Getting Started in Journalism

STUDY GUIDE
Getting Started in Journalism

INTRODUCTION

In its most basic form, journalism could be described as the reporting and publishing of news events. Since the beginning of time, man has chronicled his day-to-day life through the use of words and pictures. And that’s exactly what journalists do. They cover the people and events that make a difference in all our lives. Whether you get your news from newspapers, television news networks, or the Internet, what sets good journalism apart from bad is good writing. The best writing is clear, concise, and above all, accurate.

In this introduction to journalism, you will learn the basics of what it takes to be an effective reporter and editor. A good journalist understands the need for making sure a story is factual from start to finish. As such, you’ll learn the importance of standards and ethics, accuracy and fairness, and objectivity when reporting.

The best reporters are those that know how to talk to people. Good interviewing skills come with practice. You’ll learn the fine art of interviewing using techniques that guarantee your subject will provide you with the information you need for your news story.

When it comes to writing a news story, nothing beats a clear and well-written piece. Your textbook outlines the essential elements of an article and shows you how to put them together to create a carefully crafted story that informs and/or entertains the reader. After all, you could find yourself writing a hard news story one day and a feature article the next.

Even if you have no intention of ever becoming a journalist, the principles you will learn from your textbook can help you in many other ways. Everyone should know how to effectively express themselves through written and verbal communication, and for all intents and purposes, that’s exactly what journalists do. So if nothing else, you will learn the basics of interviewing, research, writing, and organization, which in turn can help you with your other studies or whatever career you choose to pursue.

REFERENCES

If you need to refresh your memory concerning any subject matter discussed in this study guide, refer back to the “Getting Started in Journalism” textbook. There will be practice assignments throughout this study guide. You do NOT need to turn those in for grading. Please, ONLY turn in your answer sheet for the two unit exams.
Unit 1

The Law, Standards, and Ethics (Reference: pgs. 7-14)

OBJECTIVE
Become familiar with the written and unwritten laws and ethics under which journalists operate.

SUMMARY
Journalists, whether they write for the school newspaper or The Washington Post, should always stick to a code of ethics that ensures a standard of professional conduct. And while the first amendment of the U.S. Constitution protects the press, journalists should remember that there are limits to what can be printed. Student newspapers are prohibited from printing libel, or stories that harm a person’s reputation.

While the Supreme Court has protected the right of student publications, it has also narrowed the focus of those rights. In 1988, in Hazelwood School District vs. Kuhlmeier, the high court gave administrators the right to exercise editorial control over student publications as long as their concerns were based on protecting the educational process.

In many schools, administrators and students work together to establish publication policies, or codes of ethics. Through such policies, publications stress accuracy, objectivity, and fairness to create a reputation for credibility.

Assignment — Fair and Accurate?

For the following situations, determine what you would do if you were the managing editor of a school newspaper. On a separate piece of paper, write explain your reasons for the solution you choose.

1. Several students recently have been slightly injured in the hallways during class changes. They say it’s because the school is crowded. Your principal discovers that one of your reporters is about to do a story on this matter and tells you not to print it. What would you do?

2. A few members of the school football team come to you and tell you that the team captain was caught cheating on an exam. His teacher and the coach, however, decided not to punish the student because of Friday’s big game. Is this a story worth telling, and if so, how would you approach it?

3. A student aide in the guidance department tells one of your reporters that the school did poorly in a recent aptitude test. She can supply the reporter with results but the student wants to remain anonymous. Telling this story could bring
unfavorable attention to your school but it could also identify a problem. Should your reporter do the story? Why or why not?

News and News Leads (Reference: pgs. 15-22)
Writing the News (Reference: pgs. 23-34)

OBJECTIVE
After completion of these sections of your textbook, you should understand that news-writing is a careful blend of style and substance that presents stories of interest to readers.

SUMMARY
Newswriting is distinguished by six qualities: recent events, accuracy, objectivity, balance, conciseness, and clarity. The most common elements that make news interesting are timeliness, proximity, consequence, prominence, drama, oddity, emotion, and conflict. All news stories should answer six basic questions: who, what, when, where, how, and why. All news stories follow a basic format that is anchored by the lead sentence and supported by facts, quotes, and transitions.

Assignment 1 – What is News?
You probably know it when you read it. News, that is. But have you ever considered why some stories make the cut and others don’t? Take a copy of the daily newspaper and examine the front page of all sections. On a sheet of paper, explain why you think editors chose the stories printed, and tell why you might’ve made changes (adding or deleting).

Assignment 2 — Reporting the Facts
Read at least three newspaper stories and see how reporters answered who, what, when, where, why, and how. Refer back to page 18 of the textbook for more information about the “six basic news questions.”

Assignment 3 - A Strong Lead
The rules of journalism don’t just apply to newspapers. For this next assignment, read some stories in magazines. Did the reporters write strong leads? Even if they did, rewrite them on a separate sheet of paper to get in the habit of writing introductions that capture readers’ attention.

Check the same stories to see if the reporters used the LT-QT-QT Newswriting Method and direct and indirect quotes. Also, see how transitions (listed on page 31 of textbook) are used to make a story flow better. Make a list of the transitions that are most commonly used.
The Fine Art of Copyediting (Reference: pgs. 35-42)

OBJECTIVE
After reading the chapter on copyediting, you should understand how reporters and editors work together to make stories easy for readers to follow.

SUMMARY
Expert copyediting supports the best reporting and writing. A news story can be full of interesting facts and memorable quotes, but if it all doesn’t fit together, it could result in an unreadable mess. That’s where a copyeditor comes into the picture. A reporter and copyeditor working together will create stronger and more readable stories than both working separately. A story should be edited first for content, structure, grammar and spelling, and style, in that order.

Assignment – Copyediting for Clarity

On a separate sheet of paper, copyedit the following sentences. Use the copyediting symbols on page 120 of your textbook. Remember that spelling, grammar, and style are secondary in importance.

1. The zoo has announced that it will once again this year offer special discounts of up to 50 percent off admission to families that visit in the summer months during normal operating hours when you mention the offer before purchasing tickets, and this offer is for children and adults.
2. Just after New Year’s, management published the list of official company holidays including Thanksgiving and Christmas, and those specific days are Thursday, November 27, and Friday, December 24.
3. Police are investigating a late night shooting that left two men dead on the city’s northside in a car that was parked along a heavily traveled road where many vehicles pass at all hours of the day.
4. The meteorologist reported that the city received more than four inches of rain in a three-hour period during yesterday’s thunderstorm, and the bad weather left a lot of standing water before it moved out of the area.
5. Sunday’s baseball game was decided by a home run in the bottom of the ninth inning when the pinch hitter knocked a ball over the back wall of the stadium, and the extra point resulted in victory for his team.
UNIT 1 EXAM

True or False
The following statements about the practice of journalism include true and false statements. On your answer sheet, write the letter **T** for true or **F** for false next to the appropriate number.

1. There are no limits when it comes to what student journalists can write.
2. The Constitution’s First Amendment protects student journalists.
3. The Forum Theory gives school officials the right to stop a story from being printed if it is thought to be illegal.
4. School publications can print stories even if they invade someone’s privacy.
5. It’s perfectly legal to print someone else’s written work without their permission.
6. *Hazelwood School District vs. Kuhlmeier* gives school officials the right to exercise editorial control in some cases.
7. A publications board approves editorial policies and reviews complaints.
8. Public officials have no rights when it comes to what newspapers and magazines can print about them.
9. Journalists usually only have to check facts one time before their stories are printed.
10. In journalism, opinions should be limited only to editorials and columns.

Match the Elements
Match the news elements on the left with their correct definitions on the right. Every element and definition will only be used once.

11. **Timeliness**
    A. a story characterized by opposition, disagreement, and struggle
12. **Proximity**
    B. readers’ familiarity with a person in the news
13. **Consequence**
    C. when or how soon an event will happen
14. **Prominence**
    D. strong feelings generated by a story
15. **Drama**
    E. the impact of an event on readers
16. **Oddity**
    F. nearness of an event to the audience or readers
17. **Emotion**
    G. an unusual person or event
18. **Conflict**
    H. a story with conflict and emotions
Multiple Choice
Choose the letter next to the word or phrase that best answers the question.

19. Newswriting is characterized by accuracy, objectivity, balance, conciseness, clarity, and _____.
   A. past events
   B. historical significance
   C. emotion
   D. recent events

20. The most important part of a news story is the _____.
   A. first paragraph
   B. Body
   C. Conclusion
   D. lead

21. The basic format for news stories for beginning journalists is called _____.
   A. LT-QT-QT
   B. LQ-TQ-TQ
   C. QL-QT-QT
   D. LT-QQ-TQ

22. The Magic Number in copyediting is ____.
   A. 4
   B. 6
   C. 1
   D. 3

23. _____ make up the traditional copyediting team.
   A. publisher and copyeditor
   B. publisher and managing editor
   C. reporter and copyeditor
   D. reporter and photographer
24. The Three R’s of professional journalism are research, report, and _____.
   A. review
   B. revise
   C. relate
   D. rewrite

25. A standard interview requires at least ____ questions for each source.
   A. 3 to 5
   B. 1 to 2
   C. 5 to 7
   D. none of these

End of Exam 1
Please WAIT until you have completed both exams in this study guide before sending in your answer sheets.
Unit 2

Out in the Field (Reference: pgs. 43-48)

OBJECTIVE
You should understand the importance of in-depth research and interviewing in the process of gathering information for a news story.

SUMMARY
Good interviewing and research are essential basics for effective reporting and writing. Research, report, and rewrite make up the Three R’s of professional journalism. Before any writing takes place, though, story ideas should be generated with readers in mind. Next, background research should be conducted so that a reporter can ask intelligent questions during an interview. Reporters should practice listening and writing at the same time to develop better interviewing skills, which in turn translate into well-written stories.

Assignment – Interviewing 101

Over time, a reporter becomes better at interviewing. This exercise is designed to help you sharpen your interviewing skills, which could be beneficial in any number of situations.

On a separate sheet of paper, make a list of questions that would help you explain what a parent, family friend, co-worker, etc., does for a living. Set up a mock interview with this person, and then write a short story about him or her.
Featuring the News (Reference: pgs. 49-53)
Inside the Feature Story (Reference: pgs. 55-66)

OBJECTIVE
After reading these sections in your textbook, you should have a clearer picture of how a feature story differs from the standard news story.

SUMMARY
A feature is a story that entertains and provides background information regarding the subject. There are a variety of features stories, and just like news stories, they all begin with ideas and possible angles. A great way to find feature story ideas is through brainstorming. After brainstorming and story assignments, interviews should be conducted to bring out the subject’s individual personality. Reporters can enhance the appeal of a feature story by adding details and descriptions that draw the reader into the piece.

Assignment 1 — Light Reading
A newspaper is filled with a variety of feature stories. Using your city’s newspaper, identify three to five features and decide which category of feature stories they fall into.

Assignment 2 — A Short Story
Newswriting can be informative and fun. Did something humorous happen to you or someone you know recently? If so, write about it. On a separate sheet of paper, write a short feature story—less than 100 words—with a strong lead and a vivid description of what occurred. For this exercise, refer back to page 51 in your textbook in the section about brites.

Assignment 3 — Writing a Feature Story
As a student reporter, your job is to use research and interviews to write an interesting and informative story, whether it’s news or a feature. From the following information, write a feature story that might fit into a high school’s newspaper.

Background Info: Douglas Palmer is a 17-year-old junior at Anytown High School. He is the first student from the school to score a perfect 1600 on the Scholastic Aptitude Test (SAT) in 20 years. Doug is the only child of his parents, Scott and Denise. He is a member of the National Honor Society, Chess Club, Student Council, and swim team. Doug also finds time to volunteer as a peer tutor after school.

Doug is an avid reader and also writes fiction in his spare time. He has won numerous writing awards for his short stories. Science fiction is his genre of choice. Although he plans to pursue a career as a physician, he would also like to continue writing. He hopes to achieve a level of success similar to one of his favorite authors, Michael Crichton.
Quotations

Denise Palmer: My husband and I read to Doug even before he was born. I think that may explain why he learned to read at such a young age. He was about two-years-old when he picked up a book and just started to read it.

Scott Palmer: I believe in a sound mind and body. That’s why I enrolled Doug in swimming classes when he was about knee high. He took to the water naturally. He’s as competitive in the water as he is in the classroom.

Doug Palmer: When it comes to academics, most things have always come easy for me…especially science. I love asking questions about why things work the way they do, and then doing experiments to find the answers. When it comes to reading, I got interested in science fiction at a pretty young age and it just stuck. One day, I decided to see if I could write a story myself. When I finished, I let my parents, my English teacher, and a few friends read it. They liked the story, so I just kept writing.

Mrs. Loretta Carmichael, Principal: I have never seen a student with so much going for him. Doug wants to be a doctor and a writer, and I think he could succeed at both. He has the intelligence, skills, and initiative to make his dreams come true.

Patrick Dunbar, Swim Coach: Doug is an only child but he’s thoroughly a team player. That’s why I put him in relay events. He gives 110 percent for his teammates at every swim meet.

Amy Aquino, Classmate: Everyone likes Doug. And that’s no exaggeration! He is such a nice guy and so smart. If you’re having problems with homework, he’ll stop what he’s doing to help you.

Greg Walker, Friend: Doug and I have been friends since we were in the first grade. He’s got so much going for himself in so many ways, but sometimes I think he pushes himself too hard.
Editorials (Reference: pgs. 67-73)

**OBJECTIVE**
The purpose of this section in your textbook is to help you understand how the editorials and opinion pieces are designed to help readers think deeper about important topics.

**SUMMARY**
Editorials deal with principles and ideals, not people and personalities. They are written in first-person plural (we, us, our), and are always about local events, timely, and relevant to readers. There are several types of editorials, but they have a common element: Extensive research on both sides of an issue is required prior to writing effective and persuasive editorials. After researching the subject, the facts are presented similar to the way an attorney argues a case before a jury.

**Assignment – That’s Our Opinion**
Read the editorial page of your local newspaper. See if you can identify the various types of editorials used. How effective are they? In what ways do they make use of research? How might you have written them differently? Remember, the best editorials are those that deal with issues rather than personalities.
Unit 2 EXAM

News Features
Match the types of feature stories on the left with their correct definitions on the right. There is one definition for each type of feature story.

1. News feature  A. a story about an average person that does something extraordinary
2. Straight feature  
3. Personality feature  B. short stories about humorous things
4. Human-interest feature  C. a dramatic story about a person or group
5. Brite  D. any feature story that is not time-sensitive

E. a story based on a previously covered news event

Multiple Choice
There are several ways to write a story, but each one should start with a great lead. Choose the letter next to the best choice to answer each question.

6. You get a clear, precise picture of a scene, an individual, or an event with a ______.
   A. question lead
   B. summary lead
   C. quote lead
   D. descriptive lead.

7. The _____ addresses the reader as though it were engaged in a dialogue.
   A. direct address lead
   B. quote lead
   C. narrative lead
   D. summary lead
8. When you want to use a parody of a phrase, you use a _____.
   A. descriptive lead
   B. question lead
   C. literary/historical lead
   D. quote lead

9. To make a dramatic impact, journalists begin stories with a _____.
   A. quote lead
   B. shocking statement lead
   C. narrative lead
   D. question lead

10. It is best to use a _____ when you don’t want to give away a story’s focus too early.
    A. narrative lead
    B. suspense/teaser lead
    C. descriptive lead
    D. contrast/comparison lead

**True or False**

The editorial page is one of the few places in a newspaper and/or magazine that a journalist is allowed to use opinion. Place a **T** for True or **F** for False next to each statement about editorials.

11. A newspaper has no obligation to provide editorial leadership for its readers.
12. Editorials usually deal with principles and ideals instead of people.
13. Editorials can take up as much space as the writer and editor choose.
14. A critical editorial tries to sway a reader’s point of view.
15. Effective editorials require extensive research on both sides of an issue.

**Putting It All Together**

The best journalism happens when a reporter is able to organize his or her thoughts in a clear, concise manner. The following is a list of sentences that together form an opening paragraph for a news story. **For questions 16-21, organize the following sentences from the first sentence in the paragraph the last sentence. Write the sentence’s corresponding NUMBER on your answer sheet. (Question 16 will be the first sentence and Question 21 will be the last sentence.)**

1. Witnesses told police that the man appeared to be in his early 20s and wore dark clothing.
2. According to officers, an unidentified man starting shooting after he walked up to the victims who were standing in the yard.

3. An early morning shooting on the eastside left two men fighting for their lives and a suspect on the run, authorities said.

4. Police said the victims’ names aren’t being released because the suspect hasn’t been arrested.

5. Police officials said that the shooting happened at a home at 1313 Mockingbird Lane.

6. Both victims fell to the ground and the suspect ran away, authorities said.

End of Exam 2
Please send in both of your Exam answer sheets for this lesson now.
Unit 3

Sports and Entertainment Writing (Reference: pgs. 75-81)

OBJECTIVE
To see how research and basic knowledge of the subject is important in sports and entertainment writing.

SUMMARY
“How” and “why” are the basic questions to ask and answer when writing sports and entertainment stories. Better sports and entertainment writing comes as a result of better reporting.

It is essential that a reporter understand a sport and its terminology. The next steps in the process include research, attendance of the sporting event in question, and interviews.

Entertainment writing is different than sports writing in that it involves using more opinion. Just as in sports writing, however, careful research is essential for crafting a well-written entertainment story.

Assignment 1 - The Sport of Writing

For this next assignment, you need to watch some kind of sporting event on television, or attend one in person, if that’s possible. Either way, once the event is over, write a wrap-up story. You may not know all the players or participants but you should still be able to write a story based on what you saw and heard.

Assignment 2 – Is It Worth the Price?

Did you recently buy a CD? Have you seen any movies lately? How good or bad were they? Write one music and one movie review on a separate sheet of paper. Remember, your job is to convince readers to either pay money for a CD or a movie ticket, or to save their money for something more worthwhile.
Getting a Head in Journalism (Reference: pgs. 83-92)

OBJECTIVE
At this point in your study of journalism, you should be able to determine why headlines are vital to any newspaper story.

SUMMARY
Two main purposes for headlines are to grab the reader’s attention and to tell the reader what the story is about. There are many techniques for writing good headlines, but perhaps the best is the “tell-a-friend” method, in which the reporter summarizes the story in one complete sentence, as though he or she were telling a friend what happened.

Assignment 1 - Copyediting Headlines

Writing headlines isn’t easy. It takes work to create headlines that capture a reader’s attention and inform him or her as well. Decide if the following headlines are good, average, or bad. On a separate sheet of paper, rewrite any you think need to be adjusted.

Fiery Crash Leaves 6 Dead
Interstate Traffic Tied Up for Hours

Local High School Football Team Wins State Title

Students Expelled After Caught Cheating
Principal Says It’s a School-wide Problem

President Reelected in Landslide
Voters Influenced by Healthy Economy

Stocks SeeSaw During Up-and-Down Session

Assignment 2 - Fill in the Headlines

Find an old newspaper or several of them. Cut out stories from different sections but leave their headlines in the paper. Read the complete stories then create your own headlines. Remember, the best headlines are based on the “tell-a-friend” method. (Textbook, page 84)
Putting the Package Together (Reference: pgs. 93-98)

**OBJECTIVE**
To understand how basic organization techniques and staff assignments help students produce a school newspaper.

**SUMMARY**
Organization and a staff management are essential for operating a successful school newspaper. The best way to organize and plan a smooth operation is to develop a staff manual. The manual should include a production schedule, job descriptions, and other essential information. The best way to put together a manual is to involve everyone on the staff in the process. By using a staff manual, it’s possible to assign stories and plan two or three issues in advance. In addition, carrying out the process outlined in the manual can make producing a newspaper a smooth-running and exciting achievement.

**Assignment 1 - Organizing the Work**

An important part of any big job is getting things organized. The same is true when it comes to producing a student newspaper. On a separate sheet of paper, create an organizational chart including a list of job descriptions. Refer back to previous chapters to help you decide which newspaper jobs to include in your chart. **Remember, this is just an exercise. You do NOT have to send this in with your exams.**

**Assignment 2 - Looking Ahead**

Another important part of planning for production of a student newspaper is knowing which stories to cover. What kinds of stories, features, sports, etc., would you include in a student newspaper? On a separate sheet of paper, write a futures list of 10 story ideas you would want to cover for your fictional newspaper. **Remember, this is just an exercise. You do NOT have to send this in with your exams.**

**Assignment 3 - Keeping Things on Schedule**

Even student journalists have to work under deadlines. The best way to keep up with what needs to be done to get a newspaper out on time is proper scheduling. On a separate sheet of paper, develop a production schedule for a fictional high school newspaper. Use the information from pages 97 and 98 in your textbook to create your schedule. **Remember, this is just an exercise. You do NOT have to send this in with your exams.**
From Planning to Publication (Reference: pgs. 99-114)

OBJECTIVE
To understand how a newspaper staff plans, produces, and distributes a publication.

SUMMARY
Operating according to a set plan can save you time, money, and anxiety when it comes to producing a student newspaper. Desktop publishing has greatly simplified the publication process for schools. In fact, computers and the latest publishing software allow most newspaper staffs to send their pages to the printer “camera-ready.” Some of the more important steps in producing a newspaper include securing the use of computers and software; finding a printing company to fulfill your needs; determining the newspaper’s format; and setting advertising rates that fit your budget. Finally, you need to set up procedures for page designing, photo editing, and caption and headline writing.

Assignment 1 - Nameplates

For this next assignment, you need a newspaper. Take a look at the very top of the front page. This is called the nameplate. On a separate sheet of paper, design a nameplate for your fictional school newspaper. Refer to page 108 of your textbook for a list of the information that should be included in the nameplate. Remember, this is just an exercise. You do NOT have to send this in with your exams.

Assignment 2 - Dummy Pages

Now that you have designed a nameplate for your newspaper, it’s time for you to make do the same for an entire page. Using the diagram on page 109 of your textbook, draw a miniature dummy page on a separate sheet of paper. First, try a dummy page that represents the front page of your fictional school newspaper. Then create a dummy page for an inside page, showing where stories, photographs, and advertisements would be. Remember, this is just an exercise. You do NOT have to send this in with your exams.

Assignment 3 - Photo Captions

In the best newspapers, pictures help tell a story along with the articles they accompany. Using the same newspaper from assignment 1, take a look at some of the pictures throughout it. Rewrite the captions on a separate sheet of paper. You may need to read the story the picture accompanies to get a better idea about what to write. Remember, this is just an exercise. You do NOT have to send this in with your exams.
Unit 3 EXAM

True or False
On your answer sheet, place a T for True or F for False next to the number that matches each statement about sports reporting and stories.

1. Better sports writing will follow when better reporting takes place. ___
2. You should report sports events the same as you would report news events. ___
3. A pre-event story only includes information from a team's practice sessions. ___
4. An advance story includes quotes from coaches and participants. ___
5. Significant trends, an analysis of the past season and outlook for the next year are all included in a postseason wrapup. ___

Multiple Choice
Entertainment writing can be one of the more creative assignments on a student newspaper. But not everyone does it well. Choose the letter next to the best choice to answer each question.

6. Entertainment writing consists more of features and _____.
   A. editorials
   B. profiles
   C. backgrounds
   D. opinion

7. The best student newspapers include reviews of books, television series, _____.
   A. plays and musicals
   B. videotape movies and plays
   C. records and tapes
   D. halftime shows and band concerts

8. Before attempting to review a movie or a CD, _____ the performers.
   A. interview
   B. photograph
   C. research
   D. critique
**Headlines**
Writing headlines isn’t easy, but most people can learn to do it through practice. Choose the letter next to the best choice to answer each question.

9. Most professional publications use the _____ or tell-a-friend system of writing headlines.
   A. telegram  
   B. telecommunications  
   C. straightforward  
   D. Format

10. _____ is NOT a technique for writing headlines.
   A. Make your headline simple and straightforward  
   B. Use specific facts and avoid generalizations  
   C. Make a complete statement with each headline  
   D. Contrast the tone of the headline with the tone of the story

**Putting the Package Together**
Match the newspaper terms on the left with their correct definitions on the right. There is one definition for each term.

11. Staff Manual  
    A. A certain date or time work must be completed  
12. Beat Sheet  
    B. A list of news and feature stories for future use  
13. Futures List  
    C. A list that shows when copy, pictures, headlines, etc. are due for each issue  
14. Production Schedule  
    D. A blueprint for producing a newspaper  
15. Deadline  
    E. A list of news sources and the reporters assigned to cover them

**True or False**
On your answer sheet, place a **T for True** or **F for False** next to the number that matches each statement about sports reporting and stories.

16. In some instances, desktop publishing can actually increase the amount of time spent producing a newspaper. ____
17. The main factors in selecting a printer are cost and location. ____
18. The availability of finances has nothing to do with the size and quality of your publication. ____
19. The best school newspapers use modular or block design. ____
20. **USA Today** uses a tabloid format. ____

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Unit 4 EXAM

Complete the following sentences. On the line provided on your answer sheet, write the letter of the correct answer for the following questions.

1. Scholastic journalism promotes essential _____.
   A. athletic skills
   B. communication skills
   C. study skills

2. The U.S. Supreme Court ruled that high school students have _____ rights.
   A. Fourth Amendment
   B. Fifth Amendment
   C. First Amendment

3. _____ is gained through accuracy, objectivity, and fairness.
   A. Credibility
   B. Ethics
   C. Restrictions

4. _____ is the art of presenting facts that are of interest to a group of readers.
   A. Journalism
   B. Communications
   C. Newswriting

5. The most important part of a news story is the beginning, which is also called the _____.
   A. lead
   B. topic sentence
   C. headline

6. The basic format for most news stories is the _____ Newswriting Method.
   A. QT-QT-LT
   B. LT-QT-QT
   C. QT-LT-QT
7. _____ indicates the source of information or quotations.
   A. Direct quotes
   B. Indirect quotes
   C. Attribution

8. _____ and reporters should work together as a team to produce the best story possible.
   A. Publishers
   B. Copy editors
   C. Photographers

9. Grammar, spelling, and style are secondary to _____ in the editing process.
   A. content and structure
   B. direct and indirect quotes
   C. research and attribution

10. Skillful _____ is essential to strong writing.
    A. interviewing
    B. reading
    C. copy editing

11. After the assignment of story ideas, the _____ provides a list of basic questions to ask during an interview.
    A. note taking
    B. research
    C. reporting

12. _____ usually provide the best feature story ideas.
    A. Violent crimes
    B. Sporting events
    C. Personal observations

13. A “drama” story that appeals to the reader’s emotion is called a _____ feature.
    A. human-interest
    B. news
    C. personality
14. A feature story has three parts—a lead, a body, and a _____.
   A. headline
   B. photograph
   C. conclusion

15. Many reporters write at least _____ different leads and endings before picking the one that best fits the story.
   A. three
   B. four
   C. five

16. _____, a newspaper’s “think” pieces, are designed to persuade.
   A. Columns
   B. Editorials
   C. Reviews

17. Effective editorials deal with _____ rather than personalities.
   A. facts
   B. opinions
   C. issues

18. _____ are the basic questions to ask and answer when writing sports and entertainment stories.
   A. How and why
   B. When and where
   C. Who and what

19. Entertainment reporting involves more _____ writing than sports reporting.
   A. creative
   B. investigative
   C. opinion

20. A newspaper’s _____ attract the readers’ attention and tells them what a story is about?
   A. headlines
   B. photographs
   C. editorials
21. The most popular system for writing headlines is the “tell-a-friend” or ______ method.

A. gossip  
B. telegram  
C. telephone

22. ______ and a staff management plan are the basis for a successful school newspaper.

A. Advertising  
B. Reporters  
C. Organization

23. The best way to organize and plan a smooth newspaper operation is to create a ______.

A. staff manual  
B. newspaper staff  
C. staff directory

24. School newspapers are a lot easier to produce these days thanks to ______.

A. camera-ready proofs  
B. desktop publishing  
C. advertising

25. When it comes to format, a traditional newspaper is known as a ______.

A. tabloid  
B. broadsheet  
C. daily

End of this Exam

Please send in ALL your answer sheets for this lesson now so we can send you your next lesson
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