JOURNALISM CURRICULUM

NEWTOWN PUBLIC SCHOOLS
Newtown, Connecticut

Nicole Rossi (Committee Chair)
Kathy Swift

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Newtown High School
Mission and Learning Expectations

Newtown High School is committed to building a community that pursues rigorous academic goals and personal responsibility. We also encourage dignity, civility, and tolerance. At Newtown High School, students and teachers work together so that all members of the school community can reach the highest possible level of individual potential. In our partnership of students, teachers, parents, and community members, we work to promote success in a challenging environment and to cultivate competent, contributing, and productive citizens.

In pursuit of academic and personal goals, Newtown High School students are expected to create and produce significant work, pursue learning beyond what is required, and engage in a lifelong contribution to self and society.

- The student sets goals and develops a plan to complete an assigned project or solve a problem in a timely manner taking responsibility for his or her actions.
- The student accesses, organizes, analyzes, interprets, and synthesizes information to create a standards-based project.
- The student communicates to a variety of audiences effectively and appropriately through the use of written work, speech, media, and visual presentation.
- The student implements guidelines, performance standards, and established criteria.
- The student evaluates and improves his or her work through revision and reflection.
- The student uses interaction with others, experiences, research, and technology as sources of knowledge, ideas, perspectives, and inquiry.
- The student demonstrates personal integrity and respect for others through civil and tolerant actions that promote appreciation for diversity and for the dignity of all community members.
- The student develops informed opinions on a variety of issues, balancing personal freedom with public responsibility.
- The student shares responsibility with others to address and resolve issues and applies conflict resolution strategies.
- The student exhibits commitment to self and to others in the classroom, the school, the community, the nation, and the world.
- The student understands the democratic process and exercises his or her rights responsibly.
- The student actively participates in service to the school and community, recognizing the necessity for and the rewards of public service.

Newtown Success-Oriented School Model
Quality education is possible if we all agree on a common purpose as we work together to continuously improve the teaching and learning process. We believe that ALL CHILDREN CAN AND WILL LEARN WELL. The system strives to establish high standards for our students, faculty, and staff through the curriculum documents. Mastery of this curriculum depends on the effort and persistence of the learner, the support of the parents, and the knowledge, skills, and persistence of the staff.

In order for our students to reach the goal of cognitive achievement, students must learn how to use the process skills of decision-making, problem solving, and critical thinking. Students need to take responsibility for their learning by becoming self-directed, active participants in the educational process.

We must continuously work to improve the learning environment and the curriculum. To improve, we must analyze what we believe, what we know, and what we want before we take action to reach these goals.

It is the responsibility of the staff of the Newtown Public Schools to provide all children with the opportunity to learn well. We believe that the students and staff will be more productive when basic human needs are met. These needs include: Belonging, the need for positive relationships; Competence, the need to be successful; Freedom, the need to have control over decisions; Fun, the need to enjoy life; and Survival, the need for shelter, food, and good health. Living and working with others enriches the experiences of students. Positive self-esteem brings productivity and personal satisfaction to students and to staff. This esteem can be nurtured through opportunities to self-evaluate constructively and see performance improve as a result of work.
### Standards for Content Area
#### Linked to State Framework Documents and to National Standards

<table>
<thead>
<tr>
<th>State Department of Education</th>
<th>Newtown Public Schools</th>
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<tbody>
<tr>
<td><strong>Reading and Responding:</strong> How do we understand what we read? Use appropriate strategies before, during and after reading in order to construct meaning. Describe, interpret, reflect on, analyze and evaluate text in order to extend understanding and enjoyment. Select and apply strategies to facilitate word recognition and to extend vocabulary development. Communicate with others to create interpretations and evaluations of written, oral and visual text.</td>
<td>Reading for Information and Understanding: The reader/viewer collects facts, data and ideas; recognizes concepts and relationships in order to develop generalizations and interpretations; and identifies or infers essential themes. Reading for Aesthetic Response: The reader/viewer experiences and is affected by texts; relates text to self and other texts; responds thoughtfully to the social, historical, and cultural dimensions of diverse texts.</td>
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<td><strong>Recognize that readers and writers are influenced by individual, social, cultural and historical context. Explore ideas, decisions, and political and social issues through literature.</strong></td>
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<td><strong>Communicating with Others:</strong> How do we write, speak and make presentations effectively? Prepare, publish and present work appropriate to audience, purpose and task. Employ research skills.</td>
<td>Writing/Speaking Strategically: The writer/speaker generates, develops, clarifies, and refines ideas in order to create an organized and cohesive product. Range and Versatility in Writing/Speaking: The writer/speaker communicates effectively in a variety of formats and genres, for diverse audiences, and for a number of purposes, revealing grade-appropriate depth of knowledge.</td>
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<td><strong>English Language Conventions:</strong> How do we use the English Language appropriately to speak and write? Conform to standards English. Speak and Write using standard word patterns (syntax) and word choices (diction). Use knowledge of one’s language and culture to improve competency in English.</td>
<td>Mechanics/ Conventions of Print: The writer/speaker ensures accurate communication of ideas through the use of proper mechanics and other conventions of print or speech.</td>
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<td><strong>Information Strategies</strong> Students will demonstrate a command of information skills and strategies to locate and use effectively print, non-print and/or electronic resources to solve problems, conduct research and pursue personal interests,</td>
<td>The student locates various appropriate print and non-print resources that meet the information need.</td>
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<td><strong>Information Processing</strong> Students will apply evaluative criteria to the selection, interpretation, analysis, reorganization and synthesis of information from a variety of sources and formats.</td>
<td>The student selects information from valid print and non-print resources that relates to the research purpose</td>
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<td><strong>Application</strong> Students will use appropriate technologies to create written, visual, and oral and multimedia products to communicate ideas, information or conclusions to others.</td>
<td>The student communicates ideas and information in an appropriate format that shows an understanding of content.</td>
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<td><strong>Responsible Use of Information</strong> Students will demonstrate the responsible and legal use of information resources, computers or other technologies, recognizing the attendant economic and ethical issues.</td>
<td>The student cites resources in a works consulted/cited page in proper format.</td>
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Standards with Objectives for Journalism

Note: Differentiation is necessary as students repeat the course in various roles.

Standard 1: Reading for Information and Understanding
• The student accesses a variety of print and non-print sources and extracts relevant information and concepts from them.
• The student combines this new information with prior knowledge.

Standard 2: Reading for Critical Analysis and Evaluation
• The student develops a critical stance as to the accuracy, relevance, quality and merit of a text and the ideas and information that it conveys.

Standard 3: Range and Versatility in Writing and Speaking
• The student selects the appropriate article type or genre for her/his purpose and makes effective use of the conventions of the format for that article type.
• The student uses the appropriate format to communicate his position on information, issues, or ideas.

Standard 4: Collaboration and Reflection
• The student assesses his/her own work using the published Hawkeye criteria.
• The student describes the process used to produce the work, including collaboration.
• The student recognizes achievements and sets specific, realistic goals for improvement.
• The student works with other staff members to mirror the real-world editorial board.

Standard 5: Mechanics and Conventions of Speech and Print
• The student applies rules of grammar, spelling, capitalization, punctuation, citation and other conventions to written/spoken work.
• The student uses appropriate technological tools and organizational frameworks for written/spoken work.
• The student adheres to the journalistic ethical and legal codes of conduct.

Concepts that Lead to Enduring Understanding in Journalism

High school journalists wield power, which must be balanced with responsibility and ethics. High school journalism reflects the real experiences of professional journalists and comes with the same responsibilities to be fair, accurate, unbiased, and ethical.

Journalists identify purpose and audience for selecting article type.

Journalists capture readers’ attention through topic, lead, headlines, design, and art.

Journalists internalize writing process from pre-writing to publication.

Journalists use technology to gather and present information.

Journalists improve by setting goals and working toward them, aided by the creation of a portfolio.

Journalists produce and distribute a quality student newspaper.
Unit 1: Tradition

Essential Question: What is a journalist?

The student will perceive him/herself as part of a long-standing, honorable tradition that shapes the world. The student will examine an overview of the history of journalism, including leading journalists. They will research landmark court cases, which affect high school journalists.

Instructional Objectives

Through reading, writing, speaking, and listening and viewing, students will meet the following objectives:

Content Objectives
- Examine historic court cases and recognize the impact of the decisions on their publication.
- Investigate notable journalists and explore their contributions to the profession.

Skill Objectives
- Practice and apply research skills.
- Create a report/presentation from research.
- Extract relevant information.

Suggested Resources

*Journalism Today*- Donald Ferguson, Jim Patten, Bradley Wilson
*High School Journalism*- Homer L. Hall
http://www.journalism.org
An initiative by journalists from all media to clarify and raise the standards of American journalism. Online home of the Project for Excellence in Journalism and the Committee of Concerned Journalists.

Suggested Performance Assessments

Students will write a short research paper identifying historical figures and court decisions and analyzing current impact.

Students will present orally their findings on the figures and the cases, and discuss implication for their plan.

Students will interview students who are role-playing famous journalists or judges who made the landmark decisions.

Students write expository piece.

Students evaluate and select credible print and non-print sources and develop a Works Cited page.

Performance Standards
- Students respond directly or implicitly to essential question.
- Students align decisions and work with professional models
- Students will meet the standards for the genre specified by the teacher or selected by students.
Unit II: With Rights Come Responsibilities

Essential Question: What are the rights and responsibilities of a journalist?

The student will examine and apply the code of conduct from the Society of Professional Journalists’ Code of Ethics. The student will analyze newspapers for the elements of ethics, including accuracy, objectivity, good taste, and attribution, right of reply. Students will understand the definition of libel and how to avoid libelous writing.

Instructional Objectives
Through reading, writing, speaking, and listening and viewing, students will meet the following objectives:

Content Objectives
• Define, identify, and analyze elements of ethics in newspaper publications.
• Internalize and follow the code of conduct.

Skill Objectives
• Practice and apply research.
• Analyze and apply the codes of ethics and libel.
• Reflect on individual responsibilities as a member of the newspaper staff.

Suggested Resources
Journalism Today- Donald Ferguson, Jim Patten, Bradley Wilson
High School Journalism- Homer L. Hall
http://www.spj.org/ethics_code.asp
The Society of Professional Journalists’ Code of Conduct

Suggested Performance Assessments
Students will role-play complex situations in which to apply the codes of ethics and libel.

Students debate pros and cons of running a potentially controversial story.

Students generate a policy for the staff to use regarding anonymous sources.

Students create and maintain a portfolio of their work and/or work of published material.

Performance Standards
• Students respond directly or implicitly to the essential question.
• Students align decisions and work with legal precedent.
• Students will meet the standards for the genre specified by the teacher or selected by students.
Unit 3: EXTRA! EXTRA!

**Essential Question:** How does a newspaper inform?

Students identify parts of the newspaper using professional vocabulary. Students examine the different audiences and roles of a newspaper and how a newspaper meets those. Students differentiate different writing styles used to inform, persuade, or entertain audiences.

**Instructional Objectives**
Through reading, writing, speaking, and listening and viewing, students will meet the following objectives:

**Content Objectives**
- Examine, label existing newspaper and create new layouts using professional vocabulary.
- Analyze structure of inverted pyramid and apply to writing.
- Compare and contrast different leads and appropriateness to article.
- Determine purpose and audience of article prior to writing.
- Analyze news, entertainment, sports, editorial, and feature articles for commonalities and differences to apply to own stories.
- Select articles based on audience and purpose of newspaper.

**Skill Objectives**
- Apply accurately professional vocabulary.
- Follow conventions, of news writing including headline, byline, lead, and inverted pyramid, based on article type.
- Evaluate articles for professionalism.

**Suggested Resources**
*Journalism Today*- Donald Ferguson, Jim Patten, Bradley Wilson
*High School Journalism*- Homer L. Hall

[http://www.highschooljournalism.org](http://www.highschooljournalism.org)
A site for high school journalists and their teachers providing sample newspapers and up-to-date information regarding controversial issues and scholarships.

[http://jteacher.com/jteachercom/id63.html](http://jteacher.com/jteachercom/id63.html)
An excellent resource for journalism teachers providing sample newspapers, lessons and links to other journalism sites.

Sample newspapers, professional and high school

**Suggested Performance Assessments**

Students will create, label, and present mock layout pages.
Students discuss and assign article topics in an editorial board format.

Students evaluate news articles for future use and create a “tip-sheet” for localizing the article to the NHS population.

Students create reflective journals based on articles they read and compile over time.

Students create a newspaper for regular publication that includes all types of articles and adheres to professional standards.

Students create interview questions and engage in the interview process.

**Performance Standards**
- Students align decisions and work with professional models
- Students will meet the standards for the genre specified by the teacher or selected by students.
- Students respond directly or implicitly to the essential question.
Unit 4: YOU are the next Edward R. Murrow

**Essential Question:** How do students develop an eye, nose, and ear for news?

Students differentiate valid, unbiased, accurate sources, both primary and secondary, from which to gather information. Students evaluate information to report news. Students apply the tools, not limited polls, surveys, personal interviews, press releases, other printed records to enhance the effectiveness and reliability of the delivery.

**Instructional Objectives**
Through reading, writing, speaking, and listening and viewing, students will meet the following objectives:

**Content Objectives**
- Perceive that all their experiences are potential articles with news value.
- Select appropriate and effective sources for purpose and audience.
- Prepare for and lead formal interview according to established professional standards.

**Skill Objectives**
- Evaluate sources for reliability and accessibility.
- Practice and apply research skills.
- Conduct formal interviews while maintaining neutrality.
- Apply right to reply and simultaneous rebuttal to balance the article.
- Conduct accurate surveys and polls.
- Identify and practice methods of recording/note taking and match method to situation.
- Validate information from more than one source.

**Suggested Resources**
*Journalism Today* - Donald Ferguson, Jim Patten, Bradley Wilson  
*High School Journalism* - Homer L. Hall  
*Secondary School Journalism* by Judith Ann Isaacs  
*Scholastic Journalism* by Earl English, Clarence Hach and Tom Rolnicki  
*News Reporting and Writing* by Melvin Mencher  
*Journalism: A Handbook for Journalists* by Mark Levin

**Suggested Performance Assessments**
Students prepare questions for and participate in mock interviews, surveys, polls and evaluate for style, balance, accuracy, effectiveness.

Students prepare questions, establish appointments and conduct interviews, including accurately recording information for publication in the student newspaper.

Students create and conduct/distribute surveys and polls to gather information to incorporate into articles for student newspaper.

Students examine and record data from Internet sources for reliability, purpose and audience.
Performance Standards

• Students align decisions and work with professional models.
• Students meet the standards for the genre specified by the teacher or selected by students.
• Students respond directly or implicitly to the essential question.
Unit 5: A writer makes a newspaper

**Essential Question**: How to apply the writing process to journalism?

Students will apply the writing process from pre-writing to publication to each article while meeting the deadline. Students hook the reader with an appropriate lead. Students weave quotes, facts, and prose into coherent articles.

**Instructional Objectives**
Through reading, writing, speaking, and listening and viewing, students will meet the following objectives:

**Content Objectives**
- Students adhere to professional standards of conduct and confidentiality to protect sources and newspaper integrity.
- Students transition from identifying selves as students to journalists.
- Students collaborate with each other maintaining focus on the quality product.
- Students select and produce articles that are timely, relevant, and appropriate to purpose and audience.

**Skill Objectives**
- Identify purpose and appropriateness of leads, direct quotes, indirect quotes, and paraphrasing.
- Differentiate and apply qualities of news writing from other types of writing.
- Select timely articles appropriate to a student newspaper.
- Internalize writing process to apply independently to each article.
- Self-edit and accept editing from others.

**Suggested Resources**

*Journalism Today* by Donald Ferguson, Jim Patten, Bradley Wilson
*High School Journalism* by Homer L. Hall
*Secondary School Journalism* by Judith Ann Isaacs
*Scholastic Journalism* by Earl English, Clarence Hach and Tom Rolnicki
*News Reporting and Writing* by Melvin Mencher
*Journalism: A Handbook for Journalists* by Mark Levin
*The Elements of Style, Fourth Edition* by William Strunk Jr., E.B. White, Roger Angell
*The Associated Press Style Book and Libel Manual* Edited by Mark French

[http://www.studentpress.org/](http://www.studentpress.org/)
A website devoted to “helping students become better reporters, writers, editors, photographers, designers, desktop publishers, and advertising and business staffers.”

[http://www.highschooljournalism.org](http://www.highschooljournalism.org)
A site for high school journalists and their teachers providing sample newspapers and up-to-date information regarding controversial issues and scholarships.
Suggested Performance Assessments

Students create a student newspaper which is distributed to the community.

Students enter established journalism contests, such as the one sponsored by The Hartford Courant.

Students analyze other student publications to compare, contrast and generate ideas for articles and self-improvement.

Students write articles for autobiographical newspaper pages.

Performance Standards

- Students align decisions and work with professional models.
- Students will meet the standards for the genre specified by the teacher or selected by students.
- Students respond directly or implicitly to the essential question.
Unit 6: Design’s the Thing to Catch the Reader

Essential Question: How does design attract and hold readers?

Students will examine and analyze different types of layouts for effectiveness and clarity. Student will identify and apply layout vocabulary and principles.

Instructional Objectives
Through reading, writing, speaking, and listening and viewing, students will meet the following objectives:

Content Objectives
• Analyze impact of design on a reader
• Model layout patterns and evaluate effectiveness

Skill Objectives
• Identify key design elements and types.
• Create pages according to design principles via PageMaker.
• Analyze the appropriateness and impact of different placements of articles.
• Recognize balance among white space, copy, and art.

Suggested Resources
Journalism Today by Donald Ferguson, Jim Patten, Bradley Wilson
High School Journalism by Homer L. Hall
Desktop Publishing by Design by Ronnie Shushan and Don Wright with Laura Lewis
PageMaker
http://www.studentpress.org/
A website devoted to “helping students become better reporters, writers, editors, photographers, designers, desktop publishers, and advertising and business staffers.”

Suggested Performance Assessments
Students will create a newspaper that adheres to conventions and standards of design.

Students will use PageMaker to create aesthetically pleasing of single and double page layouts.

Students will create autobiographical pages.

Performance Standards
• Students align decisions and work with professional models.
• Students will meet the standards for the genre specified by the teacher or selected by students.
• Students respond directly or implicitly to the essential question.
Society of Professional Journalists’ Code of Ethics

Democracy. The duty of the journalist is to further those ends by seeking truth and providing a fair and comprehensive account of events and issues to declare the Society’s principles and standards of practice.

Seek Truth and Report It

Journalists should be honest, fair and courageous in gathering, reporting and interpreting information.

Journalists should:

- Test the accuracy of information from all sources and exercise care to avoid inadvertent error. Deliberate distortion is never permissible.
- Diligently seek out subjects of news stories to give them the opportunity to respond to allegations of wrongdoing.
- Identify sources whenever feasible. The public is entitled to as much information as possible on sources’ reliability.
- Always question sources’ motives before promising anonymity. Clarify conditions attached to any promise made in exchange for information. Keep promises.
- Make certain that headlines, news teases and promotional material, photos, video, audio, graphics, sound bites and quotations do not misrepresent. They should not oversimplify or highlight incidents out of context.
- Never distort the content of news photos or video. Image enhancement for technical clarity is always permissible. Label montages and photo illustrations.
- Avoid misleading re-enactments or staged news events. If re-enactment is necessary to tell a story, label it.
- Avoid undercover or other surreptitious methods of gathering information except when traditional open methods will not yield information vital to the public. Use of such methods should be explained as part of the story.
- Never plagiarize.
- Tell the story of the diversity and magnitude of the human experience boldly, even when it is unpopular to do so.
- Examine their own cultural values and avoid imposing those values on others.
- Avoid stereotyping by race, gender, age, religion, ethnicity, geography, sexual orientation, disability, physical appearance or social status.
- Support the open exchange of views, even views they find repugnant.
- Give voice to the voiceless; official and unofficial sources of information can be equally valid.
- Distinguish between advocacy and news reporting. Analysis and commentary should be labeled and not misrepresent fact or context.
- Distinguish news from advertising and shun hybrids that blur the lines between the two.
- Recognize a special obligation to ensure that the public’s business is conducted in the open and that government records are open to inspection.

Minimize Harm

Ethical journalists treat sources, subjects and colleagues as human beings deserving of respect.

Journalists should:
• Show compassion for those who may be affected adversely by news coverage. Use special sensitivity when dealing with children and inexperienced sources or subjects.
• Be sensitive when seeking or using interviews or photographs of those affected by tragedy or grief.
• Recognize that gathering and reporting information may cause harm or discomfort. Pursuit of the news is not a license for arrogance.
• Recognize that private people have a greater right to control information about themselves than do public officials and others who seek power, influence or attention. Only an overriding public need can justify intrusion into anyone’s privacy.
• Show good taste. Avoid pandering to lurid curiosity.
• Be cautious about identifying juvenile suspects or victims of sex crimes.
• Be judicious about naming criminal suspects before the formal filing of charges.
• Balance a criminal suspect’s fair trial rights with the public’s right to be informed.

Act Independently

Journalists should be free of obligation to any interest other than the public’s right to know.

Journalists should:

• Avoid conflicts of interest, real or perceived.
• Remain free of associations and activities that may compromise integrity or damage credibility.
• Refuse gifts, favors, fees, free travel and special treatment, and shun secondary employment, political involvement, public office and service in community organizations if they compromise journalistic integrity.
• Disclose unavoidable conflicts.
• Be vigilant and courageous about holding those with power accountable.
• Deny favored treatment to advertisers and special interests and resist their pressure to influence news coverage.
• Be wary of sources offering information for favors or money; avoid bidding for news.

Be Accountable

Journalists are accountable to their readers, listeners, viewers and each other.

Journalists should:

• Clarify and explain news coverage and invite dialogue with the public over journalistic conduct.
• Encourage the public to voice grievances against the news media.
• Admit mistakes and correct them promptly.
• Expose unethical practices of journalists and the news media.
• Abide by the same high standards to which they hold others.

The SPJ Code of Ethics is voluntarily embraced by thousands of writers, editors and other news professionals. The present version of the code was adopted by the 1996 SPJ National Convention, after months of study and debate among the Society’s members.
Common Journalism Terms
Definitions for terms used in journalism and in the design of newspapers.

5W+1H -- The six questions that should be answered in every news article. Who? What? Where? When? Why? and How?

angle -- A particular point of view or way of looking at a subject.

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

banner -- A headline that extends all the way across the page.

beat -- A specific territory a reporter covers on a regular basis.

bleed -- A photo or illustration that extends beyond the usual margins, generally to the edge of the page. Often used in two-page ads and/or full page ads.

bias--a position that is partial or slanted.

byline -- Credit line at the beginning of an article to show who is the author of the article.

caption -- Description or comment that goes with an illustration, graphic and/or photo. Also called a cutline.

column -- Newspapers are usually divided into 5, 6 or 8 column layouts. The standard width of a column is 2 and 1/16th inches. Or, an article in which a writer or columnist gives an opinion on a topic

column inch -- A layout measurement. It is the width of the column (standard is 2 and 1/16th inches) and 1 inch deep. Usually an editor will say, "I need an 9-inch story." In this case, the editor is means column inches, which is about 25 to 30 words per inch. Nine column inches would be 225 to 270 words (9 times 25 and 9 time 30).

copy--The words of an article, news story, or book or any broadcast writing, including commercials. Also, any written material intended for publication, including advertising

copy editor -- Person who corrects or improves articles before they are printed.

cropping -- Process of marking or cutting a photo to eliminate parts of it. A photo of a person standing in front of a building can be "cropped" to just the person's face.

cutline -- See caption.

deck--a smaller headline which comes between the headline and the story.

display type -- Any type larger than body type -- used mostly for headlines and ads.

dummy -- Diagram of a particular page layout and/or advertisement or of general appearance for a publication.

ditor -- Person who prepares copy for publication.
**editorial** -- An article written which gives the author's opinion. It can use facts to support the opinion.

**editorializing** -- The inappropriate use of an author's opinion or unattributed opinion in a news article.

**evergreen stories** -- Articles that are not timely. They can be held back when space is limited and used later to fill holes.

**feature** -- A story which appeals to an audience because of the human interest of its contents rather than the importance of its contents.

**flag** -- The nameplate, or printed inscription containing the name of the newspaper.

**flush-left or flush-right** -- Copy or headlines aligned with the margin on the left or right.

**folio** -- page number

**folio line** -- The information that runs above the regular page content, normally includes Publication name, section, page number and date.

**font** -- A style of type.

**gobbledygook** -- language that is unnecessarily complicated, unclear, wordy, or includes jargon.

**grabber** -- An attention getter, usually a lead or headline.

**gutter** -- The space between columns or the wider space where two adjoining pages meet.

**header** -- A headline used at the beginning of an article or within the body to divide sections.

**headline** -- A title or attention grabber above the body or an article. The author of the story usually does not write the headline.

**hole** -- An unanswered question in an article. Usually the article is missing one of the 5W1H.

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

**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.

**inverted pyramid** -- A method of organizing a news story to put the most important news at the top or beginning of an article, the rest of the information is presented in decreasing order of importance.

**italic** -- Type that slants to the right.

**jump** -- To continue a story on another page.

**jumphead** -- A headline over a story that has jumped from another page.

**justified** -- Type with lines adjusted to be flush with both the left and right margin.
**kicker** -- A smaller emphasis headline appearing above a larger head.

**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** -- Opening of a story, usually a summary of most important information. Also spelled as 'lede.'

**lede** -- Opening of a story, usually a summary of most important information.

**libel** -- A false statement of fact usually written or printed that defames a person's character. Opinions cannot be libel.

**masthead** -- The identification statement usually placed on the editorial page. It includes the nameplate, policy statement, key personnel and so on.

**morgue**--newsroom library.

**mug shot** -- A photo showing someone's face or sometimes head and shoulders.

**nameplate** -- See also flag.

**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.

**off the record**--something a source does not want repeated in a news story.

**pasteup** -- A layout sheet with copy and heads pasted down and positions for illustrations indicated.

**pica** -- Unit of measure used by printer and page designers. Six picas roughly equal an inch.

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

**point** -- A printer's unit given to the height of a line of copy or headline or the thickness of a ruling line. 12 points equals one pica and 72 points equals one inch. Body type is usually 10-12 points. Headlines should be 24 - 72 points.

**proofreading** -- Carefully checking printed copy for errors before the publication goes to press.

**pull-out quote**--a provocative phrase or quote from the text is used as a teaser so compelling that the reader will be motivated to read the entire article upon seeing it. The pull-out quote also breaks up the copy, making the article less text-heavy and therefore, more inviting to the reader. A good pull-out quote is a great way to stress an important point in the article and should reflect the best the article has to offer. To be most effective, the pull-out quote should be brief—about 8 to 15 words.

**reporters**--the people who gather facts for the stories they are assigned to write.

**rule** -- A line of varying size and/or thickness used to separate two items.

**serif** -- A small finishing stroke on letters in some styles of fonts. This typeface has serifs. Sans serif are typefaces without serifs. Serif fonts make better body copy, sans serif is often used for headlines.
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.

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

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?

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

tombstones-- Two headlines placed side by side, which may cause readers to mistakenly believe they are one long headline instead of two.

typo -- A common phrase used to describe a typing error.
The Hawkeye
Code and Contract for Staff Members
New and Returning Members
2004-2005

Participation on the school newspaper affords students with more freedom than most other classes. It also requires them to take responsibility and exhibit a high degree of maturity and good judgment.

As members of a group that produces a concrete product that will be distributed to and read by both students and adults in the community, staff writers of The Hawkeye can expect to be held to accepted journalistic standards and ethical practices.

To show that you fully understand your responsibilities of staff membership, please have the following contract read and signed by both you and a parent or guardian.

I, _________________________ (your name), as a member of the school newspaper staff, agree to abide by the following code of conduct.

1. I will not take advantage of the freedom given to staff members to leave class to cover assignments and complete work for The Hawkeye.

2. I will meet deadlines for articles, rewrites, and other newspaper responsibilities. If I find that it may be difficult or impossible to meet a deadline, I will inform the editor-in-chief and advisor at the earliest possible moment. Extensions will not be granted on deadline day.

3. I understand that I am expected to devote time to completing assignments and other production work for the paper in class and outside of class. I understand that all articles turned in should be written to the best of my ability and should represent the truth.

4. Due to limitations of space, the work produced may not necessarily be published in the issue for which it receives credit.

5. As a representative of the newspaper staff, I agree to abide by standards of good behavior and ethics of good journalism.

6. I understand that failure to abide by the terms of this contract can lead to my dismissal from the staff.

Signed: ________________________________ (staff writer)

Signed: ________________________________ (parent/guardian)

Date:_______________________
Application for Staff Reporter
The Hawkeye
2004-2005

Please type THOROUGH responses to the following questions and attach to the back of this sheet. All completed applications should be brought to Ms. Bresson, the English Department secretary, by 2 p.m. on . Failure to meet this deadline will result in a voided application, therefore no late applications will be considered.

Name of Applicant:
Next year you will be a: sophomore junior senior (circle one)

1. Please explain why you want to be a staff reporter and what you hope to gain from this experience.
2. A position on the staff demands strong writing skills, the ability to edit and an effective management of time. Good organization, people skills, communications skills, as well as the ability to handle deadline pressures are key. Computer skills and knowledge of Pagemaker are strongly preferred but not necessary. Please discuss your qualifications for this job regarding these criteria.
3. What contributions/special talents can you bring to The Hawkeye? Discuss in detail.
4. Please have your current English teacher sign off on the Recommendation portion on the bottom of this sheet.
5. Please read through your job description. This is a contract stating that you are aware of your responsibilities should you be chosen. You and a parent/guardian should sign this application in the appropriate section.

ENGLISH TEACHER RECOMMENDATION

Name of English Teacher: _______________________________

Please rate this student’s progress using the following chart:

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<td>Time management/organization</td>
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<td>Oral communication</td>
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<td>Respect for peers</td>
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<td>Maturity</td>
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<td>Creativity</td>
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English Teacher’s Signature: ___________________________________________
Job Description-Staff Reporter
The Hawkeye

A Staff Reporter:

1. Serves as a spokesperson for the school, sets a positive tone and represents the paper in dealings with the administration and the community.
2. Checks with principal, school offices, activity schedules for story leads before each issue.
3. Works with other staff reporters and editors to ensure a positive classroom community.
4. Consults with advisor and editors on story ideas, etc.
5. Edits assignments and completes articles by deadline.
6. Is responsible for aiding in the production of the entire school paper.
7. Provides guidance and support to other staff members.
8. Makes constructive suggestions for improvement.
9. Demonstrates responsibility and respect regarding all tools utilized for production of the paper.
10. Abides by the Code and Contract for staff members.

Please sign below indicating that you have read and accept these terms.

X _____________________________________________________
(student signature)

X______________________________________________________
(parent or guardian signature)
Application for Editor Position  
Staff of 2004-2005

Please type THOROUGH responses to the following questions and attach to the back of this sheet. All completed applications should be brought to Ms. Bresson, the English Department secretary, by 2 p.m. on _________. Failure to meet this deadline will result in a voided application, therefore no late applications will be considered.

Name of Applicant:  
Grade Level:

First choice position for which you are applying:  
Second choice:

PLEASE NOTE: All editors must be enrolled in one full year of journalism during their editorship position.

- Explain why you want to become an editor AND what you expect to gain from it.

- An editor position demands strong experience in editing and management of time and staff. Good organization, people skills, and communication skills as well as the ability to handle deadline pressures are key. Design and editing strengths are preferred. Discuss your qualifications for this job regarding these criteria.

- What contributions/ special talents can you add to this specific section of the paper? Discuss in detail.

- Please list other extra-curricular activities or after-school responsibilities.
To be able to repeat a process independently and achieve a quality product is to have mastered a skill and acquired a craft.

**Objectives:**

While creating this portfolio the student will:

**PART ONE:**
- Demonstrate growth as a writer and reporter through exposure to journalism.
- Explain how student has taken responsibility for his/her own learning.
- Discuss the different types of writing displayed in the portfolio.

**PART TWO:**
- Investigate cases in which the media has played a significant role in shaping attitudes and behaviors.
- Examine news articles for evidence of bias and balance and discuss how word choice can alter meaning.
- Compare the coverage of two stories, analyzing both for objectivity, language, and emotional impact.

**Rationale:**

The purpose of this portfolio assignment is to create a professional showcase of all your works as a published journalist and showcase your understanding of the media and its influence.

**Portfolio Contents:**

- Include a Creative Cover with your name, date, course, and a title.
- Create a Table of Contents page that labels all corresponding sections.
- Compose a Personal Introduction.
- Mount all your articles on a clean piece of paper. Type the date of publication and section (news, feature, entertainment, sports) of each article.
- Include typed responses to Parts One and Two.
- Bind all contents in a folder-no notebooks please!

**Assessment:**

Your writing portfolio will be evaluated in the following areas:

**PART ONE**

**A. Introduction**

Open your portfolio with a personal introduction. Who are you? Why did you take this course? What did you hope to learn? In actuality, what did you learn? How have you changed because of it? Discuss your experiences in this course, both good and bad. Be honest.

**B. The Writing Process**

Not everyone is born a journalist. At times, even the best journalists have found themselves encountering a bit of writer’s block, suffering from the plague of the boring lead, even whining the all
too familiar phrase, “I don’t know what to write about.” In this section of the portfolio each reporter should look through every piece they have written for publication. After carefully reading over each article, answer the following questions in a well-developed, thoughtful response. You should refer back to and quote from your articles.

- What do you like to write about? Which subjects interest you? Why did you write the articles you did?
- Do your leads draw the reader in? Are they interesting? Quote some examples of some of your best leads.
- Are your sources accurate? Do you choose your interviewees with care? Cite examples where you have chosen sources according to your article topic rather than someone who just happened to be free at the time. Cite instances where you have used a variety of sources in your writing. For example, look at your interviewees and ask yourself: Are they all females? All seniors? Do you rely on the same people in each article? Cite instances where you have used primary and secondary sources to develop and support ideas.

C. Technical Merit
While reflecting on your writing and referring your reader back to specifics in your articles, discuss the following in a well developed, thoughtful response:

- Do you use standard forms in grammar, spelling word usage, and punctuation?
- Do you provide specific, detailed, and logical support for your ideas?
- Do you organize ideas coherently, demonstrating a variety of organizational and transitional strategies?
- Which aspects of your writing do you feel have improved since the beginning of this course? Explain and provide specific examples.

D. Best Piece
Find an article that represents your best piece of work, the article of which you are most proud. Using specifics from your piece, answer the following in a well-developed, thoughtful response:

- What makes this article your Best Piece? Discuss these “ingredients” in detail.
- What were some of your strategies while working on this piece? In other words, describe your writing process, how you gathered information, your organizational skills for this particular article, etc.
- What prompted you to write about this topic?

PART TWO

A. THE EFFECTS OF THE MEDIA
Choose ONE topic that has occurred in national news. You may use the list below or create your own topic. Please approve original topics with me before proceeding. After researching this event, write a fully developed response that explains how the media played a significant role in this case. In other words, how did media have a direct effect on these famous cases; discuss whether the effect was positive or negative and why.

TOPICS TO CHOOSE FROM:

- Watergate: What role did the journalists Bob Woodward and Carl Bernstein play in breaking the Watergate story?
- 1998 Minnesota Basketball Cheating Scandal: What role did the St. Pioneer Press play in breaking the story about the University of Minnesota’s basketball team?
- Lindbergh Baby: How did the media affect the outcome of the kidnapping of Charles Lindbergh’s baby?
- Zodiac Killer: What role did reporter Paul Avery of The San Francisco Chronicle play in solving the case?
- The Death of Princess Diana: What role did the media play in the outcome of the case?
- The execution of Nick Berg in Iraq: What role has the media played in this event?

B. BIAS AND SLANTING
Read the attached article taken from The New York Times entitled, “Left and Right Look for Signs of Bias in Reporting.” After reading this article, please respond to the following questions while referring back to specifics in the text for support:

- Why are politicians and media monitors carefully examining reporter’s questions? What is your opinion on this censorship?
- What did the group Fairness and Accuracy in Reporting conclude about broadcast and cable networks? As a journalist, do you agree or disagree?
- What is meant by the term “sanitize” as it relates to news coverage?
- How does Pentagon spokesman Bryan Whitman feel about reporters stationed with troops?
- Do you think reporters are capable of “undercutting the morale” of soldiers?
- Then, select a news article that you think is biased or slanted. Obtain a copy of this article and highlight the words or images that strike you as being unbalanced to include in your portfolio. Write a brief explanation of why you think these words or images are biased and discuss how word choice affects meaning. Conclude by answering why the media should remain as impartial and balanced as possible.

C. COVERAGE CONCERNS
Evelyn Hernandez, a 24 year old expectant mother, disappeared in the San Francisco Bay area on May 1, 2002. Laci Peterson, a 27-year-old expectant mother disappeared in the San Francisco Bay area on December 23-24, 2002. Compare the coverage of the Evelyn Hernandez story with the Laci Peterson story, focusing on WHY and HOW you think the coverage differed.

D. TREATMENT OF TOPICS
Find a news event that has occurred over the course of this year and examine the different types of coverage it has received by different news publications. In other words, find two different treatments of the same story. Mount both of these articles on paper and include name and date of publication, journalist and headline. Include in your portfolio. Some items to include in your discussion of coverage include but are not limited to:

- Images: what images are shown in the coverage of this story?
- Language: Are both reporters using unbiased language?
- Sources of information: Where do the reporters get their information? Do the authors give voice to all of the individuals involved? Who do they interview? How does this choice in sources make the articles different?
- Emotional reaction: Which article affected you most? Why? What “tools” did the journalist use to make you connect with the story?
- Readership: Who are these articles targeting? What type of reader?
- Community Involvement: Is there a vocal community involved in these stories? How does this affect the coverage?
- Television news coverage: Review and reflect on the news coverage that this article received. How does it compare to print coverage?
Left and Right Look for Signs of Bias in Reporting

By JIM RUTENBERG

Even before the likely onset of war in Iraq, the major television networks have come under increasing scrutiny by media watchdogs on the left and the right, looking for subtle and overt signs of journalistic bias.

Already, reporters' questions are being studied by politicians and media monitors on the right to see if they might show insufficient patriotism or undermine soldiers' resolve. The networks are also being given critiques by liberal groups, which contend that the news media are not showing enough skepticism over the case for war.

The criticism is informing a debate among television executives about what images to show from the conflict and what reports to broadcast if the fighting becomes bloody.

Yesterday, the Media Research Center, a conservative group, released a report criticizing ABC News for what it called liberal bias. The group said ABC News was the worst "offender" among the networks for "channeling Iraqi propaganda," "sanitizing radical protesters" and "championing France and the U.N. over the U.S."

Last week, 12 Republican congressmen, including Duncan Hunter, the Californian who is chairman of the House Armed Services Committee, signed a letter to Defense Secretary Donald H. Rumsfeld, raising pointed questions about his policy of allowing journalists to travel with American troops.

The congressmen said journalists — specifically Peter Jennings, the ABC News anchor — were asking soldiers "inappropriate" questions, like what anxiety they had about fighting. The congressmen asked Mr. Rumsfeld to explain why he was not imposing "censorship."

A liberal group, Fairness and Accuracy in Reporting, said the broadcast and cable networks were paying inadequate attention to the potential civilian casualties that United States action in Iraq could cause, as well as failing to ask tough questions of the administration. The group released a study Monday night saying people who were skeptical of President Bush's plans had been underrepresented.

Network executives said they were doing their best not to be swayed by either side as they drew up their policies for coverage. But that will be easier said than done. If the conflict begins, there will be competing versions of the truth, quite likely with video images to support each. The networks will be closely watched for the pictures they choose to show.

In the gulf war in 1991, Peter Arnett, the CNN correspondent in Baghdad, was accused by competitors and some officials of giving excessive credence to Iraqi statements.

In the Afghanistan campaign, some networks were criticized by conservative groups for reporting on civilian casualties that the Taliban attributed to United States bombs.

Network executives said that they expected to have a wealth of vivid images to show and that they realized they would have to be careful in how they presented the material.

"Pictures can sometimes mislead," the president of the ABC News, David Westin, said.

ABC News, Mr. Westin said, would be careful to screen out unnecessarily gory images. On the other hand, he said, ABC News would be careful not to go too far and misrepresent the gore.

"That isn't to say we'll sanitize what happened," he said. "If we decide we need to portray to the American people what we're seeing, we'll show it."
About critics, Mr. Westin said: "Everybody is entitled to their opinion. We should always consider who is doing the criticizing."

Bill Wheatley, a vice president of NBC News, said that most of the criticism seemed to be from "people on the edges of this sort of debate."

Although those executives said they did not believe that the Republican lawmakers would affect Pentagon policy, they expressed discomfort with questions about censorship.

"The Bush administration has talked about this being a war in part designed to give the people of Iraq the types of freedoms we have," Mr. Wheatley said. "I find it surprising that a group of congressman is suggesting that our freedoms be restricted."

A spokesman for the Pentagon, Bryan Whitman, said that the Pentagon was pleased with the coverage by reporters stationed with troops and that it had no plans to change its policy on access.

Representative Cliff Stearns, Republican of Florida, who took the lead in writing the letter to Mr. Rumsfeld, said: "I'm just raising a flag. Just at the point we're going to war, I don't want reporters undercutting morale."

Timothy Graham, director of media analysis for the Media Research Center, said he was more concerned about what he called the tendency of mainstream network news to "glamorize protests."

"War is an interesting time," Mr. Graham said. "I don't think it's a time when all Americans turn into conservatives. It is a time when Americans of all different beliefs say, 'I'm for America, what are you guys for?' "
Grading Procedure
Please use this as the last page of your portfolio

PART ONE

_____/10  Introduction

_____/10  The Writing Process

_____/10  Technical Merit

_____/10  Best Piece

PART TWO

_____/10  The Effects of the Media

_____/10  Bias and Slanting

_____/10  Coverage Concerns

_____/10  Treatment of Topics

EFFORT AND LAB TIME

_____/20  Uses Lab Time Effectively
To be able to repeat a process independently and achieve a quality product is to have mastered a skill and acquired a craft.

Objectives:
While creating this portfolio the student will:

**PART ONE:**
- Demonstrate growth as a writer and editor through exposure to journalism.
- Explain how student has taken responsibility for his/her own learning.
- Discuss the different types of writing displayed in the portfolio.

**PART TWO:**
- Investigate ethical decisions that editors and journalists face.
- Examine newspapers for ethical issues.
- Analyze the responsibilities of editors in regards to ethical decision-making.

Rationale:
The purpose of this portfolio assignment is to create a professional showcase of all your work as a published journalist and showcase your understanding of the role of an editor in today’s field of journalism.

Portfolio Contents:
- Include a Creative Cover with your name, date, course, and a title.
- Create a Table of Contents page that labels all corresponding sections.
- Compose a Personal Introduction.
- Include all of your articles and the date of publication.
- and section (news, feature, entertainment, sports) of each article.
- Include typed responses to Parts One and Two.
- Bind all contents in a folder—no notebooks please!

Assessment:
Your writing portfolio will be evaluated in the following areas:

**PART ONE**

E. Introduction
Open your portfolio with a personal introduction describing your experiences as an editor this year. What did you learn about the role of an editor in the field of journalism? What did you learn about yourself as you tackled this task? Discuss the role that you specifically played within the monthly production of The Hawkeye. How did you contribute to the overall production of the paper? What were some of your challenges this year? Did you overcome them? If so, how?

B. The Writing Process
1.) In this section of the portfolio each editor should look through every piece they have written for publication this year. After carefully reading over each article, choose your BEST piece. This should
be an article that best represents your skills as a journalist.
What makes this article your Best Piece? Discuss these “ingredients” in detail.

2.) What were some of your strategies while working on this piece? In other words, describe your writing process, how you gathered information, your organizational skills for this particular article, how you chose your interviewees, etc.

3.) What prompted you to write about this topic? Why was it important?

4.) Next, find the article that presented you with the most challenges. This article should be the one that was the most difficult to write. In your response, please describe what these difficulties were and how you overcame these challenges.

PART TWO

Commandments for Journalists
1. Be interesting.
2. Do not lie.
3. Be a trustworthy surrogate.
4. Write in language that ordinary people use and can understand.
5. Listen to people.
6. Remember the old saying that “the job of the newspaper is to comfort the afflicted and afflict the comfortable.”

Five Nearly Absolute Principles
1. Be a humane truth-teller
2. Be heedful of the rights of others
3. Do your work fairly
4. Promote justice wherever possible within the limits of your craft and profession
5. Be mindful that independence and freedom are possible only if journalism itself acts as a steward of free expression

(From Committed Journalism by Edmund Lambeth)

1.) Discuss what these principles mean in the context of the media today. Find and include in your portfolio examples of how the press DOES and DOES NOT live up to these guidelines. Please include at least TWO examples for each with an explanation of why these articles fall into this category.

2.) Read through each of the situations below. Then, decide what a high school newspaper should do in light of these principles. There is a range of possible responses, of course. Your response will be graded on the defense that you use regarding your decision. Keep in mind that all of these situations have occurred in high schools recently.

A.) In a story about abortion, a sophomore girl admits to having had an abortion as a freshman. She is willing to go on the record, but you suspect it’s in part because she wants to get back at her parents, with whom she does not get along. Should you print the story? Should you print her name? What caveats do you have for the reporters and editors working on the story? What is the ethical thing to do with this piece?

B.) For a story about teenage pregnancy, a teenage mother identifies the father, who is still a student. He doesn’t want his name in the story and is officially denying paternity. What should you do in this situation?

C.) A school bus driver in the district has been fired for leaving the bus to, in his words, “protect a young student from danger” from an out-of-control parent at a bus stop. You are
investigating the story and have interviewed the driver, but the school district officials are not talking to you. They are also trying to prevent you from printing the story. What’s the ethical thing to do?

**D.** A reporter has learned that one of the championship sports teams is involved in serious incidents of hazing. Should you print this story?

**E.** You receive an unsigned letter to the editor that is highly critical of the selection process for the school’s basketball team and claims that one team member was picked only because she is related to the coach. You suspect that a student who did not make the team wrote the letter. Do you publish the letter?

3.) Find and include what you consider to be the most controversial article or column in any newspaper besides *The Hawkeye*. What about this piece is so controversial? Write three arguments that could be raised against printing the piece. Then, write three reasons why the piece should be allowed to run.

4.) Find a newspaper article (not in *The Hawkeye*) in which an unidentified source is quoted. Please be sure to include this in your portfolio. Protecting (and concealing) the identity of informants is a real concern for journalists, and one on which their livelihood might well depend, but it also distinguishes the journalistic from the academic product. Without identifiable sources, the account cannot be reviewed or corroborated by others with specialized knowledge of the subject. Errors may thus remain uncorrected. Based on the story you find in the newspaper, respond to the following questions:
   a. How significant was the unidentified source to the content of the story?
   b. What was the nature of the quote or reference?
   c. Where was the quote referred to in the story? Was it in the lead? How does the placement of the quote affect the reader?
   d. Could the story have been printed without the quote and still be considered effective?
   e. Is there a clear and compelling need to protect the identity of the source here? Discuss.

5.) Find a newspaper photo accompanied by an article (and include it in your portfolio) that captures someone in an embarrassing, emotional or otherwise “private” situation. Then, respond to the following questions:
   a. What effect does the photo add to the written piece? Is this photo necessary? In other words, what does slating room for this photo add to the page?
   b. Include two other examples of photos from a newspaper that you consider to be in poor taste and explain why.

6.) In concluding this portfolio, discuss the popular opinion that reporters often violate ethics in order to get a story. What are your thoughts on this statement? Do you agree? Disagree? Provide specific references from current events in today’s media while you elaborate on this, keeping in mind your role and responsibility as an editor.