communication projects/experiences.		

Other Comments:

Glossary

Glossary

Some terms can be useful in providing a common vocabulary with which to discuss journalism.

Advertisement
- the promotion of a product or service

Advertising manager
- the person who oversees the sales representatives who sell space to advertisers, and ensures that ads are in the appropriate section

Advertorial
- an advertisement section in a magazine that looks like an article or a feature

Advocacy
- a style of journalism in which a reporter takes sides in controversial issues and develops a point of view
- a style of journalism which is opposite of mainstream journalism, in which reporters are expected to be objective

Angle
- particular emphasis of a media presentation, sometimes called a *slant*

Attribution
- credit given to who said what or the source of facts

B-roll
- video images shot specifically to be used over a reporter's words to illustrate the news event or story, to cover up audio edits of quotes (to avoid the jerking head effect), or to cover up bad shots (out of focus, poorly lighted, etc.)

Background
- information that is not intended for publication

Bias
- a position that is partial or slanted

Broadcast feature
- longer than usual broadcast news story that gives reporters 5-25 minutes (compared to usual 30-60 seconds) to develop a deeper look at a news event, trend, or individual
- the broadcast equivalent of a newspaper feature story; also known as "television magazine piece" or radio feature

By-line
- the name of the reporter

Canadian press
- National news agency set up by the daily newspapers of Canada to exchange news among themselves and with international news agencies

Caption
- copy which accompanies a photograph or graphic

Classified ads
- categories of products or services
- short, direct text ads which clearly indicate WHAT is being advertised, the PRICE, WHERE, and HOW the advertiser can be contacted

Column
- an article in which a writer or columnist gives an opinion on a topic

Commercial
- an advertisement that is presented on television, radio, or film

Conflict of interest
- the conflict that is created when a writer allows personal interests (friendship, family, business connections, etc.) to influence the outcome of the story

Copy
- the words of an article, news story, or book
- any broadcast writing, including commercials
- any written material intended for publication, including advertising

Copyreader
- the person who "proofreads" copy as it comes in, checking for spelling, punctuation, accuracy of style, and clarity

Credibility
- believability of a writer or publication

Date line
- the place the story was filed

Deck
- a smaller headline which comes between the headline and the story

Display ads
- ads that include a visual image to advertise a product or service

Editor
- the person who "edits" a story by revising and polishing

- the person whose job is to approve copy when it comes in and to make decisions about what is published in a newspaper or magazine

Editorial
- an article expressing a newspaper or magazine owner's or editor's position on an issue

Facts sheet
- a page of significant information prepared by Public Relations people to help news media in covering a special event

Feature article
- the main article on the front page of a newspaper, or the cover story in a magazine

Five Ws and H
- the primary questions a news story answers -- Who? What? When? Where? Why? How?

Gatekeepers
- people who determine what will be printed, broadcast, produced, or consumed in the mass media

Gobbledygook
- language that is unnecessarily complicated, unclear, wordy, or includes jargon

Gutter
- narrow margin of white space in the center area in a magazine, newspaper, or book, where two pages meet

Hard news stories
- factual accounts of important events, usually appearing first in a newspaper

Headline
- the "title" of a newspaper or magazine story

Human interest story
- a story that focuses on the human side of news and often appeals to the readers' emotion

Inverted pyramid
- the structure of a news story which places the important facts at the beginning and less important facts and details at the end, enabling the editor to cut bottom portion of the story if space is required

Investigative journalism
- a story that requires a great amount of research and hard work to come up with facts that might be hidden, buried, or obscured by people who have a vested interest in keeping those facts from being published

Jargon
- any overly obscure, technical, or bureaucratic words that would not be used in everyday language

Journalese
- a type of jargon used by newspaper writers
- language used by journalists that would never be used in everyday speech

Jump line
- line of type at the bottom of a column which directs the reader to somewhere else in the paper where the story is completed, allowing more space for stories to begin on the front page

Kicker
- an ending that finishes a story with a climax, surprise, or punch line

Layout editor
- the person who begins the layout plan, considering things like placement and amount of space allotted to news and advertising copy, graphics, photos, and symbols

Lead
- the first sentence or first few sentences of a story

Libel
- publishing in print (or other media) false information that identifies and deframes an individual

Managing editor
- the person who co-ordinates all news departments by collecting all copy and ensuring that all instructions for printer or typist are clear and consistent
- the person who meets and consults with the staff to make a plan

Masthead
- the "banner" across the front page which identifies the newspaper and the date of publication
- the publication information on the editorial page

Media relations
- a function of public relations that involves dealing with the communications media in seeking publicity for, or responding to media interest in, an organization

Morgue
- newsroom library

News angle
- the aspect, twist, or detail of a feature story that pegs it to a news event or gives it news value for the reader

Newspaper styles
- styles of various newspapers including dailies, tabloids, and weeklies

Newsspeak
- language that distorts, confuses, or hides reality

Off the record
- something a source does not want repeated in a news story

Op-ed page
- a page in a newspaper that is opposite the editorial page, and contains columns, articles, letters for readers, and other items expressing opinions

Package
- a completed television news story on tape, which is edited before a news show goes on air and contains reporter's stand-ups, narration over images, and an out-cue for the anchor to start speaking at the end of the tape

Paraphrase
- an indirect quote or summary of the words the news maker said

Photos
- still images which communicate the photojournalist's angle or perceived reality

Pix
- short for pictures

Plagiarism
- using the work of another person (both written words and intellectual property) and calling that work your own

Public affairs
- various activities and communications that organizations undertake to monitor, evaluate, influence, and adjust to the attitudes, opinions, and behaviours of groups or individuals who constitute their publics

Reporters
- the people who gather facts for the stories they are assigned to write

Rules
- lines used to separate one story from another on a newspaper page

Screens
- shaded areas of copy in a newspaper

Sidebar
- a column of copy and/or graphics which appears on the page of a magazine or newspaper to communicate information about the story or contents of the paper

Slander
- similar to libel, but spoken instead of published

Soft news
- stories that are interesting but less important than hard news, focusing on people as well as facts and information and including interviews, reviews, articles, and editorials

Sound bite
- the videotaped quote in television news

Source
- a person who talks to a reporter on the record, for attribution in a news story

Spin
- hidden slant of a press source, which usually casts the client in a positive light

Stand-up
- a reporter's appearance in a TV news story
- usually a head and shoulders shot which features the reporter talking into a microphone at the scene of the news event, often used as a transition, or at the beginning or ending

Style
- conformity of language use by all writers in a publication (e.g., AP style is conformity to the rules of language according to the Associated Press)

Summary lead
- the traditional journalism tool used to start off most hard news stories
- the first few sentences of a news story which usually summarizes the event and answers the questions: Who? What? When? Where? Why? How?

Super
- a video effect that allows the television station to print and superimpose the name of a news source over his or her image when the source is shown talking in a news story

Tabloid
- technically, a publication half the size of a standard newspaper page; but commonly, any newspaper that is splashy and heavily illustrated
- a "supermarket" tabloid that stresses dramatic stories, often about sensational subjects

Target audience
- a specific group of people that media producers or advertisers want to reach

Transition
- a rhetorical device used in writing to move the story smoothly from one set of ideas to the next by finding a way to connect the ideas logically

Trend story
- a feature story that focuses on the current fads, directions, tendencies, and inclinations of society

Video press release
- a press release for television, prepared on tape, complete with images and sound which can be used by the news media without additional permission or editing

Voice
- a writer's development of distinctive characteristics and idiosyncrasies of language use that make his or her writing as easily recognizable as the inflections, tone, and pronunciation of speech that make a person's vocalized speech patterns distinctive

Wire services
- services that provide news from around the world to publications that subscribe for a fee (e.g., Associated Press, Canadian Press, Reuters, and United Press International)
- co-operatives that share news stories among members (e.g., Canadian Press)

World Wide Web
- large directory of information on the Internet

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