



From the  
Texas Association of Journalism Educators

# ***Journalism 1 Curriculum Guide***

*by Peggy Miller*

**TAJE  
Journalism  
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Guide**

# Journalism Curriculum Guide

## INTRODUCTION

In light of the Information Age and the impact of the Internet, teaching journalism becomes challenging for both the veteran and new adviser. This guide, with the basic direction of the state's TEKS, will serve as a teaching tool for either a one-half or full-year course in journalism.

The sample course outline will work for any introductory journalism course whether your school is on a semester schedule, block schedule, modified block schedule or quarter system.

Course description and list of items that should be included in your class syllabus based on the state's knowledge and skills for journalism as defined in §110.62 of the state code. The four areas and their subsections are referred to consistently throughout the guide.

- Journalism I TEKS: activities, methods of assessment and vocabulary words
- AP Style Guide: an abbreviated version of most common style mistakes for high school publications
- Publications Spread Planner: a form that helps students think through all the elements on a spread and how to design them
- Glossary of common journalism terms
- Resources for high school advisers

The guide contains three charts that serve as a timeline for teaching journalism in three 6-week units at a rigorous pace. To teach the course over one year, simply allow approximately two days for each one on this schedule with increased emphasis on editing. Beside each of these charts is a cross listing of elements covered each week, making it easy to find activities to teach on any given day.

You'll find a list of printed resources for the journalism teacher followed by a list of research topics and other assignment ideas that can be used as extended learning opportunities.

The final pages of the guide will provide an extensive glossary of many terms used in the journalism classroom. Use this guide as a beginning tool to teach your students to think and ultimately to write for school publications.

Bradley Wilson, Oct. 94

Susan Roberts, Oct. 97

Peggy Miller, July 2008

# JOURNALISM I COURSE DESCRIPTION

THROUGHOUT MODERN HISTORY, people have depended on the mass media to spread the word about events and people of interest to the general public. Journalism introduces students to the exciting world of the print and online media. Law, ethics and the history of journalism will complement the major units of study: reporting, writing, editing, photography, advertising, design, management and teamwork.

IN ADDITION, students will have the opportunity to use state-of-the-art computer-aided publishing tools and other hands-on production tools as well as modern photo techniques. This course can serve as the prerequisite to Newspaper Production I or Yearbook Production I and may provide students insights into college and career choices. Some out-of-class time may be required.

## SUGGESTED COURSE OUTLINE

- I. NEW WRITING BASICS**
  - Elements of news, news values
  - Fact vs. opinion
  - Lead writing: Summary leads, grammatical leads
  - Interviewing: Gathering quotes, using quotes
  - Inverted pyramid
  - Lead, quote, transition (LQTQTQ format)
  - Editing, AP Style rules
  - Sports news stories
- II. HEADLINES**
  - Types
  - Style rules
- III. FEATURE WRITING**
  - Feature leads
  - Brainstorming topics
  - Questioning strategies
  - Styles- Hourglass, Nut graph, The Frame
  - In-depth reporting
  - Creating sidebars
  - Sports features
- IV. EDITORIAL WRITING**
  - Types
  - Format
- V. COLUMN WRITING**
- VI. REVIEW WRITING**
- VII. TYPOGRAPHY/GRAPHICS**
  - Type styles
  - Type use, Measurement
  - Lines, Info graphics, Color
- VIII. ADVERTISING**
  - Principals of Design
  - Types
  - Appeals vs. Propaganda
  - Selling ads, Pricing
- IX. EDITING PHOTOS**
  - Composition
  - Cropping
  - Caption writing
- X. DESIGN**
  - Newspaper
  - Yearbook
- XI. JOURNALISM HISTORY**
- XII. LAW AND ETHICS**
  - The Constitution
  - Libel/slander
  - Code of Ethics
  - Hazelwood, other significant cases
  - Policy statement
- XIII. STAFF ORGANIZATION AND MANAGEMENT**
  - Role of the staff member, editors
  - Staff motivation

# TEKS

## Journalism

GRADE: 9, 10, 11, 12 CREDIT: 1/2 or 1

PREREQUISITE: None

§110.62(1)(A)

### Identify the history and development of American journalism through people and events;

#### Activities:

- Have students pick a significant event in the development of the media and write a short paper about it. For example, how did the invention of the telegraph change the media and the way people got their news? Other possibilities include the invention of the radio, the television, the satellite and even the pencil.
- Have students pick a significant person in the development of the media and write a short paper about him or her. How would today's media be different without this person?
- Prepare a list of the people who made significant contributions to the development of journalism. After discussing these in class, have the students create a visual to display in the room for future reference.
- Read excerpts from John Foxe's *Book of Martyrs* and discuss how this is an early example of journalism.
- Throughout history, members of the media have had to fight for their right to be "free." Have students write a persuasive paper and defend their stance by using examples from history.

#### Assessment:

- Evaluate the papers the students write.
- Students should be able to identify some or all of the following people, events or things and explain their significance to the American media: Publick Occurrences, Benjamin Franklin, John Peter Zenger, penny press, Horace Greely, yellow journalism, William Randolph Hearst, Joseph Pulitzer and Nellie Bly (Elizabeth Cockrane).

#### Vocabulary:

- yellow journalism

§110.62(1)(B)(C)

### Identify the foundations of journalistic ethics; and distinguish between responsible and irresponsible media action.

#### Activities:

- Study the (SPJ) Code of Ethics, then have students write policies for their publica-

tions including some or all of the following: statement of philosophy, editorial policy, letters to the editor policy, portrait policy, yearbook sales policy, corrections policy, obituary policy.

- Compile the policies into a handbook and make a copy accessible to all staff members and keep a copy on file with the school administration.
- A reporter has discovered that elected city council members have increased their salaries by over 25 percent by taking money away from other city services. Discuss whether the media should report on this. Why?
- The editor writes an editorial urging student to show their support for a moment of silence by remaining quietly in their seats for five minutes after homeroom has ended next Monday. The principal says that this portion of the editorial must be removed before it may be published. Have the students write a paragraph stating whether or not they agree with the principal and why.
- A candidate for the school board, a reporter discovers, was put on trial for alleged aggravated robbery almost 15 years ago. He was acquitted. Is this of relevance to the media prior to the upcoming election? What obligation does the media have to report such things?
- Find five examples in local papers of when stories were written because the people affected *needed* to know what was going on.
- Does the media have an obligation to report on things that people *want* to know about or just things people *need* to know about? Find an example of each.
- What is your school newspaper's policy on using anonymous sources in a story? If you don't have one, write a policy based on examples obtained from professional papers.
- When you're acting as editor, a student reporter comes to you and says she has a fellow student who was offered some illegal drugs. This student wants to write a story about it. What difficulties would she face?
- Research the Hazelwood case and determine whether you would have published

**The Society of Professional Journalists sets the standards for ethical journalism at [www.spj.org/ethics.asp](http://www.spj.org/ethics.asp)**

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the stories discussed in the case or not. Why?

- What are the defenses against libel? (truth, fair comment, admission of error). Have students write up a scenario for each one in which the reporter would be guilty of libel.
- To successfully sue for libel, a person must prove defamation of character, that the person was clearly identified, that the information was published, that the information was false and that the person charged is to blame. You read a story in the newspaper that a friend of yours committed a crime according to a witness. You know it is not true. How would you go about building a libel case?

**Assessment:**

- This is difficult because it involves subjective circumstances. Make sure the students can defend their position on any situation presented and can support it with the proper written guidelines from your staff manual, local school district policy, state law or federal law.

**Vocabulary:**

- ethics, libel, slander, public figure, private citizen, Hazelwood case, staff manual

§110.62(2)(G)

**Demonstrate an understanding of the elements of news through writing;**

**Activities:**

- Find examples of six news stories, each which uses a different element of news as its focus.
- All news, by definition, is timely. Find a news story that focuses on an aspect of an event that occurred more than a year ago and explain how the reporter made it news.
- Given a fact sheet for a news story, have students write three different leads for the same story each focusing on a different element of news.
- Discuss why it is important that news stories be free from the writer's opinion. Where should opinion be in the news stories? Why is correct attribution so important?
- Prepare a list of facts and opinions. Have student distinguish the two. In the opinionated statements, have them underline the opinionated words.
- After attending a school event ( a play, pep rally, concert, etc) make a list of facts regarding that event. Arrange the facts in order of importance. Each one of these facts could be a story by itself. Use this list of facts as the basis for a story.

- Clip a news story from a magazine or newspaper. Underline or highlight all the opinionated words. Do they all appear in proper attributed quotes? Why/why not?
- Give students a list of facts and quotations with each fact or quotation printed on a separate piece of paper. Each student will be responsible for organizing facts and quotations into a story.
- Given a sample news story, have students label each paragraph as lead, quotation or transition.
- Have students write their own obituary. (Discuss your publication's policy of how a student or faculty member death will be covered should one occur.)

**Assessment:**

- Given a graphical representation of the "inverted pyramid" and a news story, students will be able to indicate which portion of the story fits in which portion of the diagram.
- Students will be able to draw a graphical representation of the "inverted pyramid" labeling the lead, body, quotations and transitions in LQTQT form.
- Given a list, students should be able to distinguish between fact and opinion.
- Students should know that all opinionated statements should appear in direct or indirect quotations in news stories.
- Students should be able to distinguish between editorials and news stories based on the content.
- Given a news story, have students explain which element of news is the primary focus. Why did the reporter choose that element?
- Have the students list the element of news and explain the relevance of each one to coverage of any story.

**Vocabulary:**

- timeliness, proximity, prominence, human interest, conflict, consequence, fact, opinion, news, editorial, lead, body, quotation, transition, inverted pyramid

§110.62(2)(A)(D)

**Locate information sources such as persons, databases, reports and past interviews; gathers background information; and researches to prepare for an interview or investigate a topic; Incorporate direct and indirect quotes and other research to write in copy;**

**Activities:**

- Given a topic, have students list some potential sources for information regarding that topic. Also have students use a search engine to research published ar-

**Elements of news: Proximity, prominence, timeliness, oddity, consequence, conflict and human interest**

**In 1963, Newsweek publisher Philip Graham described journalism as "the first rough draft of history."**

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ticles on the topic. Be sure to document sources.

- Using the same topic and sources, have students prepare 20 questions for each source to get information for a coherent interview and arrange them in a logical order with fact-finding questions first and probing questions to follow.
- Have classmates interview each other. Request that they start by doing some research and preparing questions. After the interview, they should rewrite their notes in the form of direct and indirect quotations.
- After properly preparing, have students interview other students or teachers and write a news brief on a given topic incorporating direct and indirect quotations as well as using proper attribution.
- Given a transcript from a speech or interview, have students prepare additional questions that will expand the topic.

**Assessment:**

- Given an article from a newspaper or magazine, have students select facts, direct quotes and indirect quotes they could use in a story on a similar topic.
- Given a short speech or daily announcement, have student write a news brief incorporating at least one direct and one indirect quotation, each properly attributed.

**Vocabulary:**

- attribution, direct quote, indirect quote, interview, background research

§110.62(2)(E)(I)

**Revise and edit copy using appropriate copyreading and proofreading symbols; use journalistic style**

**Activities:**

- Given some sentences with stylistic mistakes, have students correct the sentences using a stylebook as a guide. At the initial learning stages, these exercises could focus on specific topics such as abbreviations, titles, attribution, numbers and capitalization. However, later exercises should mix them up.
- Have students write a stylebook with specific style guidelines for your school, including how to properly write the name of the school, the mascot and the accepted names for all student organizations. Decide whether or not your publications will use Mr., Mrs., and/or Ms. for adults.
- Given a story with specific style mistakes, have students copyedit the story correcting all style mistakes using proper

symbols.

- Given a list of possible corrections, have students write the proper symbol that would tell a writer to make the appropriate correction.

**Assessment:**

- Given sentences with stylistic mistakes, have students edit using the publication's stylebook as a guide and using proper symbols. The best assessment will involve exercises with a variety of style mistakes.

**Vocabulary:**

- style, copyreading symbols

§110.62(2)(K)

**Write captions;**

**Activities:**

- Using a well-respected publication, read some photo captions and determine what makes up a good caption. Be sure to stress how, particularly in magazines, a good caption goes beyond just stating the obvious and the importance of including a photo credit.
- Give students a caption that begins with a name. Tell them to rewrite the caption using different grammatical phrases like a prepositional phrase, a temporal clause, an infinitive phrase, a participial phrase, a conditional clause, or a gerund phrase to begin the caption.
- Given a photo, have students write a complete caption, including a kicker. Encourage students to answer the 5 W's and H in the caption and follow with a supporting direct quote from someone pictured in the photo or who observed the event.
- Discuss the importance of giving proper credit to the photographer who took the photo by placing a *Photo by* either at the end of the caption or in close proximity to the photo.

**Assessment:**

- Evaluate captions based on whether or not they include the answers to the 5W's and H, identify all recognizable people, include additional information, a kicker, a quote and a photo credit.

**Vocabulary:**

- caption, kicker, photo credit, 5 W's & H

§110.62(2)(L)

**Demonstrate an understanding of the function of headlines through the writing of headlines;**

**Activities:**

- Given 10 news leads, write headlines that conform to established rules. Vary the number of decks for different headlines and direct them to stay within a count range.
- For one story, have students write eight different headlines of varying styles: a one line, a two line, a headline with a kicker, a headline with a wicket, a headline with an overline, a headline with an underline, a hammer and a tripod.
- Given five headlines and related stories, have students rewrite the headlines using stronger verbs in the appropriate tense. Write subheads for each story also.

**Assessment:**

- Given a series of news briefs, have students write headlines for each one conforming to established rules.

**Vocabulary:**

- headline, subhead, wicket, underline, overline, tripod, hammer

§110.62(2)(M)

**Rewrite copy.**

**Activities:**

- After stories have been peer edited, have the original author rewrite them correcting mistakes, including doing further research or interviews if necessary.
- There are many texts with rewriting exercises. During units on editing, have students complete as least one a day, using proper editing symbols.
- Using articles from exchange papers from other schools, have students rewrite the stories, editing out unnecessary words, passive voice and correcting any grammar, spelling and punctuation errors. How would they have written the story differently?

**Assessment:**

- Given a story with obvious (and less obvious) grammar, spelling, punctuation and style errors as well as incoherent sentences, have students rewrite the copy.

§110.62(2)(F)

**Use different forms of journalistic writing such as reviews, ad copy, columns, news, features, and editorials to inform, entertain, and/or persuade**

**Activities:**

- Have students bring three reviews of dif-

ferent lengths to class and evaluate their effectiveness.

- After doing the appropriate background research, have students write a review on the medium of their choice. Have the students exchange and peer edit the reviews, then revise or rewrite as needed.
- After viewing some popular advertisements in a local newspaper, have the students write a paragraph promoting a product or service of their choice.
- Have students write a personal column based on an experience they had or witnessed that made an impact on their lives. Exchange and peer edit their columns.
- Bring in a new administrator or teacher at your school and have the students conduct an interview with him/her. Write a brief news story based on facts and quotes taken from the interview session.
- Conduct a brainstorming session for students to create a list of feature topics that affect teenagers in their daily lives. Have them pick three topics and create a list of sources for interview and research for each. Select the one topic that has the greatest potential and begin preparing questions and gathering facts.
- Have the students finish the sentence, "One day, I was walking along the beach when all of the sudden..." They should try to be as descriptive as possible. Ask them to go back and underline the descriptive adjectives and reward those who used the most and best.
- Ask the students to read the news and select a story that impacts them or their peers. Have them write a persuasive editorial then share with the class and select the most convincing to submit to your school publication.
- After writing the persuasive editorial, have students write an editorial of praise, an entertaining editorial and an explanatory editorial relevant to your school or community.

**Assessment:**

- Given a topic and the appropriate background information (such as that contained on a fact sheet), have students write a review, ad copy, column, news, feature and editorial in an acceptable format that communicates the appropriate message.

**Vocabulary:**

- review, ad copy, column, feature, editorial

§110.62(3)(A)(B)(E)

**Identify the variety of journalistic publications and products such as newspapers, news-magazines, and newsletters; design elements into an acceptable presentation; prepare a layout for publication;**

**Activities:**

- Have students pick a favorite newspaper and write down the distinguishing characteristics of the front page, the news pages, the editorial pages, the feature pages and the sports pages. How can a reader tell the difference by looking at the page? By reading the copy? By looking at the photos?
- Ask students to determine the personality of their school and select a font to create a nameplate or flag for your publication. Be sure to include dateline elements including a Web address, volume, issue number, current date and price. Have them place headlines and body copy in modular units making a front page design. Remind them to include reader services such as a menu or index. The page may or may not have teasers or skyboxes.
- Have students write down the sections into which a sample yearbook is divided. Also have them write down the “theme” or “catch phrase” for that section if there is one and explain how it ties into the section.
- Given a two-page spread in a contemporary magazine, have students sketch the design on a layout sheet using conventional marks for headlines and other display type, body copy, photos and art.
- Using the computer design program of your choice, have the students produce a page or spread using simulated copy and photos. Evaluate this page on functionality and design consistency.

**Assessment:**

- Given sample stories, photos, headlines and graphics, have students paste-up a page on a layout sheet or computer template. Evaluate this page on commonly accepted design principals, functionality, consistency, readability and uniqueness.

**Vocabulary:**

- headline, modular design, columnar/grid system design, font, nameplate, flag, dateline, menu, index, teasers, skyboxes, theme, catch phrase, display type

§110.62(3)(C)

**Use illustrations or photographs that have been cropped, to communicate and emphasize a topic;**

**Activities:**

- Given a contact sheet (or copy of one), have students select the photo with the best composition to illustrate an assignment. Have them select two subordinate photos to accompany the dominant selected. Crop all photos for use in the publication and write photo captions.
- Given a photograph, have students defend its use in the newspaper or yearbook as it fits a given assignment. Why should this photo be used rather than another? Write a caption that will accompany the photograph.
- Given a layout template, have students select and crop photos whose composition best fit the horizontal and vertical areas. Have the students crop the photos to fit the spaces using the cropping tool within the program used for layout.

**Assessment:**

- Given a layout with captions, have the students select the best photos to fit the spots both in terms of content, size and shape. Have them crop and place the photos into the appropriate spots.

**Vocabulary:**

- contact sheet, composition, dominant, subordinate photo, crop, caption

§110.62(3)(D)

**Use graphic devices such as lines, screens, and art to communicate and emphasize a topic;**

**Activities:**

- Create a graphic notebook with samples of type according to: serif, sans serif, script or novelty, point sizes of display type, body type and styles of normal, italic, bold or bold italic.
- Have students collect samples of type that is aligned justified, flush left, flush right and centered. Which is the easiest to read in long blocks of text? Why?
- Have students collect graphic samples of initial letters, pulled or breakout quotes, extra leaded lines of type, screened type, screened backgrounds, boxes or lines used for emphasis, infographics, or art.

**Assessment:**

- Given a block of type all in one size and weight, students should be able to apply given specs for font, size, justification, and leading as well as inserting a pulled quote, an infographic, or piece of art within the block using text wrap commands.

**Vocabulary:**

- Serif, sanserif, script, novelty, point, bold, italic, normal, alignment, justification, typography, leading, initial letter, pulled, breakout quotes, screens



§110.62(3)(F)

**Design an advertisement for a particular audience.**

**Activities:**

- Make up a fictitious product or service (such as jelly bird eggs or a travel agency for teens) and have students design an advertisement for it.
- Have the students gather several ads from a newspaper and label the parts of the ad including headline, illustration, copy, logo and price. Discuss the layout of the ad and its focal point.

**Assessment:**

- Have students evaluate the effectiveness of an ad based on the criteria for a quality advertisement
- Given a product, have students design an ad for it.

**Vocabulary:**

- advertising, logo, focal point

§110.62(4)(A)

**Differentiate between advertising appeals and propaganda;**

**Activities:**

- Have students find an example of propaganda and compare and contrast that with an example of advertising.
- Discussion: How did the Third Reich use propaganda? How had the U.S. government used propaganda to its benefit?
- Is the “infomercial” an example of advertising or propaganda? Why?

**Assessment:**

- Given an ad or example of propaganda, students should be able to say which is which and defend their decision.

**Vocabulary:**

- propaganda, advertising

§110.62(4)(B)(C)

**Demonstrate understanding of the type of advertising such as classified, display, or public service; and understand general salesmanship in selling student-produced publications.**

**Activities:**

- Using a local newspaper, have the students clip examples of different type of advertising including classified, display and public service. Discuss the differences between the types of ads.
- Provide students with a price list of production costs for an issue of the school newspaper or yearbook. Have them figure the amount of advertising they will need to sell to cover the percentage of costs after sales.
- Have the students study the advertising contract/rate card and become familiar with all costs and sizes of advertising available in the publication. Practice a sales approach for selling an ad to a local merchant.
- The student should prepare several sample ad layouts to use in an ad sales presentation to a local florist for an upcoming newspaper issue. These samples should be placed in the advertising folder along with an introduction letter and advertising contracts on official publication letterhead showing the school name, address and phone number.

**Assessment:**

- Students should be assigned a target customer and prepare two ads to show in a personal sales presentation. The student should return with documentation that they made the contact and presentation.

**Vocabulary:**

- classified, display, public service, rate card, column inch

## Commonly misspelled words

a lot	candidate	embarrass	indispensable	parallel	restaurant
absence	cemetery	eminent	inevitable	particularly	rhythm
academic	changeable	emphasize	intelligence	pastime	ridiculous
accidentally	characteristic	entirely	interesting	perseverance	roommate
accommodate	column	environment	irrelevant	personnel	sandwich
acknowledge	commitment	equipment	irresistible	perspiration	schedule
acquaintance	committed	especially	judgment	phenomenon	secretary
acquire	committee	exaggerated	knowledge	physically	seize
across	competitive	exhaust	laboratory	playwright	separate
address	conceivable	existence	leisure	politics	sergeant
all right	conferred	familiar	liaison	possession	similar
altogether	conscience	fascinate	library	practically	sincerely
amateur	conscientious	February	license	precede	sophomore
analyze	conscious	fiery	lightning	precedence	subtly
answer	courteous	foreign	maintenance	preference	succeed
apparently	criticism	forty	maneuver	preferred	surprise
appearance	curiosity	fourth	mathematics	prejudice	thorough
appropriate	dealt	government	medieval	privilege	tragedy
argument	decision	grammar	miniature	proceed	transferred
arrangement	definitely	grateful	minuscule	professor	truly
ascend	describe	gauge	mischievous	pronunciation	twelfth
athlete	description	guarantee	misspell	publicly	unnecessarily
athletics	desperate	guidance	necessary	questionnaire	until
attendance	develop	harass	neighbor	quiet	usually
audience	disappear	height	noticeable	quite	vacuum
basically	disappoint	humorous	occasionally	receive	vengeance
beginning	disastrous	ignorance	occurred	recommend	villain
believe	discipline	illiterate	occurrence	reference	weird
benefited	dissatisfied	immediate	omitted	referred	whether
bureau	eighth	incidentally	optimistic	relevant	writing
calendar	eligible	incredible	pamphlet	repetition	

## Frequently confused and misused words

accept: to receive	capital: the city or wealth and resources	compliment: an approving remark	elicit: to evoke
except: to exclude	capitol: the building where lawmakers meet	complement: something that completes or perfects something	illicit: unlawful
all right: alright is not a word	chest of drawers: not chester drawers	couldn't care less: be sure to make it negative NOT I could care less	ensure: to make certain
advice: information, recommendation	climatic: derived from "climax;" the greatest in a series or progression of events	could have: not "could of"	insure: to protect with insurance
advise: to inform or tell	climatic: meteorological conditions	council: governing group	flair: a sense of style
affect: to influence	cite: to quote or refer to	counsel: to give advice	flare: to burn
effect: to bring about or cause (v.); a result or consequence (n.)	sight: vision	desert: a dry, sandy region	for all intents and purposes: Not intensive purposes
anxious: extreme uneasiness	site: location	dessert: a sweet that comes at the end of a meal	farther: greater in physical difference
eager: marked by impatient desire			further: greater in degree
anyway: has no ending "s"			hole: a cavity
beside: alongside, next to			whole: entire, complete
besides: in addition to			

its: possessive form of it it's : contraction of it is	loose: unrestrained lose: to be unable to find or to be deprived of	place sit: an intransitive verb meaning to be seated. Hint: The cat sat in the corner. She set the book on the table.	there: at or in that place their: belonging to them they're: contraction of they are
knew: past tense of know new: not old yet	moral: ethical morale: spirit		used to: do not omit the "d"
less: not as great in amount or quantity (of something that cannot be counted) fewer: not as great in number Ex.: There is less wind today. The drought meant there would be fewer watering holes for the cattle.	peace: calmness piece: part principal: main, primary, administrator at a school principle: standard or rule of truth	stationary: non moving, in one place stationery: writing paper supposed to: do not omit the "d"	weather: climatic conditions whether: conjunction that introduces an alternative, such as "whether or not"
lie: an intransitive verb meaning to recline or rest on a surface lay: a transitive verb meaning to place or put Hint: Chickens lay eggs. I lie down when I'm tired.	precede: to come before proceed: to commence or continue quiet: not loud, silent quite: greatly role: a part to play roll: to turn set: a transitive verb meaning to put of	than: word used to introduce the second element in a comparison then: at that time in the past; next to: toward; as far as too: also, extremely two: the number after one toward: There is not ending "s"	were: past tense of "are" we're: contraction of "we are" whose: possessive who's: who is your: belonging to you you're: contraction of "you are"

## Transition words

### 1. Addition

again  
also  
and  
at last  
at the same time  
besides  
equally important  
finally  
further, furthermore  
in addition  
in conclusion  
moreover  
next  
second, secondly

### 2. Chronological Order

after that  
again  
as  
at last  
at length  
at once  
at the same time

before  
finally  
immediately  
in the end  
in the interim  
in the meantime  
later  
meanwhile  
next  
now  
soon  
when  
while

### 3. Comparison

in like manner  
likewise  
similarly

### 4. Contrast

after all  
although, though  
at the same time  
but  
for all of that  
however

in contrast  
in spite of, despite  
it is true  
nevertheless  
notwithstanding  
on the contrary  
on the other hand  
still  
yet

### 5. Explanation

for example  
for instance  
incidentally  
indeed  
in fact  
in other words  
in particular  
specifically  
that is

### 6. Place

adjacent  
among  
at the same place

beside  
between  
beyond  
here  
near  
next to  
opposite  
on the other side  
there

### 7. Purpose

for this purpose  
for this reason  
to this end  
in this regard  
with this in view  
with this object

### 8. Reasons

also  
an example  
another  
another reason  
because  
certainly  
finally  
for example

however  
in any event  
indeed  
in fact  
in other words  
in the same way  
in this manner  
likewise  
most important  
one reason on the contrary  
therefore  
to illustrate

### 9. Sequence

after that  
also  
as  
during  
finally  
first  
in addition  
later  
last  
meanwhile  
next  
second

start by  
the last step  
then

### 10. Summary

in brief  
in conclusion  
in essence  
in short  
in sum  
on the whole  
to summarize  
to sum up

# Glossary

## 5 W's & H

The essentials of any story: who, what, when, where, why and how.

## ACADEMICS

A section of the yearbook devoted to coverage of classroom events.

## ADS

Paid advertising. This can be a section of the yearbook or advertising in a newspaper. Separate from objective, journalistic coverage of student life, academics, clubs, sports and people.

## ADVERTISING

Space in a publication sold to businesses. Display ads usually contain headlines, illustrations, copy, a call for action and information to identify the business; classified ads are set small with little decoration.

## ALIGNMENT

Refers to the justification of text at its margins; left, right, centered or justified.

## ATTRIBUTION

The part of a text block which tells the reader who made an opinionated statement quoted by the writer; the most common verb for attribution is "said."

## BACKGROUND

Research done before interviewing that allows the reporter to ask questions that can only be answered by a source.

## BLEED

A photograph that extends to the edge of a piece of the paper on which it is printed. Only possible in trimmed publications such as yearbook or on a newspaper double-truck.

## BODY COPY

See text.

## BOLD

Type which appears darker than surrounding type of the same family.

## BYLINE

Copy that indicates who wrote a story, for example: "By John Doe."

## CAPTION

The portion of a layout which explains what is happening in a photograph. Captions are placed touching the photograph. Called cutlines in newspaper. Often includes a kicker and photo credit. Cutlines are usually short and to the point while yearbook captions are written like mini-stories.

## CLUBS

A yearbook section devoted to coverage of club activities, particularly school-sponsored, non-athletic organizations.

## COLOPHON

A statement that appears at the end of the publication indicating the publication's technical specifications including number of pages, fonts used, cost, type of paper, colors of ink, etc.

## COLUMN

A vertical division of a layout which aids in giving structure to a page.

## COLUMN/INCH

A unit of measurement for ads with columns being the horizontal measure and inches the vertical; primarily used in newspapers which bill ads by the column/inch

## COMPOSITION

Part of the criteria on which a photograph is judged, very subjective; includes the Rule of Thirds, which indicates that the subject of a photograph should not be placed in the center; see also Technical Quality.

## CONFLICT

An element of news that involves tension, surprise and suspense.

## CONSEQUENCE

An element of news that refers to the impact an event will have on an individual. The greater the consequence, the more likely a story will be included and a reader will read the story.

## CROPPING

The act of selecting a portion of the original image for publication. It may be enlarged or made smaller.

## CUTLINE

See caption

## DEADLINE

The time when a completed assignment is due or pages are to be sent to the printer.

## DECORATIVE TYPE

Decorative typefaces which are not used for typical headlines or text. Better used for accent. Decorative fonts should be used limitedly.

## DESKTOP PUBLISHING

Technology that allows a publication to be produced entirely on personal computers including writing stories, producing graphics and composing pages including importing photographs.

## DIRECT QUOTATION

See quotation

## DISPLAY TYPE

Letters that are printed larger than 14 points and which serve to grab the reader's attention. Headlines and subheads are set in display type. Also see text.

## DOMINANT

The largest photography on a layout.

## EDITOR

The person who has overall responsibility for the publication.

## EDITORIAL

A type of story which serves to express an opinion and encourage the reader to take some action.

**ETHICS**

A standard of conduct based on moral belief. Many publications follow the Code of Ethics found on the Society of Professional Journalists Web site.

**FACT**

A statement that can be proven. Not an opinion.

**FEATURE**

A type of story written with some interpretation and detail that goes beyond just reporting the facts. These stories could be human interest, how-to stories etc.

**FLAG**

See nameplate.

**FONT**

A group of letters designed similarly; for example: Helvetica, Garamond

**FONT FAMILY**

Fonts that are designed to be used together; for example: Times, Times Italic, Times Bold, Times Condensed etc.

**GRID SYSTEM**

A system of layout in which the page is divided into units narrower than typical column design.

**HAMMER**

A form of headline consisting of a few very large words over a smaller subheadline.

**HAZELWOOD**

Refers to a Supreme Court ruling (Hazelwood School District v. Kuhlmeier, 484 U.S. 260) in 1988 that was the first censorship case involving a school-sponsored high school publication to reach the Supreme Court.

**HEADLINE**

The portion of a page layout with large type designed to summarize a story and grab the reader's attention.

**HUMAN INTEREST**

An element of news that includes people or events with which the audience can identify; stories that are interesting.

**INDEX**

A reader service in a yearbook that enables readers to quickly find people photographed or quoted. It also includes listings of teams, organizations, ads and topics in this alphabetized assistant. An index also a reader service on the front page of newspaper telling where to find certain information within the publication.

**INDIRECT QUOTE**

See quotation.

**INITIAL LETTER**

An oversized character used at the beginning of a block of text to draw the reader in.

**INTERVIEW**

A question and answer session between a reporter and source used to get information for a story.

**INVERTED PYRAMID**

A style of writing most commonly applied to news stories in which the most important facts appear early in the story and less important facts later in the story. The copy at the end of the story can easily be cut to fit the space.

**ITALIC**

Type with a less formal look and more slant than normal type.

**JUSTIFICATION**

See alignment.

**KICKER**

A form of a subhead that is typically placed above the main headline; shorter than the main head. Also a short (one to three word) statement at the beginning of a caption that serves as part of a caption to grab the reader's attention.

**LADDER**

A list of pages in a publication including the topic of the stories/photos on that page/slide; also shows how pages are grouped for printing.

**LAYOUT**

A drawing which indicates the placement of elements on a page or spread; could be a rough or final draft.

**LEAD**

The beginning of a story which serves to summarize the story and/or grab the reader's attention.

**LEADING (pronounced led-ing)**

The space between lines of text measured in points. Type set 10/10 has no leading while type set 10/12 has two points of leading.

**LIBEL**

Written defamation; damaging false statements against another person or institution that appear in writing or are spoken from a written script.

**MASTHEAD**

See staff box.

**MENU**

See index.

**MODULAR DESIGN**

A design technique that places a headline, story and related elements within a rectangular block.

**NAMEPLATE**

The name of the newspaper that usually appears at the top of page one.

**NEWS**

Information delivered about an event of interest to the public shortly after the event has occurred.

**NORMAL**

Type printed with no emphasis; used for body text.

**OP-ED**

**Opinion/Editorial;** refers to the pages in a publication that express the opinion of the writer in the stories.

**OPEN FORUM**

Hazelwood ruled school newspapers to be an open forum if either “by policy or by practice” a student paper had been opened as a forum for student expression, and student editors had control over content.

**OPINION**

A statement which cannot be proven. Must be attributed when published as part of a story other than an editorial.

**ORIGINALITY**

Work that is new and which has not been seen in its present form.

**OVERLINE**

A smaller headline set over the main headline that is approximately the same length as the main headline.

**PASTE-UP**

A layout ready to be submitted to the printer.

**PEOPLE**

A section of the yearbook devoted to coverage of individuals containing their portraits; also called the “mug” or “portrait” section.

**PHOTO CREDIT**

Part of the photo caption which states the name of the photographer or the organization responsible for the photograph.

**PHOTO EDITOR**

A person designated to supervise the photography of a publication and staff photographers; ensures that all assignments are covered and completed on time; works with editor to select best images for publications.

**PICA**

One-sixth of an inch. A printer’s measurement used primarily for column widths.

**PLAGIARISM**

Presenting the works of another as your own.

**POINT**

One seventy-second of an inch. A printer’s measurement used primarily for measuring type and leading (72 points = one inch).

**POINT SIZE**

See size.

**PRIVATE CITIZEN**

A person who has the right to be free from unwarranted publicity; the right to privacy has been recognized as a constitutional right by the U.S. Supreme Court [Time, Inc. v. Hill (385 U. S. 374, 87 S. Ct. 534 (1967))].

A private citizen can become a temporary public figure by some action he/she performs. For example, someone who saves the life of someone else may temporarily be a public figure.

**PRODUCTION EDITOR**

A person designated to supervise the production of a publication; ensures design consistency; serves as liaison between the staff and the people printing the pages.

**PROMINENCE**

An element of news that refers to how well known the subject of the story is.

**PROPAGANDA**

A systematic attempt to get people to believe in a cause or idea; usually used in a derogatory sense promoting deception.

**PROPORTION**

When cropping a photo, the percentage of enlargement or reduction that will be required to make a photograph fit a desired space.

**PROXIMITY**

An element of news that refers to the geographic nearness of the event to the publication’s audience.

**PUBLIC FIGURE**

Prominent individual who has voluntarily thrust themselves into the limelight.

**QUOTATION**

A statement made by another person included in a published story. A direct quote is exactly what a person said and appears inside quotation marks. An indirect quote paraphrases what a person said and does not appear inside quotation marks.

**RAIL**

A grid (mini-column) left open to draw attention to elements next to it.

**RATE CARD**

A document that lists the advertising policies and rates for a publication including deadlines for all ads.

**REPORTER**

A person who researches and generally writes stories as assigned by editors.

**REVIEW**

A form of editorial written to comment and evaluate an art form such as a play, painting, movie, piece of music, book, food, etc.

**SANS SERIF**

Type with no feet or extensions on the letters which is easier to read in large sizes. Example, Arial, Helvetica.

**SERIF**

A foot or extension on the ends of certain letters which make the type easier to read at text sizes. Example, Times, Palatino.

**SIZE**

Generally refers to the height of type measured in points. Typically body copy or text is 9 or 10 point. Caption type may be the same size or smaller. Headlines are usually 14 point or larger.

**SLANDER**

Spoken defamation; damaging false statements against another person or institution that are spoken.

**SPORTS**

A section of the yearbook or pages of the newspaper devoted to coverage of sports groups including both game and feature coverage.

**SPREAD**

Two facing pages in any publication that are designed as one unit.

**STAFF BOX**

A box containing the names of the staff members, editors and adviser of a publication as well as the principal of the school; usually includes the phone number of the publication and a statement of policy.

**STAFF MANUAL**

A handbook for members of the publication's staff that contains a style guide, a design guide and policies for for the newspaper on a variety of topics. A staff manual should outline staff behaviors in the event of certain things happening; for example: a death, arrest, what can and cannot be included in advertising, etc.

**STORY**

A block of text on a single topic beginning with some form of lead followed by the body that contains quotations and transitions.

**STUDENT LIFE**

A section of the yearbook devoted to coverage outside of the classroom related to stu-

dent activities, including those that are not school related.

**STYLE**

A consistent approach to the presentation of a publication including the design and writing.

**SUBHEAD**

A smaller headline set near the main headline that adds information.

**SUBORDINATE ELEMENTS**

Elements which a viewer sees after viewing the dominant element.

**TECHNICAL QUALITY**

Refers to the qualities in a photo which result from things other than composition, including exposure and/or proper development.

**TEXT**

A story. Also called body copy; usually set in 9-12 point type.

**THEME**

A phrase, graphic element or design that serves to unify a publication.

**TIMELINESS**

An element of news that involves events that are new or current; by definition, news must be timely.

**TINKER**

Refers to a Supreme Court ruling (Tinker v. Des Moines (1969) which said students were entitled to freedom of expression in school as long it didn't cause disruption. While this ruling specifically spoke to wearing armbands to show lack of support for the Vietnam War, it was widely interpreted to include school publications.

**TRANSITION**

The portion of a story which helps the reader move from one point to the next. Transitions serve three purposes;

to help the story flow, to add information and to explain other items in the story.

**TRIPOD**

A form of headline consisting of a large, main headline usually consisting of one or two words followed on the side by a two or three-line headline that adds details.

**TYPOGRAPHY**

The study of type.

**UNDERLINE**

A smaller headline set under the main headline that is approximately the same length as the main headline.

**WHITE SPACE**

The portion of a page with nothing on it used to draw a viewer into the other elements on the page. All white space should be planned.

**WICKET**

A form of subheadline that consists of several short lines generally placed above the main headline.

**WILD ART**

Artwork or photos run in publications without related stories; often feature-oriented.

**YEARBOOK**

A book containing stories and photographs that serves to document the year.

**YELLOW JOURNALISM**

A sensational brand of journalism given to hoaxes, altered photos and frauds popular in the 19<sup>th</sup> century; era of Joseph Pulitzer and William Randolph Hearst.

**UPDATE CONTRIBUTORS (2008)**

- Peggy Miller, Hastings HS (Houston, TX)
- Dianne Smith, Travis HS (Houston, TX)
- Judy Babb, (Dallas, TX)

**ORIGINAL CONTRIBUTORS (1995)**

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**UPDATE (1997)**

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- Janet Elbom, Johnston HS (Austin, TX)

**TAJE Journalism Curriculum Guide**

# AP Style

*Here is a list of the most common items high school students are likely to encounter when addressing style issues.*

## CAPITALIZATION

### Do not capitalize

- names of classes: freshman, sophomore, junior, senior
- names of school subjects unless it is the official course titles or the name of a language. Example: math, Algebra I, science, Biology II
- the word varsity
- district or state when referring to sports unless referring to a specific meet in its complete official title. Example: The 32 5-A District Meet but not the district track meet.
- a.m. and p.m.
- words that are not proper nouns

### Do capitalize

- the name of athletic teams: Hawks, Cardinals, but not football team, varsity soccer team
- college degrees when abbreviated after a name but not when spelled out. Use bachelor's, master's, doctorate rather than saying "She has her B.A.")

## ABBREVIATIONS

### Do abbreviate

- names of colleges in your area or that have been previously mentioned in a story. Abbreviate names in all caps with no periods (UT, SMU, TCU)
- states when preceded by the name of a city. (Exceptions: All states with five or fewer letters and Alaska and Hawaii). Abbreviations are found in the AP Stylebook. DO NOT use U.S. Postal Service abbreviations)
- United States when it is an adjective. Spell it out when it is a noun.
- Months when they are followed by a date. Months with no abbreviated form are March, April, May, June, July.
- versus as vs. (with a period)

### Do not abbreviate

- state names that stand alone
- days of the week.

### Other rules

- Lower case abbreviations: a.m. and p.m., c.o.d., mph

- Use all caps without periods of accepted and well known abbreviations: PTA, NHS.
- Avoid referring to an organization by abbreviations when it is not commonly known. Instead of Students Against School Rules (SARS), refer to the group as the anti-rule group or something else that makes it easy for the reader to understand.

## NAMES

- On first mention of a person in a story, use his/her first and last name and appropriate identification (English teacher Carolyn Brown, sophomore Jody Smith.)
- After first mention, refer to students by their last names in all stories. Some high school publications refer to the adults with an appropriate courtesy title (Mr., Mrs., Dr.). If your staff decides to use last names without courtesy titles, be consistent.
- Short titles should precede the name and be capitalized. If long, place behind the name and do not capitalize. Principal Joe Jones. Mary Smith, director of student involvement.
- When identification follows the name, it is set off by commas and is not capitalized: Sue Smith, junior; Gil Tello, assistant principal.

## NUMBERS

- With the exceptions noted below, numbers one through nine are written out and numbers 10 and up are numerals. This is true even in a sequence: 9 boys, 11 girls and three teachers.
- Spell out ninth, tenth, etc. when referring to grades
- Use figures when referring to ages, weights, sizes, dimensions, scores, prices, degrees, percents, time ratings and hours of the day.
- Use a hyphen in scores. The Cardinals edged the Hawks, 25-22.

- Use the numeral and the word cents for any amount less than a dollar.
- For even amounts of money or times, eliminate the extra zeros. \$10, 7 p.m.
- Spell out fractions.
- Use noon and midnight rather than 12 a.m and 12 p.m.
- When writing out a date span, use a hyphen instead of the word to: April 11-30.

## PUNCTUATION

### Apostrophe

- Use an apostrophe to indicate possession in singular and plural nouns that do not end in s. boy's shorts, Margie's books, Francis's telephone.
- Use an apostrophe to indicate omitted letters or numbers: '03-04 school year.
- Do not use an apostrophe behind a year unless you are showing possession.
- The possessive form of personal pronouns such as its and yours do not need an apostrophe.

### Comma

- In a series, don't use them before an "and."
- Use one in a sentence after a conjunction IF the part of the sentence following the comma would be a complete sentence (it must have its own subject).

### Exclamation point

- Don't use exclamation points. Use a period instead.

### Period

- Rather than building a complicated sentence, consider a period.

### Semicolon

- Use the semicolon to separate phrases containing commas, statements of contrast and statements too closely related.
- Do not use a semicolon when a period would work just as well.

## INTERNET

- Capitalize Internet and Web and World Wide Web.

- Do not capitalize intranet, a private network within an organization.
- dot-com, not dot.com.
- dpi does not take periods.
- e-mail is hyphenated.
- online is NOT hyphenated.
- chat room is two words.
- home page is two words.
- login, logon, logoff are all one word.
- screen saver is two words.
- search engine is two words.
- server is not capitalized.
- shareware is one word.

## MISCELLANEOUS

- Use the word "said" instead of commented, related, stated etc. The only exception to use of the word "said" is if it is truly descriptive. The coach screamed, the teen whispered, etc.
- Place the attribution at the end of short quotes or in the middle of two or more sentences.
- Place the attribution in subject verb order. He said, she said.
- Don't end with a summary or a conclusion or an editorial statement.
- Avoid passive voice (and "to be" verbs).
- Spell out percent as one word.
- Avoid partial quotes, but don't be afraid to paraphrase. If you can say something clearer and better, do it.
- Use quotes for reactions rather than to state facts.

For other uses, please consult an AP stylebook. It's a good idea to look up brand names, store names and the like to make sure you are correct. Be consistent.



# Publication spread planner

Topic:  
Angle:  
Main headline idea:  
Subhead idea.

Deadlines	
Story	
Draft 1	
Draft 2	
Draft 3	
Final	
Secondary coverages:	
Photos	
Establishing shot	
Supporting shots	
1	2
3	4
5	6
Design finalized	

What will my reader want to know? Why should my reader care?

How will I tell him?

Story:

Other coverages:

## Quick read menu

<b>Quote collection</b> A series of comments on a topic by newsmakers or students	asked of an individual to show personality	<b>Q&amp;A</b> Recreates a verbatim dialogue between the reporter and the newsmaker	highlighting key moments in the history of a person, place or issue
<b>Opinion poll</b> A sampling of opinion gathered scientifically	<b>List</b> A series of names, facts, etc that add to the contest of the story	<b>Map</b> A visual way to give geographical information to readers	<b>Ratings</b> A list of items that lets critics make predications or evaluations
<b>Fast-fact box</b> Bits of information that give the reader a quick look at salient info	<b>Quiz</b> A list of questions that provide a chance for the reader to interact with the story	<b>Diagram</b> A plan or drawing that shows how something works or explains key parts	<b>Fever or line chart</b> Measure change over time by plotting points on a graph
<b>Bio box</b> Brief profiles of people or organizations, often in list form and organized by key characteristics	<b>Glossary</b> A list of specialized words and definitions that helps the reader understand topic better	<b>Step-by-step guide</b> Breaks down a complex process by taking a reader though it one step at a time	<b>Bar chart</b> Compares two or more items visually through side-by-side columns. (Columns can be art that represents the topic)
<b>Dewars profile</b> Random question and answers	<b>Checklist</b> A list of guidelines or questions that allows readers to assess needs or itemize key points.	<b>Timeline</b> A chronology of events	<b>Pie chart</b> Compares parts that make up a whole, usually in percentages.

## The visuals

Photography plan:	Location shot
Dominant	Group shot
Supporting photos	Close-ups
	Parts of the whole

Design concept


# Resources

Associated Press Stylebook and Briefing on Media Law, 40th ed. Norm Goldstein, editor  
This is the working journalist's bible — the authoritative word on the rules of grammar, punctuation and general meaning and usage of more than 3,000 terms. Sections cover media law, sports, business, photo captions, Internet guidelines, punctuation and a bibliography.  
413 pages / wire coil / 2005/  
ISBN 0917360249 / The Associated Press

The Art and Craft of Feature Writing. Blundell, William  
Blundell sees reporting and writing as one exercise, Good reporting begets good writing. begins with critical thinking about your subject, which, if done well, brings strong focus and organization to your story.  
272 pages/ 1988/  
ISBN 0452261589/ Penguin Books.

Words on Words. Bremner, John B.  
This book is an invaluable, witty, trenchant resource. If you're looking for a writing/grammar guide that gets to the root of language -- to the etymology of the words we leverage day-in and day-out -- then you've found it.  
416 pages/1988/  
ISBN1567312829 1980, MJF Books.

Journalism Kids Do Better. Dvorak, Jack.  
This book is a study of quality journalism programs and how students in them score better than students in AP classes.  
466 pages/ 1994/  
ISBN0927516403/Eric Clearinghouse on Reading.

Scholastic Journalism, 11th ed C.DowTate, Tom Rolnicki and Sherri Taylor  
A comprehensive textbook

and guide for high school journalism students, teachers, and advisors. This 11th edition includes updated information on the dynamic changes taking place in the field.  
448 pages/2007/  
ISBN1405144165/Wiley-Blackwell.

Reporting for the Print Media. 5<sup>th</sup> Ed. Fedler, Fred.  
817 pages/ 1993/  
Houghton Mifflin Hachout.

The Sports Writing Handbook. 2<sup>nd</sup> ed. Frensch, Tom.  
The only book ever written that analyzes sports writing and presents it as "exceptional" writing and shows aspiring sports writers a myriad of techniques to make their writing stand out.  
280 pages/ 1995/  
ISBN0805815287 L. Erlbaum Associates.

Modern Journalism Workbook. 1993. Ferguson, Donald, Jim Patten.  
166 pages/2001  
ISBN 0844257060/Glencoe/McGraw Hill.

Journalism Today. 6<sup>th</sup> ed. Ferguson, Donald, Jim Patten and Bradley Wilson.  
2001/  
ISBN 065800400X  
National Textbook Company.

Writing the News: A Guide for Print Journalists. 3rd Ed. Fox, Walter.  
This edition continues the tradition by providing beginning journalists with a clear and concise introduction to the craft of newswriting. The new edition includes a section on the increasingly popular narrative form of the feature and an expanded chapter on news style. 158 pages/2001/  
ISBN 0813822483/Wiley Blackwell

The Adviser's Companion Greenman, Robert. . New York: Columbia Scholastic Press Association, 1991.

High School Journalism. 34rd Ed. Hall, Homer.  
Includes a brief history of American journalism and discusses the duties of a journalist, styles of writing, the parts of a newspaper, newspaper and yearbook design, photography, and careers in journalism.  
464 pages/2005/  
ISBN 082393926X/Rosen Publishing Group

Getting Started in Journalism. 2nd Ed. Harkrider, Jack.  
1997.  
ISBN9993569046/JEA

Newspaper Designer's Handbook, 5th ed. Tim Harrower  
In this must-have book, Harrower begins with the basic building blocks of newspaper design — headlines, texts, photos and cutlines — and moves on to the more advanced teasers, logos, charts and graphs. Chapters cover four-color design and designing online media. A CD-ROM contains exercises to reinforce the concepts in the text.  
272 pages / wire coil / 2002  
ISBN 0072492910 / McGraw-Hill 505 — \$57/\$51.30 JEA

The Coverage of Interscholastic Sports Bobby Hawthorne  
This major revision of Bobby Hawthorne's text covers the entire spectrum of high school sports coverage, writing and photography. Packed with excellent examples, the book is a perfect complement to Hawthorne's The Radical Write.  
88 pages / paper / 2001  
ISBN None / ILPC

The Radical Write, 2nd ed.  
Bobby Hawthorne  
A humorous, no-holds barred examination of the content of student publications, this bestselling text suggests alternatives to the content cliches that dominate high school journalism. Both newspaper and yearbook writing are covered.  
216 pages / cloth / 2003  
ISBN 0961557001, Jostens, Inc.

The World's Best and Easiest Photography Book, 6<sup>th</sup> Ed.  
Hughes, Jerry.  
In this appropriately titled volume, Hughes offers a full range of photographic principles and boils them down to the very basic concepts. Each explanation and tip is accompanied by illustrations, making the book an excellent primer for beginners. In addition, many of the concepts designed for still photos can easily apply to home video.  
128 pages/1996/  
ISBN 0963434861  
Phillips Lane Publishing

Rights, Restrictions and Responsibilities: Legal and Ethical Issues for the Yearbook Journalist.  
Kennedy, Linda and Mark Goodman. Washington, DC: Student Press Law Center, 1991.

Championship Writing: 50 Ways to Improve Your Writing  
Paula LaRocque  
This is a fun-to-read guide to writing well by a master writing educator. Learn how to write graceful, concise sentences, how to make your writing speak to readers, and how to add flair to your writing. Whether you write professionally or just for pleasure, you will learn tips that will enhance your writing for the rest of your life.  
206 pages / paper / 2000  
ISBN 0966517636 / Marion Street Press

Law of the Student Press. 2<sup>nd</sup> Ed  
This thorough handbook, written with clarity and verve,

can help journalists to avoid legal pitfalls and gain access to information...[while providing them] with tools to fight for a free press and a free society..  
269 pages/1994  
ISBN 0964357402, Student Press Law Center

Melton, Rob and Sunny Stautz. Advertising A-Z. Portland, OR: Rob Melton & Company, 1991.

Graphic Design Tricks and Techniques  
Nelson, Lycette.  
143 pages/1997  
ISBN-10: 0891347747, North Light Books

Write to be Read: A Practical Guide  
Patterson, Benton Rain. to Feature Writing.  
146 pages/1991/  
ISBN 0813819431  
Iowa State University Press.

Digital Photography: The Camera  
Brian Ratty  
This program, for those new to digital cameras, has 14 educational chapters covering f-stops and shutter speeds, digital history, how digital works, choosing and using a digital camera, files and memory, using light, lenses, depth of field, exposure control and more. Text files include a 22-page teacher's guide, quick quiz, list of key terms and a digital photography glossary.  
98 minutes / DVD / 2003  
ISBN None / Media West

Writing and Reporting the News: A Coaching Method.  
Rich, Carole  
1996/  
ISBN 049512964X, Thomson Wadsworth.

Best Newspaper Writing 1997 (Is published yearly)  
Scanlan, Christopher.  
373 pages/ 1997/  
ISBN 1566250889, Bonus Books.

Springboard to Journalism. 5<sup>th</sup> ed. Ed. Helen F. Smith  
An anthology of essays written

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230 pages, 1991,  
ISBN-10: 0916082059, Columbia University.

The Journalist's Toolbox, www.journalisttoolbox.org.

The Newswriter's Handbook.  
Stein, M.L. and Susan Paterno.  
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ISBN 0813827213 Iowa State University Press.

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Peggy Miller created the Journalism I Curriculum Guide. Judy Babb added several pieces and edited and designed the guide.

## TAJE Journalism Curriculum Guide