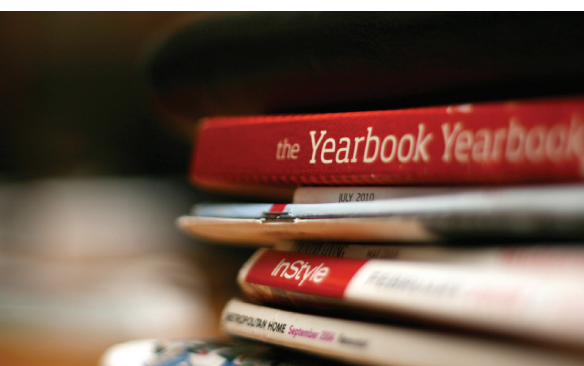
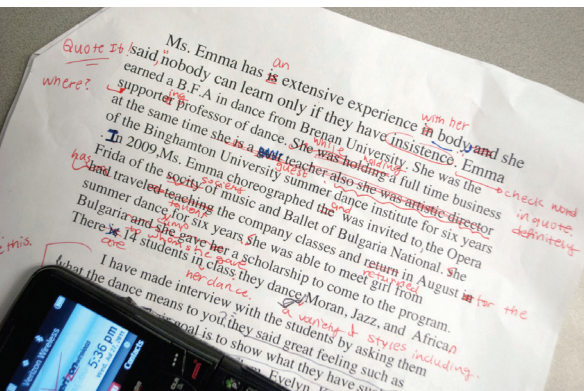
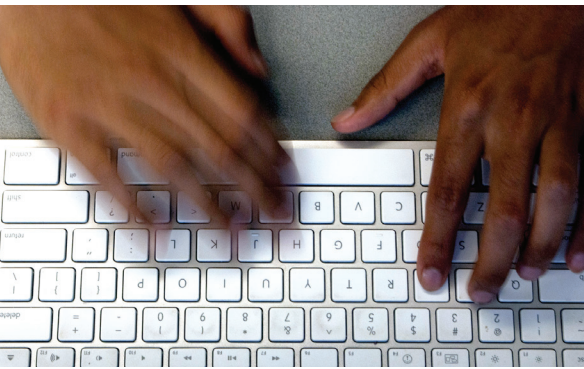


SCHOLASTIC JOURNALISM



12th Edition

C. DOW TATE AND SHERRI A. TAYLOR

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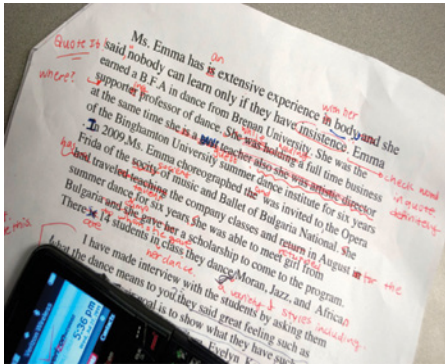
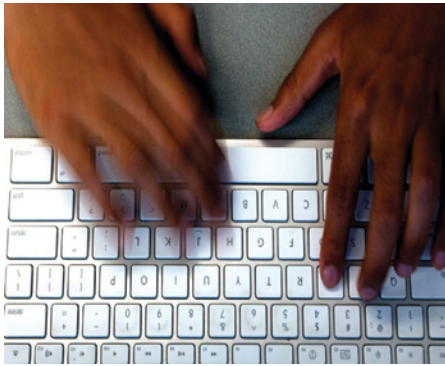
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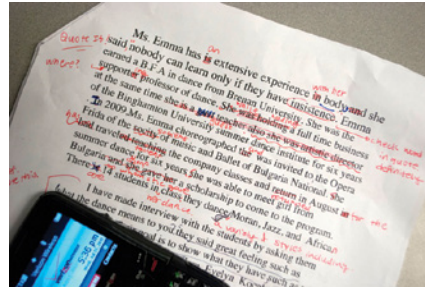
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PREFACE



A GROUP OF FRIENDS CHATTER OUTSIDE the band hall. The phone buzzes heralding a new text. Sirens scream outside the chemistry lab windows. So what are they talking about? What does the text say? Where are the police going? These are the questions any student would have.

Students may not realize it, but their inborn curiosity is a huge asset. If they like to ask questions and get answers, they have a journalist's instincts. Their hands may not shoot up as often as they did in second grade, but we know that those questions still bounce around in their heads. Scholastic journalism provides an outlet, a forum that encourages students to explore and apply their natural curiosity.

This textbook builds on our desire to know what is going on in the world around us. Students will learn how to collect information through interviewing and research. They'll learn to communicate through text, design and photos. They'll learn to create stories that are relevant, accurate and important for their school, their classmates, their audience.

While we've seen numerous newspapers shut down in the last decade, we understand that journalism isn't dying, it's merely evolving. The range of media at our fingertips is constantly growing. In this tumultuous era of 24-hour news, enhanced by the opportunities of social and new media, the need for scholastic journalism training is also growing. The skills that young journalists learn – writing, designing, questioning, problem-solving, computing – are as valuable now as ever. Giving young people the skills to think for themselves will serve the generation and the public well.

Good journalism is alive in student journalism programs across the country. In the following pages you'll find a wide array of examples showcasing articulate, insightful and creative student writing, photojournalism and design in school websites, newsmagazines, newspapers and yearbooks. High school reporters across the country are tackling relevant stories that impact their classmates and communities. The school reporter can tell the story of the

softball player with the stamina to battle through cancer, highlight a teacher's musical success on YouTube or enlighten an audience to the dangers of prescription drug abuse.

This textbook, the latest edition in the book's 60+ year history, embraces the changes that the Internet has brought to journalism. Students will learn the basics of journalism to be used in blogs or webcasts, online galleries and online posts.

This book is written for the 21st-century classroom. It's for the classroom filled with students who are constantly bombarded with texts, tweets and fast-moving information. And it's for the teachers who have to prepare those students to be competitive in an ever-changing marketplace. This edition has been revised to include more user-friendly features. The Test Your Knowledge questions and Quick Exercises break up the text into manageable chunks and offer readers the chance to check their comprehension and apply their new skills throughout each chapter. The weblinks provide quick references and resources for interactive and extended learning possibilities. An instructor's manual and wealth of supporting online resources to accompany the book can also be found at www.wiley.com/go/scholasticjournalism.

Whether the information comes through a mimeographed paper or a podcast, we will always have an interest in the life around us and there will always be a need for curious minds to inform, educate and entertain us. And beyond scholastic journalism, we believe the skills students learn from this textbook will benefit them – in journalism or in whatever career they pursue.

In the fast-changing world of technology and mass media, vibrant fresh ideas often come from the next generation. We encourage students to have the confidence to be creative visionaries. We believe this book will provide the foundation for strong scholastic journalists who can become active, thoughtful and responsible members of the media and society.

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Tom (Thomas) E. Rolnicki (1949–2009) was an author of this textbook from the 8th edition through the 11th. Tom was the executive director of the National Scholastic Press Association and the Associated Collegiate Press for 26 years. During that time, he wrote many and edited all of the association's publications. A career educator, he taught at high schools, colleges and universities in Wisconsin, Iowa and Minnesota and spoke at journalism conferences, workshops and conventions throughout the United States and Canada and in other countries, including Croatia, South Korea, Germany, the Czech Republic, Finland and Slovenia. Rolnicki was honored with the Carl Towley and Medal of Merit awards from the Journalism Education Association and the Gold Key from the Columbia Scholastic Press Association.

WALK THROUGH

UNDERSTANDING NEWS

1

“News is what affects the greatest number of people with the greatest intensity. Telling my community the news lets me tell people what’s likely to affect them and how much it will affect them. If people don’t know something is happening and don’t know how it will affect them, they can’t do anything to change or stop what affects them. If people know something is likely to happen to them, then they have a choice of what to do about it. The news and journalists give people choice about how to shape their lives, their neighborhood, their community, their world. The news allows people to change the bad and promote the good.”

Charlotte Gimes, Knight Chair in Political Reporting, S.I. Newhouse School of Public Communications, Syracuse University

LEARNING OBJECTIVES

After completing this chapter you will be able to:

- determine the core values that create interest in news
- understand the role of audience in making news decisions
- make informed decisions about covering and publishing news, in both print and online editions
- understand how using a beat system will help you cover your school in an organized way
- understand how to find the sources that will provide the best information for your stories
- provide coverage of your school’s diverse populations.

Scholastic Journalism, Twelfth Edition, C. Dow Tate and Sherri A. Taylor,
© 2014 John Wiley & Sons, Inc. Published 2014 by John Wiley & Sons, Inc.

Timeline

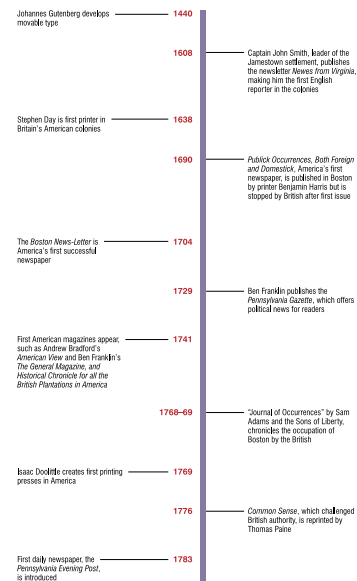
The timeline traces the development of journalism and scholastic journalism in America and provides the reader with valuable historical context.

Chapter opening page

Each chapter begins with a thought-provoking and instructive quotation and a list of key learning objectives to help the reader navigate the text.

TIMELINE

Journalism key events



HELPFUL TIPS

Tips for writing successful human interest features

- 1 Select only the details necessary to develop the story's dominant emotion or theme. Don't overload your story.
- 2 Try to present your story in an original, clever way to hold reader interest.
- 3 Consider writing to a particular reader, not just to anyone. This technique can help you develop a conversational tone.
- 4 Avoid presenting your story in the form of a condensed summary, which will not let your reader become engaged with the material. A reader must become a witness to events if the story is to be successful. Do not say someone was angry, for example. Let us see the person in an actual scene.
- 5 Follow the lead with concrete, specific details and examples.
- 6 Try to include some dialogue if possible. The story becomes more personal because your readers will "hear" the persons involved.

Keen observation and intellectual curiosity will guide you toward many human interest stories. Keep an eye out for interesting little events, traditions, oddities and surprises as possible stories. No doubt there are a variety of minor incidents and situations in many of your classes that could be developed into good human interest stories that would amuse your paper's readers.

Look for possible story ideas in:

- any situation or incident that makes someone smile or laugh
- any situation or incident that arouses someone's sympathy
- any situation or incident that is unusual.

The human interest feature is not usually written in the inverted pyramid order. Many human interest stories use a narrative or chronological order or some combination of these.

In the following human interest feature, the author gives the reader a glimpse of the physical and mental struggles of dealing with a rare form of cancer. Look for the strong use of anecdotes about a fantasy novel and a grilled cheese sandwich, which the writer uses to give real and personal insights that are characteristic of a human interest piece.

She isn't attached to her hair. Never has been. She always considered herself kind of a tomboy, and she had worn it pageboy short early in life. So when senior Rachel Hoffman began to lose hers, she wasn't fazed.

"When it started coming out, I just thought it was so cool," Rachel said. "I remember going out to the nurse's station holding a lock of it and going, 'Look what happened; this is so cool!'"

But Rachel shouldn't be here to talk about it today. At age 12, she was diagnosed with myelodysplastic syndrome with monosomy 7, often referred to as pre-leukemia. Rachel's body was unable to make normal blood cells.

"The cancer cells in bone marrow take over everything," Dr. Jignesh Dalal, Director of Bone Marrow Transplant at Children's Mercy Hospital, said. "They don't allow normal blood cells to be made in bone marrow, and you need your blood cells to survive."

The prognosis wasn't good. Rachel didn't want to know what her chances of survival were, but her mother, Torie Clarke, wanted to hear it. She wanted to know what Rachel was up against. Rachel had a 15 percent chance of making it past five years.

"She shouldn't be alive," Clarke said. "There's no reason—medically, clinically, logically—that she should be alive."

There might not be any explanation for her escape from death, but in life, Rachel Hoffman has always searched for the good in a bad situation.

[...]

Newsflash

Newsflash boxes throw a spotlight on specific aspects of scholastic journalism, allowing the reader to explore them in greater depth.

Helpful tips

Helpful Tips boxes include useful checklists of dos and don'ts as well as a wealth of easy-to-apply guidelines and advice aimed at assisting students in making the transition from reading about scholastic journalism to practicing it.

NEWSFLASH

Resources for copy editing

A good copy editor needs to have quick access to a wide range of resources, including:

- A current journalism stylebook, such as those published by the Associated Press or *New York Times*, as well as the student publication's more specific style sheet. Online subscriptions to major style guides can offer search features and reflect updates to the style.
- A dictionary and thesaurus, even if both are built into your wordprocessing program. An online subscription to the *Oxford English Dictionary* (ot.oed.com) will be useful. The text review within a wordprocessing program should be customized to reflect your publication's style sheet, frequently used names and other words common to high school events and topics.
- A school directory that lists all students, faculty and staff, so the reporter and editor can verify the spelling of names and, for faculty and staff, titles. This information may be available electronically in some schools through the registrar or data clerk.
- Local business and residential telephone books (or access to online versions) to verify the spelling of names and to check addresses.
- An almanac and biographical dictionary, useful for verifying facts and the names and accomplishments of well-known persons who may be cited in stories.
- A grammar handbook with a quick reference section, helpful for both reporters and editors. The copy editor may want to prepare a list of the most common grammatical errors to post in the newsroom.
- Back issues of the school newspaper and recent school yearbooks and magazines, to verify information in story updates and for ongoing coverage.

- Check all figures and statistics, especially to see that parts add up to the right total and that all percentage breakdowns add up to 100 percent.
- Be especially careful of dates and times. Check every date, month and day with the calendar.

The copy editor should evaluate each story to make sure it provides the most important relevant information. If not, he should research the missing factual information or return the story to the reporter. The copy editor should not make a guess about any assertions of fact and should double-check all such assertions before changing them.

The copy editor should make sure the writer has cited the proper source for each piece of information. If a science teacher says three teachers are retiring, the copy editor should have the writer double-check this news by interviewing the principal.

Journalists should typically avoid encyclopedias, weekly newsmagazines, books and newspapers as sources for research. The writer should use these sources as background, then go straight to people for interviews.

For depth in the story, the copy editor should suggest the reporter consider these as possible sources:

- Students
- Student polls
- Teachers
- Parents
- Alumni
- District statistics
- Local doctors/psychologists
- Regional education administrations
- Municipal/county statistics
- Professional sources
- Building or local administrators
- Local college professors
- Teens at other schools

IN ACTION

Clarifying the news story focus

Most high school publications hold regular meetings, where the staff members' story ideas for upcoming editions are discussed. Such meetings often generate lists of story ideas, where possible pieces are sketched out and compiled for editors to comb through at a later date. In preparing for such a meeting, it is important to write out clearly focused story ideas, with specific details. Make sure that your ideas are more than just topics, such as "recycling" or "standardized testing." Make sure there are specifics in your story idea, preferably with a local angle. You should always ask yourself the following basic questions to decide if a story idea is feasible and sufficiently focused:

- Is something new, changed or different?
- Do we have solid and accurate sources for the news tip?
- Do we have verifiable facts from which to build the story?

Here are some examples of story ideas:

Poor: "School store. Heard it might be opening."

This is merely a topic without any development.

Better: "The school store is reopening next Friday. The store closed last year after losing a lot of money. The business teacher said the principal approved the reopening. The story should cover the entrepreneurial class plan to oversee cash flow and inventory to improve sales."

This story idea has a definite time peg—the reopening date. The reporter also has a reliable source in the business teacher. As a result, the story is more than rumor. It's the start of a plan for what to cover. A good specific list of sources might strengthen this story idea.

the administration canceled the first basketball game? Where is the monthly dance we usually have in the gym going to be held?

For a more political focus to the story, Selena might also ask: How much did the new flooring cost? How much will repairing the damage cost? Where's that money coming from? What part of the budget is going to be cut to pay for the damage?

The development of the story beyond the lead should answer these questions. The reader should learn something new with each successive paragraph. As shown in Figure 3.3, the remaining information will be presented in descending order of importance. A good reporter will weigh her collected information on the basis of audience impact and interest, and organize the story accordingly.

While a straight news lead on the story above would, like a tweet, highlight the flood damage to the new gym floor and note the source of this information, the next paragraphs should develop other issues, such as the possible cancellation of next week's basketball game. The discussion of the dance would probably come next. Why? Because these last two topics impact the teen audience directly and immediately.

The key to developing a news story is a writer's ability to think through all the relevant questions that need to be answered and to seek out legitimate sources to use and quote.

The sources within a story should all be qualified, relevant sources as discussed in Chapters 1 and 2. Writers should ask themselves: "Who is going to make an impact on this story?" or, "Who will the story make an impact upon?" In the gym flooding story, the original information comes from the assistant basketball coach. A more authoritative source for information on the gym floor and its consequences for the game might be the head basketball coach. The head custodian would be a relevant source for clean-up efforts. The principal might be able to address long-term plans for the gym and activities held there. The superintendent or district public relations representative might speak to the costs of the renovation and the repairs. To confirm such information, the district insurance company's representative could also be contacted. Basketball players impacted by the flooding would be relevant sources, as would Student Council officers who might have to change plans for the dance. Seniors looking forward to their last gym dance and displaced physical education students could add further perspectives.

News writers should avoid onessource stories. The saying is "there are two sides to every story," but the reality is there are many more, and reporters should try to draw on as many as possible.

Words of wisdom

In *Words of Wisdom* boxes industry professionals and teachers share helpful secrets, tips and advice that will both instruct and inspire readers.

In action

In Action boxes take the reader through the thought process of making key decisions and explore worked examples.

WORDS of WISDOM

Whether you have five minutes to interview someone, or all the time in the world, it is important that you establish a connection with the person you are interviewing before you start rolling a camera or go on the record. If you go to the interviewee (which I prefer because you catch the subject in an environment that is comfortable) look for things like photos, school logos or anything that your interviewee has around them that is important to them. Ask the person about a few items and try to find something in common. The more you make a connection with the interviewee before you go on the record, the more open the person will be with you on the record.

Ellen McNamara, Anchor/Reporter, KSTP Minneapolis-St. Paul

Take notes, even when recording an interview. Voice recorders may fail or batteries run out. Taking notes can provide assurance to the subject that the reporter is engaging with the information and has a backup if the recorder doesn't work. An efficient reporter will also make use of the timer on the recorder or smartphone. She will make note of the times of good quotes, so that they can be easily located later on, when she is transcribing parts of the interview, typing them out word for word.

A good reporter will make sure to identify and write down the best direct quotes from the interview. A direct quote, or the exact words a person says, will be useful to recreate a real sense of the subject's experiences or insights. Direct quotes should always be accurate and enclosed in quotation marks. Each direct quote should include attribution, a phrase explaining who said it. Other answers from the interview may be important for the story but not so important that the information needs to be repeated word for word. In this case, reporters can paraphrase, or provide an indirect quote, by summarizing the information in their own words, without quotation marks, but still attributing it to the source. Journalists are often told to "paraphrase fact, quote opinion" when discussing direct and indirect quotes.

Examine the differences between the following two versions of a story about a student who lost both parents within the same year. In this section of the story, the girl describes the weeks leading up to her mom's death. What does the direct quote communicate that the indirect quote does not?

Direct quote

"We didn't know how much time she had when she first got sick so she made a point to tell [us daughters] we're not gonna fight about dumb things, we're not gonna go to bed angry, we're just gonna love each other," junior Maddie Cardell said. "I remember her telling me, 'You're gonna be happy, you're gonna be fun and we're gonna have a good relationship instead of fighting with each other and just love each other.'"

Indirect quote or paraphrase

Junior Maddie Cardell said she didn't know how much time her mother had to live so they agreed not to fight or go to bed angry.

A good reporter will begin identifying good quotes as the interview proceeds. Cliches, or over-used phrases, can be left aside and vague language may be worth only a line or two on a reporter's notepad. Good quotes must be recorded accurately, since they may form the heart of the story.

In some cases, neutral reporting methods may offer more sensitive methods of topic coverage. For instance, rather than using anonymous, first-person accounts of student drug use or sexual activity, interviews with professionals may provide less controversial, though perhaps not as interesting, coverage. Student journalists must make sure they cover topics responsibly and appropriately for their audiences.

Many topics that can be covered in depth are far less controversial and serious. Schools continue to face the same difficulties as the community in general and community publications may provide a good source of inspiration. However, reporters should focus on the concerns of their specific readers as primary topics for in-depth coverage. Drawing on the best system already in place on most publications staffs (see Chapter 1 for more information on covering beats), student journalists can keep an eye out for areas of concern. Assessing the local news value of each story is as important for in-depth coverage as it is for straight news reporting. Issues that affect urban schools may not affect suburban schools. Issues of concern to small schools may not affect larger schools.

School governing boards

The decisions made by the school board or the school's governing body affect every student at your school. Is the district considering a change in graduation requirements, a change in the length of the school day or year, requiring students to wear uniforms, allocating money for new facilities, debating whether to hold a bond election or a tax levy for a special project? All of these topics would be of concern to student readers. Someone from the student newspaper staff should attend all school board meetings, especially when policy changes are being discussed. Debate over major policy shifts starts well in advance of the actual change. Reporters carefully following these discussions will be on top of the issues before the decisions are made and can already be gathering relevant information.

Beyond the local school board, your state's educational governing body will also make decisions that affect your school. Many of these decisions are studied for months in advance. Monitoring the decision-making process will offer opportunities to share possible changes with readers and report their initial reactions. National educational trends and federal policies may also have an important impact on your school community.

When the school board began studying the importance of summer school in the context of budget cuts in the Clayton High School district, the *Globe* newspaper reported the changes that might be coming if the board adopted a plan. The story was reported in the winter, preparing students for the possibilities while the board's discussion was going on.

Athletics

Athletic programs in schools are rich areas for in-depth reporting. How does the athletic department monitor use of illegal substances such as growth hormones and steroids among athletes? Does the school have an athlete who is being heavily recruited by colleges or professional programs and is getting a lot of attention? Is the school restricting participation of athletes who suffer concussions? Who decides how much funding is provided for sports in the school, and is it equitable among major/minor sports and men's/women's sports? Do programs share equal facilities for equal amounts of time? Is the school or the state athletic governing body considering restricting, which would change the scheduling of your teams and their opponents? Is there an honor code for athletes? Reporters should speak frequently to coaches and athletic directors in the school.

At Francis Howell North High School (FIN) in St. Charles, Missouri, the *North Star* newspaper and FINtoday.com website reported in April 2012 on the district's plans to build new baseball and softball fields by fall of 2013. These fields were additions to its only facility, a turf stadium for football. Knowing the plans were in the works allowed the reporting.

Curricular areas

Maintaining contact with the heads of curricular programs, school department heads and others who make decisions about academics will enable student journalists to monitor changes in

WWW

WEBLINK Check out www.investigatingpower.org. This site presents noteworthy coverage of topics from civil rights to Watergate in video interviews with some of the reporters who covered the stories. It also features interviews with reporters on topics of concern to investigative journalism.

WWW

WEBLINK Check out www.nhhs.org. Students who cover sports can obtain significant information on high school sports governing bodies throughout the United States at this site. The site also includes information on state high school fine arts associations.

Quick exercise

Quick Exercise boxes appear throughout each chapter and give students the chance to apply their knowledge through short individual and group projects.

Weblinks

Weblinks direct the reader to online references and resources for interactive and extended learning possibilities.

Quick Exercise

For the following story, develop a source list with lines of questions for each source.

Two sixth-grade girls were suspended for three days after violating the new district-wide hugging ban. An assistant principal caught them hugging in the cafeteria. The girls had just found out they had placed first and second in a county-wide essay contest. One of the girls has two sisters in high school. You've heard from your friends that one of the sisters said her parents are seeking legal help in the case.

Each paragraph in a news story:

- should usually cover just one idea – news paragraphs are written for a busy reader who might skim and needs to pick up as much information as efficiently as possible
- should advance the story, giving the readers fresh information different from that of the previous paragraph
- should generally be one to three sentences, although exceptions are possible
- should be relevant to the overall focus of the story.

In the body of the following *Harbinger* story on the rise in cyberbullying, Shawnee Mission East's Andrew Goble gives an example of a Twitter site used to post anonymous comments. Within the first two paragraphs he helps the reader understand the reasoning of the Twitter account's creators. He also, by giving the number of posts and followers, shows how public and potentially-humiliating its posts can be.

Wilson started his account with a friend last fall. It posts "gossip" such as rumored party mishaps and potential parties; as of press time, it had posted 40 times and had 383 followers. When they started last fall, their goal was to just make people laugh.

"We thought it would be funny if no one knew who was writing it, just ridiculous events were reported on, in kind of a lighthearted manner," said Wilson. "Yeah, [getting tweeted about would] be embarrassing, but it's supposed to be like, 'Yeah, my antics were reported on.'"

News stories should provide objective development of the story. While the standard of objectivity is generally taken to mean that a writer shouldn't put his own opinion in a piece, it also means that writer should show both if not multiple sides to an issue. While some readers may agree with Wilson that the comments are just jokes, the writer also explores the perspective of those who object to the negative impact the tweets could have. Not everyone feels it is harmless. Sophomore Julie Sanders* was devastated when she was mentioned on a post on SMEGossipGuriz.

"I just remember not wanting to go to school," Sanders said. "It was like the first week of freshman year, so I didn't know anyone and I called [friend's name omitted to protect identity] crying, 'What am I going to do?' You feel like everyone is staring at you ... you feel like the whole school is talking about you."

News sources need to be relevant to the focus. They should generally be identified by first and last name with some explanation as to why they are relevant. In the previous example, the writer decided to change the names of the sources and mark them with asterisks to protect their identity. Anonymous sources should be the exception rather than the norm because concealing

* denotes name changed to protect identity.

- School organizations or clubs
- Book authors
- Advocacy organizations, such as Mothers Against Drunk Driving or the National Rifle Association.

Clarity and conciseness

Once the copy has been corrected for reporting errors, the copy editor should ensure that each sentence and paragraph is clear, direct and well-organized. If the copy editor thinks to herself, “Huh? I don’t get that” or “Wait, I need to reread that sentence,” the writing probably isn’t clear. If she finds herself thinking, “I really want to stop reading now,” then the writing probably lacks concision. More than likely, the writer needs help reorganizing paragraphs or recasting sentences.

Both experienced and novice copy editors can use the following list of tasks to guide their work:

- If any paragraphs need to be rearranged, do so.
- If paragraphs are repetitive, combine them or delete one.
- If paragraphs are too long, divide them.
- If the copy has long lists of names, put them into a sidebar or replace them by summarizing the contents.
- Emphasize an important idea by placing it at the beginning of a sentence or paragraph.
- Tighten the writing by eliminating unnecessary words, phrases and clauses and by combining related expressions.
- Simplify complicated sentences.
- Energize sentences by changing passive voice verbs to active voice. Occasionally, the passive voice may be desirable. In the following sentence an active-voice verb is better.

The Wampus Cats played a strong defensive game. (*Not: A strong defensive game was played by the Wampus Cats.*)

In the next sentence a passive-voice verb is better because it features the subject.

Tom Lynch was reelected Student Council president. (*Not: The student body reelected Tom Lynch Student Council president.*)

Test your knowledge

List three types of sources, in addition to students and teachers, that a copy editor could suggest reporters draw on for a story.

- Eliminate trite expressions.
- Strive for sentence variety.
- Improve diction by using specific and precise words: *quibble* is different from *argue* or *debate*; *nice* is general for *affable*, *kind*, *pleasant* or *desirable*; *could* is a synonym for *frank*, *impartial*, *open*, *sincere*, *straightforward*, *truthful* and *unprejudiced*, but with its own special meaning; *tree* is general, while *pine*, *oak* and *elm* are specific.
- Eliminate editorial commentary unless the story is a column, an editorial or a review.

Detail

While a copy editor may correct spelling, style and grammar mistakes along the way, the possibility is always there that errors will be introduced in the copy editing process itself. A final careful review of the story is essential. The credibility of the writer and the publication depend on it. The reader who sees three spelling errors in one paragraph will doubt the accuracy of the reporting in the rest of the story.

Key terms and glossary

Key terms are introduced in bold and clearly defined both in the text and in a complete Glossary at the end of the book.

Test your knowledge

Test Your Knowledge questions provide readers with the opportunity to check their comprehension of the material they’ve just encountered.

GLOSSARY

- Academics section** the part of the yearbook covering classroom and learning activities both at school and outside of school
- Actual malice** legal term of art which means libel was published either with known falsity or reckless disregard for the truth
- Advance story** announce-one-time story for coming event
- Advertising director** the staff member chosen to lead the advertising program; person who collects and organizes advertising information for salespeople to arm and train salespeople
- Advertising policy** a written policy that details the publication’s guidelines concerning ad sales and use in the publications
- Advocacy editorial** editorial that interprets, explains or persuades
- Agate type** the smallest point size in type a publication uses; traditionally used for sports scores and classified ads
- Air** white space (“fresh air”) around type and illustrations
- Align** instruction to bring type into straight line
- Alignment** bringing lines of type or design elements into common starting and/or ending points
- Alt key** see **internal margin**.
- Alternative copy space** use of a different form of content, often visual or presented in a different form from a traditional prose story
- Ampersand** symbol for *and* (&)
- Anchorperson** principal person in charge of newscast
- Anecdote** interesting short stories that help bring an experience to life
- Angle** point of view from which something is written
- Anonymous source** source whose name is changed or omitted in a story to protect the source from harm or because the story’s subject is sensitive or controversial
- Aperture** the size of the opening on a camera lens
- Apology** type of correction published in cases of extreme or outrageous behavior or mistakes
- Art illustration(s)** to accompany stories or ads
- Art head** specially designed headline that may break away from consistent typefaces or styles used in the rest of the publication
- Ascender** area or loop that extends above x-height of letters; includes the letters *b, d, f, h, k, l* and *t*
- Assignment book (sheet)** record of reporters’ assignments kept by editor
- Associated Press** cooperative wire news service owned by its member newspapers and radio and television stations. See **wire service**.
- Attribution** a statement fixing the source of information in a story
- Audience** the people who read, view or consume the news
- Auto leading** computer setting that adds a percentage of the point size of the active typeface to the space between lines
- Backgrounding** the process of reading and doing research in preparation for asking questions and interviewing sources for a story
- Balance** in writing, refers to facts in stories being given proper emphasis, putting each fact into its proper relationship to every other fact and establishing its relative importance to the main idea or focus of the story; in design, refers to the weight of the page appearing even
- Banner (streamer)** on-line head that extends across top of page
- Bar** thick rule used for decoration or to reverse a line of text
- Baseline** the imaginary line upon which all type letters sit
- Beat (run)** reporter’s specified area for regular news coverage; scoop or story obtained before other media can print or air it
- Beat system** a plan to cover routinely all potential news sources in a specific area
- Big on the body** typefaces with large x-height proportions to capital letters
- Biweekly** publication that appears once every two weeks, as distinguished from *semiweekly* (twice a week)
- Black letter type** commonly known as Old English typefaces, these types are of Germanic origin and are used primarily in newspaper nameplates or flags
- Blow** illustrations and type extended beyond regular page margins to outside page edges
- Blog** online commentary, usually dealing with a specific area of knowledge and appearing on a regular basis
- Blur** in a photograph, indicates movement by the photographer during the exposure
- Body copy** the text that verbally tells the story on the page
- Body type** type used for main text, as distinguished from headlines; generally between 9 and 12 picas in height
- Boxface (BF)** heavier, blacker version of type style
- Book** in magazine terminology may mean magazine (as in “back of the book”)
- Border** line or frame that surrounds element in design
- Bounce flash** diffused flash softened by aiming the direction of the flash at a low, light ceiling or wall and allowing the flash to shower the subject with light
- Breaking news** coverage of an event as it is actually happening
- Broadsheet** full-size newspaper, often measuring 14 × 21 inches
- Budget** list of content for newshole (non-advertising space) of newspaper
- Bullet** visual or typographic device, usually at beginning of paragraphs or before items in list
- Burning in** in a traditional darkroom or through computer imaging software, adding tone to an area of a print that would print without detail
- Byline** author’s credit printed with the story

FIGURE 6.2 “Swim and dive win divisional relay carnival” by Sarah Harper, Silver Chips Online. Montgomery Blair High School, Silver Spring, Md., Jan. 9, 2011. Reprinted with permission of Silver Chips Online.

News websites give high school writers the opportunity for timely game stories posted the next day or even the night of an event. In this Silver Chips Online story, the reporter recaps the highlights of a recent meet with times and placings. A coach interview allows readers to get his insight into the meet and the team's performance. Some publications even post live game updates via Twitter or Facebook.

The screenshot shows a news article on the Silver Chips Online website. The main headline is "Swim and Dive win divisional relay carnival" by Sarah Harper. The article text includes: "Blair swim and dive (2) placed first overall in the Division II relay carnival this Saturday with a combined score of 88, edging out the closest competition by 30 points. Separately, but came in second: the boys trailed one point behind Rockland County and the girls trailed one point behind the boys." It also mentions a coach interview with Charlie Demma and a photo of a swimmer.

But the game story is not a play-by-play recap. Instead, the game story provides insight into the main storylines behind a particular win or loss.

A good sports reporter writing a game story will look for key statistics, trends or moments to weave into the story. A particularly striking or representative statistic can provide the lead for a game story. A senior's three-run homer that changed the momentum and started a 10-run inning may be worthy of the story's primary focus.

Reporters covering high school games generally have to calculate their own game statistics. Coaches may provide statistics but not quickly enough for deadline purposes. A game story writer needs to understand the sport well enough to record and calculate statistics. For example, a football reporter should know that if a quarterback is sacked for a 10-yard loss, the yards are deducted from rushing yards even though he was trying to pass.

The game story is typically written in inverted pyramid structure. The lead can draw on the variety of leads discussed in Chapter 3 and does not have to be a **summary lead**, a lead that much

Exercises

End-of-chapter exercises provide students with assignments and projects that can be done in class or at home, and which offer an opportunity to apply their knowledge in practical and creative ways.

Figures

Vibrant images showcase excellent examples of creative student writing, photojournalism and design in school websites, newsmagazines, newspapers and yearbooks.

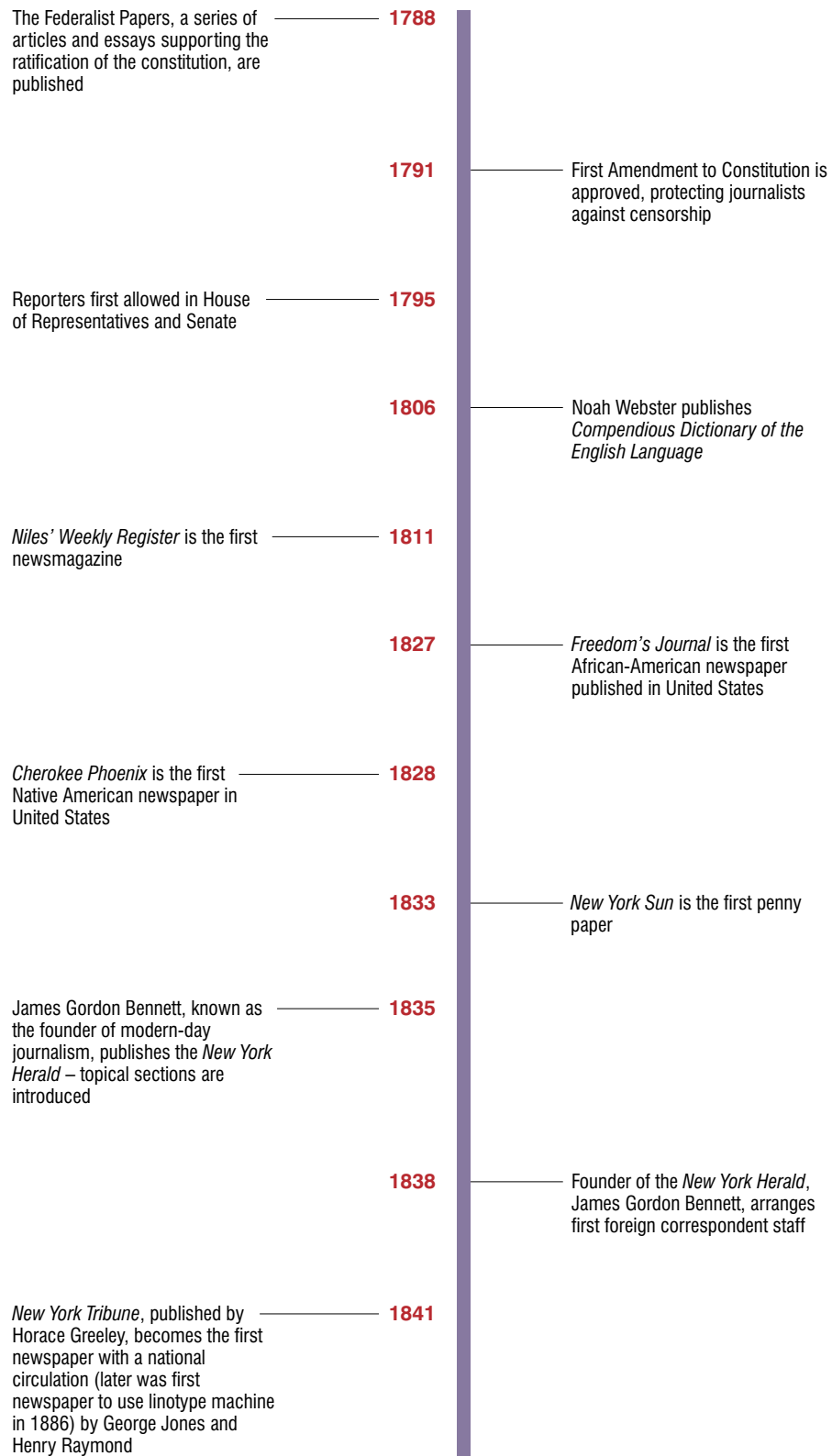
EXERCISES

- Develop sources and lines of questioning for these story topics:
 - A student's parent has been injured or killed in a military conflict.
 - A student magician wins a regional talent show.
 - The school district board votes to begin using a breathalyzer at all school dances.
 - A star athlete is being recruited by 10 different Division I schools in both football and basketball.
- Choose 15 minutes of an activity to observe (for example: a choir practice, a science class experiment or skateboarders who try out tricks at the local skatepark).
 - For the first 10 minutes, write down as many specifics as you can observe, noting details about both the environment and the people.
 - For the next two minutes, write down a series of single words or phrases that describe your observational focus. Circle the most appropriate focus word or phrase. For the last three minutes, note any additional observations that fit that focus.
- Choose a partner in the class to interview, one on one, about any of the following subjects. Make sure to ask follow-up questions to get details and anecdotes.
 - A time in your life when you had to deal with an emotionally difficult situation.
 - A time in your life when you were involved in a victorious team effort.
 - The best time you had with your family.
 - A time when you really learned from a failure.
- Information scavenger hunt. Identify the following information by interviewing sources within your school community, making sure to have a valid source with first and last name and relevant title for each, or by doing Internet research and making a note of the simplest forms of the website addresses.
 - teacher with most experience
 - school's first principal
 - school tax bill for a \$100,000 home in your district
 - next SAT testing date and deadline
 - school's total student population reported to the state last year
 - nation's second wealthiest person under 40
 - three items on the agenda of the next school district board meeting
 - last sports team at your school to win a state title
 - names of four U.S. Supreme Court justices
 - number of students on free and reduced lunch program within school.
- Pick a story from a daily news website or newspaper. Choose the three best quotes from the story. Pair up with another student and decide which of your combined six quotes is the strongest. Explain why.
- Write out four follow-up questions for the following quotes:
 - For a story about a girl who made her prom dress from candy wrappers: "I had a great time collecting all the wrappers."
 - For a story about a 14-year-old boy rescued atop a 250-foot waterfall: "I don't know why I climbed out there. I just thought it'd be cool."
 - For a story on senior football players who have lost 20 straight games: "I still enjoy the game. I think we're still committed to each other and to winning."
 - For a story on the student musical "The Lion King": "We really worked hard on creating the annual masks. Those were the biggest challenge."

TIMELINE

Journalism key events

Johannes Gutenberg develops movable type	1440	
	1608	Captain John Smith, leader of the Jamestown settlement, publishes the newsletter <i>Newes from Virginia</i> , making him the first English reporter in the colonies
Stephen Day is first printer in Britain's American colonies	1638	
	1690	<i>Publick Occurrences, Both Foreign and Domestick</i> , America's first newspaper, is published in Boston by printer Benjamin Harris but is stopped by British after first issue
The <i>Boston News-Letter</i> is America's first successful newspaper	1704	
	1729	Ben Franklin publishes the <i>Pennsylvania Gazette</i> , which offers political news for readers
First American magazines appear, such as Andrew Bradford's <i>American View</i> and Ben Franklin's <i>The General Magazine</i> , and <i>Historical Chronicle for all the British Plantations in America</i>	1741	
	1768–69	"Journal of Occurrences" by Sam Adams and the Sons of Liberty, chronicles the occupation of Boston by the British
Isaac Doolittle creates first printing presses in America	1769	
	1776	<i>Common Sense</i> , which challenged British authority, is reprinted by Thomas Paine
First daily newspaper, the <i>Pennsylvania Evening Post</i> , is introduced	1783	



Groups of newspapers come together to create news-gathering service to supply foreign news by ship and telegraph (what would become AP, Associated Press) **1849**

1851 *The New York Times* is founded, best known for its high-quality writing

Associated Press receives first cable transmission of European news through transatlantic cable **1858**

1870–1900 Number of daily newspapers quadruples while the US population doubles; introduction of telephone and typewriters change the newsroom; cables linking United States to the UK and Asia increase speed of news; photographs start appearing in newspapers

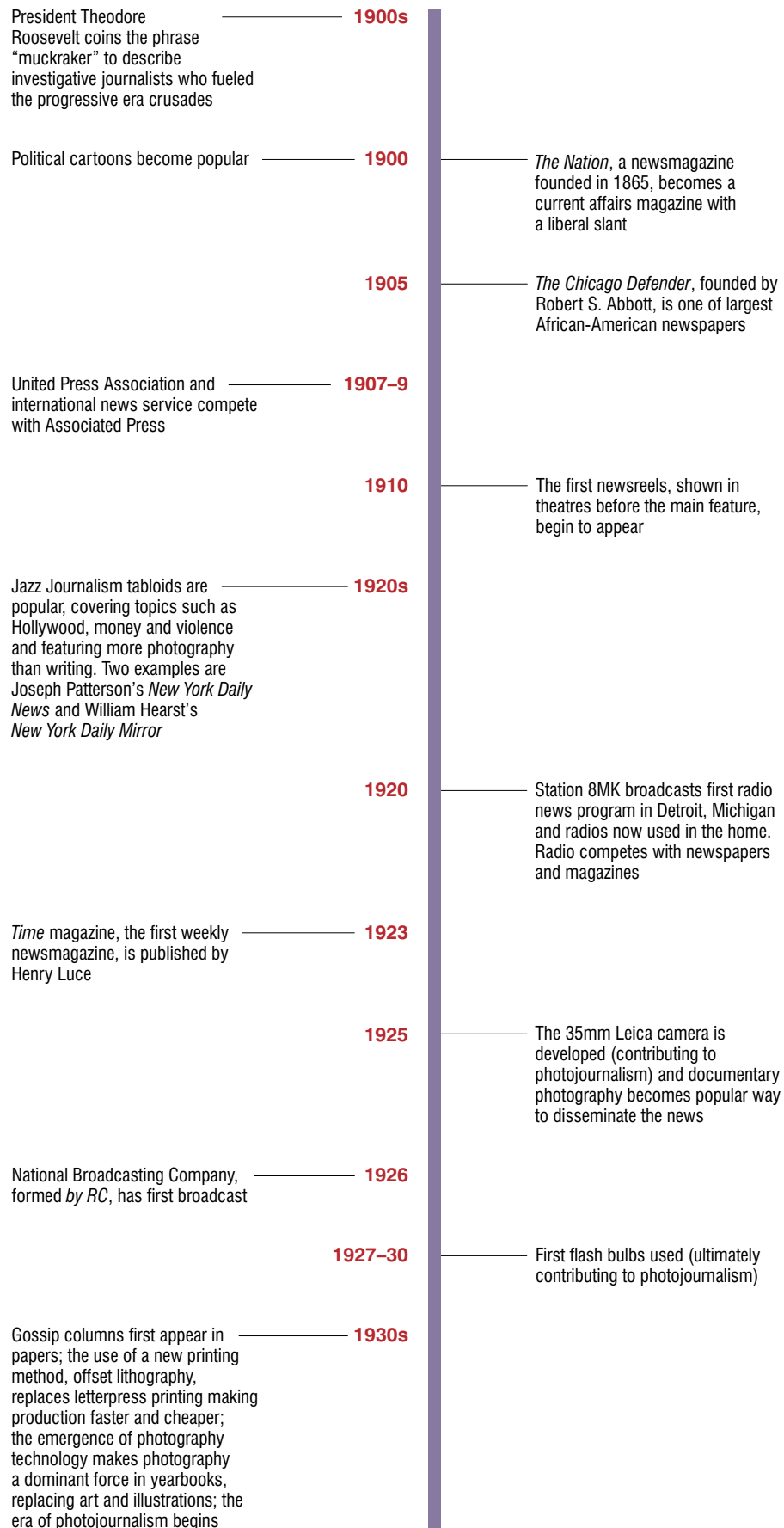
The Daily Graphic publishes first halftone (not engraved) reproduction of news photograph **1880**

1890s Circulation battles between Joseph Pulitzer's *New York World* and William Randolph Hearst's *New York Journal* lead critics to coin the expression "yellow journalism" and accuse both of sensationalizing, exaggerating, even faking news in order to drive up circulation

The Linotype typesetting machine, which can produce an entire line of metal type and therefore increases the speed of typesetting and composition, revolutionizes newspaper publishing **1890**

1893 Color is introduced for comics and other sections in Sunday editions

1898 Spanish–American War is the first conflict in which military involvement is embellished by the media specifically for the purpose of selling more newspapers than the competition



Fortune magazine, which focuses on business and economy, is started by Henry Luce ————— 1930

1936 ————— *Life* magazine is launched by Henry Luce. The magazine really begins the genre of photojournalism

American broadcast journalist Edward R. Murrow starts to broadcast reports of war in Europe; WWII would become first war to be broadcasted daily to U.S. audience ————— 1938

1940 ————— May 19, Prime Minister Winston Churchill delivers his “Be Ye Men of Valour” wartime speech over British Broadcasting Company radio

On Feb. 23, President Franklin D. Roosevelt used a radio broadcast to give details on the progress of the war – his 20th “Fireside Chat” ————— 1942

1950 ————— Most people watch television for news (taking over from the radio and newspapers, especially in terms of advertising)

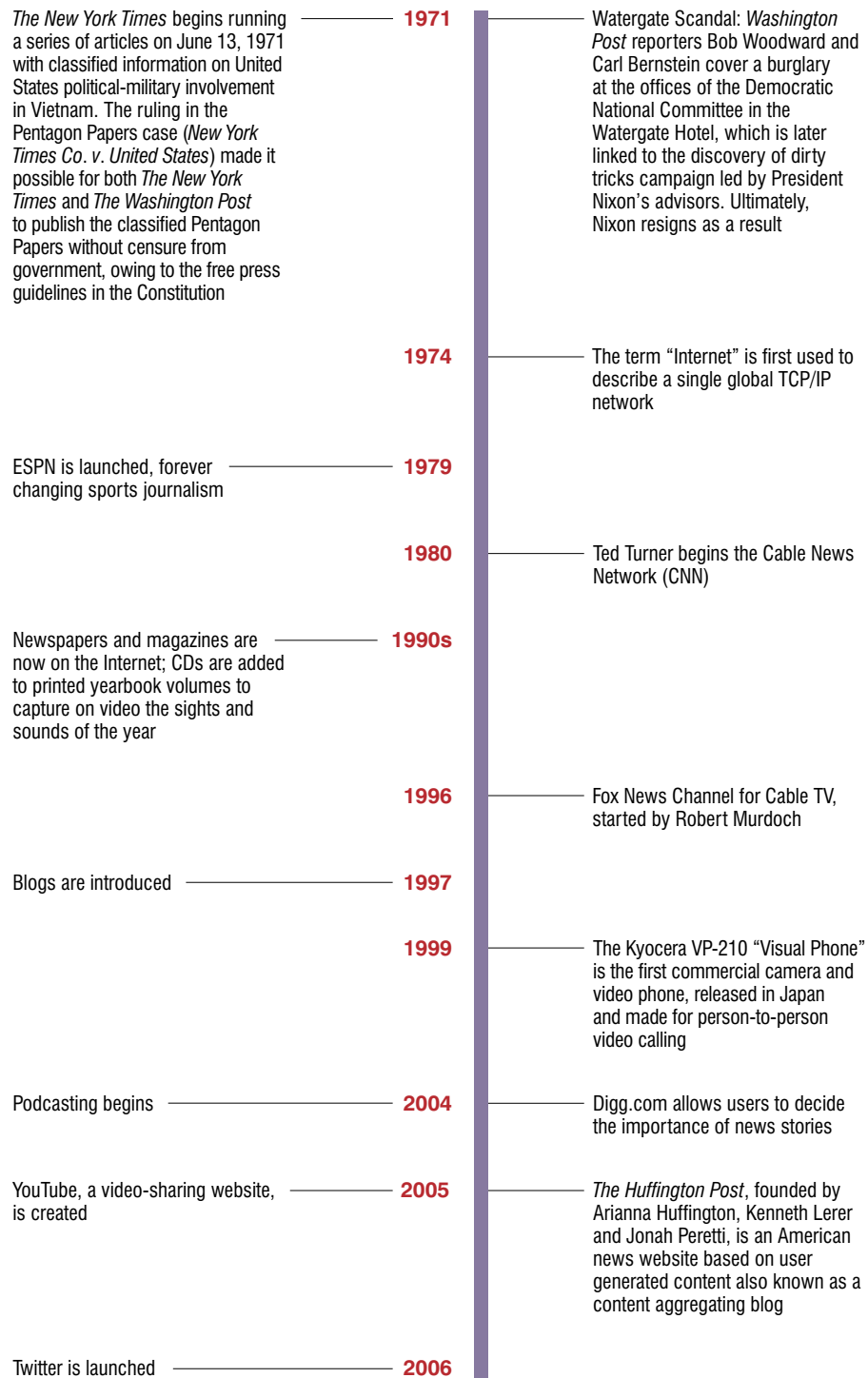
Sept. 26, the first televised presidential debate takes place between John F. Kennedy and Richard M. Nixon, reaching 70 million American viewers ————— 1960

1970s ————— Niche magazines become popular; yearbooks try experiments with everything from multiple volumes in a slip cover to the use of spot color; copy is more seriously written

Computers change newspaper production (newspapers are going from mechanical to computer production systems), which evolves new media ————— 1970s–1980s

Hunter S. Thompson writes first article categorized as Gonzo journalism – a form written without objectivity, favoring style over the facts, often as first-person narrative, making heavy use of sarcasm and humor ————— 1970

— An Associated Press bureau in Columbia, South Carolina sends news copy to Atlanta, Georgia – the first reported use of a computer terminal, and transmitting a story to a news room



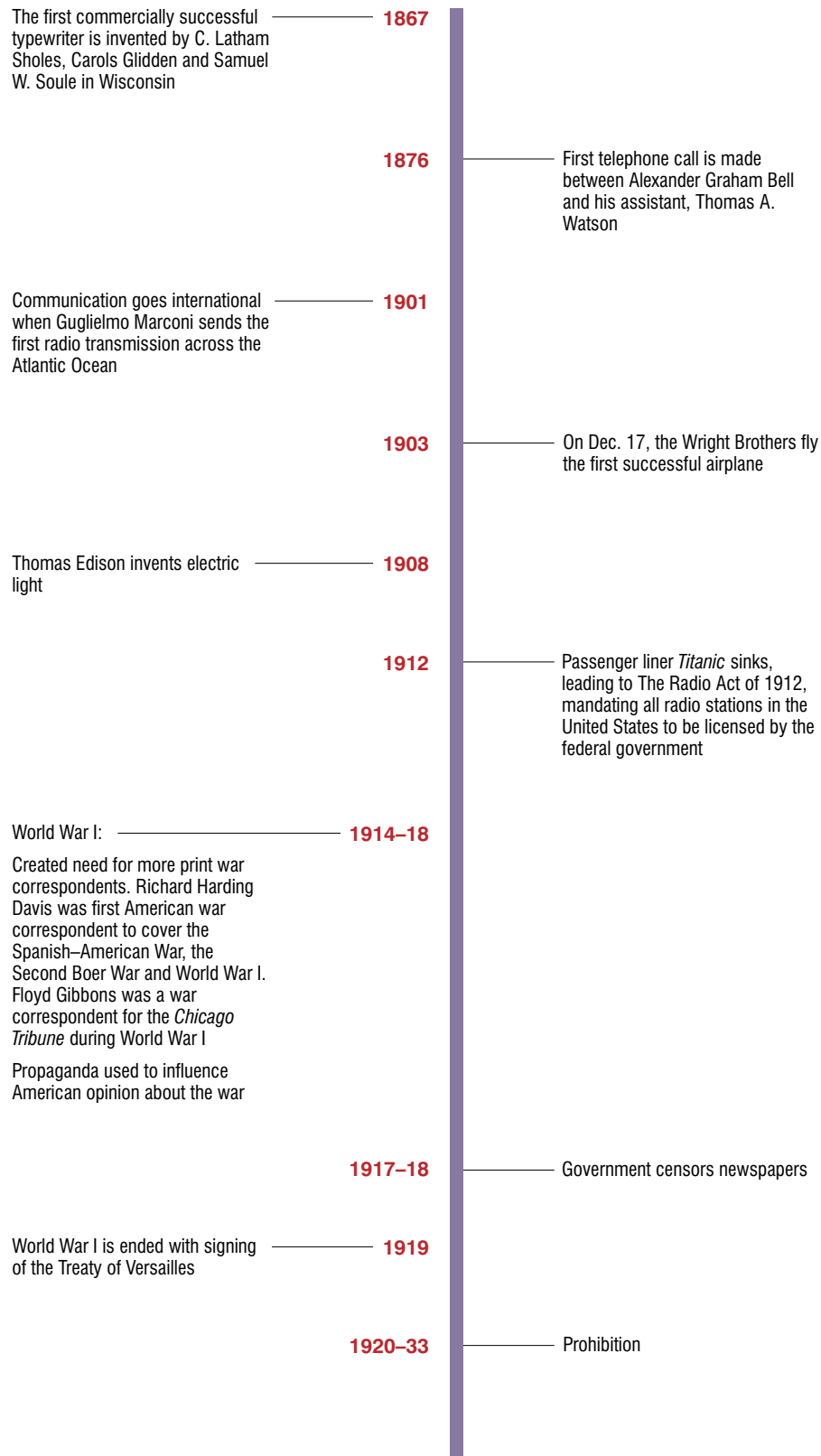
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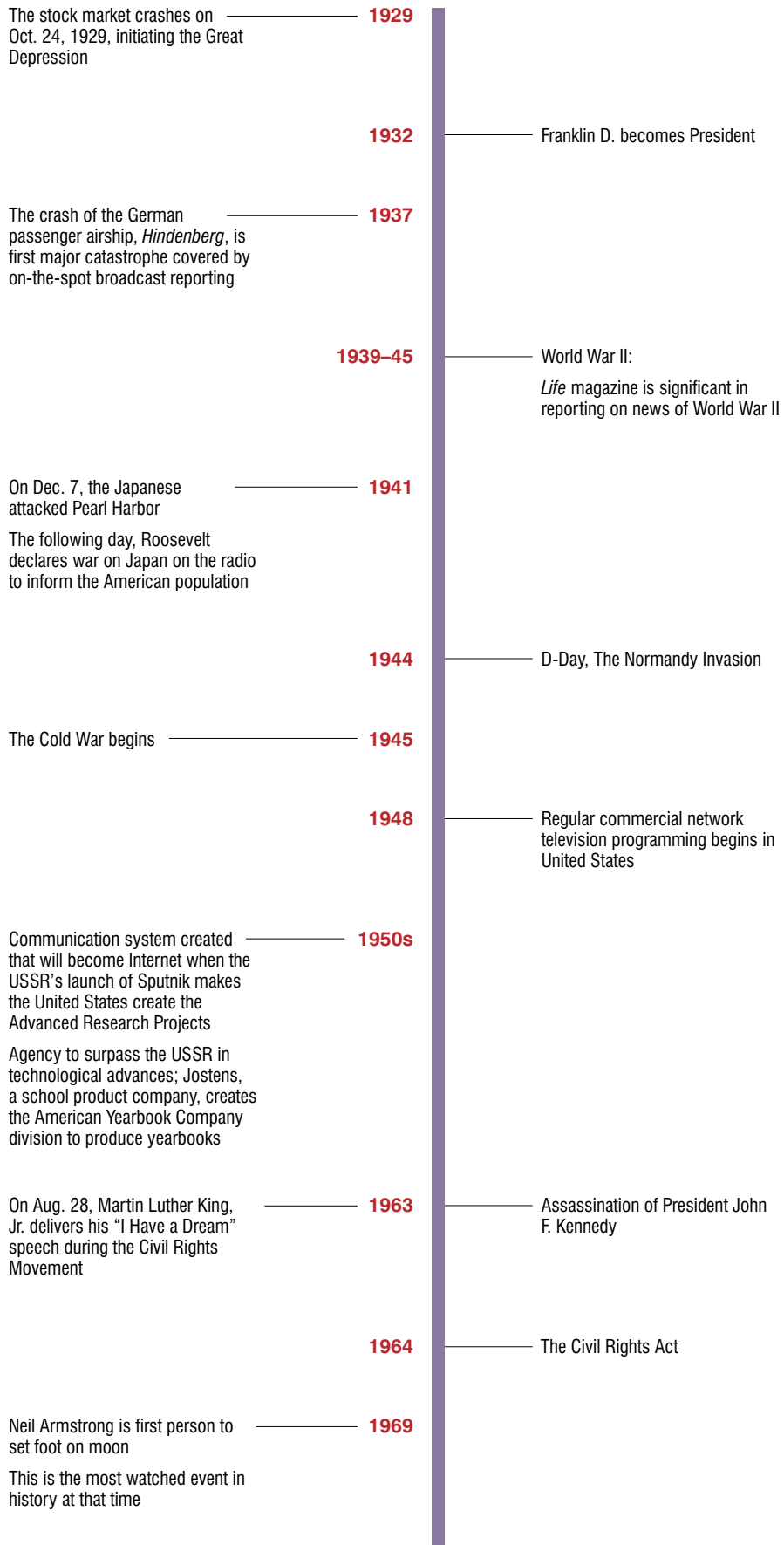
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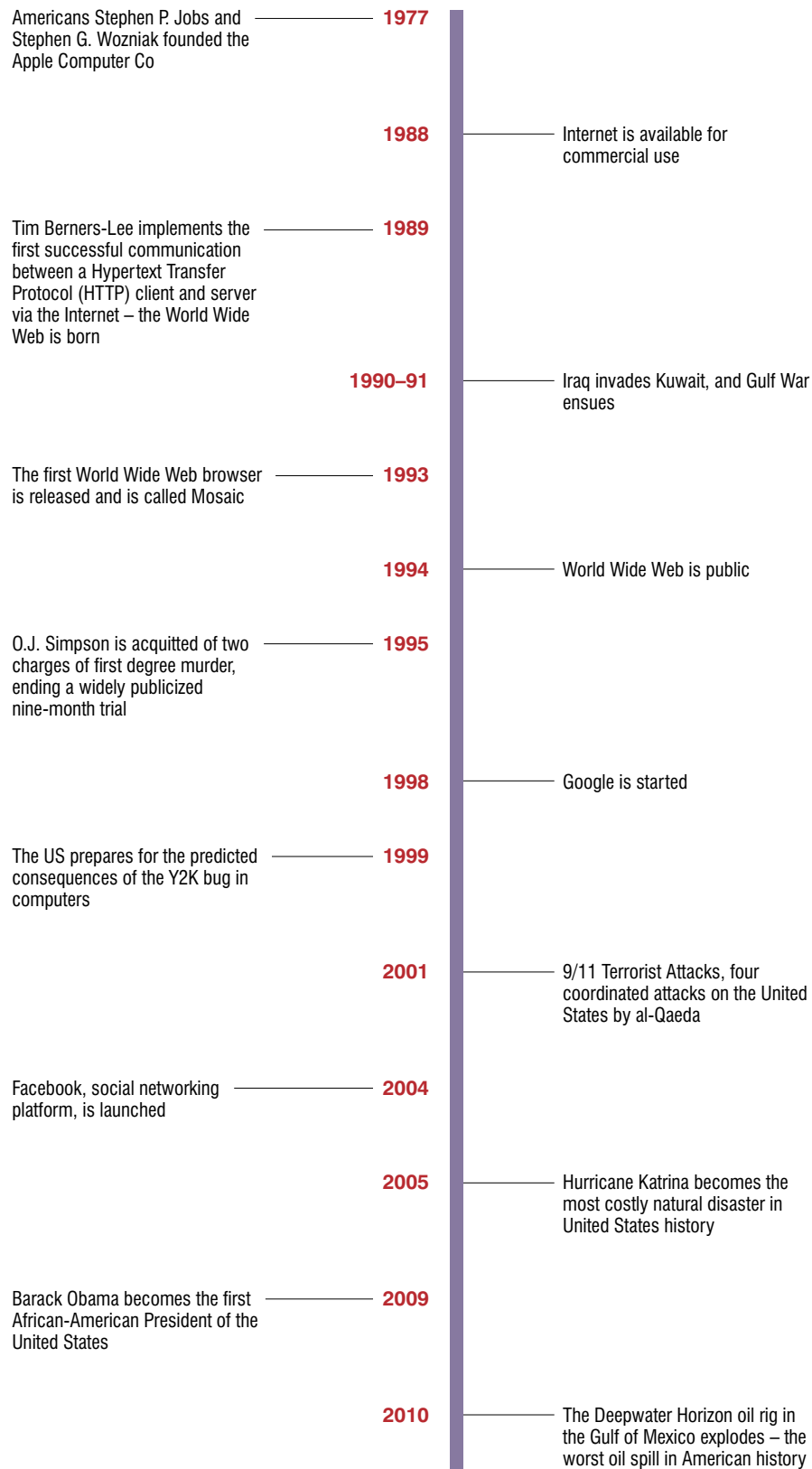
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Major historical events

Declaration of Independence is adopted and signed by Congress	1776	
	1783	The Paris Peace Treaty ends Revolutionary War
The Constitution is ratified	1787, 1788	
	1793	Eli Whitney patents the cotton gin
Alien and Sedition Acts (four separate bills) are passed by the Federalists, in order to prevent any enemy aliens and to protect from any seditious attacks against the government. More specifically, the Sedition Act makes publishing false writings against government officials a crime	1798	
	1837	Samuel F.B. Morse invents the telegraph, transforming the way people communicate
Railroads and steamships increase distribution of newspapers; telegraph used as well	1840s	
	1844	America's first telegraph line is used to send a message from Washington D.C. to Baltimore
Photoengraving developed, which allowed photos in newspapers	1860s/1870s	
	1861–65	American Civil War: disseminating news becomes essential Photographers receive passes to cover war, reporters now in the field and headlines of war action. Matthew Brady, a pioneering photographer, documented the war with photography and is known to have taken 3,500 pictures of the war
Reporters could use the telegraph to send stories from the battlefields	1861	
Emancipation Proclamation is issued Jan. 1	1863	On Nov. 19, President Abraham Lincoln gives the Gettysburg Address





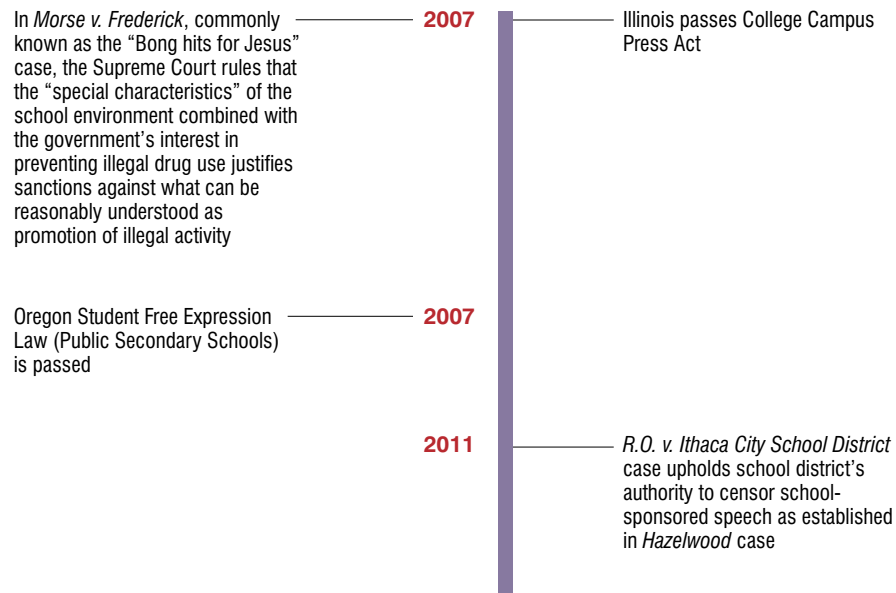


Scholastic journalism events

<p>First handwritten school publication, <i>The Student Gazette</i>, is produced by the students of Friends Latin School (now William Penn Charter School), Philadelphia, Pa</p>	1777	
	1806	Yale University becomes the first college to publish a yearbook
<p>The Evergreen at Waterville Academy in New York publishes what is credited as the first high school yearbook</p>	1845	
	1846	Hopkins Grammar School in New Haven, Connecticut publishes a yearbook
<p>Section organization and the use of division pages begin to emerge in yearbooks including athletics, organizations, features, humor and ads; other schools choose to organize by season</p>	1926	
	1939	Taylor Publishing Company (now Balfour), creates a company that could deal with all aspects of yearbook publishing in one facility in Dallas, Texas
<p>Yearbook production classes began to be integrated into English or journalism classes</p>	1940s	
	1960s	Yearbooks reflect the revolution sweeping the nation; summer supplements added to printed books often delivered in the summer; design heavily influenced by <i>Life</i> and <i>Look</i> magazines, two dominant publications of the time
<p><i>New York Times v. Sullivan</i> case initiates an actual malice standard which must be met before reports about public officials can be considered libel or defamation; ultimately supports freedom of the press</p>	1964	

<p>In <i>Tinker v. Des Moines Independent School District</i>, the Supreme Court holds that a school district violated three students' First Amendment rights after they were suspended for wearing black armbands to school in protest of the Vietnam War</p>	<p>1969</p>	
	<p>1973</p>	<p>In <i>Miller v. California</i>, the Supreme Court establishes a three-part test that, when passed, deems graphically sexual content obscene</p>
<p>The Student Press Law Center, an advocacy group for student press rights and against censorship, is founded</p>	<p>1974</p>	
<p>California Student Free Expression Law is passed</p>	<p>1977</p>	<p>Washington State enacts Washington Administrative Code: Student Rights; grants students freedom of speech and the press as well as the right to assemble peaceably</p>
<p>Supreme Court ruled in <i>Smith v. Daily Mail</i> that reporters who lawfully obtained and truthfully reported the identification of a teenage murder suspect would be legally permitted to publish the juvenile's name</p>	<p>1979</p>	
	<p>1980s</p>	<p>The computer age revolutionizes the yearbook through desktop publishing on Apple computers using PageMaker software; summer yearbook workshops draw thousands of students to get a head start on the school year by studying trends</p>
<p>The <i>Ollman v. Evans</i> court case establishes a four-point test for determining whether a statement is an assertion of fact or the speaker's opinion; ultimately protects opinion and editorial content</p>	<p>1984</p>	<p>In <i>Bethel School District No. 403 v. Fraser</i>, the Supreme Court rules it is well within the authority of a school to determine the appropriateness of speech within classes and school assemblies</p>
<p>On Oct. 4, the first National Yearbook Week is officially created by a joint resolution of both houses of Congress</p>	<p>1987</p>	

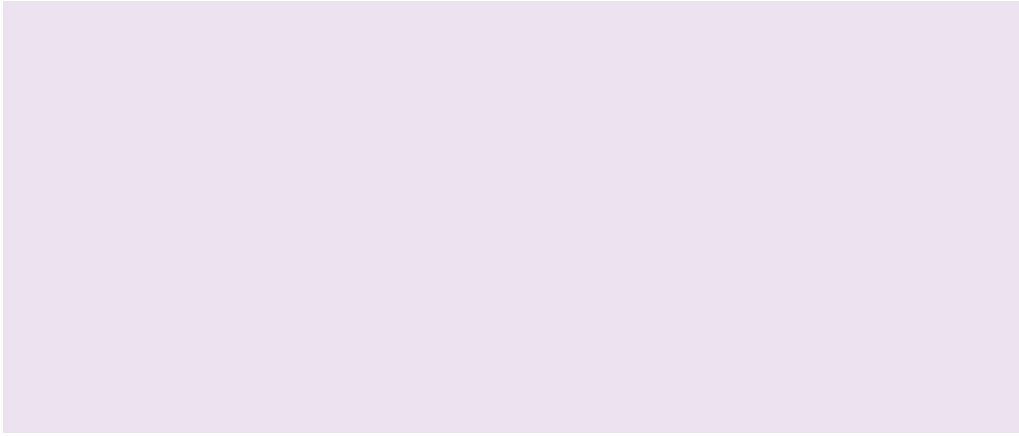
The Supreme Court, in the landmark case <i>Hazelwood School District v. Kuhlmeier</i> , rules that a school district may censor a student newspaper for a variety of reasons; ultimately becomes the standard for future cases	1988	Massachusetts Student Free Expression Law is passed
In <i>Romano v. Harrington</i> , the court ruled that extracurricular student journalism does not fall under a school district's authority	1989	Iowa Student Free Expression Law is passed
Colorado Student Free Expression Law is passed	1990	
Planned Parenthood of Southern Nevada v. Clark County School District ruling defends a school district's authority to exercise control over advertising in school publications	1991	<i>Masson v. New Yorker Magazine</i> case reaffirms the legal significance of quotation marks; allows journalists to alter words inside quotation marks to fix grammar, syntax or spelling
	1992	Kansas Student Publications Law is passed
In <i>Desilets v. Clearview Regional Board of Education</i> , the New Jersey Supreme Court holds that censoring a student's reviews of two R-rated movies violated the student's First Amendment rights	1994	
	1995	Arkansas Publications Act is passed
Yearbooks become full-color volumes produced digitally and submitted to publishing companies electronically; senior ads replace community ads; DVDs replace CDs	2000s	
	2003	Ruling in <i>Draudt v. Wooster City School District</i> case greatly expands the legitimate pedagogical standard
In <i>Dean v. Utica Community Schools</i> , the Supreme Court applies the principles established in <i>Hazelwood</i> to rule against censorship of student journalism when motivated solely by a "difference of opinion with its content"	2004	



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 Mary Arnold and Beth Duffy, “Is the High School Yearbook Tomorrow’s Dinosaur? A National, Historical Overview

and an Iowa Survey,” Paper presented at the 74th Annual Meeting of the Association for Education in Journalism and Mass Communication (Boston, Mass., Aug. 7–11, 1991).



UNDERSTANDING NEWS

1



News is what affects the greatest number of people with the greatest intensity. Telling my community the news lets me tell people what's likely to affect them and how much it will affect them. If people don't know something is happening and don't know how it will affect them, they can't do anything to change or stop what affects them. If people know something is likely to happen to them, then they have a choice of what do about it. The news and journalists give people choice about how to shape their lives, their neighborhood, their community, their world. The news allows people to change the bad and promote the good.

Charlotte Grimes, Knight Chair in Political Reporting, S.I. Newhouse School of Public Communications, Syracuse University



LEARNING OBJECTIVES

After completing this chapter you will be able to:

- determine the core values that create interest in news
- understand the role of audience in making news decisions
- make informed decisions about covering and publishing news, in both print and online editions
- understand how using a beat system will help you cover your school in an organized way
- understand how to find the sources that will provide the best information for your stories
- provide coverage of your school's diverse populations.

Test your knowledge

Can you think of a topic of conversation you've had with friends recently or heard classmates discussing that could result in a story on your website or in the newspaper?

Quick Exercise

From a recent copy of a local newspaper, find an example of a hyperlocal story focusing on a specific community. Would this story be covered in any other newspaper? Why is the news important to this publication's readers?

YOU'RE WALKING DOWN THE HALL in your high school and you overhear a conversation among several members of the student debate team. It turns out that the principal has canceled an upcoming debate trip because of district budget cuts. The students are dismayed and disappointed. They have spent months practicing and strategizing for this yearly trip to the state debate tournament. They don't understand how this last-minute cancelation could have happened and they didn't see it coming.

As this example makes clear, news is all around you. Sometimes you hear it in idle classroom conversations, sometimes in the cafeteria or the hallways. Or you might read about a pressing issue being discussed on a social networking site such as Facebook or Twitter. Sometimes you may not realize that a casual conversation could be the beginning of a story with far-reaching implications. If your friends are talking about it, it may be news.

For instance, if your friends are complaining about not having access to parking in the school lot despite paying a parking fee, or about having to pay a new fee to participate in clubs and sports or about not having enough time to eat after lunch periods are cut by five minutes – in each case, you're hearing potential news. All of these topics appeared as news stories in high school newspapers. As a reporter, you're empowered to report and write these stories. You'll provide the context and perspective for these news items, providing the answers to basic questions that your friends can't access. You can interview the people who made the decisions and provide factual information to sort out the gossip and rumor that surround any controversial issue.

The school newspaper and its website can give you a chance to impart important information to the school community, and to help find constructive solutions to difficult problems. High school journalists are trained to gather information, interview the relevant sources and to provide credible, timely stories about the news that matters most to their school communities.

Though high school newspapers usually publish less frequently than municipal or national papers, most still have an opportunity to publish timely news. This means that the newspaper staff must be alert to time-sensitive information and be ready to provide context or other supplemental features if an event occurs a week or two before the paper goes to press. Depending on when an event occurs, time-sensitive news may be covered on the newspaper's website and updated in the print edition. Such stories may have long-lasting implications that can generate months of coverage and analysis in both print and online editions.

Many professional newspapers focus on **hyperlocal news**, events and information that are most important to their immediate and local audience, rather than trying to keep up with the pace of the 24-hour news cycle. Most school newspapers publish even less frequently than daily papers, often weekly, every other week or once a month. Ensuring that the print edition of your high school paper is relevant and timely can be a difficult task. But a well-maintained website can provide you with opportunities to keep the news fresh, with updated coverage continuing between print editions.

“ WORDS of WISDOM

Never, ever be afraid to ask questions. In time, you'll figure out the best way to go about it.

Should you grill that official accused of corruption under the glaring lights of a press conference?

Would it be best to pull aside an aide behind the scenes to get a response no-one else

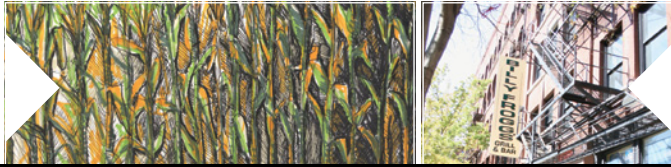
may get? Or do both? Intimidating situations can turn into exhilarating learning situations when you get that answer or funny look you may not have expected to get.

Genaro C. Armas, Correspondent, The Associated Press



**PULL OUT
in-depth**

Is Westside really
"Hollywood High?"



**PAGE 10
a&e**

The entertainment staff
reviews local hotspots

Lance

8701 Pacific St. Omaha, NE 68114 Volume 56 Issue 3 November 4, 2011



MIDDLE SCHOOL change in grading system implemented

By Aaron Calderon
NEWS EDITOR

Schrad.

"A one? How could you get a one?"

Instead of being reprimanded for F's, that's what some students may be hearing now.

In place of the traditional A, B, C grading system, Westside Middle School (WMS) has switched to a 1, 2, 3 system.

Standards-Based Reporting (SBR) was implemented in the elementary schools last year and in the middle school this year.

There is a simple explanation for this change, according to WMS Principal Steve

"The elementary schools changed last year because all students are required to meet state and district standards," Schrad said. "Research says if we use standards, which every school does, then we should grade by standards."

"That's exactly what SBR does. Students are given ones for "not yet progressing to the standard," twos for "progressing to the standard" and threes for "meets the standard."

Teachers set concepts, or indicators, for their students to master. These indicators are how teachers gauge the learning of their

students.

Just as with the previous A, B, C system, there are "cut scores" which determine what grade a student receives.

"In ways it's not a lot different [from the A, B, C system]," Schrad said. "We're doing the same curriculum, actually using more rigor."

But teachers have a problem with the cut scores: they undermine the system of Standards-Based Reporting. SBR, in its purest form, does not use percentage scores.

"We're doing both the old and new systems, not one or the other," middle school instructor Dexter Johnson said. "It doesn't

work."

Even with a new grading system, the curriculum is the same, and the same concepts are taught.

"Nothing has changed in terms of teaching," Schrad said.

Nothing except time. Teachers had to revise their standards to make them more attainable at the middle school level.

"[The standards] forced teachers to go in and rewrite the indicators because they weren't specific enough," Schrad said.

In addition to creating new indicators, teachers must grade for each of these new

see WMS page 3

what do the numbers mean?

1 not yet progressing toward the standard

The student shows little understanding of grade level skills and concepts and needs frequent assistance and/or support.

2 progressing toward the standard

The student is developing an understanding of grade level skills and concepts and may need assistance and/or support.

3 meets the standard

The student demonstrates mastery of grade level skills and concepts.

High school officials visit to observe modular scheduling

By Maddie Goodman
MANAGING EDITOR

The same classes every day, the same seven-period structure. Every moment scheduled.

Westside students are different. With modular scheduling, students are allowed more time to do what they please.

"I have to choose whether to do homework or go to the café to hangout with friends," freshman Hannah Bohacek said.

According to the district website, Westside switched to a modular schedule in the fall of 1967.

Administrators implemented modular scheduling after realizing the traditional six-period day did not give students opportunities to make their own decisions about how to spend their time at school.

"That's always been the number one overriding thing for graduates, that they've always felt, as freshmen in college, that they were much more able to handle their freedom," scheduler Mark Stegman said.

Other schools are curious about modular scheduling.

"There's at least a few schools every year that visit us for modular scheduling," Assistant Principal Tony Weers said.

Representatives from these schools come from all over the country. This year, Westside has hosted schools from South Carolina, South Dakota and Nebraska.

"There were 300 plus kids in an auditorium there at Westside and seeing one teacher deliver a lecture to them, it simulated to me a college experience," said Luke Clamp, principal of River Bluff High in South Carolina. "How enlightening that was to see a school provide that experience for students with the purpose for them to have college experiences on a high school campus."

River Bluff chose to explore modular scheduling with the hope of making its future student body more independent.

Clamps seeks to spread modular scheduling to the other high schools in the district.

"This school has the opportunity to redesign a path and a culture of not just one high school, but also duplicate this in the other four high schools in our district as a potential

instrument," Clamp said.

Even schools around the Omaha metro area are interested in Westside's unique system.

"We're looking into different options," Marian math instructor Rochelle Rohlfis said. "It's not that we feel there is anything wrong with our scheduling now as it is, but we also don't want to rule out anything because of not going out and looking at what others are doing."

Westside provides variety for students by offering different types of classes.

"Kids can take a wider variety of classes," Weers said. "Kids have the opportunity to take more classes over a high school career."

Having more class options means the demand for classes could be uneven from semester to semester. Westside tries to fill the needs of the students.

"The way we schedule it goes entirely off student request," Stegman said. "Not every teacher's schedule looks the same from semester to semester, even if they're teaching the same

see MODS page 2

FIGURE 1.1 *Lance*, Westside High School, Omaha, Neb., Vol. 56, Issue 3, April 4, 2011. Reproduced by permission of Rod How.

The *Lance* front-page focuses on a change in the grading system at the local middle school to conform to new state grading standards. The story includes a sidebar detailing an explanation of the number-based standard from the previous letter-based standard. The second story focuses on visitors to the school observing a modular scheduling system already in place. Both stories are local, hyperfocused stories of interest to the students in this school and their educational experiences.

WWW

WEBLINK Check out www.journalism.org

A website produced by the Pew Research Center for Excellence in Journalism, this site contains a wealth of good resources for journalists especially under the Journalism Resources link.

WHERE DOES NEWS COME FROM?

It has been said that the word “news” stands for north, east, west and south – the full compass of directions and topics that a newspaper must cover on a daily basis. According to linguists, though, the word “news” is a plural variant of a French word, “nouvelles,” and a German word, “neues,” both meaning that which is novel, or new. **Breaking news** has come to mean coverage of an important event as it is actually happening. With today’s access to 24-hour media sources, breaking news has become a continuous stream of information from multiple sources and locations around the world.

High school papers usually have to report breaking news some time after it occurs. A gas smell causing a school-wide evacuation was reported in *The Lowell*, the student newspaper of San Francisco’s Lowell High School, four days after the event took place. The paper’s website, however, was able to post the news online just two days after it occurred, and included a gallery of photos from the event. Fortunately, most high school news is not quite so time-sensitive, and can interest readers for longer periods of time. Such news is appropriate for both the print and online editions of your paper.

NEWS VALUE

It is important that the newspaper staff determine the news value of each potential story. This means evaluating such factors as a story’s timeliness, proximity to your school community, prominence of the people involved and size of the potential audience – as well as such elements as conflict and drama, surprise or oddity and emotional and visual appeal. Such factors are essential to how readers interact with the information and how long they stay with a story before losing interest.

As editors determine the news value of potential stories, they help determine what information reaches the public. In this way, the newspaper staff become **gatekeepers of information**, a very important responsibility in journalism. By choosing to cover some stories rather than others, they give life and credibility to particular topics and perspectives.

Where to place each story is another important news value decision. The greater the news value of a story, the more space and more prominent position it should receive in the print edition. The front-page is the first thing a reader sees, and should therefore be reserved for topics most important to your audience. In many professional newspapers, local news appears on the front-page while less timely world and national news is often relegated to inside pages because it’s less timely. News is also prioritized on websites, where the timeliest news often takes the top position in a feed or blog. On a website, important and updated news might also be featured in a special banner or distinct multimedia package.

News value goes hand in hand with the elements of a **news lead**, which includes the *who*, *what*, *when*, *where*, *why* and *how* of a story (see Chapter 3 for more on news leads). In determining the news value of a story, the reporter may determine that the *why* and *how* may need to be emphasized over other facts that may not be as relevant or important.

The more news value a story has, the more important and interesting it will be to a broad audience. More readers will relate and care about what they are reading. The news value of a high school story often determines whether it will interest the local community, in addition to the paper’s primary audience of students, teachers and parents. Below you’ll find a more detailed discussion of the key factors to keep in mind when assessing the news value of a story.

Timeliness

It goes almost without saying that news travels fast. Information that is current is of greater interest than older news. When something important happens at your school, students and staff will talk about it and will pass on the information they have heard, even if it isn’t accurate. A newspaper staff trained to identify the relevant facts can quickly clarify these events through the newspaper’s website, as well as through social media such as Twitter.

Reporting old news in the print edition of your newspaper is unlikely to interest readers in an age of continuous Internet and cable news. Your newspaper’s website can be used to bridge the gap between print editions, especially through the use of **news briefs** – short articles that report the basic facts of timely news stories. Rather than printing information that has already been

PHOTOS OF THE WEEK



▶ Stefano Byer
The saxophone section of the Blue Knights Jazz Band performs a solo at the annual Jazz Night held on May 4.



▶ Maria Walton
SENIOR DROSTE MILLEDGE cuts across in front of the Olathe goalies as he scores one of his team's four goals in the game on May 2.



▶ Christian Wilson
JUNIOR CALEB MASON works on his swing during Team Games class on May 2.



▶ Maddie Schoemann
JUNIOR DREW BROECKELMAN comforts SENIOR ABBY MOORE at the year's last choir concert on May 3.

THE NEWS IN BRIEF

SCHOOL ▶ written by Emily Donovan | art by Tom Lynch



Parents plan after graduation party

A casino, an inflatable climbing wall, Noodles & Co., Sheridan's, karaoke, a DJ, prizes (including iPods) and more will be available to the Class of 2012. The After Graduation Party will take place Thursday, May 17 in the East gymnasium and cafeteria, from 9 p.m. to 1 a.m. Everything is free for seniors with their student ID.

A committee of 10 Lancer parents solicited donations from families, local businesses and the Parent-Teacher Association throughout the year to raise a \$12,000 budget for the event. These parents hope to provide a safe, fun party environment where the senior class can be together one last time.



Teachers and students look forward to art awards

Artwork made throughout the semester will be awarded Wednesday, May 16 from 3-4:30 p.m. in the East cafeteria. The visual art department teachers will present awards to their students, finishing the two-week long art show outside the counseling office, the art wing, the gym hallway and throughout the building.

Artwork was judged by Kansas City artists, art teachers and art curators from local museums and businesses. Awards will be given for judges' awards, teachers' awards, the first, second and third place winners, and honorable mentions in each visual arts category.

With coordination help from the booster club, Friends of the Art awards ceremony will include snacks.



Students prepare for Lobster Landing

The foreign exchange program at East is partially funded by lobsters. Saturday, May 12, foreign exchange students will distribute lobsters outside the counselling hallway at the Lobster Landing from 10 a.m. to 11:30 a.m. Over 800 lobsters have been pre-ordered for the event.

The Lobster Landing is a bi-annual tradition coordinated by former Lancer parents for the past 35 years. Profits from the sale go towards study abroad scholarships for East students who plan to study abroad and benefit foreign exchange students through purchasing yearbooks, activity ticket, and holiday gifts from the school.

COMMUNITY



Corinth shops undergo construction

Local Prairie Village shopping centers are getting a facelift. LANE4 Property Group, Inc. has already begun renovation of the main center structure at Corinth Square, planning to replace the current wood shingled roof with clay tiles and recycle design elements and materials of Urban Table. Additionally, four "pocket parks," or small sitting recreation areas, are scheduled to be constructed at each of the shopping center's four corners. LANE4 will be doing similar renovation for Johnny's Tavern exterior patio area and both of Hen House's Corinth Square and Prairie Village Shopping Center facades.



City prepares for annual PV Art Fair

Kiosks housing local and national artists will take over the Village Shopping Center June 1, 2 and 3 for Prairie Village Art Fair. The Art Fair gives patrons the opportunity to walk up and down the village, entering booths to purchase artwork or speak directly with the artist, a special opportunity which connects the purchaser with the artist. Mediums include jewelry, ceramics, painting, woodwork and more.

The fair, however, includes more than original artwork. Friday and Saturday nights will offer live music from 7:10 p.m. performed by Kansas City musicians. In addition to food vendors throughout the event, Chris Cakes will offer a Pancake Breakfast Saturday morning from 8:30-10:30 a.m.

STATE



Anti-abortion bill passes Kansas Legislature

According to a 23-16 vote in the Kansas Senate, health care professionals should not be sued or have their jobs put in jeopardy for refusing to perform an abortion by following their consciences. The bill passed in both the Kansas House and Senate, despite concerns that giving additional legal protection to doctors would allow some professions to deny life-saving procedures and limit access to birth control. Critics worry that a patient will not know the doctor's stance on abortion until he refuses to administer treatment and that the doctor will not have to refer the patient elsewhere.

The "conscience" bill, which is expected to be signed by Governor Sam Brownback, will go into effect July 1.

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FIGURE 1.2 *The Harbinger*, Shawnee Mission East High School, Prairie Village, Kan. Reproduced by permission of C. Dow Tate.

News briefs on this page expand beyond school to include community and state items of interest to student readers. In addition to the briefs, relevant art heads each story adding visual interest. A vertical panel of photos of the week also adds visual interest and includes captions for each image. In addition to news briefs, many newspapers include sports and entertainment briefs.

made public, a striking photograph can also be used, with a long caption summarizing the story. High school papers often publish several pages of pictures from major school events, and offer slideshows or video footage on their websites.

Proximity

News that happens in or near your school will be of interest to students, parents, staff and administrators. Such stories should be a primary focus for a school newspaper, which may be the only official record of the information.

As students, high school newspaper reporters have access to sources and information that may not be available to outsiders. For example, at Virginia's Chantilly High School, the *Purple Tide* newspaper reported on the removal of the senior class president and treasurer from their positions after they were caught drinking before a football game. The story quoted the treasurer admitting to the offense, while school officials would not comment on the reason the two were disqualified. Clearly, the student reporter had access to the students accused in the incident.

FIGURE 1.3 *Spark*, Lakota East High School, Liberty Township, Ohio. Reproduced by permission of Dean Hume.

After district voters struck down a tax levy for the third consecutive time, staff of *Spark* newspaper analyzed in a series of articles what the impact of the district's spending deficit would be. Staff coverage included a series of stories, detailed in an explanatory box on the right page. A visual infographic at the bottom of the left page graphically shows the impact of the past votes dating from 2004.

news | levy

Levy Failure Brings Lakota More Challenges

For the third time in a row, the Lakota levy was struck down by voters, this time 54-46 percent. Potentially facing a \$17.6 million spending deficit by 2016, Lakota will be forced to re-evaluate and make "painful cuts."

story *rachel podnar* | photo *ellen fleetwood* | infographic *irfan ibrahim*

Political climate. Taxes. Board indecision. Budgetary concerns. Poor economy. Misinformation. Transparency.

Whatever the factors were that contributed to the community's decision, the Nov. 8 election left the Lakota Local School District at a loss for funding. The third since 2005, the failure of the operating levy means the continuation of Lakota's long struggle for funding and the beginning of a new series of tough decisions and cuts to be made by the Lakota Board of Education.

Based on the Oct. 2011 Five-Year Forecast, a "snapshot" of the district's projected finances, at current spending levels, Lakota will have a spending deficit of \$17.6 million in 2016, up from the current spending deficit of \$9 million.

If the levy would have passed, it would have kept Lakota out of deficit spending until at least 2014.

According to Lakota Treasurer Jenni Logan, the 4.75 mill levy would have garnered approximately \$12 million per year and would have filled a hole created by loss of state funding.

The decrease in Lakota's state funding will amount to about \$12 million per year by 2014. \$3 million of that amount is due to the end of the stimulus funds that Lakota has received and the state deciding not to replace those dollars. The other \$9 million comes from the loss of funds from a commercial activity tax.

Logan said the state discontinued a source of funding for local governments—the tangible personal property tax—in order to attract businesses to Ohio. To compensate for the loss of revenue, the state replaced the tax with the commercial activity tax, which is to be phased out by 2018. The tax, however, is being phased out early and will be completely phased out by 2014, resulting in a \$9 million loss for Lakota.

With the levy failure, it is time to reassess the budget and compensate for the \$12 million revenue loss, according to Logan.

"A need still exists. Without the needed revenue we are forced to make more drastic reductions," Logan said. "That is never fun. It is not something that we look forward to and it is a job that we have to do. We are beginning on it immediately."

The timeframe for decision-making is short—if the Board chooses to place a levy on the ballot in Mar. they will need to take action by Dec. 7 in order to secure the necessary resolutions and certification, according to Logan. In the coming weeks, the Board must decide whether it will request another levy and if it will be on the ballot in Mar., Jun. or Nov.

This decision will work in tandem with what cuts are made and where, and under what time frame they will be made.

"One of the first steps is [to decide whether or not to] go back to the ballot," Logan said. "If [we choose to put another levy on the ballot] do we want to keep it at 4.75 mills? With this defeat we have now lost

Millage Matters

The Lakota District has had 16 levies concerning either current expenses, reduction of current expenses, or emergency, six of which have passed. The most recent levy asked for \$12.6 million. One mill is equal to a tenth of a percent in property tax. So, if the millage is 4 mills, the percent taxed to a \$100,000 is .04 percent, or \$400 in tax dollars per year. Due to property values fluctuating over the past seven years, the millage has done likewise.

Year	Millage	Status
Mar. 2004	9.3 Mills	FAILED
Nov. 2004	5.5 Mills	FAILED
Feb. 2005	5.5 Mills	FAILED
Nov. 2005	5.6 Mills	PASSED
May 2010	11.8 Mills	FAILED
Nov. 2010	7.1 Mills	FAILED
Nov. 2011	4.75 Mills	FAILED

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Covering events that happen far from the school, such as the tsunami that hit Japan in 2011, will need to be localized for a high school newspaper. In this case, schools with large Asian populations could have interviewed students who might have friends and relatives living in Japan and covered the story from their perspectives. No news story should take reporting from an already published account in a professional publication, even if the source is attributed.

Prominence

People of prominence will add interest to any news story. A school visit by First Lady Michelle Obama, accompanied by the first lady of the Republic of Korea, made front-page news in *The A*

FIGURE 1.3 (continued)

revenue because we won't be able to collect in 2012, we have lost a year of collection."

Lakota Superintendent Karen Mantia said that the decision of whether or not to go back on the ballot is part of many decisions on the horizon.

"The Board will have to ask where will we go from here," she said. "If we do go back, how much do we go back for? Will it be with the same services or will services have to change here in Lakota? We're evaluating all of that."

Unlike in the Nov. 2010 levy, the Board did not release a list of objectives to be cut in the event of the levy's failure. As of press time, details regarding specific cuts have not been released. According to Logan, there is no set number for how much cuts must amount to, because future levies could affect the how much needs to be cut.

Board vice president Ben Dibble spoke to the fact that where the inevitable cuts will come from is largely up in the air at this point.

"We haven't said exactly what [those cuts] will be," Dibble said. "We can't at this point. The obvious things are already cut. Things like busing—already cut. It will be more of cutting into what we are actually offering. You keep hearing analogies of cutting into the muscle and into the bone because there is no fat. We cut into the muscle so I guess it's back into the bone where we're cutting into the structure of the thing."

According to Dibble, one of the reasons the Board did not release a list of specific

This issue is the first piece in *Spark's* series of post-levy budget coverage

cuts to be made was because of the arrival of Mantia as the new superintendent. Mantia was new to the district and she was deciding where her priorities for the district were and thus she could not outline specific cuts to be made.

To approach the task ahead of making cuts in the schools, Mantia is relying on a data-based decision making model, one that analyzes costs and benefits to all programs. Dibble said that she has gone through a process already to determine where Lakota's costs are and she will use that when making her decisions.

Mantia said, "We'll match the cost to the service as provided. We want to ask the question of the value that it brings to students and what students need."

While the areas from which cuts will be made have not yet been announced, it is the clear message of the NoLakota group that the district should start with a conversation with the teachers.

Rich Hoffman, spokesman for NoLakota, said that Lakota should come up with 5

percent savings out of the teacher's contract.

"I'd like to see the superintendent sit down with the LEA [Lakota Educator's Association] and ask them if they would be willing to work within the budget and come up with five percent savings," Hoffman said. "That way nobody has to lose a job, no electives need to be cut. They need to figure out how to work in the budget that the community set the constraints for [on Nov. 8]."

After the last levy failure, cuts were felt in all grade levels, across all areas: transportation, class offerings and sizes and athletics. While the Board does not know what exactly the next round of cuts will look like, they will most likely come from personnel expenditures, where approximately 77 percent of the general fund is spent on wages and benefits.

"There isn't much else to cut other than personnel," Logan said. "Not in a budget of \$1.55 million when 77 percent of the expenditures are in personnel. But that doesn't mean we won't look at everything. We renegotiate negotiate contracts. We try to save dollars with anything and everything we can look at but that is not going to fix our problems. The spending deficit is \$9 million and there's not enough of those expenditures to solve \$9 million."

Community outreach coordinator for the Lakota Levy Committee Kelly Casper reiterates that while it is painful, cuts will likely come in the form of personnel reductions.

"Unfortunately, the biggest place that we can cut is personnel and I hate to see that happen," Casper said. "I hate to see teachers losing their jobs but I have tremendous, tremendous faith in Dr. Mantia. She is trying to get Lakota back on track."

With the failure of the levy and the certainty of cuts, Mantia said that district will use the failure as an opportunity to re-evaluate the district's situation. Her plan

was to make cuts regardless of a levy passage or failure and she said this failure is a chance to take a deeper look at Lakota.

"[After talking to the community], the second step is to step back and reprioritize," Mantia said. "We'll have to answer a lot of questions. Will we go back on the ballot, what will we do with the shortage of money? I don't have answers for [those questions]. But there are a lot of questions circling around. We're regrouping."

With all of the factors that go into how voters make decisions, there are any number of causes that lead to the mandate for Lakota to regroup. Dibble expressed his concern that the other issues on the ballot might have taken away from the levy.

He said that levies do not commonly go on the ballot at the same time as board elections and that may have contributed to the failure, while Casper thinks it is a sign of a lack of concern for good schools in the community.

Hoffman disagrees with both of these points and argues that this levy was voted down because people feel that they are taxed too much.

"[The levy failed] because the taxes are too high and [the community] is frustrated and there isn't any plan to bring the budget together, even though it might not sound that way in the school system," Hoffman said.

Mantia said that the issue is not about why the levy failed but rather that a new dialogue must begin in Lakota between the school district and the community in order to move forward.

Mantia said, "We need to find out what the community wants from us. This is their failure and we need to ask the questions and develop an understanding of where our community is. I don't think it's about liking kids or not liking kids, it's about the climate. We need to understand the community better." ■



Lakota levy supporters gathered at Champs on Nov. 8 to watch the election returns.

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Blast, the student newspaper of Annandale High School, in Annandale, Virginia. The story included additional links to a slideshow and video footage from this event.

Prominence differs with context. Student leaders, teachers, coaches and administrators are prominent in all schools, and much news will center around these figures. Organizations such as the school's student government or principal's council can also be important in shaping news.

Audience impact

A story that influences or affects a large number of readers will have greater news value. In high schools, news may impact on a single set of students, students in certain classes and age levels